



United Arab Emirates
Ministry of Education

On Location

GRADE
10

Classroom Support Guide
Eli Ghazel



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VISION
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الإمارات العربية المتحدة
UNITED ARAB EMIRATES

عاش الـ 50 عاماً الـ 50 Golden Jubilee Year

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On location

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Foreword

Dear Fellow Educators,

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

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

Managing learning in the classroom

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

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

Wishing you success,

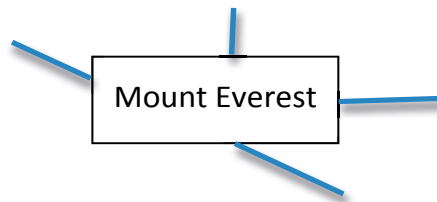
Eli Ghazel

UNIT 1

BEFORE YOU BEGIN

Ask the students to look at the picture and write as many words as they can for things they can see in the picture alone. For example:
Mountain; moon; snow; peak; wind; night slope

Tell them to copy the name of the mountain in the middle of a circle and make a web for all the things they know about the mountain. When they finish have them tell each other in groups of two to three what they know about Mount Everest and add the other's information to their webs. Ask a few students to share their answer with the whole class.



A CONNECTING TO YOUR LIFE

1. Tuning In

Ask the students to listen to the sentences on the CD and write down three words from each sentence. It is important that they write as they listen so play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing.

Play the sentences again and ask them to write T for true and F for false for each sentence they hear alone. Ask them to share their answers in pairs and decide why each sentence is true or false. Ask a few students to share their answer with the whole class.

2. Talking It Over

Ask the students to look at the six pictures and write one word that describes what they see in each picture. Tell them to refer to sentences a-f to get help with the words. Have them complete each sentence for the picture alone and then tell each other their answers in pairs.

READING

Tell the students to write what is the same in all the sentences. Ask a few to tell the whole class.

Answer: the (word) est

Write the following on the board or project them on the screen and tell them to make phrases for them. Have them tell each other what they wrote in pairs and then ask a few to share with the whole class.

1. Mount Everest (high):
2. Burj Khalifa (tall):
3. Ski Dubai (cold):
4. Sheikh Zayed Bridge (long):

Answers: The highest mountain; The tallest building; The coldest place in Dubai; The longest bridge in Abu Dhabi

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 look for “comma or” (, or) and that tells me that the word(s) before and after (, or) have similar meanings.

Method B: When I see a new and unfamiliar word, I look for an example to give me the meaning. The example sometimes comes before or after the new and unfamiliar word.

READING

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

Classroom tip: Start a word wall.

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

2. Talking It Over

Have each student do the following alone first.

- Study the chart and write the words for each item in the boxes.
- Use the chart to tell each other in pairs a sentence for each item.

Example: The highest mountain in the world is Mount Everest.

Ask a few students to share their answers with the whole class. Make sure they are looking at the whole class and not giving the answer to you only.

C READING TO LEARN

1. Before You Read

Ask each student to study the big map (not the insets) and write down words for the things they see in it and then select the best answer out of the three alone. Have them tell each other in pairs the words and the answer. Ask a few to share their answers with the whole class and tell why they chose that answer.

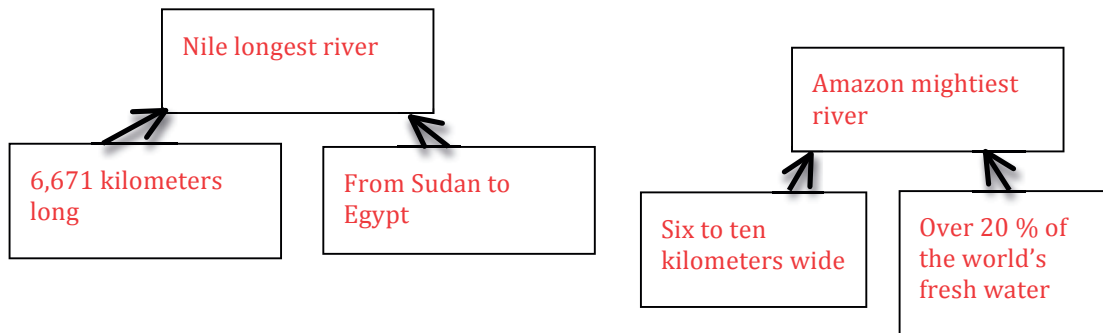
2. Let's Read

Tell the students that they are going to listen to two “short reports” about two rivers (The Nile and The Amazon Rivers) and they are to read along silently and underline details for each river as they listen. Play the CD and make sure that they are underlining details.

Draw on the board or project on the screen the concept map below. Tell them that a short report contains a main statement, or main idea and that idea is supported by details that are facts. Ask them to read the two “short

READING

reports” again, and write the main idea and the facts that support that idea for each report. Remind them to use the methods they learned for getting the meaning of unfamiliar words to try and find the meaning of the highlighted words before they read them at the bottom of the page. Have them add the words to the word wall.



Ask the students to close their books and use the concept map to tell each other in pairs about the two rivers.

Optional but strongly recommended

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

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

3. Unlocking Meaning

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

READING

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

Number 3

Explain to the students that some facts such as size, length, height or weight can help us infer (make a guess from facts and experience) the ranking (order of 1st, 2nd, 3rd, 4th etc. called ordinal numbers) of certain objects.

Ask them to find the length of each river in the map and write it in the correct ranking of the Ten Longest Rivers.

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

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

D WORD WORK

1. Word Detective

Ask the students to use ranking (1st, 2nd, 3rd, 4th etc.) to determine of the order of the people in the picture and then draw a line from the description of the person to the correct order.

Ask them to compare their answers with each other in pairs

2. Word Study

Ask the students to study the table of cardinal and ordinal numbers in pairs and come up with the rule for ordinal numbers.

1 = first = 1st

2 = second = 2nd

3 = third = 3rd

4 to 20 = fourth – twentieth = 4th to 20th.

21 = twenty first = 21st

and so on.

READING

Ask the students to write the cardinal number for each ordinal number on the lines and then compare their answers with each other in pairs.

3. Word Play

Ask the students to write the ordinal number for each cardinal number on the lines and then compare their answers with each other.

Prepare a list of numbers that have five to eight ordinal numbers and five to eight cardinal numbers. Tell the students to listen to each number you say and write it down in figures.

Example:

You say: forty and the students write 40

You say: fourteenth and the students write 14th

E GRAMMAR

1. Learn the Rule

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

Ask the students to read the sentences alone and find the words that are missing in the table and write them under the correct headings. Have them compare their answers in pairs.

- *The UAE is a **big** country in the gulf. It has **high** mountains and **wide** deserts. It can be **hot** or **cold** in the UAE. **The coldest** days are in January and **the hottest** days are in August.*
- *There are many **deep** wadis (valleys) in the UAE. Sometimes, people camp in the wadis. It is **dangerous** to camp in wadis (valleys) when it is raining. Water from the rain fills the wadis (valleys). It is **better** to camp on **higher** grounds. High grounds are **drier than** the bottom of wadis.*
- *You can drive anywhere in the UAE, but it is **more difficult** to drive on dunes and in the mountains **than** on the roads. **The most difficult** dune to drive on is called Big Red.*

*The words in blue are an aid for the teacher.

Describing one (base form)	Comparing two (comparative form)	Comparing more than two (superlative form)
<i>big</i>	<i>bigger than</i>	
		<i>the highest</i>
	<i>wider than</i>	
	<i>hotter than</i>	
	<i>colder than</i>	
	<i>deeper than</i>	
		<i>the most dangerous</i>
<i>good</i>		<i>best</i>
<i>dry</i>		<i>driest</i>
		<i>the most difficult</i>

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

Ask the students to study the COMPARATIVE and SUPERLATIVE ADJECTIVES chart in the book and answer the following questions in pairs. Write the two questions on the board.

- How many ways can we compare two people, places or things?
- How many ways can we compare more than two people, places or things?

Teacher aid

COMPARING TWO:

adjective word + **er** followed by **than** (hotter than)

as adjective word **as** (as fast as)

more adjective word of more than two syllables **than** (more im/por/tant than)

COMPARING MORE THAN TWO:

the adjective word + **est** noun word being described (the tallest mountain)

The most adjective word of more than two syllables noun word being described (the most dan/ge/rous road)

2. Practice the Rule

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

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

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

Recommended

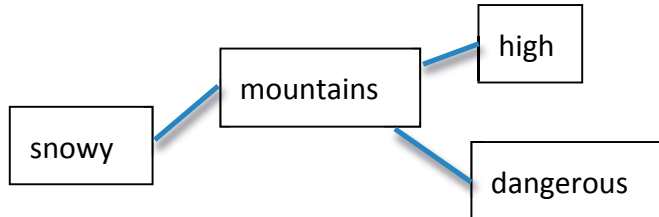
Ask the students to write two sentences at least using comparative and superlative descriptions for the picture on page 3. They may also write sentences for other pictures they can look for in magazines or download from the Internet. (www.google.com/advanced_image_search)

F BRIDGE TO WRITING

1. Before You Read

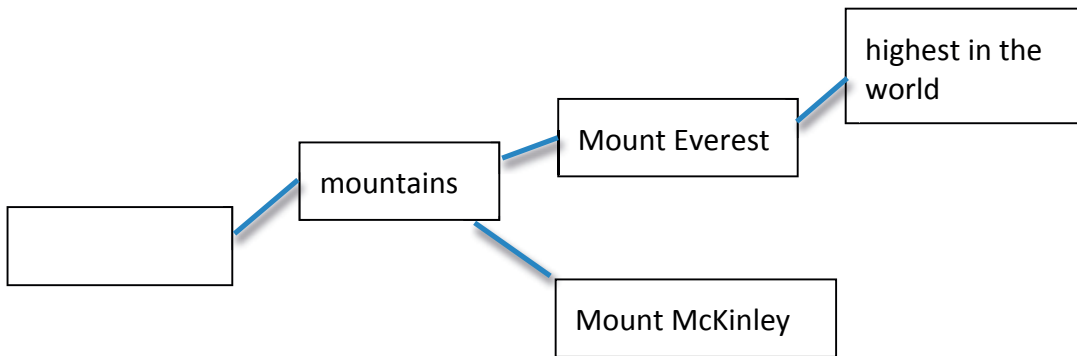
Tell them to copy the word “mountain” in the middle of a circle and make a web for all the things they know about the mountains. When they finish have them tell each other in groups of two to three what they wrote.

Example



2. Let’s Read

Ask the students to read the article and make notes about the mountains alone. Remind them to use a web to take notes like the one below.



Ask them to sit in pairs and use only the notes that they made in the webs to tell each other about the mountains they read about (books closed). Tell them that this will help them learn to give presentations and write short reports.

Recommended

Ask the students to sit in pairs and compare the webs they made and make a better web using the notes from both of their webs. Then have them use the new web to tell other pairs about mountains.

5. Making Connections

Explain to the students that one way of collecting information in order to write a short report is to ask questions and then find answers for their questions. For example if they want to write about and compare two places in the UAE and in the world, some of their questions could be:

- Why is it unique (or why do you think it's important)?
- Where is it located?
- What is one important fact about it?

Tell the students to re-read the selections about The Nile River and Mount Everest and write the information in the chart. Ask them to check their answers with each other in groups of two or three. Ask a few students to share their answers with the whole class.

5. Expanding Your Vocabulary

Ask the students to read each word and its definition alone then find the picture that matches the description and write its letter on the line. Ask them to compare their answers in groups of two or three. Ask a few students to share their answers with the whole class.

Recommended

Ask some students to put up the words on the word wall. Adding a picture or a drawing for each word is strongly recommended.

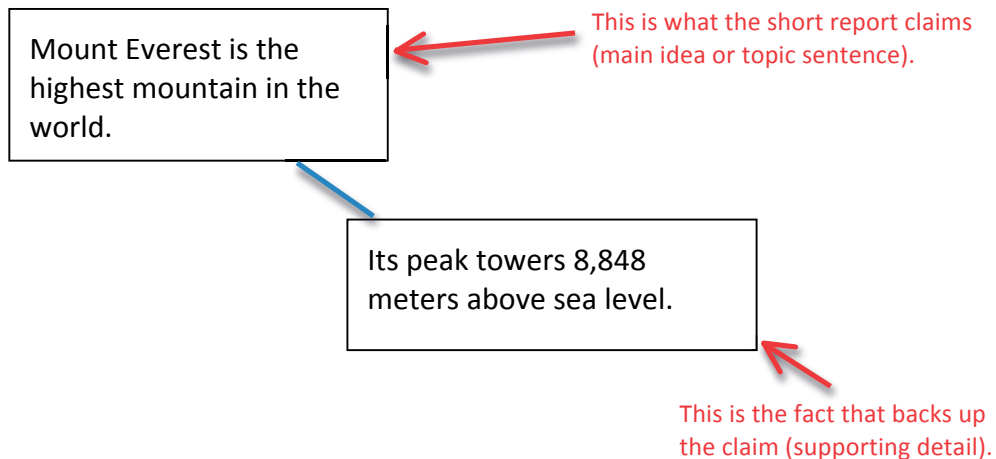
G WRITING CLINIC

1. Think about It

Explain to the students that they can collect answers to their questions from many sources. These sources can be found in libraries, bookstores, and on the Internet. Ask the students to do number 1 alone. Have them make notes about why they chose some sources and why they disregarded the other sources. 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

Explain to the students that a short report has details that talk about or support the main idea. The main idea makes a claim and the details that follow back up, or support that claim. Draw the map below to aid your explanation.



Ask the students to find and draw a line from the detail to the main idea it supports in number 2 and then compare their answers in pairs. Have them explain to each other why each detail supports the main idea. Ask a few to share their answers with the whole class.

Explain to the students that the main idea or topic sentence can have more than one detail supporting it. Ask them to do number 3 in pairs to determine which two sentences are supporting the main idea or topic sentence, and which one is the main idea or topic sentence. Ask a few to share their answers with the whole class.

3. Focus on Style

Explain to the students that sometimes we can write two sentences as one sentence and this can help make it easier to read. Bring two different color long cards with the following sentences on them.

The Amazon River is almost as long as the Nile.

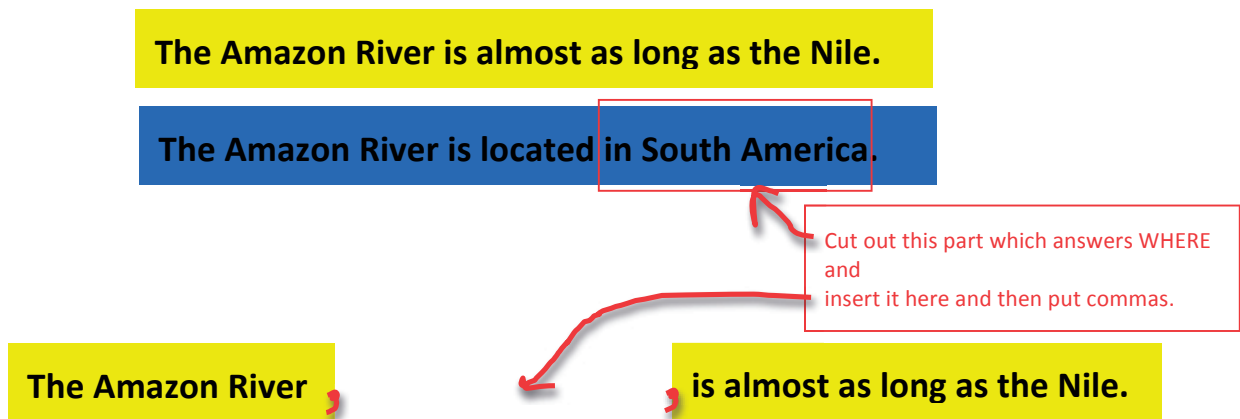
The Amazon River is located in South America.

WRITING

Tell them that the second sentence contains a part that answers the question where for the second sentence. Have the students tell each other **the part that answers** where to each other before you tell them.

Cut out the 'where' part of the second sentence (in South America) and insert it right next to the word it is talk about (The Amazon River). Set it off with commas.

Example:



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

H WRITER'S WORKSHOP

1. Getting It Out

1. Tell the students that they are each going to write a short report for an atlas called "Wonders of the World". The report that they write will tell about a place that is unique (a wonder) and give details to support why this place is unique.

Give them the steps that they should follow. Write them on the board, or hand them out as photocopies. Have the students do one step at a time.

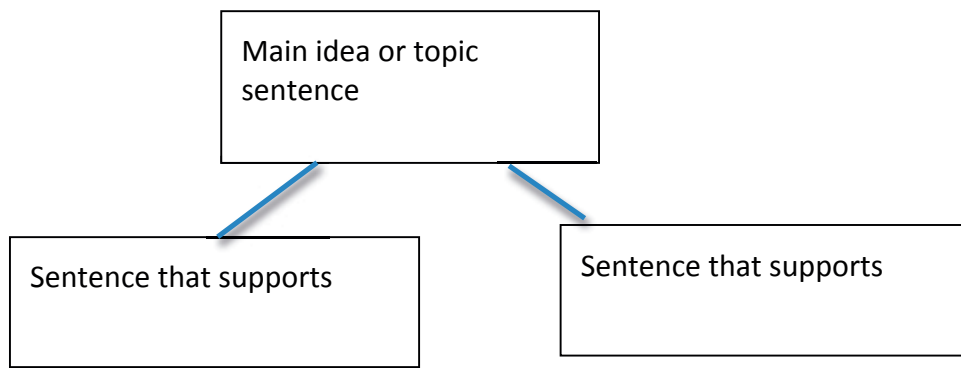
Step one: Choose one of the places in the pictures or think of a place that you believe is unique.

WRITING

Step two: Write the questions that you want answered and find answers for them. Use a chart like the one on page 15 to record your answers.

- Why is it unique (or why do you think it's important)?
- Where is it located?
- What is one important fact about it?

Step three: Use the information you got to write a main idea (topic sentence) and two detail sentences to support the topic sentence (like the diagram below).



2. Getting It Down

Step four: Get drawings, maps, illustrations, or pictures that you can add to the report. Write words on or under them that can help the persons who will read your report understand it better.

Step five: Turn your outline into a paragraph. If you can combine two sentences to make them easier to understand, do so.

3. Getting It Right

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

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

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

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

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

Ask the students to open their books to page 17 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 report with the corrections and revisions they made. When they finish, (tell them this part is called **e) publishing**) ask them to use the CheckBric on page 73 of their practice book to give their report a grade.

4. Presenting It

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

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

Have the students make any necessary corrections and modifications to their reports and then collect them to make the atlas called “Wonders of the World”.

I BEYOND THE UNIT

1. On Assignment

Explain to the students that a **picture graph** uses pictures and numbers to compare two or more similar things. Tell them that they can express those comparisons the way they learned them in the unit.

For example:

Burj Khalifa is taller than Taipei 101.

Ask them to tell each other in pairs sentences of comparison using the **picture graph**. As an assignment, they can add another building or make their own picture graph about wonders of the world.

2. Listen and Think

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

Ask them to open their books and mark the sentences with a check mark ✓ to indicate it's true, or a cross mark ✗ to indicate it's not true. Have them rewrite the sentences they marked ✗ so that they become true.

3. Link to Literature

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

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

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

UNIT 1 _ STUDENT BOOK, PAGE 4

ANSWER KEY

Tuning In: Correct sentences: 1. A mountain is higher than a hill. 4. An ocean is deeper than a lake. 5. A river is longer than a stream.
Talking It Over: 1. e; 2. b; 3. a; 4. c; 5. f; 6. d.
Talking It Over: 2.

UNIT 1 _ STUDENT BOOK, PAGE 5

ANSWER KEY

Learning New Words: 1. d; 2. a; 3.e; 4. c; 5. b.
Talking It Over: Mt. Everest, Sahara Desert, Nile River, Asia.

UNIT 1 _ STUDENT BOOK, PAGE 7

ANSWER KEY

Before You Read: in Egypt.
Finding the Main Idea: 2.
Finding Details: Nile, Africa; Amazon, South America; Chiang Jiang, China; Mississippi, North America.
Reading Between the Lines: 5. Ob-Irtysh (5,411 km); 6. Huang (5,404 km); 7. Congo (4,667 km); 8. Paraná (4,499 km); 9. Lena (4,400 km); 10. Mekong (4,184 km).
Listening Between the Lines: 1. The summer rainwater runs toward the Nile. 2. The soil is very rich and is good for farming. 3. When the water moves away from the land and back into the river, it leaves a black sediment.

UNIT 1 _ STUDENT BOOK, PAGE 8

PRACTICE BOOK ACTIVITY

See Activity B, Word Work, on Practice Book page 2.

ANSWER KEY

Word Detective: 1. f; 2. g; 3. d; 4. c; 5. h; 6. b; 7. e; 8. a.
Word Study: forty, fifty-one, seventeen, eighty, nine, eleven, sixty-five, six.
Word Play: seventh, third, fiftieth, fifth, first, tenth.
Spelling and Phonics: Nile: smile, line, five, time, like, prize, bike;
river: give, fifth, shiver; magazine: gasoline, tangerine.

UNIT 1 _ STUDENT BOOK, PAGE 9

PRACTICE BOOK ACTIVITY

ANSWER KEY

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

5; 9; 10.

Practice the Rule 2: 1. as tall as; 2. longer than; 3. the tallest; 4. as good as; 5. more difficult than; 6. more dangerous than.

UNIT 1 _ STUDENT BOOK, PAGE 11

ANSWER KEY

Making Connections: Possible answers:
Nile: It is the longest river in the world. It is in Egypt. It is 6,671 km long.
Mt. Everest: It is the highest mountain in the world. It is in Asia. It is over 8,848 meters high.
Expanding Your Vocabulary: 1. c; 2. f; 3. e; 4. b; 5. a; 6. d.

UNIT 1 _ STUDENT BOOK, PAGE 13

ANSWER KEY

Think about It: in a magazine, in a textbook, in an encyclopedia.
Focus on Organization 1: Mount Everest is the highest mountain in the world.
Focus on Organization 2: 1. c; 2. a; 3. f; 4. b; 5. d; 6. e.
Focus on Style 2: 1. Mount Everest, in Nepal, is the highest mountain in the world.
2. Tokyo, in Japan, is the largest city in the world. 3. Greenland, in the Atlantic Ocean, is the largest island in the world. 4. Mauna Loa, in Hawaii, is the largest volcano in the world. 5. Burj, in the UAE, is the tallest building in the world. 6. The Amazon, in South America, is the widest river in the world.

UNIT 1 _ STUDENT BOOK, PAGE 18

ANSWER KEY

Listen and Think 1: Correct sentences: 1, 4, 5.
Listen and Think 2: 2. People can see Burj Khalifa from 95 kilometers away.
3. Burj Khalifa has 162 storeys.

UNIT 1 _ STUDENT BOOK, PAGE 19

ANSWER KEY

Let's Talk 2: 1. a; 2. b; 3. c; 4. a; 5. c; 6. b; 7. a.

UNIT 2

BEFORE YOU BEGIN

Ask the students to look at the picture and write as many words as they can for things they can see in the picture alone. For example: boy; man; ball; basketball; sneakers; garage door; T-shirt; tank top;

Tell the students to make a T – chart and write reasons “Why younger students should be able, or not able to play on teams with much older students”. Ask a few students to share their answer with the whole class.

Should play with older students	Should NOT play with older students

A CONNECTING TO YOUR LIFE

1. Tuning In

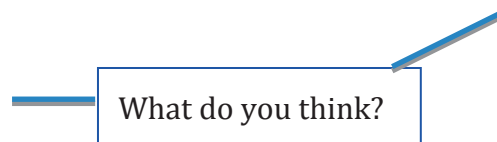
Ask the students to make another T-chart and write Ahmad and Nasser at the top. Ask the students to listen to Ahmad and Nasser on the CD and write down reasons (in brief) that Ahmad and Nasser give under their names. It is important that they write as they listen, so play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing.

Have the students work in pairs and tell each other if they agree with Nasser or Ahmad, and why. Ask a few students to share their answers with the whole class.

2. Talking It Over

Ask the students to tick 'Yes', or 'No' to the questions in the table and then choose one question and write the reason they answered yes or no to that question. Have the students tell each other their reasons in pairs. Ask a few to tell the whole class.

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



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

Explain that this is called “a pre-reading strategy”. Encourage them to adopt it and make this a step that they take before they read anything. Tell them that at first they should always make a written web and when they get better at it, they can do it in their minds.

B GETTING READY TO READ

1. Learning New Words

Explain to the students that one of the ways of learning new words and remembering them is to think of examples for the words. Ask them to make a chart* like the one below and write their own examples of the new words.

WORD	MEANING	EXAMPLES
action	exciting things that happen	
different	not like something or someone	
allowed	having permission to do something	
skill	the ability to do something very well	
challenge	something new or difficult that requires skill	
out of style	not in fashion or popular anymore	

* Project the table on a screen or make photocopies of it for the students.

READING

Ask the students to complete the sentences with the new words and then compare their answers in pairs. Ask a few to share their answers with the class.

Classroom tip: Start a word wall.

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

2. Talking It Over

Explain to the students that what makes a good leader is the ability to see both sides of the issue in order to take better decisions. It is a skill they should develop every day. Tell them that the next task helps them learn to give reasons in English and gives them practice in seeing both sides of an issue.

Have each student do the following.

- Think of YES / NO reasons for every question in the chart.
- Tell each other in pairs the reasons they thought of.
- Write the reasons they talked about in the table (alone).

C READING TO LEARN

1. Before You Read

Write the following question on the board and ask each student to write an answer for it, and more than one reason for their answer.

What do you think is most Emiratis' favorite sport?

Ask a few to share their answers with the class.

2. Let's Read

Tell the students that they are going to listen to an opinion column and they are to read along silently and underline the reasons for YES or NO. But before they start, tell them they should apply the steps of the pre-reading strategy, which they did on page 22, for the title of the opinion column.

Title: Is Football Still the UAE's Favorite Sport?

READING

Write on the board the following words:

Popular Exciting Always Boring Most All

Ask the students to read the sentences in number 2, page 25 and circle all the words you wrote on the board.

Explain to the students that these are “claim” words or personal opinions. They cannot be used as a “convincing” reasons because they depend on the opinion of the speaker. They can only become good reasons when the speaker has conducted research on the subject. But there are some opinions which are more convincing than other opinions.

Ask the students to read the sentences again and work in pairs and decide which person gives the best reason for his or her opinion and explain why. They should write their answers on the lines in number 3.

Ask the students to read the sentences that football fans give as reasons about why they like the game in “Listening Between the Lines” and underline the “claim” words. Have the students listen to the CD. Play the CD more than once if necessary. Remind them that they need to work alone and cannot ask questions or interrupt while the CD is playing. When they finish, have them compare their answers in pairs and then ask a few to share their answers with the whole class.

D WORD WORK

1. Word Detective

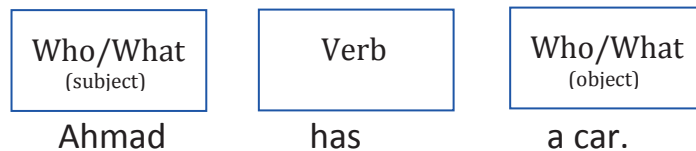
Ask the students to mark with a pencil the differences between the words in the two columns. For example: differencece differentt

Ask them to compare their answers with each other in pairs.

Explain that words in English can serve different functions, or jobs and that once they learn a word, they can make it an adjective or a noun by making a minor modification to it. (For example **difference** is a noun and **different** is an adjective.

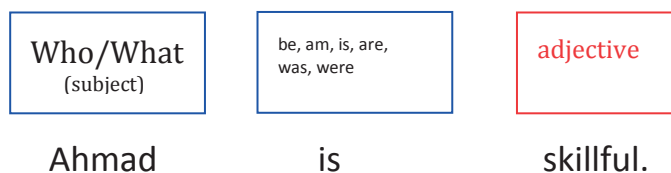
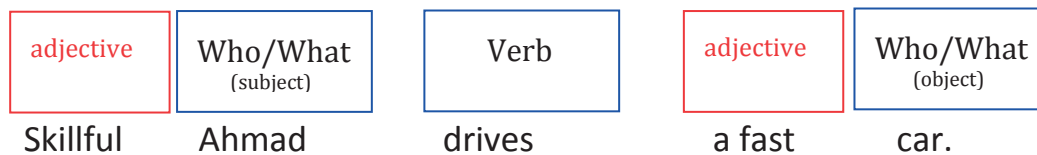
2. Word Study

Draw this diagram on the board or project it on the screen.



Explain that most sentences in English can start with a “who or what”, followed by a verb and then another “who or what”. Explain that the “who or what” parts are usually noun words.

Tell them that the adjective usually comes before the “who or what” or after the verb if the verb is “be, am, is, are, was, were”. Draw the additions below to diagram.



Ask the students to use the above diagrams to write sentences using some of the word pairs in the [Word Detective](#) section. Have them read their sentences to each other in groups of two to three persons. Ask a few to share their sentences with the whole class.

3. Word Play

Ask the students to look for and underline the part of the word in the adjective column that is familiar to them. For help they can consult a partner, a dictionary or turn to page 120. Ask them to write the adjective or the noun form missing and write sentences using some of those words.

Have some students write the new words on the word wall.

E GRAMMAR

1. Learn the Rule

Write these sentences on the board, project them on the screen or photocopy them and hand them out to the students. Ask the students to answer the question after every sentence in pairs.

If I have time, I exercise every day. (What must happen for the person to exercise every day?) **Answer: the person must have time.** (Condition is always.)

If I study hard tonight, I will pass the test tomorrow. (What must happen for the person to pass the test tomorrow?) **Answer: The person must study hard tonight.** (Condition is after/future.)

Whether or not it rains, we will still go to the park. (What must happen for the person to go to the park?) **Answer: Nothing.** (Condition is after/future.)

Explain to the students that their answers were the conditions for the underline part of the sentence to function or work.

Write the sentences below on the board and ask the students to write questions that give the condition for the other part of the sentence to work.

If the weather is cool, I go for a long walk every morning.
Answer: What must happen for me to go for a long walk every morning? (Condition is always.)

If there is a full moon tonight, I will go for a drive in the desert.
Answer: What must happen for me to go for a drive in the desert? (Condition is after/future.)

Whether or not it is hot, I will go for a swim in the sea.
Answer: What must happen for me to go for a drive in the desert? (Condition is after/future.)

Ask the students to read all six conditions again and decide which is:

- always
- after (future)

2. Practice the Rule

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

Play the CD more than once if necessary.

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

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

Recommended

Ask the students to write two sentences at least using conditions for the picture on page 21. They may also write sentences for other pictures they can look for in magazines or download from the Internet.

(www.google.com/advanced_image_search)

F BRIDGE TO WRITING

1. Before You Read

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

Students should do everything only with students the same age.

Students can do some things better if younger students are involved.

2. Let's Read

Ask the students to read the opinion column on “Should younger students be able to play on teams with older students?”

Tell them to write in pencil next to the name of the persons:

I agree.

I am not sure.

I don't agree.

Ask the students to sit in pairs and tell each other whether they agree or disagree with each person in the opinion column and why. Explain to them that when they do this, they are “evaluating” ideas in the selection. Encourage them to use conditional sentences when they can. Have the students add the highlighted words to the word wall.

3. Making Connections

Explain to the students that one way of collecting information in order to write an opinion column is to ask questions and then find answers for their questions. For example if they want to write their opinion about a topic in

the UAE or in the world, they should ask what the best ‘YES’ reason is and what the best ‘NO’ reason is.

Tell the students to re-read the opinion columns about “Football still Number 1” and “Younger students on teams with older students” and write the answers to the yes/no reasons in the table. Ask them to check their answers with each other in groups of two or three. Ask a few students to share their answers with the whole class.

4. Expanding Your Vocabulary

Ask the students to study these phrases that express opinion. Have them each write opinions for:

- Football still number one in the UAE
- Younger students on teams with older students
- (the picture on page 21)

G WRITING CLINIC

1. Think about It

Explain to the students that opinion columns can only be found in certain parts of sources, but not other parts. These sources for example can be newspapers and magazines. Ask the students to number 1 alone. Have them make notes about why opinion can appear in a certain part of a newspaper or a magazine and not another part. 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

Explain to the students that an opinion column has an organizational structure. Draw the organizer below to aid your explanation.

The column begins with a question	
Yes opinions come first	No opinions come next
The person often gives a reason for his or her opinion	The person often gives a reason for his or her opinion
Quotation marks “...” go around a person’s actual words	Quotation marks “...” go around a person’s actual words
Sometimes the person’s opinion makes you laugh	Sometimes the person’s opinion makes you laugh

Ask the students to read the 'No' opinions in number 2 on page 31 and write three reasons children give for their opinions in their own words.

3. Focus on Style

Explain to the students that quotation marks show the what a person said exactly and it is always interesting to read people's actual words.

Write the following sentences on the board, project them on a screen or photocopy them and hand them out to the students. Ask them to copy and put quotation marks around the speaker's actual words.

1. Older students would not feel comfortable playing with younger students and vice versa, Fahd said.
2. Older students, Khalid said, can help younger students learn new skills.
3. The teacher asked Ahmad, What are your interests?
4. Does school get out too early? my little brother asked me.
5. I learned to read and write an opinion column in Unit 2, Shamma said.

Have the students listen to the CD and write down each person's exact words. (see number 5 on page 33)

Ask the students to sit in pairs and compare their sentences. Ask a few to share their sentences on the board.

H WRITER'S WORKSHOP

1. Getting It Out

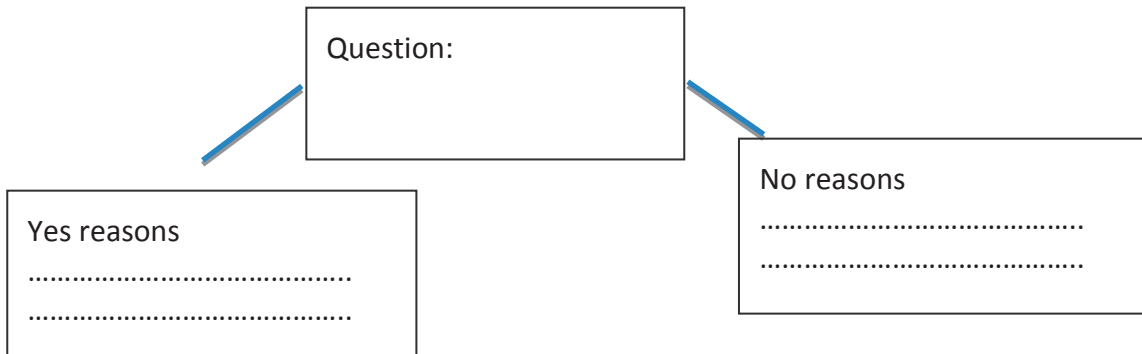
1. Tell the students that they are each going to write an opinion column for an Emirati newspaper or for a school newspaper. The opinion column that they write will inform readers about questions that pertain to students' issues.

Give them the steps that they should follow. Write them on the board, or hand them out as photocopies. Have the students do one step at a time.

WRITING

Step one: Ask them to read the questions on page 32 and choose one, or think of a question that all their friends are always arguing about. The question must be one that can be answered by 'yes' or 'no'.

Step two: Write the question and think of 'yes' and 'no' reasons for it. Write them in the map below.



Step three: Interview six to eight of your classmates and write down their exact answers and their name next to their answer. Use the form below.

Date:	Interviewer: ...(your name)..
Question:	
Yes	
.....	...(name)....
.....	...(name)....
.....	...(name)....
No	
.....	...(name)....
.....	...(name)....
.....	...(name)....

2. Getting It Down

Step four: Use the form in number 1 on page 34 to write your answers and findings. This is called the outline.

Step five: Turn your outline into an opinion column. Put quotation marks around each person's words. Use 'If' conditions when you can.

3. Getting It Right

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

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

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

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

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

Ask the students to open their books to page 35 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 opinion column with the corrections and revisions they made. When they finish, (tell them this part is called **publishing**) ask them to use the CheckBric on page 75 of their practice book to give their opinion column a grade.

4. Presenting It

Have the students prepare for presenting their opinion column to each other by reading the Presentation Checklist.

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

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

I BEYOND THE UNIT

1. On Assignment

Explain to the students that opinion columns express people's opinions and sometimes those opinions are similar and sometimes they are different. Tell them that one way of doing this is to read or listen to more than one source and find the similarities and differences in the sources.

Ask the students to read the two letters tell each other in pairs the similarities and difference in the letters.

Ask the students to sit in pairs and think of an issue that they have an opinion about. Ask them to limit it to school and give them only five minutes to do so. (Some ideas can be: school uniform, longer lunch break, starting school at 9 am, no homework etc.)

Ask the students to each write a short letter to the editor of the school newspaper. Have them use the form in number 3 on page 36.

2. Listen and Think

Before playing the CD, explain to the students that in some countries, children under 18 cannot be out alone at night after 9 by law. If the police see any young people out alone, they can stop them and call their parents to come and take them home. This way they can be sure that these children will not be harmed or get into trouble. Play the CD and have them take notes about reasons for and against curfew with their books closed. Encourage them to write as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Ask them to open their books and complete the two sentences.

3. Link to Literature

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

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

Ask the students to each use the outline on page 37 to write a poem about themselves (called autobiographical poem) and then collect them to make a Grade 10 autobiographical poem collections.

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 individually look at the picture on page 39 and write as many words and ideas as they can in short form in the chart below. Draw the table on the board or project it on a screen.

Who is talking to you?	What is he explaining?	How does your school celebrate National Day on December 2?

Ask the students to sit in pairs or groups of three and tell each other what they wrote. Encourage them to copy any good ideas from each other.

A CONNECTING TO YOUR LIFE

1. Tuning In

Ask the students to write as many words and notes about each country in a web. Have them tell each other in pairs what they wrote when they finish.



Tell the students to listen to the CD and decide which country Maryam is talking about and check the correct answer. Have students tell each other in pairs or groups of three why they chose a particular country – especially which details helped them decide.

2. Talking It Over

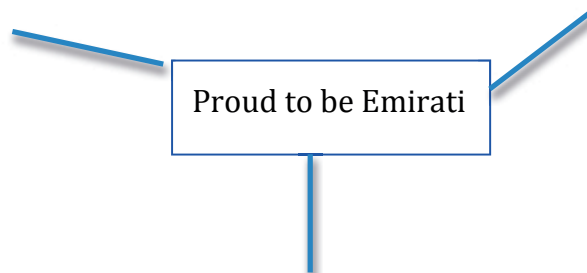
Ask the students to tick ‘Yes’, or ‘No’ to the questions in the table and then choose one question and write the reason they answered yes or no to that question. Have the students tell each other their reasons in pairs. Ask a few to tell the whole class.

Draw the chart on the board or project it on a screen. Ask the students to study the six pictures and write 2 to 3 words about what they see in each first. Then ask them to write their words in the chart below under the correct heading.

Art and literature	Cultural heritage	Changing roles of women	Economic power	Visionary leader	Helping to make the world a better place
Your words	Your words	Your words	Your words	Your words	Your words
For example	For example	For example Women pilots	For example	For example	For example

When they finish, have them sit in pairs or in groups of three and tell each other what they wrote. Have them think of examples for each heading for the UAE. An example of the changing roles of women is women pilots in the air force. Check www.uaeinteract.com for more information about the UAE. Ask a few students to share their examples with the whole class

Ask the students to read the title and write as many words and ideas about it in a web. Remind them that this is called “a pre-reading strategy”. Remind them that they should adopt it and make it a step that they take before they read anything. Tell them that at first they should always make a written web and when they get better at it, they can do it in their minds. Ask them to check the question that tells what the unit is about.



B GETTING READY TO READ

1. Learning New Words

Explain to the students that one of the ways of learning new words and remembering them is to think of examples for the words. Ask them to make a chart* like the one below and write their own examples of the new words.

WORD	MEANING	EXAMPLES
Heritage	Beliefs and customs of a people or nation	
Role	Position or job someone has in a family or a group	
Tradition	Something people have done for a long time and continue to do	
Equality	Having the same rights and opportunities as everyone else	
Progressive	Having new and modern ideas	
Develop	To grow or change into something more advanced	
Society	People who live together in a country, who share the same laws and many of the same customs	

* Project the chart on a screen or make photocopies of it for the students.

Ask the students to complete the sentences with the new words and then compare their answers in pairs. Ask a few to share their answers with the class.

Classroom tip: Start a word wall.

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

2. Talking It Over

Ask the students to individually write as many things as they can about what they love about their country. They should write them in words and in note form, not in sentences at this stage. Have them use the words to write three reasons about why they love their country. Ask them to sit in groups of 3 and agree on three reasons out of their nine reasons. Ask them to

share their reasons with the whole class, or write the reasons on strips of cardboard and put them up on the classroom wall. Each group of three can only put up three reasons.

C READING TO LEARN

1. Before You Read

Ask the students to individually look at the picture and write as many words as they can that name (nouns), words that tell action (verbs) and words that describe (adjectives) for it.

Have them each write a sentence that tells what the essay is going to be about. When they finish, ask them to read the sentence they wrote to each other. You may also want to invite a few students to read theirs to the whole class.

2. Let's Read

Explain to the students that what they are about to read is one of the essays that won the National Pride competition. Tell them to each think of what the writer will say in the essay and make notes. Then have them sit in pairs and write their predictions of what the writer will say. Remind them that what they are doing is called pre-reading strategy and it will help them develop faster reading and better understanding abilities.

Ask the students to listen to the CD and read along silently. Have them make check marks or underline what they feel are important ideas and information. Remind them they cannot ask questions or interrupt during the listening.

Tell the students to listen and read along silently again, but this time they should find the following information. Write the two questions on the board, or project them on a screen. Play the CD again.

- What are Hamad's feelings?
- What does Hamad want to learn more about?

Have the students tell each other what their answers to the two questions are. Their books should be closed.

Optional but strongly recommended

Ask the students to read the essay aloud to each other in pairs. When one student is reading, the other student's book should be closed. The student who is listening should think of and write questions that he/she would like to ask Hamad. When one student finishes reading ask them to switch roles. *Have them think of and tell each other what answers Hamad might give to the questions they wrote.*

3. Unlocking Meaning

1. Explain to the students that one way to find the main idea in an essay is to find the most important idea in each of the three middle paragraphs and put them together as one idea. Ask them to find the most important idea in each of the paragraphs below and write them.

Write on the board:

Most important idea in paragraph 2 _____
 Most important idea in paragraph 3 _____
 Most important idea in paragraph 4 _____

Ask the students to sit in pairs and tell each other their answers and then rewrite the three important ideas as one sentence. Ask them to read question 1 on page 43 and find the sentence that is closest in meaning to what they wrote.

2. Ask the students to read the sentences and underline the parts of each sentence. Tell them to write WHO, WHAT, ACTION, HOW, WHERE, WHEN or WHY above each part. Explain that these parts are details and if any of these parts are not the same as in the essay, then the sentence is false.

- who action what why

• Hamad is most proud of his country because of its wealth.

Have them make a check ✓ if the sentence is true and an X if it is false. When they finish, ask them to tell each other their answers and why they marked some sentences as false.

3. Ask the students to read each question and write down what information they will need to listen for. When they finish, ask them to tell each other what they wrote. Explain that the ability to understand a question and to say what it is looking for is important in listening and reading. It helps us notice and locate information faster.

Example:

Why did the young men travel into the desert? **We know that they traveled into the desert but we need to find the reason(s).**

Play the CD and have them write notes that they need to answer the questions. Remind them that they cannot interrupt or ask questions while they are listening. Have them tell each other their answers in pairs when they finish answering the questions.

D WORD WORK

1. Word Detective

Ask the students to read the following sentences and circle words that are made up of two or more words in each. Write the sentences on the board or project them on a screen. Do not highlight the compound words. Have them tell each other in pairs which words they circled and what words make up that word when they finish.

- My friend wants to become a **schoolteacher** when she graduates.
- Dhows are a kind of a **sailboat** used in the UAE.
- **Breakfast** is the most important meal of the day.
- **Check-out** at this hotel is at 12.
- My **mother-in-law** lives with us.
- We put our clothes in the **washing machine**.
- Wait for me at the first **bus stop**.

2. Word Study

Explain to the students that such words are called compound words. Ask them to divide the words they circled into three groups and then tell each other in pairs what the three groups are. (books closed)

When they finish, ask them to read number 2 on page 44 and check to see if they were right.

3. Word Play

Tell the students to each try to make as many compound words as they can from the list of words in number 3 on page 44, and then sit in groups of 3 and tell each other the words. For help they can consult another partner or a dictionary. Have some volunteers put some of the compound words on the word wall.

E GRAMMAR

1. Learn the Rule

1. Write these sentences on the board, project them on the screen or photocopy them and hand them out to the students. Ask the students to circle the words that show quantity. (Do not highlight the quantifying words.) Have them tell each other in pairs which words are quantifiers.

- **Each** country has a flag.
- **Some** people do not have **much** money.
- **A couple of** students were waiting at the bus stop.
- **Most** cultures have stories that describe their past.
- There was **some** food on the table.
- Long ago, people got very **little** education.
- There wasn't **any** traffic on the road very early in the morning.

Tell the students to work in pairs, and divide the quantifiers into two groups (books closed). Have them check to see if they were right by reading the grammar chart on page 45.

Explain to the students that words are non count because they are not units. There is no one flour, water, rice or education. They can only become units if a word is added before them such as kilogram, bottle, or bag.

Explain that money is non count because we do not say one money, two money etc. We say one dirham, one dollar etc. So we can count the currency, but the word money represents all currencies.

2. Practice the Rule

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

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

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

Recommended

Ask the students to write two sentences at least using quantifiers for the pictures on page 40. They may also write sentences for other pictures they can look for in magazines or download from the Internet.

(www.google.com/advanced_image_search)

F BRIDGE TO WRITING

1. Before You Read

Draw the chart below on the board or project it on the screen. Ask the students to write words and ideas for each column in pairs and then write an answer for each question. Ask a few to share their answers with the whole class.

Words and ideas for the picture	Words and ideas for the title
What is the woman doing?	
Why is the picture interesting?	

2. Let's Read

Ask the students to listen to the CD and read along silently. Tell them to underline the most important idea in paragraphs three, four and five. Have the students sit in pairs and tell each other which important information they underlined in paragraphs three, four and five.

Have them tell each other the answers to questions in the margin of page 46. The questions are:

- How are the roles of women changing in the UAE? Give examples.
- Why does H.H. Sheikha Fatima call education the “light of knowledge”?
- Besides equality for women, what is another example of equality?

Vocabulary

- What are some compound words that can be found in the essay? Add them to the word wall.

When they finish, ask a few students to share their answers with the whole class.

3. Making Connections

Explain to the students that one way of improving reading and understanding is to compare information from two selections. Ask them to work alone and find information in Hamad’s and Moza’s essays on Emirati Pride. Have them write the information in the correct columns.

Have the students sit in pairs and tell each other what they wrote their charts and decide who wrote the best essay, Hamad or Moza? Ask a few students to share their answers with the whole class.

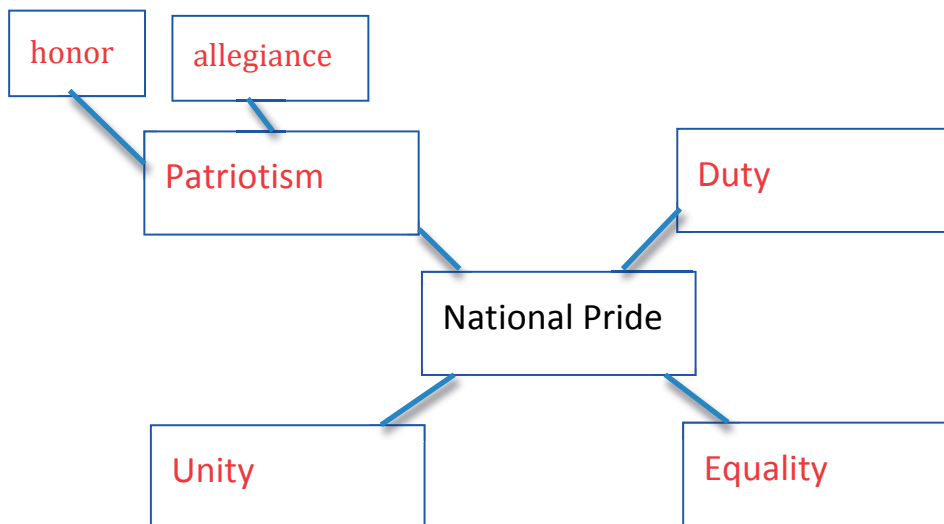
4. Expanding Your Vocabulary

Ask the students to write what words come to their minds when they think of “National Pride”.

Have them make a word web like the one below and add from the words in number 1 to the web. [The words in red are the answers.]

When they finish, have them compare their word webs in pairs and write a completion for each sentence in number 3.

Ask a few to share with the whole class, or you can have them write the sentences on strips of cardboard and put them up on the classroom walls.



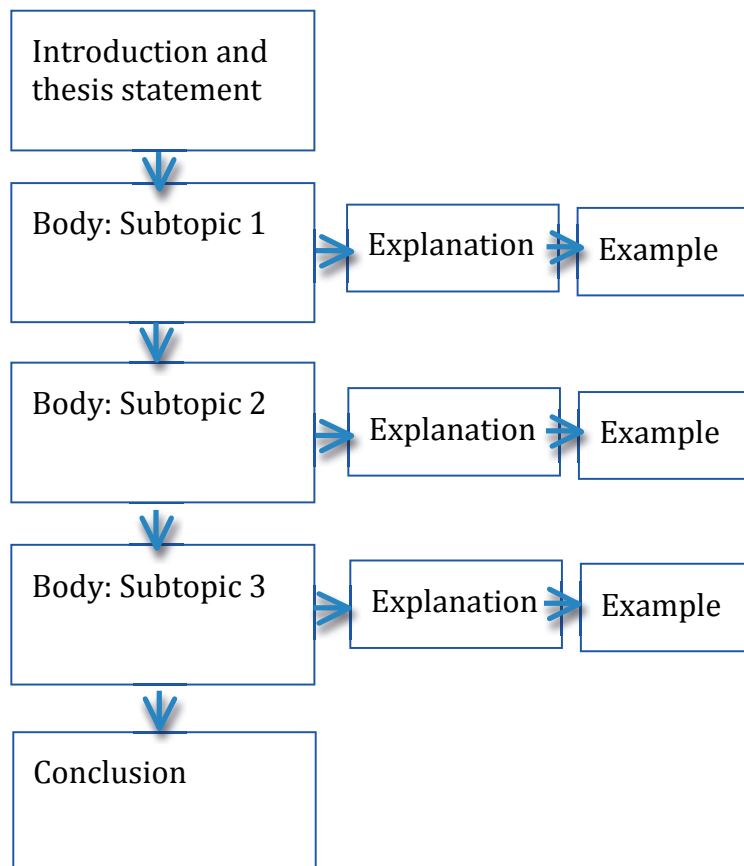
G WRITING CLINIC

1. Think about It

Ask the students to review the chart in “making connections” on page 47. Have them think whether the essays were: drama, fiction or nonfiction. Ask them to mark the correct answer on page 48 and then explain to each other in pairs why they chose that particular type of essay.

2. Focus on Organization

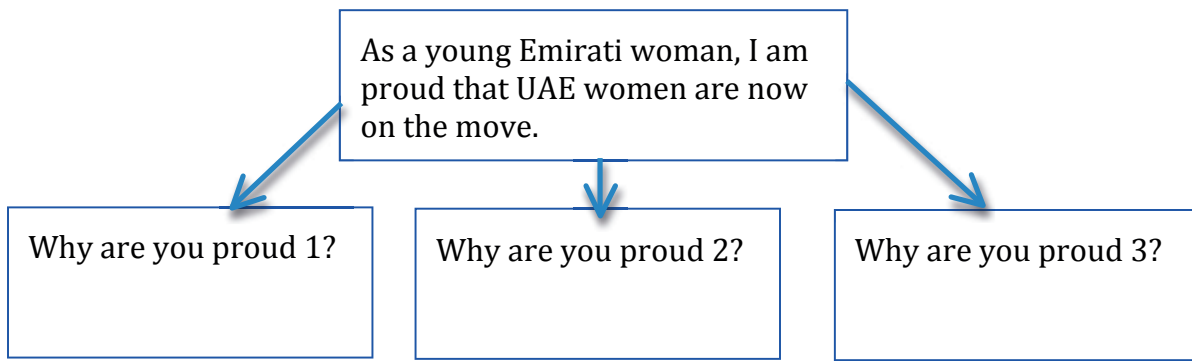
1. Explain to the students that an essay has an organizational structure. Draw the organizer below, or project it on a screen to aid your explanation.



Ask the students to read the essay on page 48 and find the sentences that provide the thesis statement and the subtopics and tell them to each other in pairs. Ask a few to share with the whole class.

2. Explain that a thesis statement in an essay says what the topic of the essay is and may tell how the writer feels about the topic. The thesis statement tells what the subtopics are going to be or if you tie up the subtopics together, they will constitute the thesis statement. A thesis statement has two parts. One part tells what you will talk about and the second part controls to what extent you will talk about it.

Draw the following map on the board or project it on the screen to aid the explanation.



Have the students read the following thesis statements and think of subtopics for each. Have them work in pairs to write what the subtopics could be.

- However, I believe that it is our folk traditions that express the true character and history of our nation.
- The UAE is a great country to live in for several reasons.

3. Focus on Style

1. Ask the students to read the two sentences and make notes as to how they are different. Have them talk to each other about the differences and which sentence seems to have a more personal voice.

2. Ask the students to read the three sentences about how to make an essay that shows the personal voice.

3. Ask the students to read the two essays again and tell each other which one shows a more personal voice and why. Ask a few to share their answers with the whole class.

H WRITER'S WORKSHOP

1. Getting It Out

1. Tell the students that they are each going to write an essay for the "Emirati Pride" competition. Tell them to follow the steps below.

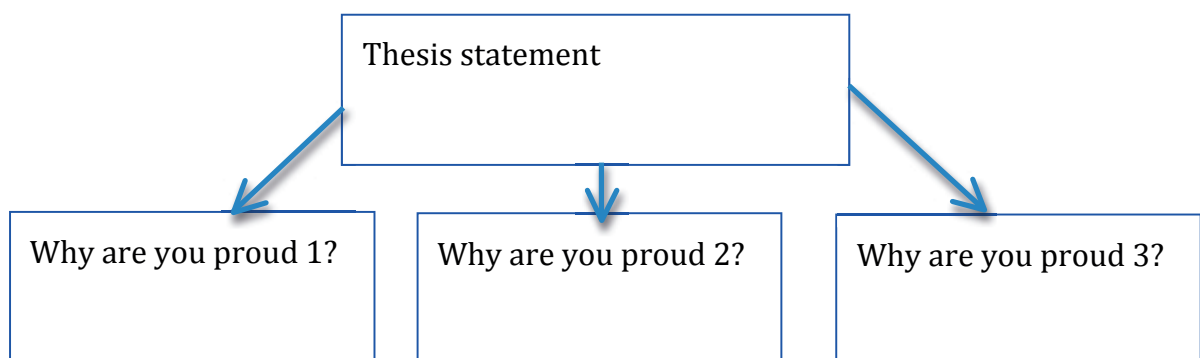
Give them the steps that they should follow. Write them on the board, or hand them out as photocopies. Have the students do one step at a time.

Step one: Study the pictures in order to choose which topic you will write about. Write as many words as you can for each picture. If you can write a lot of words for a certain picture, then you should probably write about that topic.

Step two: Write a list about what makes you proud about that topic. You should try to have three good reasons.

Step three: Use one of the organizers below to gather your ideas in a way that makes sense.

ORGANIZER 1



ORGANIZER 2

Thesis statement: _____

Subtopic 1: _____	Subtopic 2: _____	Subtopic 3: _____
Facts/details: 1. 2. 3.	Facts/details: 1. 2. 3.	Facts/details: 1. 2. 3.

2. Getting It Down

Tell the students that they are going to analyze another essay. Ask the students to read what Jasmine wrote and circle the thesis statement and underline the subtopic in each paragraph. Ask them to highlight with a marker the facts and details about each subtopic. Have them tell each other what they circled, underlined and highlighted in Jasmine’s essay.

Tell them use the organizer they made earlier to write their own essay for the “Emirati Pride” competition. It’s preferable that they write the essay in the classroom, but if time doesn’t permit, have them do it as an assignment.

3. Getting It Right

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

- Did I include a thesis statement in my introduction?
- Did I include three subtopics? Did I provide details?
- Does my essay have a conclusion?

Ask the students to open their books to page 53 and find out what to do if there is a problem with their essay.

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

Have the students to read each other's essay with the corrections that they made. Make sure they use the CheckBric on page 77 of their practice book to give their partner's essay a grade.

4. Presenting It

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

Ask them to sit in groups of four to five and read their essays to each other. As they listen to the speaker, they should also check the boxes that apply in the Presentation Checklist. They should also use the rubric to rate the speaker's presentation.

Have the students make any necessary corrections and modifications to their essays and then collect them to make a portfolio for an "Emirati Pride" competition file.

I BEYOND THE UNIT

1. On Assignment

Tell the students to imagine that they will be giving short oral presentations on Emirati cultural heritage to a group of foreign visitors.

Have them choose one of the three pictures or think of their own topic and get pictures for it.

Remind them that they need to follow the same steps (**steps 1-4 in the *writer's workshop***) they took to write the essay.

2. Listen and Think

Before playing the CD, remind the students to read the sentences and underline the parts of each sentence. Tell them to write WHO, WHAT, ACTION, HOW, WHERE, WHEN or WHY above each part. Play the CD and have them note which details in the sentences are not the same as the talk on SALUKI racing with their books closed. Encourage them to make notes as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Ask them to open their books and mark the sentences with a check ✓ if it's correct or with an X if it is not.

3. Link to Literature

Play the anthem 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 3 _ STUDENT BOOK, PAGE 40

ANSWER KEY

Tuning In: UAE

Talking It Over: art and literature–c.; cultural heritage–e.; changing roles of women–f.; economic power–d.; visionary leader–a.; helping to make the world a better place–b.
Talking It Over: 3.

UNIT 3 _ STUDENT BOOK, PAGE 41

ANSWER KEY

Learning New Words: 1. tradition; 2. role; 3. heritage; 4. equality; 5. society; 6. progressive; 7. develop.

UNIT 3 _ STUDENT BOOK, PAGE 43

ANSWER KEY

Finding the Main Idea: 1.
Finding Details: Correct sentences: 2, 6.
Listening Between the Lines: 1. They wanted to follow in the footsteps of their ancestors, and learn more about their cultural heritage.
2. When they had to climb mountains on a camel. 3. That they are lucky nowadays to have all the technological advancement. 4. Living in the desert, because the air is fresh, the food is clean and healthy, and it is relaxing.

UNIT 3 _ STUDENT BOOK, PAGE 44

ANSWER KEY

Word Detective: Possible answers: pencil case; bookshelf; pencil sharpener.
Word Play: Possible answers: eye glasses; football; sunglasses; toothpaste; basketball; hairbrush; toothbrush; back yard; backache; hair dryer; every day; fireplace; textbook.
Spelling and Phonics: dish; pharmacy; think; reach; what; chease; either; who; weather; shoe; sing; thank; with; when; chicken; photo.

UNIT 3 _ STUDENT BOOK, PAGE 45

ANSWER KEY

Practice the Rule 1: Correct sentences: 2; 5; 6; 9; 10.
Practice the Rule 2: 1. any; 2. Many; 3. a lot of; 4. a little.

UNIT 3 _ STUDENT BOOK, PAGE 47

ANSWER KEY

Expanding Your Vocabulary 1: betrayal; neglect; division; discrimination.

UNIT 3 _ STUDENT BOOK, PAGE 49

ANSWER KEY

1. Think about It: nonfiction
3. Focus on Style 1: the second sentence.

UNIT 3 _ STUDENT BOOK, PAGE 54

ANSWER KEY

Listen and Think: Correct sentences: 2 and 3.

UNIT 4

BEFORE YOU BEGIN

1. Ask the students to individually look at the picture on page 57 and write as many words and ideas as they can in short form in the chart below. Draw the chart on the board or project it on a screen.

Who is talking to who(m)?	Where are they?	What questions do you think they asked each other?

2. Ask the students to sit in pairs or groups of three and tell each other what they wrote. Encourage them to copy any good ideas from each other.

A CONNECTING TO YOUR LIFE

1. Tuning In

1. Ask the students to read the questions and note what they are supposed to find out. Have them tell each other in pairs what they wrote when they finish.

2. Tell the students to listen to the CD and write the correct answers about Amna. Have students tell each other in pairs or groups of three their answers.

2. Talking It Over

1. Ask the students to look at the pictures and write a few words about what they know about each person. Have them write one question they would ask each and then tell their questions to each other.

Ask the students to read the title and write as many words and ideas about it in a web. Remind them that this is called “a pre-reading strategy”. Remind them that they should adopt it and make it a step that they take before they read anything. Tell them that at first they should always make a written web and when they get better at it, they can do it in their minds. Ask them to check the statement that tells what the unit is about.



B GETTING READY TO READ

1. Learning New Words

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

Method A: I read the sentence with the unfamiliar word and then the other sentence. The ***idea*** of the other sentence explains the unfamiliar word.

Example: Claim to fame means: “Everyone knows he is a writer.”

Advice means: “My father told me ...”

Career means: “Dr. Fawaz is a doctor.”

Is serious about means: “Reem studies hard.”

Method B: I read the first sentence and then think if the next sentence is an effect of it. That will help me get the meaning.

Ali got a job (cause). Has an opportunity to make money (effect). Because he has a job he has a chance to make money. Fatema has her own business (cause). As a result, she doesn't work for anybody else (effect).

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

Classroom tip: Start a word wall.

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

2. Talking It Over

Ask the students to individually think about famous people and write as much as they can in the chart below. Ask them to sit in groups of 3 and tell each other what they wrote. Ask a few to share with the whole class.

Name of a famous person	What is his/her career	What is his/her claim to fame
1		
2		
3		
4		
5		
6		

C READING TO LEARN

1. Before You Read

1. Ask the students to individually look at the picture and the title only and write as many words as they can for both.
2. Have them each write a sentence that tells what the interview is going to be about. When they finish, ask them to read the sentence they wrote to each other. You may also want to invite a few students to read theirs to the whole class.

2. Let's Read

Explain to the students that what they are about to read is an interview with a famous football player.

1. Ask the students to listen to the CD and read along silently. Have them make check marks or underline what they feel are:
 - His claim to fame
 - His personal details
 - His likes and dislikes

Strongly recommended

Ask the students to read the interview aloud to each other in pairs. When one student is reading, the other student's book should be closed. The student who is listening should complete the chart below. When one student finishes reading ask them to switch roles.

Name:	
Claim to fame	
Personal details	
Like and dislikes	

3. Unlocking Meaning

1 and 2. Explain to the students that one way to find the main idea in an interview is to find the claim to fame and to find. The details they should remember the personal details and likes and dislikes.

Ask them to read questions 1 and 2 on page 61 and check the correct answers. Have them tell each other their answers when they finish.

3. Ask the students to think of three reasons why a high school athlete should focus on academic subjects such as Math, Science, Arabic, English, History etc. in school and write them down. Use the chart below to help them organize their ideas. When they finish have them tell each other and then ask a few to share with the whole class.

A high school athlete should focus on	Why?
Math	
Science	

4. Ask the students to read each question and write down what information they will need to listen for. When they finish, ask them to tell each other what they wrote. Explain that the ability to understand a question and to say what it is looking for is important in listening and reading. It helps us notice and locate information faster.

Example:

Why does Sharif enjoy being a television star? **We know that Sharif is a TV star but we don't why.**

Play the CD and have them write notes that they need to answer the questions. Remind them that they cannot interrupt or ask questions while they are listening. Have them tell each other their answers in pairs when they finish answering the questions.

D WORD WORK

1. Word Detective

1. Explain to the students that some words in English sound the same but have different meanings and are written differently. Write the following pairs of words on the board and tell the students that you will read some sentences that contain these words. They should write the letter of the word that they heard in the sentence.

ON THE BOARD

- | | | | |
|------------|--------|--------|---------|
| 1. | 2. | 3. | 4. |
| a. threw | a. buy | a. too | a. our |
| b. through | b. by | b. two | b. hour |

READ TO THE STUDENTS

1. The ball flew through the open window.
2. I think this DVD player is a good buy. It's only 240 Dirhams.
3. You have too many things to do. You can't go to the cinema.
4. It after 2 O'clock and our bus hasn't arrived yet.

2. Have the students do the six sentences in number 1 alone and then tell each other their answers. Ask a few to share with the whole class.

2. Word Study

Explain to the students that such words are called homophones from the Latin words "homo" meaning same and "phone" meaning sound. Ask them to think of 3 to 5 sets of words in English that are homophones and tell each other in groups of three.

3. Word Play

When they finish, ask them to do number 3 on page 62 and then tell each other in groups of three.

E GRAMMAR

1. Learn the Rule

1. Write these sentences on the board, project them on the screen or photocopy them and hand them out to the students. Ask the students to study the examples and come up with a rule in pairs or groups of three.

(Books closed)

- **Ahmad's book is on the table.**
- **Put Owais' things in the closet.**
- **Do you want to read my brother's essay?**
- **My brothers' room is on the top floor.**

Ask the students to study the examples and come up with a rule in pairs or groups of three. (DO NOT EXPLAIN or GIVE ANSWERS until they finish the one that is below.)

- **Please use the other room. This one is mine.**
- **Don't touch that car. Omar and Ali don't like anyone to touch what is theirs.**
- **Are these burger dishes ours?**
- **Which of these two caps is yours?**
- **This coat is his and that coat is hers.**

Ask the students to study the examples and come up with a rule in pairs or groups of three.

- **Please use the other room. This one is my room.**
- **Don't touch that car. Omar and Ali don't like anyone to touch their car.**
- **Are these burger dishes our burgers?**
- **Which of these two caps is your cap?**
- **This coat is his coat and that coat is her coat.**

Tell the students to read the rules in the blue box on page 63 and check to see if they were right.

2. Practice the Rule

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

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

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

3. Ask the students to circle the correct words alone and then tell each other their answers in pairs. Ask a few students to share their answers with the whole class.

Recommended

Ask the students to write two sentences at least using possessives for the pictures on page 57 and 58. They may also write sentences for other pictures they can look for in magazines or download from the Internet. (www.google.com/advanced_image_search)

F BRIDGE TO WRITING

1. Before You Read

Ask the students to think of any children who have written a short story and write down their name(s).

2. Let's Read

Ask the students to listen to the CD and read along silently. Tell them to underline the ***claim to fame***, ***the personal details*** and ***the likes and dislikes*** of the person being interviewed. Have the students sit in pairs and tell each other.

3. Making Connections

Explain to the students that in order to conduct interviews with each other, they need to know what they will be interviewing about.

Have them use the 6 points on page 65 to ask each other and find out who can do something on the list. Tell the students to follow these steps:

Step 1: Get up and take your six point list and ask at least five other students if they can do any of the things on the list.

Step 2: Write the name of the person next to what he/she can do

4. Expanding Your Vocabulary

Explain to the students that they need to learn and use some expressions when they are conducting an interview.

Have them do numbers 1 to 4 on page 65.

G WRITING CLINIC

1. Think about It

Ask the students to study the word list and decide which person would most likely be interviewed and why. Have them tell each other in pairs.

2. Focus on Organization

1 a. Explain to the students that an interview has an organizational structure. Inform them that it usually has a **heading**. Ask them to read the heading and write an answer to each of these two questions:

- Who is the person being interviewed?
- Why is this person being interviewed?

1 b. Ask them to tell each other what inform a heading in an interview would always contain.

2. Ask them to read the questions that would normally appear in the body of the interview and draw lines to their answers. Ask a few to share their answers with the whole class.

3. Have the students work alone and write at least two questions they would ask Omar Al Marzouqi or Saif Khalil. Inform the students that the questions should always be about:

- Claim to fame
- Personal information
- Likes and dislikes

Have them write their questions in their charts and then tell each other in groups of three to four.

3. Focus on Style

1. Write the following questions on the board or project them on a screen. Ask the students to read each question and cross out the ones that can be answered YES or NO and tick the ones that need more than YES or NO.

- Do you enjoy sports?
- What sports do you enjoy most?
- Do you like living in the UAE?
- What do you like about living in the UAE?
- Are you famous?
- What makes you famous?
- Do you like Emirati food?
- Which Emirati food do you like?

2. Ask the students to rewrite questions 1 to 7 so that a person says more than YES or NO when answering them.

H WRITER'S WORKSHOP

1. Getting It Out

1. Tell the students that they are each going to conduct an interview for a newspaper. Tell them to follow the steps below.

Give them the steps that they should follow. Write them on the board, or hand them out as photocopies. Have the students do one step at a time.

Step one: Study the pictures or think of a person that is famous, or has a claim to fame. Write as many words as you can about what you know about this person's claim to fame.

Step two: Write a list of questions you would like to ask this person about his/her claim to fame, personal information and likes and dislikes. Make sure the questions need more than just a YES / NO answer.

Step three: Use the organizers below to gather your questions and answers.

ORGANIZER

Name of person you are interviewing:		
Your name:		
Date of the interview		
Personal information	<i>Your questions</i>	<i>Person's answers</i>
Claim to fame	<i>Your questions</i>	<i>Person's answers</i>
Likes and dislikes	<i>Your questions</i>	<i>Person's answers</i>

Step four: Make a form like the one on page 68 and write the information you collected in it after you have conducted the interview. Follow the tips on page 69.

2. Getting It Down

Tell the students that they are going to write a draft of the interview they conducted. Have them follow the steps on page 70 in their textbooks.

3. Getting It Right

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

- Does my interview have a heading?
- Did I ask good questions?
- Did I write each question correctly?
- Did I record the person's exact words?

Ask the students to open their books to page 71 and find out what to do if there is a problem with their interview.

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

Have the students read each other's interviews with the corrections that they made. Make sure they use the CheckBric on page 79 of their practice book to give their partner's interview a grade.

4. Presenting It

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

Have the students make any necessary corrections and modifications to their interviews and then collect them for a newspaper.

I BEYOND THE UNIT

1. On Assignment

Tell the students that they will interview an adult at their school or from their community such as a member of the police force, civil defense, business person etc.

Have them suggest persons and then choose one as a whole class.

Remind them that they need to follow the same steps (**steps 1-4 in the writer's workshop**) they took to conduct the interview.

2. Listen and Think

Before playing the CD, remind the students to read the sentences and underline the parts of each sentence. Tell them to write WHO, WHAT, ACTION, HOW, WHERE, WHEN or WHY above each part. Play the CD and have them note which details in the sentences are not the same as what the high school teacher said (books closed). Encourage them to make notes as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Ask them to open their books and mark the sentences with a check ✓ if it's correct or with an X if it is not.

3. Link to Literature

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

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

UNIT 4 _ STUDENT BOOK, PAGE 58

ANSWER KEY

Tuning In: a. She has just finished her first year at college. b. Cooking.
c. Yes, she is. d. Her family all went to college.
Talking it Over: 2.

UNIT 4 _ STUDENT BOOK, PAGE 59

ANSWER KEY

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

UNIT 4 _ STUDENT BOOK, PAGE 61

ANSWER KEY

Finding the Main Idea: 1.
Finding Details: 1. c; 2. c; 3. c.
Listening Between the Lines: 1. It is fun and it has always been his dream to be on television. 2. Like the character, he has a great sense of humor and often gets himself into a funny situation. 3. Sharif's family on television is kind of crazy, but his real family is serious and quiet.

UNIT 4 _ STUDENT BOOK, PAGE 62

ANSWER KEY

Word Detective: 1. a; 2. b; 3. a; 4. a; 5. b; 6. b.
Word Play: Possible answers: 1. four/for; 2. eye/I; 3. flour/flower; 4. be/bee;
5. two/too; 6. no/know; 7. lie/lie; 8. cent/sent; 9. our/hour.
Spelling and Phonics: a. game; b. late; c. mail; d. wait;
e. subway; f. steak;
g. take, break h. tastes; i. survey.

UNIT 4 _ STUDENT BOOK, PAGE 63

ANSWER KEY

Practice the Rule 1: Correct sentences: 1; 2; 4; 6; 7; 8; 10.
Practice the Rule 2: 1. students'; 2. boy's; 3. men's.
Practice the Rule 3: 1. your; 2. his; 3. mine, yours.

UNIT 4 _ STUDENT BOOK, PAGE 65

ANSWER KEY

Expanding Your Vocabulary: 1. b; 2. c; 3. b; 4. a.

UNIT 4 _ STUDENT BOOK, PAGE 67

ANSWER KEY

Focus on Organization 2: 1. c; 2. f; 3. a; 4. d; 5. e; 6. b.

UNIT 4 _ STUDENT BOOK, PAGE 72

ANSWER KEY

Listen and Think: Correct sentences: 2, 3, 5, 6, 7.

UNIT 5

BEFORE YOU BEGIN

Ask the students to individually look at the picture on page 75 and write as many words and ideas as they can in short form in the chart below. Draw the chart on the board or project it on a screen.

Words and ideas about what it looks like	Words and ideas about where it lives	Words and ideas about how it makes you feel

Ask the students to sit in pairs or groups of three and tell each other what they wrote. Encourage them to copy any good ideas from each other.

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

Ask the students to write as many words and notes about each animal in pictures 1-6 using a chart similar to the one above. Have them tell each other in pairs what they wrote when they finish.

Tell the students to listen to the CD and decide which picture the speaker is talking about and check the correct answer. Have students tell each other in pairs or groups of three why they chose a particular animal – especially which details helped them decide.

2. Talking It Over

Explain to the students that the chart they made for the six pictures can help find something common or uncommon among the animals in the pictures. The chart can also help them make **cause** and **effect** statements.

Have them work in pairs to find one picture that does not belong with the others by studying the chart they made before. The chart will help them find something that is common among five of the pictures but not in the sixth one. Have them make sentences about why people don't like or like a certain animals using this model.

People don't like (**which animal**) because they (**action/verb**)

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

Ask the students to read the title and write as many words and ideas about it in a web. Remind them that this is called "a pre-reading strategy".

Remind them that they should adopt it and make it a step that they take before they read anything. Tell them that at first they should always make a written web and when they get better at it, they can do it in their minds.

Ask them to check the question that tells what the unit is about.

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.

Most disgusting	Most powerful	Most dangerous	Most amazing
		<i>A crocodile</i>	
Least disgusting	Least powerful	Least dangerous	Least amazing

C READING TO LEARN

1. Before You Read

Ask the students to individually make a web as to why people think cockroaches are disgusting and then use their web to talk to each other in pairs.



2. Let's Read

Explain to the students that what they are about to read is a short informational report on why cockroaches are amazing creatures. Tell them that as they read, they should mark or underline any words or facts that prove that cockroaches are **amazing**.

Ask the students to listen to the CD and read along silently. Remind them they cannot ask questions or interrupt during the listening.

Optional but strongly recommended

Ask the students to read the short informational report to each other aloud in pairs. When one student is reading, the other student's book should be

be closed. The student who is listening should make notes of facts.

3. Unlocking Meaning

1. Explain to the students that one way to find the main idea in a short informational report is to find the most important facts in each paragraph and use them to conclude the main idea.

Ask them to find the most important facts in the paragraphs and write them.

Write on the board: Most important facts in paragraph 2 _____
 Most important facts in paragraph 3 _____
 I can conclude that cockroaches are amazing

Ask them to read question 1 on page 79 and find the sentence that is closest in meaning to the facts they wrote.

2. Ask the students to read the sentences and underline the parts of each sentence. Tell them to write WHO, WHAT, ACTION, HOW, WHERE, WHEN or WHY above each part. Explain that these parts are details and if any of these parts are not the same as in the short informational report, then the sentence is false.

- what **Cockroaches** action eat what almost anything.

- what **Cockroaches** action need to eat when everyday what or action they will die.

Have them make a check ✓ if the sentence is true and an ✗ if it is false. When they finish, ask them to tell each other their answers and why they marked some sentences as false.

3. Ask the students to read and find facts that give reasons for why cockroaches have survived for so long. Have them sit in pairs and share their facts with each other. Then ask them to write three reasons for cockroaches' success at staying alive and share with the whole class.
4. Tell the students that they are going to listen to a short informational report about scorpions but before they do, they should read and underline the what, who, action etc. parts of the five sentences. Tell them that if any part of the sentence is different from what they hear on the CD then it's false. Play the CD and have them check or cross the sentences. Remind them that they cannot interrupt or ask questions while they are listening. Have them tell each other their answers in pairs when they finish answering the questions.

D WORD WORK

1. Word Detective

Ask the students to read the following sentences and circle the part of the underlined word that gives a meaning. Write the sentences on the board or project them on a screen.

Have them tell each other in pairs which part of the word they circled and what part is added to each word when they finish.

- The math problem was very confusing.
- I like to watch scary movies.
- The food is too salty. I can't eat it.
- We saw an exciting show at the Dubai Theater.

Have the students find the smaller words or parts in number 1.

2. Word Study

Explain to the students that by adding **-ing** or **-y** to a noun, it can become an adjective (or a describing word).

3. Word Play

Ask them to change the list of words into adjectives by adding –ing or –y and then tell each other their answers in pairs.

Have them make sentences for the pictures on page 76 and tell each other.

Have some volunteers put some of the new adjective words on the word wall.

E GRAMMAR

1. Learn the Rule

1. Write these sentences on the board, project them on the screen or photocopy them and hand them out to the students. Ask the students to study the underlined word that answers **who** or **what** at the beginning of each sentence and decide if that word is talking about **one** or **more than one**. Have them tell each other their answers in pairs.

- My sister likes to cook.
- Peter and Omar volunteer for charity work every summer.
- Alligators live on land and in water.
- Sharks attack when they are hungry.
- Most football players retire in their thirties.
- Sultan enjoys playing basketball on weekends.

Tell the students to work in pairs and look at the verb after each underlined word and come up with a rule for when the verb takes 's' or doesn't take 's'.

Explain to the students that whenever there is 'do' or 'does' in the sentence, the verb no longer takes 's'.

2. Practice the Rule

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

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

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

Recommended

Ask the students to write two sentences at least for each picture on page 76 using two adjectives to describe the animal and making sure that the subject and verb are in agreement. They may also write sentences for other pictures they can look for in magazines or download from the Internet.

(www.google.com/advanced_image_search)

Example:

My brother and I enjoy looking at the big, scary alligators in the zoo.

F BRIDGE TO WRITING

1. Before You Read

Draw the chart below on the board or project it on the screen. Ask the students to write words and ideas for what they already know about the animal.

Animal: SHARKS	
What I know before I read	What I learned after I read

2. Let's Read

Ask the students to listen to the CD and read along silently. Tell them to find a fact or more that they didn't know before reading and add it to the second column of the chart above. Explain to them that this how they should research in other subjects to write their own short informational reports.

3. Making Connections

Explain to the students that one way of improving reading and understanding is to compare information from two selections. Ask them to work alone and find information in the short informational reports about cockroaches and sharks. Have them write the information in the correct columns.

Have the students sit in pairs and tell each other what they wrote on their charts and decide which animal people hate the most. Ask a few students to share their answers with the whole class.

4. Expanding Your Vocabulary

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 animals. 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.

<i>mosquito cockroach crocodile</i>		
Words and ideas about what each looks like	Words and ideas about where each lives	Words and ideas about how each makes you feel

Ask a few to share with the whole class, or you can have them make the charts on strips of cardboard and put them up on the classroom walls.

G WRITING CLINIC

1. Think about It

Ask the students to review the chart in “making connections” on page 83. Have them think whether the author’s purpose was: to scare, to inform or to persuade. Ask them to mark the correct answer on page 84 and then explain to each other in pairs why they chose that author’s purpose.

2. Focus on Organization

1. Explain to the students that a short informational report has an organizational structure. It has a topic sentence that tells a reader what he/she is going to read about. The topic sentence also sets the limits (or controls) what the author will talk about. The details that follow will support the claim made by the topic sentence. Use the information below for explanation.

Topic sentence:

The shark is the most feared animal in the sea.

The author will say one or more reasons why it is feared.

The author will limit what he says to the sea.

2. Ask the students to make an outline like the one described on page 84 and write the topic sentence from paragraph one and the details that support it.

3. Ask the students to make an outline like the one described on page 84 and write the topic sentence from paragraph two and the details that support it in their own words.

3. Focus on Style

1. Explain to the students that they can make their reports more interesting to read if they add two adjectives instead of one for the animal they are describing. Point out that a comma must always follow the first adjective.
2. Ask the students to work in pairs and think of at least five animals that add to the chart on page 85. For example, the great white shark is both huge and dangerous. A cockroach is both small and disgusting. Remind the students that upper adjectives in the chart come before the adjectives on the side.
3. Ask the students to write a sentence using two adjectives for each animal in the chart and remind them to put a comma after the first adjective.

H WRITER'S WORKSHOP

1. Getting It Out

1. Tell the students that they are each going to write a short informational report for a book called "Creatures that People Love to Hate". Tell them to follow the steps below.

Give them the steps that they should follow. Write them on the board, or hand them out as photocopies. Have the students do one step at a time.

Step one: Study the pictures in order to choose which animal you will write about. If you know a lot about that animal, then you should probably write about it.

Step two: Make a chart like the one on page 87. Write the four questions in the chart and find answers for the questions from page 86, what you already know or by looking it up in a resource book or website such as www.nationalgeographic.com/kids or www.nwf.org/kids

Step three: Write your answers under the questions.

2. Getting It Down

Tell the students to make an outline like the one on page 88. Have them write a topic sentence for the information they gathered on page 87.

Remind them that a topic sentence will tell the reader what he/she is going to read, limits what the reader is going to read and lets the reader know what the author's purpose is.

Have the students write three details/facts that support their claim in the topic sentence. Inform them that it is all right to make adjustments to the topic sentence if they feel they should.

Once they finish, ask them to write their outline as a paragraph.

3. Getting It Right

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

- Does my paragraph have a good topic sentence?
- Do the details relate to the topic sentence?
- Did I use adjectives to make my paragraph interesting?
- Does each verb agree with its subject?

Ask the students to open their books to page 89 and find out what to do if there is a problem with their report.

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

Have the students to read each other's essay with the corrections that they made. Make sure they use the CheckBric on page 81 of their practice book to give their partner's essay a grade.

4. Presenting It

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

Ask them to sit in groups of four to five and read their essays to each other. As they listen to the speaker, they should also check the boxes that apply in the Presentation Checklist. They should also use the rubric to rate the speaker's presentation.

Have the students make any necessary corrections and modifications to their reports and then collect them to make a book called "Creatures that People Love to Hate".

I BEYOND THE UNIT

1. On Assignment

Tell the students that they are going to read “How to make a binding for their books.” Tell them that each book will contain three to five short research reports.

Have them work in groups of three to five and read the six instructions on page 90 and:

1. Write a list of the materials they will need including tools.
2. Write the name of each person in the group who will get some of the materials.
3. Get the materials for the book on the date you set.

Have them sit in their groups and make their books.

2. Listen and Think

Before playing the CD, remind the students to read the questions and decide what information is missing. Play the CD and have them note which details they are looking for. Encourage them to make notes as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Ask them to open their books and answer the questions alone and then share their answers with each other in pairs.

3. Link to Literature

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 5 _ STUDENT BOOK, PAGE 76

ANSWER KEY

Tuning In: A rattlesnake.

Talking It Over: The cat does not belong because it is not a dangerous or disgusting animal.

Talking It Over: 3.

UNIT 5 _ STUDENT BOOK, PAGE 77

ANSWER KEY

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

UNIT 5 _ STUDENT BOOK, PAGE 79

ANSWER KEY

Finding the Main Idea: 2.

Finding Details: 1. T; 2. F; 3. T; 4. F; 5. T.

Listening Between the Lines: Correct sentences: 2, 4.

UNIT 5 _ STUDENT BOOK, PAGE 80

ANSWER KEY

Word Detective: 1. dirt; 2. amaze; 3. scare; 4. disgust.

Word Play: 1. icy; 2. windy; 3. interesting; 4. scary; 5. creepy; 6. dirty;

7. boring; 8. exciting; 9. salty; 10. sleepy; 11. confusing; 12. bloody.

Spelling and Phonics: a. watch; b. picture; c.

chimpanzee; d. beach;

e. stretch; f. adventure.

UNIT 5 _ STUDENT BOOK, PAGE 81

ANSWER KEY

Practice the Rule 1: Correct sentences: 1; 2; 4; 8; 10.

Practice the Rule 2: 1. like; 2. needs; 3. does, live; 4. don't enjoy; 5. watches; 6. like.

UNIT 5 _ STUDENT BOOK, PAGE 83

ANSWER KEY

Expanding Your Vocabulary: 1. crocodile; 2. eagle; 3. tiger; 4. mosquito; 5. tarantula.

UNIT 5 _ STUDENT BOOK, PAGE 85

ANSWER KEY

Think about It: to inform you.

Focus on Style: Answers will vary.

UNIT 5 _ STUDENT BOOK, PAGE 90

ANSWER KEY

Listen and Think: 1. Avoid swimming near fishing boats or where few people swim, and do not surf on your own. 2. Raise your arms and legs onto the surfboard. 3. Hit back. 4. Quietly paddle to the shore.

UNIT 6

BEFORE YOU BEGIN

1. Ask the students to individually look at the picture on page 93 and write as many words and ideas as they can in short form in the chart below. Draw the chart on the board or project it on a screen.

Words and ideas about what I see	Words and ideas about why they are gathered	Words and ideas about helping your community

2. Ask the students to sit in pairs or groups of three and tell each other what they wrote. Encourage them to copy any good ideas from each other.

3. Ask the students to write the title of the unit in a circle and write what comes to their mind about the title in a web.



A CONNECTING TO YOUR LIFE

1. Tuning In

1. Ask the students to write as many words and notes about what they can volunteer for and why. Have them tell each other in pairs what they wrote when they finish.

I can volunteer for	Why I would like to volunteer

2. Tell the students to listen to the CD and write the reasons Shaikha gives about why she likes volunteering.

2. Talking It Over

1. Ask the students to look at the 4 pictures and write down words in the organizer about each picture first. Explain to them that this can help them talk or write about a picture more easily.

who	what	actions	how	where	when	why

2. Have them write the letter of each picture next to each type of community service.

3. Based on the web they made for the title on page 92, have the students tick the statement that best tells what the unit is going to be about.

B GETTING READY TO READ

1. Learning New Words

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

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

Method: I read the example that does not contain the unfamiliar word and draw a conclusion. This helps me understand the unfamiliar word.

1. "They are both dogs," so species means "the same animal".
2. "There are only about 1,500 still left in the world," so endangered means "not many left."
3. "They are worried about clean air and clean water," so environment means "air and water."
4. "It burned to the ground," so destroyed means "burned to the ground."
5. "Birds, snakes, and fish are not mammals," so mammals means dogs, cats, and humans.
6. "Polar Bears live in the North Pole and the ice is melting," so habitat means "where they live".
7. "They fill the sky with harmful chemicals," so pollution means "harmful chemicals in the sky."

3. Ask the students to first match the words to their meanings and then compare their answers in pairs. Ask a few to share their answers with the

class both how they used the method for each sentence and what the meaning of each word is.

Classroom tip: Start a word wall.

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

2. Talking It Over

1. Ask the students to sit in groups of three and write the name of each member of the group in the chart on page 95. Have them write:

- What volunteer job they would enjoy
- What special skills they have for the job
- What they would like to gain from volunteering

2. Ask the groups to share with each other.

C READING TO LEARN

1. Before You Read

1. Explain to the students that there is a magazine that writes an article every month about a teenager who served the community. Project the picture and title on a screen and have them make

- a web for the title and *(like page 93)*
- a table for the picture. *(like page 94)*

2. When they finish, ask them to write, “How this young man helps his community,” and tell each other.

2. Let’s Read

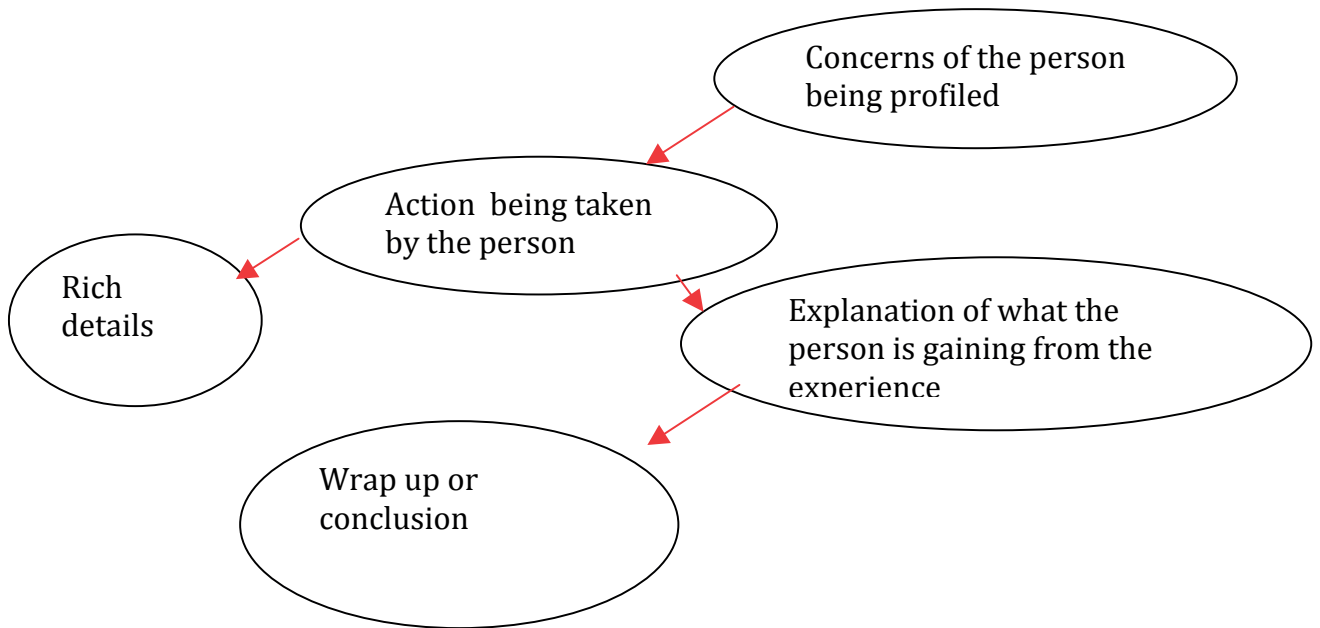
1. Explain to the students that what they are about to read a short biographical description. Tell them that as they read, they should mark or underline any words or ideas that indicate the following:

- Concerns of the person being profiled
- Action being taken by the person
- Rich details
- Explanation of what the person is gaining from the experience
- Wrap up or conclusion

2. Ask the students to listen to the CD and read along silently. Remind them they cannot ask questions or interrupt during the listening.

Optional but strongly recommended

Ask the students to read the short biographical description to each other aloud to each other in pairs. When one student is reading, the other student's book should be closed. The student who is listening should make notes in the organizer for a biographical description below.



3. Unlocking Meaning

1. Explain to the students that one way to find the main idea in a Biographical Description is to use the organizer they made for it. Ask them to read question 1 (parts 1, 2, 3) on page 97 and find the sentences that are closest in meaning to the words they wrote in the organizer.

2. Ask the students to read the sentences in question 2 and underline the parts of each sentence (1-5). Tell them to write WHO, WHAT, ACTION, HOW, WHERE, WHEN or WHY above each part. Explain that these parts are details and if any of these parts are not the same as in the biographical description, then the sentence is false.

READING

- **when** **what** **action**
• Each year, about 40% of the Earth's animals die.

Have them make a check ✓ if the sentence is true and an X if it is false. When they finish, ask them to tell each other their answers and why they marked some sentences as false.

3. Ask the students write notes in the chart below. Then have them sit in pairs and share their answers with each other. Ask a few to share with the whole class.

What humans (people) do	Why do humans do this (reason)	How it destroys an animal's habitat

4. Tell the students that they are going to listen to a teacher (Mr. Ibraheem Al Salim) teaching students about two endangered species. Tell them to read the questions first and decide what information is missing in the question. Play the CD and have them answer the questions. Remind them that they cannot interrupt or ask questions while they are listening. Have them tell each other their answers in pairs when they finish answering the questions.

D WORD WORK

1. Word Detective

1. Ask the students to read the following sentences and circle the part of the underlined word that gives a meaning. Write the sentences on the board or project them on a screen.

Have them tell each other in pairs which part of the word they circled and what part is added to each word when they finish.

- The earthquake cause very wide destruction.
- I went to the bakery to get some bread.
- The oil refinery was built far away from residential areas.

READING

- Sleeping 7 to 8 hours a night is important for teenagers.

2. Have the students find the smaller words or parts and what was added to the words in the green chart on page 98.

2. Word Study

Have the students read the following examples and tell each other whether the underlined words are doing the same job in the different sentences they appear in.

- Pollution is caused by harmful chemicals filling the air.
- We must do something to stop pollution.
- The water in this lake is polluted.
- Harmful chemicals from factories can pollute rivers and lakes.

3. Word Play

1. Ask them to change the list of words into adjectives, nouns and verbs and then tell each other their answers in pairs.
2. Have them make sentences for the pictures on pages 93 and 94 and tell each other.
3. Have some volunteers put some of the new words on the word wall.

E GRAMMAR

1. Learn the Rule

1. Write these sentences on the board, project them on the screen or photocopy them and hand them out to the students. Ask the students to study them and decide how each one is telling time.

Long **before** I write
or speak

During (**now**) the time
I am writing/speaking

Long **after** I
write/speak



- My sister likes to cook. (before now after)
- Alligators live on land and in water. (before now after)
- Sharks attack when they are hungry. (before now after)
- He is doing his homework. (before now after)
- They are watching TV in the basement. (before now after)

2. Practice the Rule

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

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

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

Recommended

Ask the students to write two sentences at least for each picture on page 93 and 94 using simple present and present progressive. They may also write sentences for other pictures they can look for in magazines or download from the Internet. (www.google.com/advanced_image_search)

Example:

My brother and I are working as volunteers at the children's hospital in Al Ain.

F BRIDGE TO WRITING

1. Before You Read

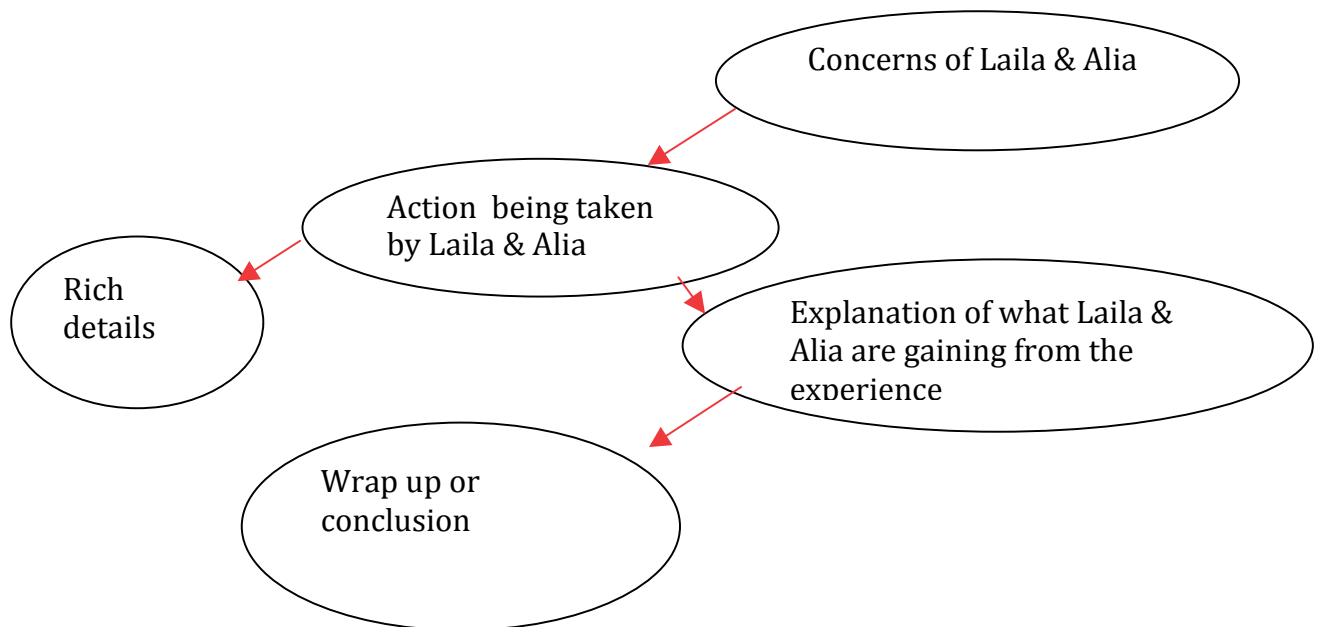
1. Explain to the students that they are going to read another biographical description about two girls called Laila and Alia. Project the picture and title in the article on a screen and have them make

- a web for the title and *(like page 93)*
- a chart for the picture. *(like page 94)*

2. When they finish, ask them to write, “How these young women are helping their community,” and tell each other.

2. Let’s Read

Ask the students to listen to the CD and read along silently. Tell them to complete the organizer as they read. Explain to them that this how they should organize their own biographical description when they write one.



3. Making Connections

Explain to the students that one way of improving reading and understanding is to compare information from two selections. Ask them to work alone and find information in the two biographical descriptions. Have them write the information in the correct columns.

Have the students sit in pairs and tell each other what they wrote on their charts and decide who they would give an award to. Ask a few students to share their answers with the whole class.

4. Expanding Your Vocabulary

1. Ask the students to read the definitions and think of two examples for each and then decide which word belongs to the definition. Have them use the chart below to organize their work.

<i>Definition a: Willing to do things for others</i>		
Example one	Example two	WORD
My sister goes and helps feed children at hospitals.	My friend spends two hours a weekend taking care of animals that have been hurt.	HELPFUL
<i>Definition b: feeling sympathy for others</i>		
Example one	Example two	WORD

2. Ask a few to share with the whole class, or you can have them make the charts on strips of cardboard and put them up on the classroom walls.

G WRITING CLINIC

1. Think about It

1. Ask the students to review the chart in “making connections” on page 101. Have them think whether a biographical description is about a person:
 - Who others admire and respect
 - Who others are afraid of
 - Who others usually dislike or envy

2. Ask them to mark the correct answer on page 102 and then explain to each other in pairs why they chose that answer.

2. Focus on Organization

1. Explain to the students that a biographical description has an organizational structure. It has a CONCERN, ACTIONS BEING TAKEN; GAIN. For practice, ask them to read and make an organizer like the one they made on pages 96 and 100.

2. Ask the students to use their organizer to underline the (rich) details that make the article interesting in paragraphs 2 and 3.

3. Focus on Style

1. Explain to the students that they can make their biographical descriptions better if they include a ‘good lead sentence’
Have them read the three ways to make a good lead sentence on page 103.

2. Ask the students to find the type of lead sentence in each of the articles on pages 96, 100, and 102.

3. Explain to the students that there is a difference between the lead sentence and the topic sentence. Ask the students to find the topic sentence in each of the articles on pages 96, 100, and 102 and then tell each other the differences between the lead and the topic sentence.

* The lead sentence is supposed to attract the reader.

* The topic sentence tells the read what and how much he/she is going to read about a certain subject.

H WRITER'S WORKSHOP

1. Getting It Out

1. Tell the students that they are each going to write a biographical description for a newspaper. Tell them to follow the steps below.

Give them the steps that they should follow. Write them on the board, or hand them out as photocopies. Have the students do one step at a time.

Step one: Read about SAEED, OBAID and KHALIFA.

Step two: Make three organizers and write the information about each.

Step three: Choose one of the three persons and write the information about him in the outline on page 105.

2. Getting It Down

Tell the students to use the outline they made on page 105 to write a draft biographical description about the person they chose. They can use what Waleed wrote as an example.

3. Getting It Right

Remind the students that revising and editing their biographical description can be done better if they follow a procedure. Ask the students to work alone to answer these questions about their short research report (books closed). Write them on the board or project them on the screen:

- Did I identify what the person is concerned about?
- Did I describe what the person does to help the community? Did I provide rich details?
- Did I describe how the person is benefitting from the community service?

Ask the students to open their books to page 107 and find out what to do if there is a problem with their report.

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

4. Presenting It

Have the students prepare for presenting their biographical descriptions to each other by reading the Presentation Checklist.

Ask them to sit in groups of four to five and read their articles to each other. As they listen to the speaker, they should also check the boxes that apply in the Presentation Checklist. They should also use the rubric to rate the speaker's presentation.

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

I BEYOND THE UNIT

1. On Assignment

Tell the students that they are going to use what they learned about conducting an interview in unit 4 to interview someone in their community. Have them work in groups of three and follow the steps below

1. Choose a person or two to interview. (UAE Red Crescent for example)
2. Write the questions they are going to ask using the information they will need from the organizer they learned about in this unit and in unit 4.
3. Contact the person they are going to interview to set a date and the place they are going to conduct the interview.
4. Interview the person and write the information in the organizer.
5. Write the information in the outline they learned about in this unit.
6. Write and revise their Biographical Description.
7. Present it to the others in their class.

2. Listen and Think

Before playing the CD, remind the students to read the questions and decide what information is missing. Play the CD and have them note which details they are looking for. Encourage them to make notes as they are listening, but do not permit any questions or interruption while the CD is playing. Play the CD more than once if necessary.

Ask them to open their books and answer the questions alone and then share their answers with each other in pairs.

3. Link to Literature

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 6 _ STUDENT BOOK, PAGE 94

ANSWER KEY

Tuning In: Possible answers: Shaikha enjoys: talking to people; listening to stories; helping people with special needs; reading aloud to Mrs. Al Mahairi.

Talking It Over: cleaning up litter and trash–d.; tutoring children–a.; volunteering at a home for the blind–c.; assisting at the library–b.
Talking It Over: 1.

UNIT 6 _ STUDENT BOOK, PAGE 95

ANSWER KEY

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

UNIT 6 _ STUDENT BOOK, PAGE 97

ANSWER KEY

Finding the Main Idea: 1. b; 2. c; 3. c.
Finding Details: Correct sentences: 2, 3, 4, 5.
Listening Between the Lines: 1. They dig holes to lie in and take shelter. 2. Sand gazelles are still being hunted today. 3. insects 4. the birds' eggs.

UNIT 6 _ STUDENT BOOK, PAGE 98

ANSWER KEY

Word Detective: 1. destruction; 2. pollution; 3. discovery; 4. education; 5. enjoyment; 6. teacher.
Word Play: amazing/amazed; live; harmful/harmless; obedience; help.

Spelling and Phonics: fork; brother; injure; discover; curve; skirt; waiter; bird; wore; burger; arm; cord; star; shirt; corn.

UNIT 6 _ STUDENT BOOK, PAGE 99

ANSWER KEY

Practice the Rule 1: Correct sentences: 2; 3; 5; 6; 9.
Practice the Rule 2: 1. eats; 2. 'm doing; 3. fly; 4. doesn't teach; 5. is crying; 6. does; 7. Does, speak; 8. is speaking; 9. don't take; 10. Does it rain.

UNIT 6 _ STUDENT BOOK, PAGE 101

ANSWER KEY

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

UNIT 6 _ STUDENT BOOK, PAGE 103

ANSWER KEY

Focus on Style 2: an interesting fact.

UNIT 6 _ STUDENT BOOK, PAGE 108

ANSWER KEY

Listen and Think: Moza: 1. Citizens have a responsibility toward society; 2. Students learn new skills; Shaikha: 1. If students don't want to do it, they won't do a good job; 2. Students don't have time for community service.