

# UNIT 6

## THE HEART OF A HERO



THOMSON

## LEARNING OUTCOMES:

- Infer meaning from metaphors
- Create an outline to take notes
- Recognize the use of the present tense in a story about the past
- Use time clauses in the present tense
- Add explanations and examples
- Write a one-paragraph story

# Vocabulary

journey	safety
intelligence	mentor
struggle	affected by
dangerous	treasure
succeed	opportunity

# INFERENCE

## Inferring meaning from metaphors (p. 132)

- *An inference* is an educated guess about something that is not directly stated in the text.
- Sometimes a writer suggests a complex idea by using a *metaphor* that *makes the complex idea simpler and clearer*.

# Inferring meaning from metaphors (p. 132)

The example:

“... the **cave** we are afraid to enter has the treasure we are looking for...” (paragraph 5)

**Cave** here is used as a **metaphor**. From the image of a cave, the reader infers the dark, difficult things in a person's life, such as sadness, poverty, anger, poor health, or any other negative human experience. These are complex things to describe. The author simplifies these complicated ideas by using the word **cave** because this word holds all the feeling and meaning of those **difficult things**.

## Inferring meaning from metaphors (p. 132)

- After reading the text closely, especially certain words or phrases that are used as metaphors, we can *infer the full meaning* of the complex ideas the author wants to convey.

# NOTE TAKING

## Creating an outline to take notes (p. 135)

- When taking notes on a reading, it can be helpful to use an *outline* to *show the basic structure* of a reading.
- Some readings are written in a way to make this *useful* note-taking *strategy*.

## Creating an outline to take notes (p. 135)

For example, some readings are set up with a simple structure such as:

- I. There are three parts in this story.
- II. Part One
- III. Part Two
- IV. Part Three

This allows for a note-taker to focus first on the *main idea* of the whole reading, then on the *main points*, and then, if needed, on the *details*.



## READING

Recognizing the use of the present tense in a story about the past (p. 137)

As we read, we notice that *tenses* can *affect how we feel* about the text:

- If a story is written in the *past tense*, we feel more *distant* from those events. Those events happened before now, so they don't matter as much.

## Recognizing the use of the present tense in a story about the past (p. 137)

- If a story is written in the *present/present progressive tense*, we feel more *connected* to the events. Those events feel like they are happened now, and so they feel more exciting and interesting.

The example:

“ The second reason I *loved* this book is because it is a great adventure. One day, Harry and his two friends *find* something strange at their school: a large three-headed dog. ” (paragraph 3)

\*\* *Orange* = past; *Green* = present

# GRAMMAR

## Time clauses in the present tense (p. 143)

1. We can combine two sentences that tell about time by using a *time clause* and a *main clause*.

The time clause and the main clause are both in the same tense. Here, that tense is the *simple present*.

*When* Hippomesees *meets* Atalanta, he *falls* in love with her.

## Time clauses in the present tense (p. 143)

2. A clause contains a subject and a verb. A *time clause* contains a time word + subject + verb. It can not stand alone as a sentence. It needs to be attached to a main clause.

A *main clause* can stand alone as a sentence.

*When* Hippomesees *meets* Atalanta, he *falls* in love with her.

\*\* *When* Hippomesees *meets* Atalanta, (can't stand alone)

## Time clauses in the present tense (p. 143)

3. When the time clause begins the sentence, put a *comma* before the main clause.

There is *no comma* when the main clause begins the sentence.

*When* Hippomesees *meets* Atalanta, he *falls* in love with her.

Hippomesees falls in love with Atalanta *when* he meets her.

## Time clauses in the present tense (p. 143)

4. These are some common *time words* use for time clauses: *when, before, after*.

Use the *noun in the first clause* and the *pronoun in the second clause*.

*Before Mulan* joins the army, she practices fighting.

*Mulan* returns to her family *after she* becomes a successful soldier.

# REVISE

Adding explanations and examples (p. 148)

- *Explanations* and *examples* help the reader understand what the author is trying to say.
- They give the reader *specific information* to help explain the ideas.

# FINAL WRITING TASK

A one-paragraph story (pp. 144-151)

1. *Prepare to write:*  
Listing

2. *Write:* Outlining  
the story



## A one-paragraph story (pp. 144-151)

3. *Revise*: Adding explanations and examples

4. *Edit*: Writing the final draft

## REFERENCE

Haugnes, N. & Maher, B. (2019). *NorthStar 2*. USA: Pearson Education, Inc.

## IMAGE SOURCE

- <https://www.pinterest.com/pin/523262050451783865/>