

# Read Right!

LEVEL

C

Student's Book



Pearson

Keila Ruth Ochoa Harris

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Dear Student,

Welcome to **Read Right!**

**Read Right!** will take you on a journey to make you a better reader and writer. It will help you understand and learn Science, Math, Social Studies, and other subjects more easily and become a more independent learner.

**Read Right!** has a variety of interesting topics that will stimulate your imagination. You will also find reading and writing strategies that you can use in all your subjects. Reading and writing activities are included every day so you can master them.

Being a good writer will help you communicate your ideas clearly and be successful in your academic and work life.

You have started your journey on the right foot with **Read Right!**

Warmly,

Ricardo Hernández Gómez  
*Academic Consultancy Pearson*



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**Objective:** Identify main idea and supporting details.

**GSE:** Can understand the main idea in simple informational texts, if supported by pictures.

## Read It Right!

### Main Idea and Details

When you read a story, ask yourself: *What's the main idea?* The **main idea** is what the story is about. Sometimes the main idea is stated in the first or last sentence of a paragraph. Other times you have to figure it out.

The sentences in the story that give more information about the main idea are called **supporting details**. For example, if you find details about the same topic, they will probably lead you to the main idea of the text. Ask yourself: *What is this text mostly about?*

### Vocabulary

alive	guitar
celebrate	set
dish	visit

Do you know what these words mean? (Some sound like Spanish.) You can check the Glossary at the end of your book.

- 1 Read the story below. Discuss in pairs what the main idea and the supporting details are.

## THE BEST TIME OF THE YEAR

"How exciting! It's November 1st!" says Lupita.

"We have been waiting so long for this day," adds Maria.

"You look really nice in that long dress! And the flowers on your head are so lovely," says Lupita.

"This is my favorite celebration. What about you? What are you going to wear?" Maria asks.

"Well, it's my first time visiting the other world. I will put on a white dress. I just hope my family will remember me," replies Lupita.

"I'm sure they will," says Maria. "You haven't been away that long. Me, on the other hand..."

Maria seems sad, but she doesn't want to spoil Lupita's good day. One of her favorite parts of today's celebration is eating the **dishes** she liked when she was still **alive**. Will there be tamales?



- 2 Circle the correct definition according to the text.

- a** alive      not dead      animated
- b** dish      plate      food prepared in a particular way

- 3 Check (✓) the sentence that expresses the main idea of the story.

Lupita likes the flowers on Maria's head.

Maria will eat *tamales*.

Both girls are excited about the upcoming celebration.

They both wear dresses.

- 4 Write two supporting details that give more information about the main idea.

○	
○	
○	
○	
○	

### By Yourself

- 5 Read the article about the Day of the Dead. Do the following activities:
- a Circle the main idea.
  - b Underline the supporting details.

# Day of the Dead

By Jose Diaz

On November 1st and 2nd we **celebrate** the Day of the Dead, or *Día de Muertos*. In Mexico it's a very important tradition. On the first day, the spirits of children come to **visit** us. On the second day, the spirits of adults return.

My family **sets** up a beautiful altar or *ofrenda*. We decorate it with photos of my grandparents and great-grandparents. I like to put candles and flowers on the altar. My mom cooks some special dishes. I like *pan de muerto*. They sell it in most bakeries near my house.

My family also goes to the cemetery. We clean and decorate the graves of our loved ones. My dad takes his **guitar** and we sing. My mom brings some food and we drink hot chocolate. Even my dog comes with us. He likes to sit with me and play with sticks.



1

### Reader's Coach

You can identify the main idea from the title of the story and the illustrations around the text. What do they tell you about the main idea?

## Checking Comprehension

### 6 Answer the questions.

a Who is the author of this text? What is he describing?

---

b List the places mentioned in the text.

---

## Comprehension Skills Practice

### 7 Check (✓) the sentence that expresses the main idea of the...

a first paragraph.

Adults come on the second day.

On the first day, the spirits of children return.

The Day of the Dead is a special holiday celebrated in Mexico.

It happens on November 1st and 2nd.

b second paragraph.

Families create beautiful altars, called *ofrendas*.

The altars have photos of dead people.

Most bakeries in Mexico sell *pan de muerto*.

There are candles and flowers on the altars.

### 8 Use your own words to write the main idea of the article.

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#### Amazing Info

Mexican communities in the United States celebrate the Day of the Dead. Missoula, Montana has a parade with skeletal celebrants on stilts, while in Oakland, California, they have a festival with Aztec dancers, Mexican music, and crafts.

- 9 Work in pairs. Reread the third paragraph of the article on page 7 to complete the graphic organizer.

Main Idea

a

Supporting Details

b

Supporting Details

c

### Word Power

- 10 Complete the sentences using words from the box.

alive   dishes   set   guitar   celebrate   visit

- a My sister plays the piano, but not the \_\_\_\_\_.
- b Mom cooks chicken and potato \_\_\_\_\_ for the altar.
- c How do you \_\_\_\_\_ the Day of the Dead?
- d We went to \_\_\_\_\_ my aunt to help her with her *ofrenda*.
- e I will \_\_\_\_\_ up the table for the whole family.
- f Are the people we remember on the Day of the Dead \_\_\_\_\_?

### Connecting Ideas

Draw a poster showing the main idea of the first story "The Best Time of the Year." How do you imagine Lupita and Maria?



**Objective:** Form an opinion about a text.

**GSE:** Can understand information about someone's personal details in a simple paragraph or short text.

## Read It Right!

### Drawing Conclusions

When you read a story or an article, you use the information in the text plus the things you already know to make judgments. In other words, you find clues in the text. Then, you match these clues to the things you are familiar with and finally you **draw a conclusion**.

The clues in the text will help you form a new idea. Clues can be words, dates, or descriptions. A key question to ask is: *What do I already know about this topic?*

### Vocabulary

deaf	hockey
dentist	light
goal	team

Do you know what these words mean? You can check the Glossary at the end of your book.

- 1 Read the story below. Discuss in teams which conclusion can be drawn about who won the game.

## A Very Important Game



It's a tie and we have two minutes left. This is not the final, but our pass to the State Championship.

"Vera!" Terry yells my name, then she passes me the ball. It's so **light** it bounces between the legs of two defenders who try to hit it, but I'm much faster. Actually, they don't expect me in front of them.

There! I have the ball! I run and move my stick from one side to the other.

"Vera! Just shoot!" my teammates shout.

I look at the goalkeeper and swing as hard as I can. Suddenly, I taste blood. I guess I have just bitten my lip.

"**Goal!**" my parents roar from the stands. I'm surrounded by girls hugging me. I'm lifted up and cheered. I've scored! Ouch! My lip hurts!

2

- 2 Write T for true and F for false. If false, correct the statement.

a If you don't carry many books, your backpack is light.  \_\_\_\_\_

b In soccer you make baskets, in basketball you score goals.  \_\_\_\_\_

- 3 Check (✓) the sport that the girls are playing.

soccer

ice hockey

floorball

golf



4 Complete the chart to answer the question.

Why did Vera bite her lips?		
Clues	What I Already Know	My Conclusion
When did she bite her lips? What does this tell us?	When you are nervous or concentrated, what do you do? (e.g., bite your nails)	I think Vera bit her lips because...

By Yourself

5 Read the article about Jim Kyte. Discuss why Jim is inspiring.

# An Inspiring Hockey Player

Jim Kyte grew up in a family of five boys and one girl. His dad was deaf and never imagined his five sons would be **deaf**, too. However, he decided to raise them in normal schools. Jim didn't want to go to a special school for disabled kids, so he read his teachers' lips and got good grades.

He thought he was going to be a **dentist**, like his father. In high school, he was part of the hockey **team** and started dreaming. Could a deaf boy play in the NHL? Jim was a big man, so many teams would want him. But what about his problem?

He wore hearing aids and learned to guess his teammates movements. He became a professional **hockey** player and the first deaf player in the League. He had many disadvantages, but he became an inspiration to many others who struggle with disabilities.



Reader's Coach

When drawing a conclusion from a text, always make sure to support it using the clues you identified.

### Amazing Info

In the Deaflympics deaf or hard of hearing athletes from all over the world get together to compete in their respective sports. To qualify for the games, athletes must have a hearing loss of at least 55 decibels.

### Comprehension Check

**6 Check (✓) the correct answers.**

**a** What was Jim's problem?

Jim was deaf.

Jim had four brothers.

Jim wanted to be a dentist.

Jim wanted to play hockey.

**b** How did Jim overcome his problem?

Jim studied Medicine.

Jim became a professional hockey player.

Jim worked really hard.

Jim talked to his father.

### Comprehension Skills Practice

**7 Circle what is not mentioned in the text.**

Jim's sister is not deaf.

Jim has four deaf brothers.

**8 Answer the question.**

What does the description of Jim at school tell you about him?

---

**9 Check (✓) the sentence that completes the phrase.**

You can conclude from this article that...

there are now more disabled people in the NHL.

high school hockey is not important.

hockey is not a good sport for disabled people.

Jim and his family are all deaf.

**10** Work in pairs. Think about the first story. What happened in the Final Game? Look at the picture and write down your conclusion.

Lined writing area for student response.



**Word Power**

**11** Match the columns.

- a** deaf                    \_\_\_\_\_ a team sport
- b** goal                    \_\_\_\_\_ opposite of heavy
- c** dentist                \_\_\_\_\_ group of people that compete
- d** team                    \_\_\_\_\_ not able to hear
- e** hockey                \_\_\_\_\_ someone who repairs teeth
- g** light                    \_\_\_\_\_ make a point in a game like soccer

**Remember to always consider your personal experience when drawing conclusions!**

**Connecting Ideas**

In your notebook, write a short story about a sport you like. Imagine you are in a very important game. What happens? Do you win or lose? Do you score the final point? How do you feel?



**Objective:** Identify the order of events in a text.

**GSE:** Can identify cue words to establish the order of events in a story and to consider if it would have ended differently if the events had been in a different order.

## Read It Right!

### Order of Events

When you read a story, it helps to think about the **order of events**. You can ask yourself: *What happened first? What happened after that? What happened last?* You can look for dates. Also, pay attention to words such as: *first, then, next, and finally.*

Sometimes numbers are used to show a sequence. Picture clues can also help you understand the order of events.

### Vocabulary

alarm clock      sitting room  
computer      text messages  
screen      video games

Do you know what these words mean? You can check the Glossary at the end of your book.

- 1 Read the article below. Circle the first event in the sequence.



## One of the First VIDEO GAMES



Do you like **video games**? Do you know that your grandparents probably never played a video game in their childhood? In 1961, there were no video games. That year, three young men in a very important university in the United States were working with a new computer. What about creating a game to play?

First, they decided they wanted a game with two players. Then they gave it a name: *Spacewar!* Two spaceships had to fire missiles at each other on the **screen**. After that, they wrote the rules of the game. Finally, they added some things to make it more interesting, like some sounds and stars in the background.

*Spacewar!* was a success. It showed that **computers** can do many things.

- 2 Write the words from the box in the right place.

screen      video game      computer



**3 Check (✓) what happened last.**

They came up with a name.

They set up the rules.

They talked about the kind of game they wanted.

They added some features



**4 Answer the question.**

What happened after they decided what the game was going to be about?

---

**By Yourself**

**5 Read the story. Circle the last event in the story.**



**OUTER SPACE ADVENTURE**

"What now? We have no more power!" cried Tess.

Very early in the morning, after my **alarm clock** went off, I got a **text message** from the control station. "Meteor shower approaching. Go back to Mars."

I grabbed a cup of hot chocolate and sat behind the control panel.

"Tess, where are you?"

"I'm here. I've just had a shower. Is that a storm? We should stay here. Jupiter is big enough to cover us."

"We need to go, but I think Saturn is closer."

Bad choice. Saturn was further away than Mars. Halfway through, an alarm went off. No more fuel!

"I'll send an SOS."

"Jack, we don't have a lot of oxygen left."

"Let's wear our masks and relax in the **sitting room**. Look! Another spaceship is near. They will come and get us."

When they finally arrived, we felt relieved. But I felt scared too. My boss wouldn't be happy. She had said Mars, right?

3

**Reader's Coach**

Identify sequence words in the text to help you see the order of events.



### Comprehension Check

#### 6 Find the mistakes in the sentences and correct them.

a Jack's boss said they should go to Jupiter.

\_\_\_\_\_

b They ran out of hot chocolate in their way to Saturn.

\_\_\_\_\_

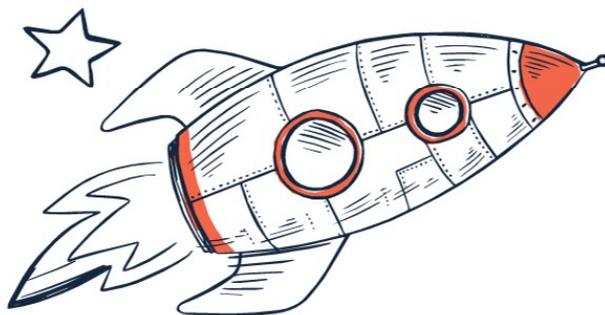
### Amazing Info

*Spacewar!* was not the only video game created in the 60s, but it was one of the first ones to simulate the games we know today.

### Comprehension Skills Practice

#### 7 Order the sentences from 1 to 5.

- \_\_\_\_\_ They ran out of power.
- \_\_\_\_\_ Jack received a message.
- \_\_\_\_\_ They were rescued.
- \_\_\_\_\_ Tess talked to Jack.
- \_\_\_\_\_ Jack had hot chocolate.



#### 8 Check (✓) what happened...

a before the oxygen ran out.

They went to Jupiter.

They talked about what to do.

They were found by another spaceship.

They went to Mars.


b after Jack received the message.

He went to find Tess.

He sat down.

He drank something.

All of the above

