

# Read Right!

LEVEL

D

Student's Book



 Pearson

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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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# Lesson

## 1

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

**GSE:** Can understand the main ideas in short, simple stories on familiar topics.

### Read It Right!

#### Main Ideas and Details

The **main idea** is the most important thought of a paragraph or text. To find the main idea, ask yourself: *What is being said about the person(s), thing(s), or idea (topic)?* Sometimes, the main idea is stated clearly, that is, it appears in the text. But other times, the main idea is unstated and has to be inferred from all the sentences and ideas in the text.

Main ideas always have supporting details. In a fiction story, these **details** give more information about the plot, the characters, or the setting. In a non-fiction text, they give specific information and examples.

#### Vocabulary

breeze   improve   sand  
seashells   shore   surf

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

- 1 Read the text below. In teams, discuss what you think the main idea is.

Dear Emily,

I'm writing this postcard from the beach. I'm having so much fun! This is the best summer vacation ever!

It's sunny and hot. I thought the ocean water was going to be warm, too, but it is actually a little cool. I can still swim for hours every day, I never get tired. I've **improved** my swimming a lot in just a few days.

I also jump the waves with my little brother on the **shore**, and sometimes we make **sand** castles—he brings water in his bucket and I help him make the castle.

Yesterday I collected pretty little **seashells** and made a bracelet with them. I'll make one for you.

Tomorrow we'll go water skiing because my dad loves water sports. I can't wait, I'm sure it will be an adventure.

It's really wonderful here. See you soon!

Love, Samia



- 2 Check (✓) what "shore" means.

- large body of salt water with waves
- where mountain and water come together
- where water and sand come together

- 3 Answer the questions to analyze details given in the text.

a What activities did Samia do at the beach?

---

---

---

b Which expressions does she use to express how she feels at the beach?

---

---

---

### Reader's Coach

If you cannot find the main idea of a text, the title will usually guide you. You can also look for repeated words or ideas.

4 What do you think is the main idea of the text?

---

### By Yourself

5 Look at the pictures and read the text.

## The Beach



People usually go to the beach during the summer because of the nice weather. Imagine the beautiful and peaceful landscapes. The beach seems like a very relaxing place.

Experts say that the beach is good for our health because there are many ways to relax there. The beach's relaxing properties are related mainly to the senses. Let's see. You can look at the blue color of the ocean. You can listen to the waves and feel the

**breeze.** You can smell the ocean. You can feel the warm sand on your feet. You can sit on the sand and rest all day. All these simple activities can relax you.

In addition, at the beach you can do sports. Sports are relaxing, too. For example, you can run on the sand or swim in the ocean. You can **surf** or just jump the waves with your family.

If you need to relax, the beach can be a very good place to visit.





## Comprehension Check

### 6 Answer the questions in your notebook.

- a Why do people usually go to the beach during the summer?
- b What are three relaxing elements you can find at the beach?
- c What is the importance of the title?

## Amazing Info

Beach tourism goes hand in hand with warm or hot weather but there are plenty of beaches with year-round cold weather, as in England or Sweden; these beaches are usually not visited by many tourists.

## Comprehension Skills Practice

### 7 Work in small teams to answer the questions.

a Which sentence gives the idea of the first paragraph of "The Beach"?

- The beach is better in the summer.
- Beaches always have beautiful landscapes.
- The beach seems like a very relaxing place.
- Exercising can truly relax you.

b Which sentence is not a supporting detail for the main idea?

- The beach is good for your health.
- It is better to go to the beach in the summer.
- The sound of the waves can be relaxing.
- You should not go to the beach in the winter.

c Is the main idea in "The Beach" stated or unstated?

---

d What is the main idea of "The Beach"?

---

**Remember that  
the main idea is the most  
important thought of  
a paragraph.**

**8** Work in pairs. Reread "The Beach" and answer the question by completing the table.

What helps people relax at the beach?	

**Word Power**

**9** Match each word to its meaning by writing the letters on the lines provided.

- a** improve                    \_\_\_ the land along the edge of a body of water
- b** shore                      \_\_\_ the very tiny, loose pieces of rock that cover beaches, deserts, etc.
- c** sand                        \_\_\_ to ride on waves standing on a special board
- d** seashells                 \_\_\_ the hard, empty shell of a small sea creature (such as a clam)
- e** breeze                    \_\_\_ to be better at something or to make something better
- f** surf                         \_\_\_ a gentle wind

**Connecting Ideas**

In your notebook, write a short postcard to a friend about (choose one):

- a fun trip you took
- activities that make you feel relaxed

Make sure your main idea is clear. Include supporting details.





**Objective:** Learn how to draw conclusions.

**GSE:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

## Read It Right!

### Drawing Conclusions

A **conclusion** is an opinion you reach after taking into consideration all the information you have. To draw conclusions, it is important that you collect information. This information is called *evidence* or *clues*. You can use the evidence to explain how you came to a conclusion. So, **drawing a conclusion** is like playing detective: You need to look for as many clues as possible to solve a mystery. If you do not collect all the important information, you might come to the wrong conclusion. To draw conclusions check all the information and details in the story.

### Vocabulary

centuries  
changed  
fresh

mark  
too many  
wet

- 1 Look at the pictures and read the title. In small groups, discuss what you think the text is about.

## A Necessary Invention

Some inventions are created by accident while others are created as a solution to a problem.

Some **centuries** ago, people had to eat everything on the same day they bought it. Then they realized ice kept food **fresh** for several hours, even one whole day, so they started using ice and cold temperatures to keep food fresh. People froze food especially in the winter because there was not much to hunt, fish, or collect. This means there was not much fresh food in the markets.



Richer people had cool rooms at home. Others put ice in boxes or just kept ice around the food.

Nowadays we have an invention that solves this problem. What invention do you think it is?



- 2 Look for words in the text that fit the following definitions.

a periods of 100 years \_\_\_\_\_

b recently picked produce or prepared food; not frozen  
\_\_\_\_\_

### Reader's Coach

You can use your own experiences and knowledge to draw a conclusion. For example: What happens to food if you leave it out for a long time?



**3 Answer the questions to draw conclusions about the text.**

a What was the problem people had during the winter some centuries ago?

\_\_\_\_\_

b What was the solution people found to that problem?

\_\_\_\_\_

c How do you keep food fresh for several days at home?

\_\_\_\_\_

**By Yourself**

**4 Look at the pictures and discuss in pairs what problem the invention described in the text solved. Then read the text.**

### A Story About How Humans Started to Write

This story happened a long time ago in a faraway country. People lived in nature happily—they spoke to each other, but they didn't write anything because writing didn't exist. They worked the land



and had animals. First, they lived in little towns, and then the towns started to grow. Sometimes they had too many vegetables or **too many** animals, so they decided to sell or exchange the extra food and animals.



One day, a man didn't remember how many cows he had sold and he started making marks on **wet** pieces of clay with a stick. The **marks** were drawings. If he sold three cows, he drew three cows.



After some time, another person **changed** this because he didn't want to make so many drawings. He used lines to mean 1 and circles to mean 10. This way he could count! So, for 23 bananas, he wrote OO III and then drew just one banana.



### Amazing Info

In 1968, Spencer Silver invented a weak adhesive that everybody thought useless; but Arthur Fry used it to create little pieces of paper that could be stuck on books without damaging pages: post-its were born.

### Comprehension Check

#### 5 Answer the questions.

a What is the story about?

---

b What problems does the story describe?

---

c What would you do if there were no paper or pens available? What natural elements from the environment would you use to write?

---

### Comprehension Skills Practice

#### 6 Check (✓) the correct option.

a At the beginning of the story...

- only written words existed.
- only spoken words existed.
- written and spoken words existed.
- there were no existing words.

b Why did people start "writing"?

- to do drawings on clay
- because they wanted a change
- to record things from nature
- to remember what they sold

#### 7 Work in pairs. Reread the text to answer the questions.

a Why did people write on wet clay and not on dry clay?

---

b Why did they change the way they recorded their sales or exchanges?

---

c Was the invention of writing an accident or a solution to a problem?

---

You discussed this question after rereading the text, did your conclusion change? Discuss.

## 8 Answer the question.

How did you record your experiences before you learned how to write?

---

## 9 Read the conclusion and write clues. Check the text and use your own experience.

Details from the Text	What I Know	My Experience	Conclusion
			Drawings were the beginning of the writing system we use today.

## Word Power

## 10 Complete the texts by writing a suitable word from the box on the lines provided.

too many    centuries    wet    marks    changed    fresh

- a Many \_\_\_\_\_ ago, people sometimes had \_\_\_\_\_ vegetables that were going bad, so they decided to start selling or exchanging them. They didn't know how to \_\_\_\_\_ them fresh at first.
- b Writing \_\_\_\_\_ the world. People could finally record information. How did they do it? They used \_\_\_\_\_ clay and made \_\_\_\_\_ on it. Then they let it dry. Very imaginative, don't you think?

## Connecting Ideas

Choose one of the inventions in the texts and write a short evaluation: Do you think it was a good invention? Why? Use the information in the texts and your own experience in your conclusions.



**Objective:** Recognize time expressions and words that indicate the order of events.

**GSE:** Can understand the correct sequence of events in a simple story or dialogue.

## Read It Right!

### Order of Events

In some texts, such as biographies, historical texts or instructions, it is important to know what happens first and what happens last, or what happens before (or after) something else.

The **order of events** can be presented with sequence words, like *first*, *next*, *then*, or *finally*. You can also look for other words or expressions that indicate time, like *before*, *after*, *during*, (in the) *morning / afternoon*, (at) *night*. You can look for days of the week, months, or years.

### Vocabulary

born	pay a fine
breaking the law	third
dream	wrong

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

- 1 Read the text below. In teams, discuss why you think dates are important in this text.

## Rosa Parks: A Short Biography



Rosa Parks was born in the United States on February 4th, 1913 and died on October 24th, 2005. She was an important woman in African-American history in the United States.

At that time, black people were separated from white people—they had different schools, churches, restaurants, toilets, etc. Their lives were considered not very important. This is called racism.

Rosa helped change that situation. She took the bus every day. Seats at the front of the bus were for white people and seats at the back, for black people. One day, Rosa sat in the front. Then a white man wanted to sit in the front, but she did not give him her seat. Next the bus driver called the police. In the end, the police took Rosa and she had to **pay a fine for breaking the law**. She thought the law was **wrong** and decided to fight for the rights of black people all of her adult life.

She is a symbol of freedom and equality. People remember her on December 1st each year.



3 ▶

- 2 Check (✓) the correct option. Use the context to help you answer.

In the text, *pay a fine* means pay money...

- as a punishment.
- so the police let you go.
- to everybody in the bus.

**3** Complete the table with time words or expressions from the text.

Dates	Sequence	Expressions with <i>that</i>

**4** Check (✓) the correct answer.

The expressions *At that time* and *That day* refer to the...

present.

past.

future.

**By Yourself**

**5** Work in small teams to share what you know about Martin Luther King. Then read the text.

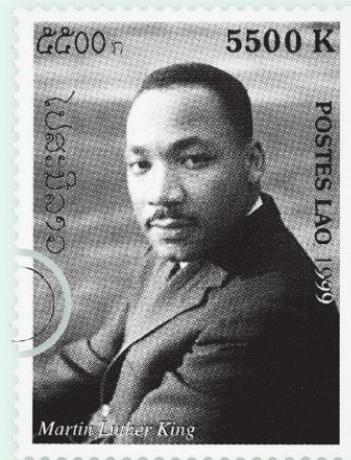
## The Same Fight, the Same Dream

Martin Luther King, Jr. was an African-American man. He fought for the rights of all people, especially black people. He never used violence, but the police arrested him several times in his life. He was **born** in the United States, on January 15th, 1929 (some years after Rosa Parks).

He was so intelligent that he finished school two years early, so he went to university at only 15 years old. He studied two degrees and then got a doctor's degree.

The last years of his life were important. In 1963, he talked in front of thousands of people in Washington. He said he had a **dream** that everyone was equal. Then, in 1964, he received the Nobel Peace Prize. That same year, racial segregation was prohibited by law. Four years later, in 1968, Dr. King was assassinated.

The **third** Monday of January is Martin Luther King, Jr.'s Day.





### Amazing Info

The apartheid system in South Africa separated people according to race and skin color and was enforced by law. Nelson Mandela was an important South African human rights activist who fought against it.

### Comprehension Check

#### 6 Answer the questions.

a What did Martin Luther King dedicate his life to?

---

---

b Did Martin Luther King use violence in his fight?

---

c What was Martin's dream?

---

d When did his dream come true?

---

### Comprehension Skills Practice

#### 7 In pairs, complete the time line with important facts from the text about Martin Luther King's life and his fight for equal rights.

