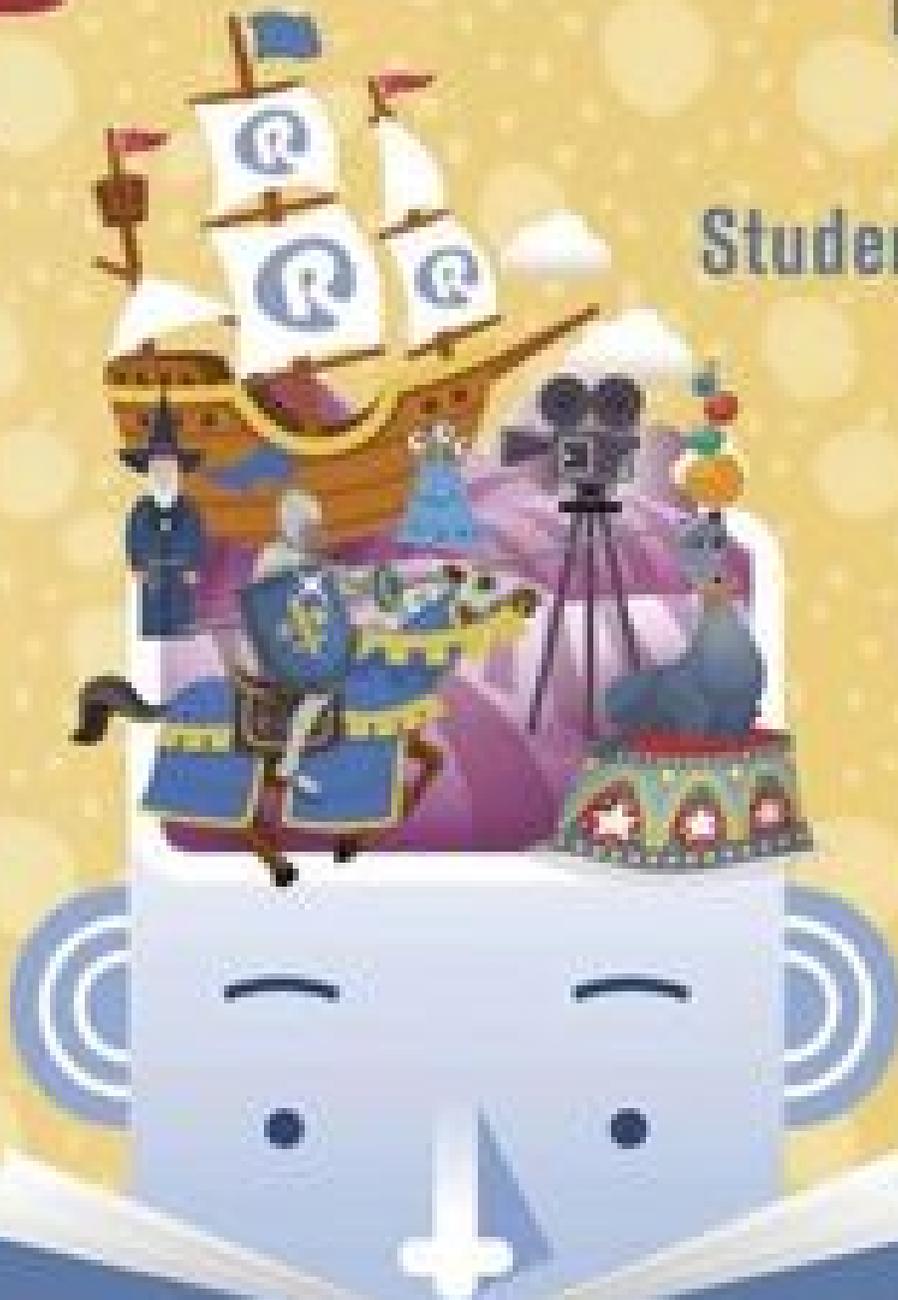


Read Right!

LEVEL

E

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

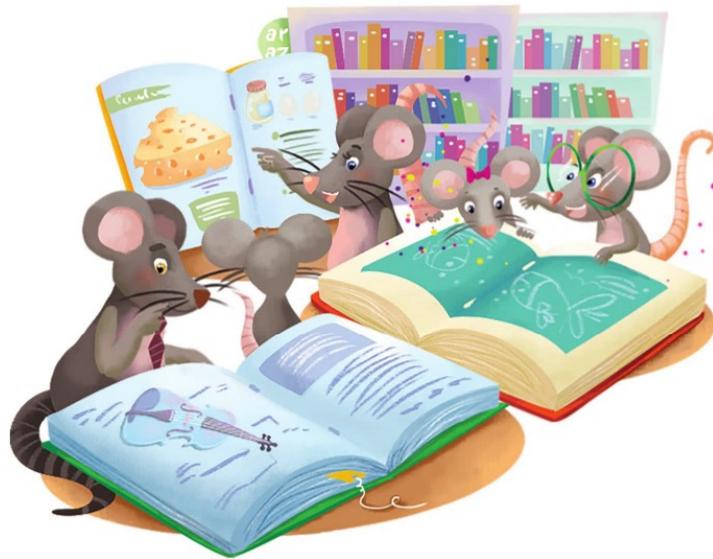


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Objective: Identify the main idea and supporting details in different texts.

GSE: Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

Read It Right!

Main Idea and Supporting Details

Every text you read refers to something. This is called "topic"; that is, what the text is about. As you know, topic sentences explain the main point or idea about the topic in a paragraph or section of a text. Synthesizing the information provided by them will help you to formulate the **main idea** from the whole text.

The writer also provides **details** to support the main idea. They can be facts, statements, examples or quotes that clarify, explain, expand, describe, or illustrate the main idea. You may also identify the main idea through analyzing these supporting details, just ask yourself: "What is the idea that these details are supporting?" Answer that question and it will probably be the main idea.

Vocabulary

challenge	goal
climbing	healthy
concentrate	success
danger	surely

- 1 Look at the pictures, read the title, and identify the topic. Then, read the text.

Bouldering

Bouldering is an excellent option for people who want to learn how to climb. Since it has become very popular, there are many gyms everywhere that offer classes. These gyms have **climbing** walls with different routes, from easy ones, for beginners, to very complex and difficult ones, for experts.

The walls are made with wooden panels and there are "holds" made of plastic, bolted on the wall. These help you hold, using either feet or fingers. There are many colored holds, depending on the difficulty you want to reach.

For bouldering, you don't need a harness or a rope. The routes are usually near the ground and there is a thick crash pad to protect you in case you fall. So, it is very safe to practice and gradually progress by choosing different **challenges**.

In bouldering, the **goal** is not to reach the top of a route; it is to simply enjoy each **success** while you learn in a safe environment and have fun.



- 2 Fill in the chart with details from the text above. Copy complete sentences.

Paragraph 1	Paragraph 2
Which kind of routes are there?	How can you choose difficulty level?
Paragraph 3	Paragraph 4
Is it safe to practice it?	What is the goal in bouldering?

3 Considering the details you wrote, check (✓) the sentence that best expresses the main idea of the text in Activity 1.

- Bouldering is a very popular climbing technique.
- Bouldering is offered in many different gyms.
- Bouldering is a great option to learn how to climb.
- Bouldering is practiced in a safe environment.

4 Read the text and underline topic sentences in each paragraph.

Bouldering is great for kids because they are natural climbers. It is an alternative **healthy** activity that appeals to their sense of adventure while helping them burn off excess energy. Some gyms offer classes for children. After a few of them, they can enjoy climbing time on their own.

If you are not a kid anymore, that's not a problem! You only need to wear comfortable clothes that allow you to move, chalk bags, and chalk. Why chalk? Because it helps you to keep fingers and palms dry. This is very important, so you don't slip. Rock climbing shoes are recommendable but not necessary. You can use any flexible sneakers with anti-slip soles.

Bouldering can help everybody develop physical skills. It is also fabulous for your mind because you must plan and anticipate moves to reach your goal. What are you waiting for? Start practicing and you will **surely** love it!

1 



5 Take into account the topic sentences and check (✓) the sentence that best expresses the main idea of the text in Activity 4.

- Bouldering does not need expensive equipment.
- Bouldering helps you develop physical and mental skills.
- Bouldering can be practiced by adults and kids.
- Bouldering is a sport that helps you plan and reach goals.

Reader's Coach

The main idea is not always stated explicitly in a text; sometimes you must infer it from the information in the text.

6 Match the word with its definition.

- a climbing _____ when you achieve what you want or intend
- b goal _____ something that tests strength, skill, or ability
- c challenges _____ sport in which people move up using feet and hands
- d success _____ something that you hope to achieve in the future



By Yourself

- 7 Read the article. Circle the topic sentences and underline one supporting detail in each paragraph.

Amazing Info

Technical climbing difficulty is assessed with numbers and letters. 4c indicates the difficulty of a typical route. Brooke Rabotou was the youngest person in the world to climb 5.14b when she was 11.

ALEX HONNOLD: ALONE ON THE WALL



El Capitan is a very popular location for climbers in Yosemite National Park. It is a 3,000 ft. vertical rock formation. Many climbers from all around the world have tried to climb it.

Only one man, Alex Honnold, has reached the top in a free, solo ascent.

Alex Honnold is a professional American rock climber. He is famous for challenging **danger** as he free-solo climbs without a rope. On June 3, 2017, Alex was the first to achieve a free solo climb of El Capitan.



Alex follows a very healthy life-style. He lives in a van because he likes visiting places. He is a vegetarian and he doesn't drink alcohol. He also reads a lot. His favorite books are about environmentalism and economics. Between climbs, he runs to stay fit.



Alex Honnold has a unique quality: his mental ability to control fear. Honnold explains: "When I am free-soloing, I know I'm in danger. Thinking about it does not help me in any way. So, I just let it go and **concentrate**." Alex Honnold is an excellent example on how human beings can achieve great things with strong determination and focus.



Word Power

- 8 Complete each series of synonyms using words from the box.

concentrate challenge climbing goal danger healthy success surely

- | | |
|------------------------------|-----------------------------|
| a attend, focus, _____ | e threat, hazard, _____ |
| b ascending, going up, _____ | f fit, lively, _____ |
| c target, objective, _____ | g certainly, clearly, _____ |
| d triumph, victory, _____ | h defiance, trial, _____ |

Comprehension Check

9 Answer the questions.

a Who is Alex Honnold and why is he famous?

b What has Alex Honnold done that other climbers hadn't?

Comprehension Skills Practice

10 Work in pairs to classify the details you underlined in the text from Activity 7.

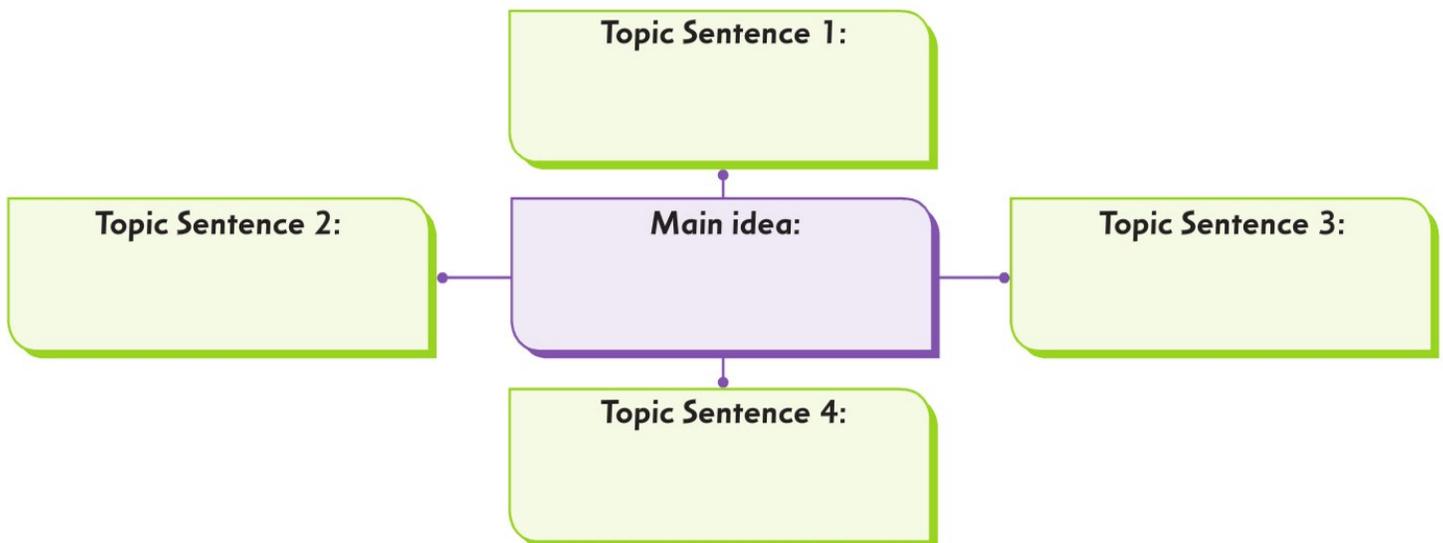
Description

Explanation

Quote

Example

11 Work in small teams. Fill in the graphic organizer to identify the main idea.



12 Read the following text.

Yosemite is a National Park in the United States. Beautiful mountains, glaciers, giant sequoia trees, waterfalls, lakes, and streams make this place worth visiting. But Yosemite is also famous because it is surrounded by dark mysteries and supernatural events.

In Yosemite stands El Capitan, a giant rock formation in the center of the park. It is a place where many adventurers go. However, since 1970 more than 50 climbers have died there, and people claim to see their ghosts around.

Another enigmatic place is Grouse Lake. Many visitors report a wailing sound coming from the lake. The first report was in 1857 from Mr. Clark, the first park ranger. He heard cries and thought it was a dog. The local native American tribe who lived there told him that it wasn't a dog. It was the ghost of an Indian boy drowned in the lake many years before. The story goes that the ghost calls to the visitors and if anyone goes into the water after him, he will grab their feet and pull them down into the lake.



13 Check (✓) the best title for the passage above.

- El Capitan, the Haunted Monolith
- The Legends of Grouse Lake
- Yosemite, Beauty and Mystery



14 Answer the questions.

a What is the main idea?

b Is it stated or unstated?

c What procedure did you follow to find it?

Connecting Ideas

Would you like to practice climbing? If so, what would you do to learn and where would you like to go? If not, what are your reasons? In your notebook write some notes to answer these questions.

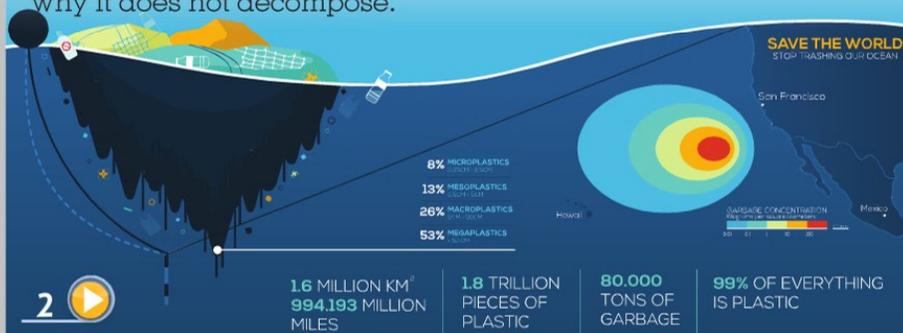
- 1 Look at the infographic, read the title, and share with your classmates what type of information you expect to find in the text. Then, read the text.

The Great Pacific Garbage Patch

In 1997 Charles Moore **discovered** a great mass of garbage in the middle of the Pacific Ocean. It is like a trash island located between California and Hawaii. It is called The Great Pacific Garbage Patch (GPGP).

Some people call it an island, but it is not possible to stand on it. It is a patch of plastic debris floating in the ocean. Scientists said that there is more than 79,000 tons of garbage. 94% of the patch is made from micro-plastics.

It is difficult to clean up the patch because it is formed by very small plastic particles. The micro-plastic is like smog: it is everywhere. It cannot be wiped out. A great amount of the garbage found in the ocean is single-use plastic such as straws, plates, and cups; however, most of the plastic debris comes from **fishing** gear like nets, ropes, baskets, among others. This kind of plastic was designed to survive the marine environment, that is why it does not decompose.



Read It Right!

Drawing Conclusions

When we read a text, the author does not always tell us everything. The author may leave out certain details so that the reader has to use his or her **personal experiences** and knowledge to fill in the missing details. The author may also give details about a person's actions and reactions and leave it to the reader to **draw conclusions** about the person's character.

Reader's Coach

When you link information you already know with information from texts, you can draw a conclusion.

- 2 Complete the table to answer the question.

Is The Great Pacific Garbage Patch a problem?

What I Know	Cues from the Text	My Conclusion

Vocabulary

charity	pollution
discovered	recycle
fishing	reduce
jar	whale

Do you know what these words mean? If necessary, check the Glossary at the end of your book.

Amazing Info

Did you know that there is a garbage patch bigger than France, Germany, and Spain combined floating in the Pacific Ocean? Scientists are trying to find a way of cleaning it up.

- 3 Read the text and underline key ideas in each paragraph.

Plastic Pollution Is Affecting Sea Life

The GPGP is the largest mass of plastic debris in the oceans of the world. There are other patches since tons of plastic are entering the ocean every year. And, they are getting bigger and bigger.

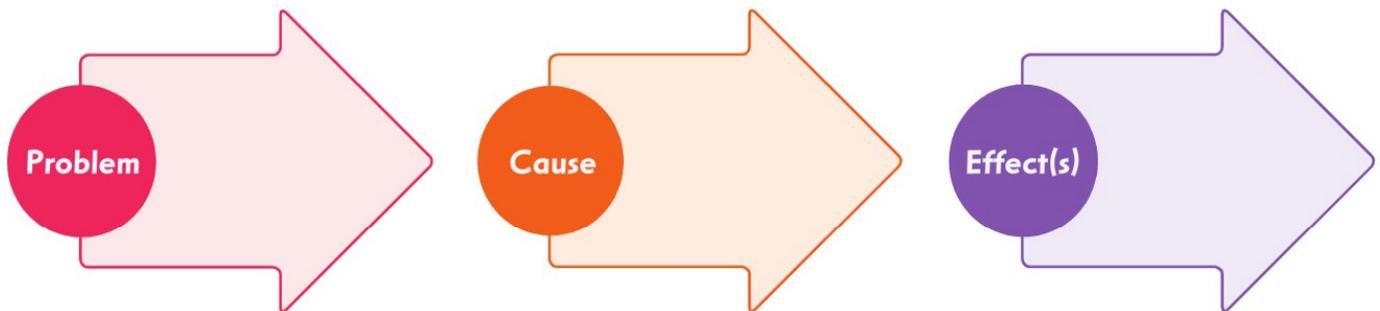
Scientists said that we have to change the way that we use and dispose of garbage. If we do not act soon, the effects will be devastating. In the past years, hundreds of **whales**, seals, turtles, and other sea animals have been found suffocated, or



injured by plastics, mainly because plastic is mistaken for food by marine animals.

Research coincides that the plastic **pollution** in the ocean could triple by 2050 unless we do something. Some organizations are trying to clean up the patches in the oceans. However, the problem will not stop if the flow of trash at sea is not stopped. The only way to stop the problem is to prevent plastic from reaching the ocean. The key factor is to change our consumption and disposal of plastic.

- 4 Considering the key ideas that you underlined in the text above, complete the graphic organizer below.



- 5 Find words in the text that match the meanings.

	the act of catching fish
	to notice or to learn about something new
	very big mammals that live in the sea
	materials or substances that contaminate the environment

By Yourself

6 Read the article. Identify information about the words in the title.

REDUCE, REUSE, RECYCLE!

The word recycle is becoming more and more popular; however, there is a word that should be used before that one, **reduce**. This

is the most important action if we want to positively impact our environment. Instead of recycling, we should learn to reduce our consumption of things. Think about what you really need; for example, do you need to buy a bottle of water or a cup of coffee every day? Or, should you use reusable bottles or cups? Do you really need to buy new clothes all the time?

Reuse is another extremely important word. If you need to buy something new,



what do you do with the old things? You can use old **jars** and bottles as containers. You can also donate what you do not need to **charity**.

Finally, think about *Recycle*. Separate the trash before using different trash cans. Use a special trash can for your organic waste so that it can be composted. Separate plastic, glass, paper, metal, and everything that can be recycled.

Taking care of the environment is our duty. Think before buying something new or disposing of any old objects.



Word Power

7 Complete the sentences using the words in bold from the previous texts.

- a My mom uses old _____ to keep food in the fridge.
- b Most of the environmental effects of _____ are caused by fishermen who throw plastic garbage in the ocean.
- c I always donate my old clothes to _____.
- d When The Great Pacific Patch was _____, scientists couldn't believe how big it was.
- e Biologists have found plastic debris in _____ beached all around the world.
- f You should separate the trash if you want to _____ it.
- g If we _____ the use of plastic, we will help the environment.
- h We can reduce _____ by using biodegradable products.

Comprehension Check

8 Answer the questions about the text in Activity 6.

a What three actions can we do in order to help the environment?

b What should we do if you want to recycle the trash?

Remember that you should consider your personal experience when drawing conclusions.

Comprehension Skills Practice

9 Work in pairs. Use cues from the text in Activity 6 to complete the graphic organizer.

Actions to Reduce Trash or Waste

First,

Then,

Finally,

10 Work in pairs. Use previous knowledge and experiences to complete the table.

Reducing	Reusing	Recycling

11 Work in teams. Conclude how *reducing*, *reusing*, and *recycling* help the environment. Use the information that you wrote in Activities 9 and 10.

12 Read the following text.



School Recycling and Waste Disposal

Schools are one of the facilities that generate more garbage. However, if you want to reduce the generation of trash in your school, you can take some actions. Think about this: Do you need to buy water bottles every day (or any other plastic container)? Do you need to use straws to drink your beverages? Do you absolutely need to

use styrofoam plate or cups while you eat in the school cafeteria? Remember that single-use plastic products such as straws, plates, cups, etc., can end as debris in the oceans, and they pollute the environment.

Here are some ideas about what you should and shouldn't do if you want to take care of the planet.

Do's	Don'ts
Bring reusable containers to school. Bring a reusable water bottle. Separate trash into recycled, and organic waste. Organic waste is compostable, so make sure it is in a special bin. Recycle and reuse school supplies. Recycle and reuse school uniforms.	Do not use styrofoam plates or cups. Do not throw trash on the floor. Do not mix the trash. Do not buy water bottles all the time. Do not waste paper or cardboard. Do not use straws. Do not use new wrap paper for your gifts.

13 Think about the actions you take to reduce trash in your school. Is there any other action you should take? Complete the table with your ideas.

Steps that I already follow to reduce trash:	Steps that I should follow to reduce trash:

14 Write your conclusion about the importance of reducing trash. Make sure to back it up with information from the poster and to consider your knowledge and experience.

Connecting Ideas

Do you think that trash is a problem on our planet? Why? What can you do to reduce the generation of trash? Can the garbage patch be completely wiped out from the oceans? Why? In your notebook, write some notes to answer these questions.



Objective: Understand the sequence of a text by identifying words that express the order in which events happen.

GSE: Can signal the sequence of actions or events using a limited range of linking words (e.g.: *first, then, next, finally*), given prompts or a model.

Read It Right!

Sequence: Order of Events

Texts such as narrative texts (e.g.: novel, stories, legends) or informative texts (e.g.: news, journals) have a sequence. It refers to the order in which events happen. While you are reading those texts, you will find words that will help you identify and follow the **order of events** such as the **beginning, middle, and end**. This strategy will also help you to retell a text following the correct sequence, or to follow **steps** in the correct order.

Vocabulary

- | | |
|-----------|------------|
| boring | disappoint |
| brave | empty |
| difficult | frightened |
| disappear | ready |

Do you know what these words mean? If necessary, check the Glossary at the end of your book.

- 1 Read the title of the text and look at the picture. What words do you think you will find in the story? Read it and check your ideas.

Prologue

One day, I was lying on my bed peacefully, thinking about how my mom forced me to go to school. I didn't like going to school; when I was there, I was just playing and wasting my time. I couldn't find the fun part of studying; for me, it was **boring**.

I was thinking about that when my mom came into my bedroom and said: "If you don't study, your life will be extremely complicated." After that, I remembered that I had never been good at studying; whenever I started reading a book, I found myself falling asleep on it before I had finished the first page. However, I did not want to **disappoint** my mom; so, the day after, I went to the library. Reading had to be part of my life, I had just decided that. I spent hours looking at the books, their covers, titles, and sizes; I decided to take a variety of them: with drawings and without, big and small, thick and thin, on Mathematics and Spanish and Biology, etcetera.

That day, at home, I started reading a book on Psychology, but I fell asleep by the second paragraph.



3

- 2 Using information from the text above, write what is happening in each picture.



_____	_____	_____
_____	_____	_____
_____	_____	_____

- 3 Use the information you wrote in the previous activity, and discuss with your class what happened first, later, and in the end.

4 Read the text and underline words that express the order in which events happened.



Then, I woke up at dawn, feeling a strange tickle on my face. After that, I went to the mirror to check my face and I discovered that it was full of letters.

I went to wash my face, afterwards, trying to erase the letters. Nevertheless, I was unable to make them **disappear**. Instead, I realized I had a large question mark on my forehead and a semicolon on my cheek, and I even had an exclamation point between my eyes. Suddenly, periods and commas began to appear everywhere. Next, the letters and signs seemed to be like little ants running all over my arms and legs.

The letters and punctuation marks gradually invaded all my body, covering my skin completely; later, not only was I feeling them on the epidermis, but also penetrating my muscles, invading my mouth, filling my lungs. I also noticed that my blood was infected, too... It was not red but black. It seemed that they had possessed every single particle of my body. It was a strange sensation, **difficult** to describe. Finally, I realized that I was becoming... the book.

3

Reader's Coach

There are words within a text that will help you to identify the order of events; that is, you can follow the sequences using those words; for example: *first, later, after that, next, afterwards, then, finally, in the past, I remember when*, amongst others.

5 Complete the summary of the text above.

The girl in the story fell asleep. Then, _____
_____. Suddenly, _____
_____. After that, _____
_____. Finally, _____.

6 Find the antonyms for the following words in the texts you read.

- a appear _____
- b easy _____
- c fun _____
- d be proud _____



Amazing Info

Did you know that, on a rainy day of 1816, while she was with some friends such as Lord Byron, writing ghost stories, Mary Shelly came up with the idea of *Frankenstein*. She was only 21 years old.

By Yourself

- 7 Read the title of the text and look at the picture. Discuss with a partner what you think it is about.

The Ghost in the cafeteria



Last Friday, I experienced my first spine chilling ghostly encounter! I had just finished my Math exam which was extremely easy for me; then, I went to the library. Instead of choosing a regular book, I found myself drawn to a book that had a paranormal drawing on it; it was dark and shadowy and had a young spooky girl carrying a lantern.

Afterwards, I found myself immersed in the story when I heard noises coming from the cafeteria, which is usually **empty** after lunch period. Next, I went to check it out; suddenly, I saw a whisk drop, then a pot lid, then many other things which were “floating” in the air! What was happening? I was just about **ready** to run away because I wasn’t feeling very **brave**; then, I saw something gray moving behind the pots on the shelf! It was a frightening shadow; after that, I was petrified; I didn’t want to look. Immediately after that, I heard a small meow, meow sound. Finally, I realized that my ghostly encounter was a tiny **frightened** kitten; when I saw it, its appearance wasn’t spooky at all. I laughed and laughed with relief. Who would have thought?



Word Power

- 8 Go back to the previous texts and find synonyms for each word.

- | | | | |
|---------------------|-------|----------------------|-------|
| a prepared | _____ | e challenging | _____ |
| b vanish | _____ | f scared | _____ |
| c courageous | _____ | g unfilled | _____ |
| d tedious | _____ | h upset | _____ |

Comprehension Check

9 Answer the questions.

a Why did the boy think there was a ghost in the cafeteria?

b Who was making noises in the cafeteria?

Comprehension Skills Practice

10 Work in pairs. Identify and write down the words that express the order in which events happened.

11 Work in small teams. Considering the words in the previous activity, fill in the graphic organizer with the sequence of the story.

Title of the story: _____

Beginning

Middle

End