

Read Right!

LEVEL

F

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



Table of Contents

Lesson 1	Main Ideas and Details	6
Lesson 2	Drawing Conclusions	11
Lesson 3	Sequence: Order of Events	16
Lesson 4	Writing: Historical Events	21
Lesson 5	Sequence: Steps in a Process	26
Lesson 6	Cause and Effect	31
Lesson 7	Context Clues	36
Lesson 8	Writing: Biography	41
Lesson 9	Comparing and Contrasting	46
Lesson 10	Summarizing	51
Lesson 11	Paraphrasing	56
Lesson 12	Writing: Descriptive Article	61
Lesson 13	Author's Purpose	66
Lesson 14	Statements of Fact and Opinion	71
Lesson 15	Making Judgements	76
Lesson 16	Writing: Diary Entry	81
Lesson 17	Point of View	86
Lesson 18	Text Structure	91
Lesson 19	Author's Viewpoint	96
Lesson 20	Writing: Tall Tales	101

Lesson 21	Making Generalizations	106
Lesson 22	Outlining	111
Lesson 23	Persuasive Devices and Propaganda	116
Lesson 24	Writing: Urban Legends	121
Lesson 25	Characters	126
Lesson 26	Plot	131
Lesson 27	Setting	136
Lesson 28	Writing: Review	141
Lesson 29	Theme	146
Lesson 30	Synonyms	151
Lesson 31	Antonyms	156
Lesson 32	Writing: Letter	161
Lesson 33	Figurative Language	166
Lesson 34	Analogies	171
Lesson 35	Denotation and Connotation	176
Lesson 36	Writing: Encyclopedia Entry	181
Lesson 37	Understanding Charts and Tables	186
Lesson 38	Using a Dictionary and the Internet	191
Glossary		196
References		199



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

GSE: Can identify the main ideas and details in simple, structured texts on familiar topics, if guided.

Read It Right!

Main Idea and Details

All texts (stories, articles, passages, paragraphs, etc.) talk about something. The focus of a text or what it is about is the topic. The topic can be a person, a place, or an idea. The most important point or key concept is the **main idea**. The main idea may or may not be explicitly stated in the text.

Details are facts, reasons, descriptive information, and examples that develop the main idea, make it stronger and help us understand it.

Vocabulary

attend	ghost
chance	manage (to)
depressed	skill
feed	turn into

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

- 1 Read the title of the text and look at the picture. Is the text fiction or non-fiction?

The Legend of Sleepy Hollow

Around 1790 strange things happened in Sleepy Hollow, a small town near present-day Tarrytown, New York. The locals tended to believe in the supernatural and said the town was haunted. They talked about strange things they had seen. The most feared spirit was the legendary Headless Horseman. They believed he was the **ghost** of a soldier who had lost his head to a cannonball in battle. They said the Horseman was often seen roaming the town in search of his head by the church where he was buried.



One day Ichabod Crane came to Sleepy Hollow to be the schoolteacher. He was a superstitious lanky young man with narrow shoulders, big feet and a long, pointed nose. The school where he taught stood on a hill and looked somewhat creepy.

The pay Ichabod received for teaching was small, but he

managed to get by as in that part

of the country it was common that the children's parents **fed** and boarded the teacher in rotation. Besides, Ichabod, who prided himself on his magnificent voice, made extra money by giving singing lessons. On his arrival he never imagined what the future would hold for him.



- 2 Read the text and underline the correct options.

The Legend of Sleepy Hollow

Topic	Main Idea
a a schoolteacher	a the strange things that happened in Sleepy Hollow
b Sleepy Hollow around 1790	b what happened to the Headless Horseman
c a soldier who died in the war	c Ichabod's life in Sleepy Hollow

3 Match the details with the elements in the legend they refer to

- a a small town near present-day Tarrytown, New York _____ the Headless Horseman
- b a soldier who lost his head to a cannonball _____ the school Ichabod worked in
- c a lanky young man with narrow shoulders, big feet, and a long, pointed nose _____ Sleepy Hollow
- d It looked somehow creepy. _____ the teacher

4 Read the next part of the legend and underline the main idea in each paragraph.

One of Ichabod’s students was Katrina Van Tassel. She was a beautiful 18-year-old girl, daughter of the town’s richest man. He was soon attracted by her beauty, and he also saw marrying her as a **chance** to get rich.

He quickly tried to win her hand in marriage. But Ichabod was not alone in his intentions. Katrina’s beauty and wealth had interested other men in the village, especially the village bully Abraham Van Brunt, also known as Brom Bones.

Brom was known for his strength and great **skill** at horseback riding. This had **turned him into** some kind of a village hero. He had already scared off many of Katrina’s other suitors, but Ichabod had smartly avoided physical confrontation with him.

With no alternative, Brom turned to his next best skill—pranks. He filled the school house with smoke, trained a dog to follow Ichabod around howling, and played many other pranks to frustrate and humiliate Ichabod.

One day, a messenger came to the schoolhouse to invite Ichabod to a party at the Van Tassel’s. Ichabod and many villagers **attended** the party, including Brom Bones.



1 ▶

5 Use the color code to circle an example of the following type of details.

An example: 

A description: 

A reason: 

6 Match the words with their synonyms.

- a skill _____ went
- b attended _____ succeed
- c turned into _____ ability
- d manage to _____ changed into





By Yourself

- 7 Read the next part of the legend and underline at least three details that describe Ichabod's feelings at different stages of the text.

Brom Bones captivated the locals at the party by telling ghost stories. The tale of the Headless Horseman was the center of conversation, and Ichabod was amazed by the story.

Ichabod had intended to propose to Katrina at the end of the party, so he stayed behind to talk to her.

However, Ichabod's attempt to secure Katrina's hand went badly; Katrina rejected him. When he realized he could not win her hand, he headed out into the woods to return home on his horse really **depressed**.

Although he found the path home, it was extremely dark. Ichabod tried not to get scared, but soon he saw a large, dark figure nearby. It did not respond to his call, but as he passed by, it started to move. It joined him riding a large, black horse and wearing a cloak. Ichabod was terrified. He noticed that the rider was headless, and the head seemed to be sitting on the saddle in front of the man. Ichabod tried to get his horse to go faster without success, and since he was not a skilled rider, the horse constantly resisted.

Finally, they got to the church, where the ghost was said to disappear and Ichabod felt relieved. He was safe.



Reader's Coach

1 ▶

The main idea in a text may or may not be explicitly stated. Sometimes details and other information included help infer it.

- 8 Read the statement and circle the option that describes the main idea in the passage. Then, write two events from the text that support your choice.

Ichabod
had I did not have
a successful evening.

<input type="radio"/>	a
<input type="radio"/>	
<input type="radio"/>	b
<input type="radio"/>	

Word Power

- 9 Find words in the texts with the following meanings.

a was able to: _____

e aptitude: _____

b became: _____

f feeling sad: _____

c gave food: _____

g opportunity: _____

d were present: _____

h spirit: _____

Comprehension Check

10 Answer the questions about the text on page 8.

a What did Ichabod try to do at the party?

b What terrified Ichabod on his way back home after the party?

Comprehension Skills Practice

11 Work in pairs. Use your own words to complete the sentences that summarize the main ideas in the text in Activity 7.

a Brom Bones was the center of attention at the party by _____.

b Ichabod tried _____ Karina, but _____.

c On his way home, Ichabod saw a _____. It had no _____.

d When they got to the church, Ichabod felt _____ because _____.

12 Add details to expand each of the ideas in Activity 11.

<input type="radio"/>	a	
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>	b	
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>	c	
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>	d	
<input type="radio"/>		
<input type="radio"/>		
<input type="radio"/>		

Amazing Info

The Legend of Sleepy Hollow was published in 1820 and has remained very popular, especially during Halloween. It was made into a famous movie by Tim Burton in 1999.

13 Read the end of the legend and complete the graphic organizer below with your opinions.

Ichabod crossed the bridge in front of him and looked back, but he saw that the Horseman, instead of disappearing, threw his detached head at him. The head knocked Ichabod off of his horse.

Ichabod Crane was never seen again in Sleepy Hollow. With his mysterious absence, Katrina accepted Brom Bones' proposal, who many thought knew something about what had happened because he laughed whenever the subject of Ichabod's disappearance was mentioned.

The only traces of Ichabod ever found were his horse, saddle, hat, and a mysterious smashed pumpkin next to them. Who was the Headless Horseman? Was it Brom Bones, using his size to impersonate the ghost and scare Ichabod out of town, using a pumpkin to represent the separate head? Or was Ichabod Crane killed by something dark and supernatural?

The answer was never found. Some people say he went to another town and married a rich widow, but the old women of Sleepy Hollow insist that the Headless Horseman got him.



1 ▶

<p>Which of the possible reasons suggested for Ichabod's disappearance do you most agree with? Why?</p>	
<p>How much did Brom Bones have to do with the incident?</p>	
<p>How could Ichabod have avoided all of his problems?</p>	

Connecting Ideas

Do you know any other legends about ghosts? In your notebook, write the plot of another story or legend you know about ghosts or afterlife beings. Share your stories in small groups.



1 Read the passage and circle the best title for it.

- a Halloween at Rocky Hill b A Dangerous Encounter
c The Vanishing Girl



One night of Halloween in 1925, Jeff Sanders was driving his car near a tunnel when he saw a woman in a white evening dress signaling for help. Sanders picked her up, and the woman, who looked frightened, said she needed to get home to Rocky Hill, since her mother would be worried. She **provided** her home address, but

when Sanders arrived at the house, the girl had vanished. Still, Sanders decided to go knock on the door. An old woman answered. After hearing Sander's story, she told him that her daughter, Amanda, had been killed in an accident at the tunnel two years earlier. Apparently, Sanders was not the first person who had **shown up** at Amanda's house to describe such an experience. While the story sounds like a folk tale, researchers have uncovered a death certificate of a 19-year-old Rocky Hill girl named Amanda, who died in a car accident on December 31, 1923. The story of Amanda continues to live on.

2 Match the beginning of the possible conclusions to the story in Activity 1 with their endings.

- a As it was Halloween, someone... _____ so her ghost hitchhikes on Halloween.
b Amanda could never get back home... _____ to gain popularity among his friends.
c Jeff Sanders invented the story... _____ pretended to be Amanda to play a joke on Jeff Sanders.

3 Put a check (✓) next to the information that is not included in the text in Activity 1.

- Who the woman was. Why she looked frightened.
 Where she lived. If other people had seen the woman too.

Objective: Use clues given in a text or story and background knowledge to draw conclusions.

GSE: Can make simple inferences about characters' motives and feelings in straightforward narrative texts and infer unstated information in simple texts.

Read It Right!

Drawing Conclusions

When we read a text, the author does not always tell us everything. The author may leave out details on purpose, and invite the readers to draw their own conclusions. This can happen for example when the author wants to create suspense. In order to **draw conclusions** and fill in the information gaps in a story or text, we usually use the clues included in it and what we already know (information we have learned elsewhere and our life experiences). When drawing conclusions, there can be more than one correct answer.

Vocabulary

beat	provide
charming	realize
ground	show up
heavily	toward

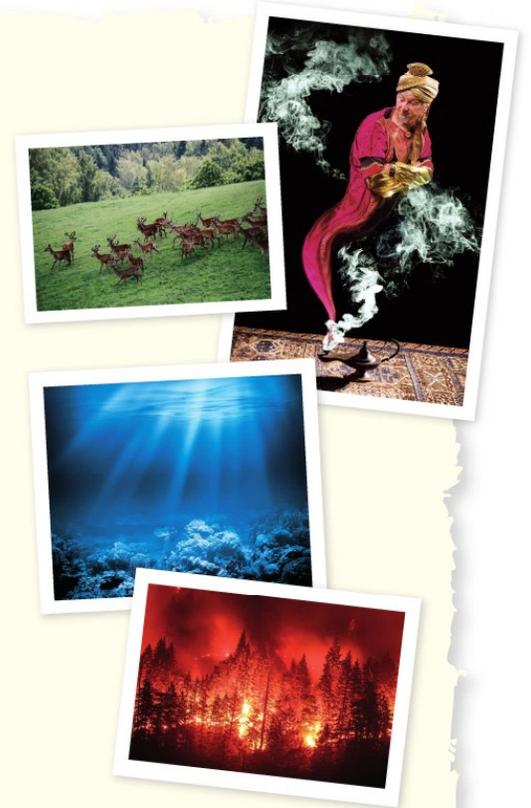
Do you know what these words mean? If necessary, check the Glossary at the end of your book.

Amazing Info

Urban legends are a form of modern folklore. They are stories told as true experiences ("It happened to a friend of a friend") which have scary or funny elements and exist in many versions.

4 Read the text and circle the main characters in the story.

Wendy and Tristan ran through the dark caves trying to get away from the evil monster that had been chasing them. They knew there was some way out of the network of chambers; however, they were uncertain about which way to take. As they turned a corner, they entered a large cavern that had a golden lamp on the **ground**. They saw three separate wooden doors with inscriptions on them: the first said "**B. Lowe Ater**," the middle one had "**Comb U. Stion**" written on it, and the third one said "**Splen Ded Ear**." Unexpectedly, a **charming** genie came out of the lamp and its merry voice rang throughout the cavern. "You are looking to escape, aren't you? One of these doors will lead you to freedom, but I am forbidden to reveal which one. I can only say that one door will take you to the bottom of the sea, another into a frightening fire, and the other into a green prairie with grazing animals. Each door is logical to its end, but you must decipher the mystery and choose one quickly, as the evil monster will soon find you." With that, the genie whirled into the lamp again and disappeared as unexpectedly as he had appeared.



5 Write what each inscription means and match it with the end each is related to. Then, circle the door you think Wendy and Tristan chose.

- | | | | |
|------------------------|-------|-------|------------------------------|
| a B. Lowe Ater | _____ | _____ | frightening fire |
| b Comb U. Stion | _____ | _____ | prairie with grazing animals |
| c Splen Ded Ear | _____ | _____ | bottom of the sea |

6 Unscramble and match the words in bold from the texts on pages 11 and 12 with their meanings.

- | | | | |
|--------------------------|-------|-------|--------------------------|
| a s w o n h p u | _____ | _____ | the surface of the earth |
| b m a r c h i n g | _____ | _____ | gave someone something |
| c v o d p r i d e | _____ | _____ | arrived somewhere |
| d d r u g o n | _____ | _____ | pleasant or friendly |



By Yourself

7 Read the text and circle the best option below.

The text is an extract from a: **a** mystery novel **b** fairy tale **c** fable

Reader's Coach

When reading a text, we usually use clues or evidence from the text to support our conclusions about it. Pay attention to details and use your own personal experiences.



Famous detective Jack Band got back to his hotel room late at night with his heart still **beating** really fast after such an exhausting day. He had first been hiding in the sugarcane plantation, under the sun, for hours waiting for some ferocious, **heavily** armed men to stop chasing him. Then, on his way back, he had miraculously succeeded in jumping from the helicopter he was in just before it exploded! Band opened the window, stretched out, and breathed the fresh air with relief. He took a comforting shower, and before

going to bed took his gun out of its holster and carefully put it under the pillow as he usually did. He was fast asleep in no time. However, he suddenly woke up and listened. There was a disturbing noise coming from the window and immediately Band **realized** someone was carefully moving behind the curtain. So he took his gun from under the pillow, got out of bed quietly, and moved slowly along the wall **toward** the window. He pulled the curtain back with one quick movement. "Kathy Cartright!" Band exclaimed, "What are you doing here?" "Jack, please, help me in! I must tell you something," Kathy whispered. Band put his gun down and helped Kathy in.

2

8 Based on Activity 7, circle T (True) or F (False). Then, write the letter of the clues that support your answers.

- a Jack Band and Kathy Cartright are enemies.
 - b Band was expecting Kathy to arrive.
 - c At first, Band did not know who was entering his room.
 - d Kathy knows something important.
- 1 I must tell you something.
 - 2 Band put his gun down and helped Kathy in.
 - 3 ...he realized someone was carefully moving behind the curtain.
 - 4 Kathy Cartright! What are you doing here?

T F
T F
T F
T F



Word Power

9 Complete the sentences with the words in the box.

ground toward shown up charming realized provided heavily beating

- a The girl was so _____ that everybody liked her.
- b The soldiers were _____ armed.
- c He put the heavy box on the _____.
- d How strange, it's late and nobody has _____ at the party yet!
- e The man _____ his telephone number and e-mail.
- f He was frightened and his heart was _____ fast.
- g The woman immediately _____ that the man was lying.
- h He walked _____ us with a big smile.

Comprehension Check

10 Answer the questions about the text in Activity 7.

- a What made Jack Band's day exhausting?

- b What was he woken up by?

- c How did Kathy enter Band's room?

Comprehension Skills Practice

11 Discuss in small groups and draw your conclusions. Answer the questions.

- a Why does Band put his gun under his pillow every night?

- b Why did Kathy enter Band's room through the window?

- c Why did Band move the curtain with just one quick movement?

- d Why did Kathy whisper?

12 Reflect. Open your notebook and write some notes. Then, share with a classmate.

Were the answers from Activity 11 based on clues from the text or from your general knowledge?

13 Read the next part of the story and answer the questions. Support your answers with reasons.

"Come," said Band and rushed her without hesitation into the bathroom, where he closed the door and turned on the shower. "Now we can talk, tell me what's going on, Kathy," said Band, still whispering.

"This afternoon, as I was leaving headquarters, I received a confidential message from a reliable source which revealed that an undercover KGB agent, under the name of Hoffman, is staying in this hotel looking for you."

"I know that," replied Band. "So is a man called Stravinsky, an extremely wicked criminal who wears a black eyepatch. But, did your reliable source mention if Hoffman has a physical description of me?" Kathy told him the undercover agent didn't have the slightest idea what Band looks like; he only has Band's name. "Nonetheless, you must take all necessary precautions," she suggested.

"Thank you, Kathy, you've taken countless risks coming all the way here, but now you have to leave and you should stop worrying about me; I'll be fine."

Band cautiously turned off the shower and opened the bathroom door. Suddenly, a menacing voice emerged abruptly from the darkness of the bedroom. "This is not your lucky day, Mr. Band. Both of you, come here immediately, stand against the wall and put your hands up!"



2 

a Whose voice emerged out of the darkness?

b How did the man find Band?

14 Answer the questions. Underline the clues from the text that support your conclusions or use your own knowledge.

a Why did Band turn on the bathroom shower?

b What feelings does Kathy have for Band?

Connecting Ideas

In your notebook, write about a situation (real or imaginary) in which you had to draw conclusions. Describe the evidence or clues you had, and how you drew your conclusions.



Objective: Follow the sequence of events in a text.

GSE: Can follow the sequence of a text, clearly signaling the sequence of actions.

Read It Right!

Sequence: Order of Events

The ability to follow the **order of events** in a text will help you better understand it, especially when reading newspaper or magazine articles and other nonfiction texts. Without a sequence (the order in which things happen), a story would be confusing and the events would not make sense. If you identify the components of a text—beginning, middle, and end—it will be easier for you to recall and retell the story. Dates, times, and sequencing words help you identify a **sequence**. Timelines are another way of indicating sequence.

Vocabulary

alive	pump
board	sink
dig	shiny
move	warning

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

- 1 Read the text quickly and underline the three words that describe its main idea.

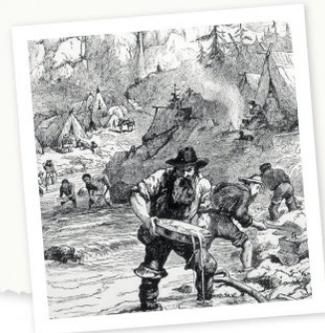
One day in January 1848, James Marshall was working in a river in California to build a water **pump** when he found a **shiny** metal that turned out to be gold. He tried to keep his discovery a secret, but word spread quickly. In August, an important newspaper from the East Coast published the news about the finding on the West Coast, and many people around the country left their homes to seek gold.

The year of 1849 brought thousands of travelers from all over the world. They all came to get rich. The lands were lawless because of so many fortune seekers arriving at once. People wanted a government to rule the land, and by the end of the year, San Francisco became the central city for the gold mining towns.

But most of the gold on the surface had run out by 1850. So, in 1853, mining with machines became the preferred way to mine as machines could **dig** deeper into the ground. Miners began working for mining companies.

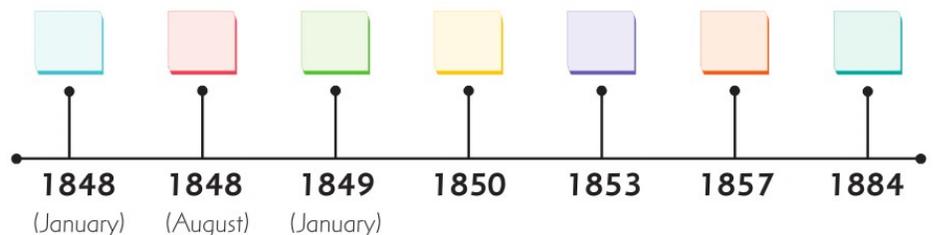
The gold rush finally slowed in 1857, when the gold production became stable at around 45 million dollars a year.

In 1884, a California judge finally made hydraulic mining illegal because it tore up the land.



- 2 Read the text again, look at the events in the box and complete the timeline below.

a Surface gold runs out. b Hydraulic mining begins.
 c Gold rush starts. d Hydraulic mining is outlawed.
 e Marshall finds gold. f The 49ers arrive. g Gold rush decreases.



3 Read the text and number the paragraphs in order.

Amazing Info

Millvina Dean was the youngest survivor of the *Titanic*; she was two months old at the time of the sinking.

- _____ For the next two days, the passengers and crew on the *Titanic* enjoyed calm waters, fine dining, and formal dancing.
- _____ On the morning of April 10, 1912, the passengers **boarded** the *Titanic* from Southampton.
- _____ Orders were given to begin evacuations but there were not enough lifeboats to accommodate the passengers and crew of the ship, leaving some 1,500 people without any possibility of rescue. At midnight on the 15th, the captain sent a distress call. The *Carpathia* responded, but it was at a considerable distance from the sinking ship. The *Titanic* **sank** at 2:20 a.m. The *Carpathia* finally arrived at 4:10 a.m. and rescued 708 passengers.
- _____ **I** In 1908, the design for the *Titanic* was approved. It was believed the ship was unsinkable.
- _____ The following day, on April 11, the *Titanic* reached its next port, in Queenstown, Ireland. This is the last time many of the passengers were seen **alive**.
- _____ Construction began in the spring of 1909, and three years later the ship was ready to be launched into the water.
- _____ Throughout the day of April 14, the ship received several iceberg **warnings**. Suddenly, at 11:40 p.m., the *Titanic* struck a large iceberg and the ship took on water.



4 Underline the words that helped you order the paragraphs in Activity 3.

5 Match the words with their meanings.

- a** shiny _____ to get on a ship, train, or airplane
- b** pump _____ something that tells you there is danger
- c** dig _____ with life
- d** board _____ to go down below the surface of the water
- e** sink _____ bright
- f** warning _____ to make a hole in the ground
- g** alive _____ piece of equipment used to move liquid from one place to another





By Yourself

6 Read the text. Then, complete the timeline with the most important facts from the text.

Reader's Coach

Sequencing words are clue words that help us understand the order of events in a text. They indicate the beginning (*first*), the middle (*then*, *next*, *after that*, *later*, etc.), something unexpected (*suddenly*), and the end (*finally*) of a series of events.

First, in 1945, after World War II, Germany was divided into two separate countries: the communist East Germany and the democratic West Germany. East Germany was controlled by the Soviet Union. West Germany was allied with Great Britain, France, and the US.

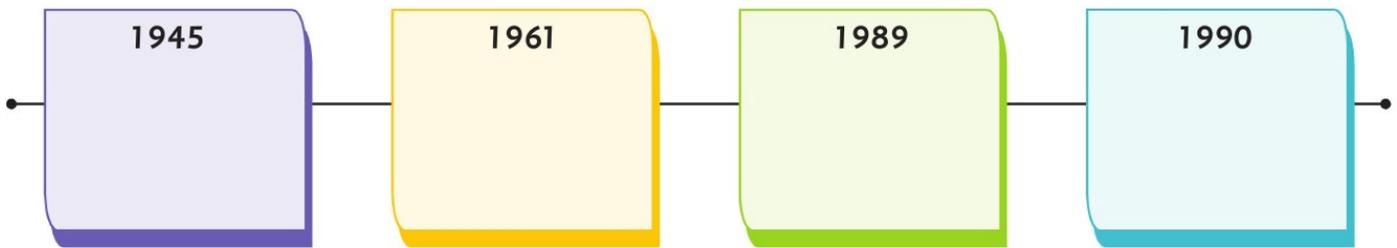


Then, people in East Germany who did not want to live under the rule of the Soviet Union started to **move** to West Germany. These people were called defectors. Next, in August, 1961, the Soviet and the East German leaders built a wire fence around Berlin. They did not want the people to leave. The barrier was soon transformed into a concrete wall.

After that, in 1987, US President Ronald Reagan gave a speech. He asked the Soviet leader Mikhail Gorbachev to tear down the wall.

Finally, on November 9, 1989, the wall was demolished. Parts of the wall were chipped away by people to celebrate the end of a divided Germany. On October 3, 1990, Germany officially became a single country again.

3



7 Underline the sequence words you find in the text in Activity 6. Then, write one sentence with each and summarize the information in the text.

- a _____
- b _____
- c _____
- d _____
- e _____

Word Power

8 Write the word from the box that can replace the underlined word or words.

alive
boarded
dig
move
pump
sank
shiny
warning

a This device is ideal for irrigation on a farm. _____

b It is a beautiful bracelet with bright diamonds. _____

c Rabbits excavate tunnels in the earth. _____

d They got on the plane on time. _____

e The coin went down to the bottom of the pool. _____

f Come quick! He's still breathing! _____

g Caution: Do not sit on railing. _____

h She decided to go to live to Edinburgh. _____

Comprehension Check

9 Answer the following questions about the text in Activity 6.

a Why did East Germany decide to build the wall?

b Who was the person to ask the Soviet leader in 1987 to demolish the wall?

Comprehension Skills Practice

10 Complete the table with sequence words from the texts on pages 17 and 18, according to the stage they are used in.

At the beginning	Middle/Continuing	Interruption (something unexpected)	Ending
Once upon a time, One day, a _____, Today, Yesterday,	b _____, c _____, The following / next day / year, d _____, e _____, Later that day, Later that night,	f _____, All of a sudden, But then,	g _____, In the end,