

Lesson

1

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 feed 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 b the Headless Horseman
c a soldier who lost his head to a cannonball d the school Ichabod worked in
e a lanky young man with narrow shoulders, big feet, and a long, pointed nose a Sleepy Hollow
f It looked somehow creepy c 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 alternatives, 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.



- 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 b went
b attended d succeed
c turned into e ability
d manage to c changed into



Main Idea and Details

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.

Activation of Knowledge

Ask students if they know any legends about the city, especially about the supernatural. Write their answers on the board. Elicit if they are believable.

Development

Read It Right!

Activate Vocabulary Draw a simple ghost on the board, elicit the corresponding word, and/or write it next to the drawing. Invite students to mention ghost stories they know. Then, say: *Yesterday I had to do a lot of work; luckily, I could finish it.* Then, write on the board: *I could finish it = I **managed to** finish it.* Have students notice that **manage** implies making an effort and succeeding in getting something done. Then, explain that the verb **feed** means to give food to someone. Write the following for students to notice the irregular past form: *Yesterday I **fed** my dog at 7, before leaving.*

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

Invite volunteers to read the information in the sidebar aloud and check comprehension by asking: *What is the topic of a text? How is it related to the main idea? Why are details important?* Draw students' attention to the title of the text and the picture and ask the question aloud. Invite volunteers to support their answers. Elicit what a legend is (a very old story, not always true, that people tell about a famous event or person).

- 2 Read the text and underline the correct options.

This activity helps students identify the close relationship between the topic of a text and its main idea. Allow some minutes for students to study the options and then check answers with the class.

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

By relating the details to their corresponding elements, students will visualize how the additional information provided in the text gives readers a fuller picture of the events, characters and places mentioned. Check orally.

Activate Vocabulary Introduce the words **chance**, **turned into**, **skill**, and **attended**. Elicit the meaning of chance and an example. Then, say: *It was so cold last night, that the water in the lake **turned into** ice.* To check they understand the meaning of the phrasal verb, write the following incomplete sentence and

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 reared.

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

Reader's Coach

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 had a good time a successful evening.

a Ichabod's attempt to secure Katrina's hand went badly; Katrina rejected him.

b He noticed that the rider was headless [...] Ichabod tried to get his horse to go faster without success.

Word Power

9 Find words in the texts with the following meanings.

a was able to: managed to e aptitude: skill

b became: turned into f feeling sad: depressed

c gave food: fed g opportunity: chance

d were present: attended h spirit: ghost

Comprehension Check

10 Answer the questions about the text on page 8.

a What did Ichabod try to do at the party?
He tried to propose to Katrina.

b What terrified Ichabod on his way back home after the party?
He noticed that the rider had no head.

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. Possible answers

a Brom Bones was the center of attention at the party by telling stories about the Headless Horseman.

b Ichabod tried to propose to Katrina, but something went wrong.

c On his way home, Ichabod saw a large dark figure nearby. It had no head.

d When they got to the church, Ichabod felt relieved because the Headless Horseman usually disappeared there.

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

a Ichabod was amazed by the stories.

b He headed out into the woods to return home.

c He was terrified.

d He felt he was safe.

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.

invite students to complete it: *In Cinderella's story, the carriage _____ a pumpkin at midnight.* Write the word **skill** and explain that when you have the skill to do something, it means you do it very well. Give an example: *Anne has great writing skills, but not very good conversation skills.* Then, invite students to mention the skills they have. Finally, elicit the meaning of **attended** and an example.

4 Read the next part of the legend and underline the main idea in each paragraph. 1

Write the words *topic sentence* on the board and elicit from students its meaning. Remind them that each paragraph in a text contains a topic sentence that explains or states the main idea the paragraph is about. Allow some minutes for students to do the activity and then check answers by inviting volunteers to read the underlined sentences to the class.

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

Before students start working, make sure they understand how the details are classified. You can draw their attention to the ones in the matching activity in number 3, read the first one and elicit whether it is a description, example or reason. Once students have done the activity, invite some students to share their answers with the class.

6 Match the words with their synonyms.

Make sure students remember what a synonym is before they start working. Before doing the matching activity, tell them to look for each word in the texts on pages 6 and 7 in order to see it in context and infer its meaning more easily. Check answers orally.

By Yourself

Activate Vocabulary Introduce the word **depressed** by saying it means to be very sad or unhappy. Give an example: *She felt depressed when she lost her job.* Elicit situations in which one might feel depressed.

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. 1

This activity provides a good opportunity for students to practice and for you to notice their individual performance. Invite volunteers to read the underlined sentences to the class to check answers.

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.

Read the information provided in the **Reader's Coach** box aloud, and then have students go over this part of the story again. Ask them whether they can find a sentence that expresses the main idea of this passage. Explain that when something is

11 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.



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

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.

ability levels together. Monitor the activity and provide help if needed. You may use the Differentiated Instruction strategy before working on this activity.

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

Ask students to read the sentences they completed and then go back to the text to find details that expand or broaden each of the main ideas. Invite volunteers to read the sentences to the class to check them.

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

This activity fosters critical thinking. Have students work individually. Monitor the activity to identify students who have difficulties in order to provide strategies that will help them improve their performance. Have some of them share their answers with the class.

Connecting Ideas

Invite students to relate this story to other ghost stories they know. Make sure they understand what the plot is (the events that make the story unfold). Have them write a brief text stating the main ideas and some important details. Remind them to revise it to check the events are presented in a logical sequence. Monitor the activity providing help with the vocabulary if necessary. Then, group students to share their stories.

Differentiated Instruction To approach visual learners, organize students in small groups and have them turn the text on page 8 into a comic to produce a summarized version of the story in pictures. Invite groups to present their comic strips to the class and describe each scene in their own words.

Amazing Info

Explain to students that *The Legend of Sleepy Hollow* was written by Washington Irving, an American author, and it was published in 1820 together with other short stories in a book called *The Sketch Book*. This story has remained very popular, especially during Halloween, and it was made into a famous movie by Tim Burton in 1999.

Final Reflection

Let students get together in small groups. Encourage them to research famous ghost stories from their own country. Tell them to choose one and create a graphic organizer which will include the title, main ideas, and supporting details. Invite groups to present their work to the class and explain what the story is about.



implicit it means it is not mentioned, but it can be inferred from the information given. Have students do the activity and then check answers with the class.

Use **Engaging Activity 5: Think-Pair-Share** to help students pause and think. See pages 124-125.

Word Power

9 Find words in the texts with the following meanings.

Explain to students they have to scan the three parts of the story they have read so far to find words that have the same meaning as the ones given. If you feel they might need help, you can do the first as an example with the whole class. Have students compare their answers in pairs before checking them with the class.

Comprehension Check

10 Answer the questions about the text on page 8.

Have students read the text again to answer the questions. Then, invite them to give their answers to check them.

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.

Pair up students by ability level. You can either pair a more skilled student with a lower skilled one, or pair students with similar

Lesson 2

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 Sanders'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.

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.

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

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

<input type="radio"/> Who the woman was	<input checked="" type="checkbox"/> Why she looked frightened
<input type="radio"/> Where she lived	<input type="checkbox"/> If other people had seen the woman too

Lesson 2

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

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.

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 "Splend 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	below water	b frightening fire
b Comb U. Stion	combustion	c prairie with grazing animals
c Splend Ded Ear	splendid door	d bottom of the sea

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

a swonhpu	shown up	d the surface of the earth
b marching	charming	e gave someone something
c vodpride	provided	a arrived somewhere
d drugon	ground	b pleasant or friendly

Drawing Conclusions

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.

Activation of Knowledge

Ask students if they have ever heard of the *Chupacabras*. Have them tell you some details of this urban legend and their sources of information.

Development

Read It Right!

Activate Vocabulary Write the following sentences on the board: *The tourist office provides information on local attractions. / John always shows up late.* Then, invite students to substitute the underlined verbs for the words *arrive* and *give*, to check they understand their meanings.

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

Read the information in the sidebar aloud and point out that when we infer something, we figure out missing information. Give an example, say: *She took the umbrella and her handbag and*

left the house. Then, ask: *What can we infer about the weather?* (it was raining or about to rain). *Why?* (because an umbrella is mentioned). *Was the weather mentioned?* (no). Once students have read the text, invite them to give their answers and support their choices.

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

Draw students' attention to the table and explain there are three different conclusions drawn from the story. You can draw a similar table on the board and invite volunteers to match the sentences parts to check their answers. Ask students what conclusion they agree with and why.

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

Explain to students they should read the text again to find which information is stated and which is missing. Once you have checked answers with the class, ask students whether they can infer the reason why the girl was frightened.

Activate Vocabulary Write on the board: *People were sitting on the **ground** listening to the band. Jimmy was climbing a tree but fell to the **ground**.* Invite students to provide the meaning of **ground** in their own words. Write the word **charming** on the board and explain it is an adjective that means that something is pleasant or someone is friendly. Give an example: *He has a **charming** smile.* Elicit others from students.

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



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 Carright!" Band exclaimed. "What are you doing here?" "Jack, please, help me! 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 Carright 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 Carright! What are you doing here?

T (F)
T (F)
T (F)
T (F)

a
c
e
b



13

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.

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 **charming** that everybody liked her
- b The soldiers were **heavily** armed
- c He put the heavy box on the **ground**
- d How strange, it's late and nobody has **shown up** at the party yet!
- e The man **provided** his telephone number and e-mail
- f He was frightened and his heart was **beating** fast
- g The woman immediately **realized** that the man was lying
- h He walked **toward** 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?
The fact that he had been hiding in a sugar plantation under the sun for hours and that he jumped from a helicopter just before it exploded.
- b What was he woken up by?
A disturbing noise coming from the window.
- c How did Kathy enter Band's room?
Through the window.

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?
In case someone attacked him while sleeping.
- b Why did Kathy enter Band's room through the window?
In order not to be seen.
- c Why did Band move the curtain with just one quick movement?
To surprise the intruder.
- d Why did Kathy whisper?
In case someone else was listening.

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

Write the answers from Activity 11 based on clues from the text or from your general knowledge? Answers may vary.

14

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

Ask students to read the text. Be ready to clarify the meaning of any unfamiliar words. Invite volunteers to call out all the characters in the story. To check answers with the class, ask which the most important characters are and why.

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.

By doing this activity, students work out the meaning of each inscription to infer their end and draw a logical conclusion as to which one would be the safest. You can draw a similar chart on the board and invite students to come up and complete it to check their answers.

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

Tell students that once they have unscrambled the words, if they don't remember their meanings, they should go back to the texts to infer them from context. Check orally.

By Yourself

Activate Vocabulary Write the words **beat**, **heavily**, **realize**, and **toward** on the board. Then, point at the word **beat** and invite students to place one hand on their chest, where the

heart is located, and mime its regular movement. Say: *Our hearts **beat** because we are alive.* Then, point at the word **heavily** and explain it means very much. Say: *It rained **heavily** during the night.* Point at the word **realize** and explain it means to understand a situation. For example: *When he saw the bear close to him, he **realized** he was in danger.* Finally, walk **toward** the door and say: *I'm walking **toward** the door.* Explain it means in the direction of something.

7 Read the text and circle the best option below. 2

Students should work individually to perform this task. This will help you identify those who need more help to achieve their objective. Tell students to read the text and then check answers with the class. Invite volunteers to support their choices and elicit as many elements that characterize the genre as possible.

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

Read aloud the information provided in the **Reader's Coach** box, and then remind students of how we can draw conclusions. Once students have decided whether the sentences are true or false, tell them to support their choices with the correct sentences below. Have students compare their answers in pairs before checking with the class.

Use **Engaging Activity 2: Thumbs Up / Thumbs Down** to test students. See pages 124-125.

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!"



a Whose voice emerged out of the darkness?
Hoffman's or Stravinsky's, because they were both looking for Band.

b How did the man find Band?
Possible answer: Probably he had been following Band and knew all the places where he could spend the night.

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?
To prevent others from hearing Kathy and Band's conversation.

b What feelings does Kathy have for Band?
She seems to love him.

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.

Word Power

9 Complete the sentences with the words in the box.

This activity helps students check they understand the meaning of the new vocabulary in this lesson. If in doubt, tell them to scan the texts to see the words in context and remember their meanings. Allow a few minutes for students to complete the task and then invite volunteers to read the sentences aloud to check answers.

Comprehension Check

10 Answer the questions about the text in Activity 7.

Tell students to read the text again to find the answers to the questions. Then, check them with the whole class.

Comprehension Skills Practice

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

Put students in groups. Make sure to form mixed ability groups, so that the students who need help can be tutored by more advanced ones. This activity favors interpersonal skills and critical thinking. Let students discuss and exchange ideas and be ready to provide help if needed. Invite groups to share their answers with the class. You may use the Differentiated Instruction strategy before working on this activity.

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

Explain to students they should read the answers to the previous activity and then the text to decide which answers were based on clues provided in the text and which ones were based on their general knowledge. Have students think and decide, and then pair them up to compare their answers. Invite some volunteers to share their answers with the class.

13 Read the next part of the story and answer the questions. Support your answers with reasons. 2

Have students answer the questions individually to give you an opportunity to monitor and assess them. Identify students who are still having difficulties so you may design strategies to guide and support them in the future. Check answers orally.

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

Allow a few minutes for students to do the activity and then check answers with the class. Have students read the underlined clues aloud.

Connecting Ideas

Explain the task and remind students it can be a fictional situation in which they had to draw conclusions to solve a mystery or come to a result. Provide help if needed. Invite some volunteers to read their texts to the class.

Differentiated Instruction To approach kinesthetic learners, pair up students and have them act out the text on page 13. Tell them to read it more than once in order to remember the correct sequence of the actions. Then, invite some pairs to act out the scene in front of the class.

Amazing Info

Urban legends, such as the first text in this lesson, are stories told as true experiences which have scary or funny elements. Their purpose is to entertain or to explain mysterious events. Some famous ones have passed through generations almost unchanged.

Final Reflection

Get students in groups of three and explain they are going to play an enigma game. Ask groups to look for enigmas and riddles—like the second text in this lesson—in books or on the Internet. Tell them to choose one and write it down, but without including its solution. Have two groups get together to play the game. They will take turns to present their enigma, and answer questions for the other group to figure it out.

Cue Card
2

Lesson

3

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
- board
- dig
- move
- pump
- sink
- shiny
- 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 craving 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.

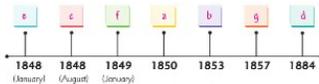
The gold rush finally slowed in 1857, when the gold production became stable at around 45 million dollars a year.

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



Sequence: Order of Events

Objective: Follow the sequence of events in a text.

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

Activation of Knowledge

Write the words *Gold Rush – California* on the board and ask students what they know about it. Invite volunteers to share their information with the class. If students do not know, provide them with some basic facts, without going into detail.

Development

Read It Right!

Activate Vocabulary Before reading the text, introduce the words **pump**, **shiny** and **dig**. Write the word **pump** on the board and mime the movement to pump water with a hand water pump. Say: *I use a pump to get water.* Then, write the word **shiny** and say that when something is shiny it reflects the light. Give some examples (*shiny hair, shiny coin*, etc.) and elicit others from the class. Finally, write the word **dig** on the board and mime digging the soil. Elicit examples.

3 Read the text and number the paragraphs in order.

Amazing Info

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

- 5 For the next two days, the passengers and crew on the *Titanic* enjoyed calm waters, fine dining, and formal dancing.
- 3 On the morning of April 10, 1912, the passengers boarded the *Titanic* from Southampton.
- 7 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.
- 1 In 1908, the design for the *Titanic* was approved. It was believed the ship was unsinkable.
- 4 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.
- 2 Construction began in the spring of 1909, and three years later the ship was ready to be launched into the water.
- 6 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
- b pump
- c dig
- d board
- e sink
- f warning
- g alive
- d to get on a ship, train, or airplane
- f something that tells you there is danger
- g with life
- e to go down below the surface of the water
- a bright
- c to make a hole in the ground
- b piece of equipment used to move liquid from one place to another



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

Invite volunteers to read the information in the sidebar and then ask: *Why is it important to identify the sequence in which the events took place in a story?* (it will help them better understand the story and they will be able to retell it to someone else). Elicit what a timeline is; if students do not know, draw one on the board. Allow a few minutes for them to skim the text and then check answers with the class.

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

Draw students' attention to the timeline and explain they will have to classify the events stated above in the correct places in the timeline. You can check answers by drawing a similar timeline on the board and inviting volunteers to come to the board to complete it.

Activate Vocabulary Write the words **boarded**, **sank**, **alive** and **warnings** on the board. Say that we **board** a plane, a ship, or a train. Explain we get a boarding pass to get on a plane. Then, explain that **sank** is the past form of the verb **sink** and say: *Metals sink in water.* Make a drawing to show it and elicit other things that sink in water. Say that **alive** is the opposite of *dead*. Write a **warning** on the board (*Danger: fire, Keep out: explosives*) and invite students to mention warnings they have seen.

By Yourself

4 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

1945 Germany was divided into East Germany and West Germany.	1961 Soviet and East German leaders built a wall around Berlin.	1989 The wall was demolished.	1990 Germany officially became a single country again.
---	--	----------------------------------	---

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.

- First, after World War II, Germany was divided into two separate countries.
- Then, some people in East Germany started to move to West Germany.
- Next, the Soviet and the East German leaders built a wall around Berlin.
- After that, US President Ronald Reagan asked the Soviet leader Mikhail Gorbachev to tear down the wall.
- Finally, in 1990, the wall was demolished.

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	<p>a This <u>device</u> is ideal for irrigation on a farm. <u>pump</u></p> <p>b It is a beautiful bracelet with bright diamonds. <u>shiny</u></p> <p>c Rabbits <u>excavate</u> tunnels in the earth. <u>dig</u></p> <p>d They <u>got on</u> the plane on time. <u>boarded</u></p>	<p>e The coin <u>went down</u> to the bottom of the pool. <u>sank</u></p> <p>f Come quick! He's still <u>something</u> alive. <u>alive</u></p> <p>g <u>Caution</u>: Do not sit on railing. <u>warning</u></p> <p>h She decided to <u>go to live</u> to Edinburgh. <u>move</u></p>
---	---	---

Comprehension Check

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

- Why did East Germany decide to build the wall?
...because many people from East Germany were moving to West Germany.
- Who was the person to ask the Soviet leader in 1987 to demolish the wall?
...US President Ronald Reagan.

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 first Today, Yesterday,The following / next day / year, d After that e Later Later that day, Later that night,	b Then c Next The following / next day / year, d After that e Later Later that day, Later that night,	f Suddenly All of a sudden, But then,	g Finally In the end,

3 Read the text and number the paragraphs in order.

Have students skim the text quickly and say what it is about before they start doing the activity. Then, allow some time for them to number the paragraphs. You can call out numbers from 2 to 7, one at a time, and invite volunteers to read the corresponding paragraphs out loud to check answers.

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

Remind students of the elements in a text that state the order in which events happened (dates, times and sequencing words). Elicit some examples of sequencing words before they start doing the activity. Invite volunteers to share their answers with the class.

Use **Engaging Activity 14: True-False Sorts** to energize students. See pages 124-125.

5 Match the words with their meanings.

Draw students' attention to the words and tell them that, when in doubt, they should scan the texts to find the words they are not sure about and read the corresponding sentences to clarify their meaning from context. Check answers by calling out one word at a time and inviting volunteers to read the meaning aloud.

By Yourself

Activate Vocabulary Introduce the word **move** by saying: *We lived in Guadalajara two years ago, then we moved to Mexico City.* Explain that it means you go to live to another place. Elicit examples.

6 Read the text. Then, complete the timeline with the most important facts from the text. 3

Students should work individually to perform this task. Monitor the activity to identify those who need help. Check answers by inviting volunteers to share them with the class. Have students notice that by reading the information in the timeline we get a summarized version of the text.

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.

Read aloud the information provided in the **Reader's Coach** box and point out that the words for the middle (*then*, *next*, *after that*, *later*) can be used one instead of the other without making any difference. Explain to students that when writing their sentences, they should not copy the exact sentences from the text, but summarize the information. Monitor the activity to identify struggling students and provide help if needed. Check answers by inviting volunteers to come to the board to write the sentences.

11 In pairs, use the sequencing words below to summarize the events of the *Titanic* accident on page 17.

First, the design of the ship was approved. Later, they received some warnings.
 Then, the ship was built. Suddenly, the ship struck an iceberg and sank.
 Next, passengers boarded the ship. Finally, the surviving passengers were rescued by
 After that, the ship arrived at Queenstown. the *Carpathic*.

12 Read the biography and write two things you already knew about him and two things you did not know.

Elvis Presley was a rock star legend during the 50s, 60s, and 70s and his songs are classics today. Born into a poor family in Mississippi in 1935, he was given his first guitar when he was 11. Two years later, Elvis moved to Memphis with his family and in 1953 he made a short series of recordings. One of them got such good ratings on the radio that he was given the chance to perform at a live show. The crowd loved him. In 1955, Elvis got his first recording contract and headed to Nashville, where he recorded his first record. He made his first national television appearance in 1956. That same year he starred in a film with Paramount Pictures called *Love Me Tender*. In 1958, Elvis enlisted in the army and when he was officially discharged from active duty in 1960, he returned home and made a record-breaking album called *GI Blues*. In 1967, he married Priscilla whom he had met while he was in the army in Germany. In 1970, Elvis was invited to the White House by former President Richard Nixon. Elvis died at his home in 1977, but his legacy will live on for decades to come.



Things You Knew	Things You Did Not Know

13 Choose the best title for the passage above.
 Elvis Presley's Timeline The Life of a Rock Legend A Star Is Born

14 Reflect on what would have happened if Elvis had received a camera or a baseball bat instead of his first guitar. How would Elvis' life have changed? Write some ideas and share them with a classmate.

Connecting Ideas
 Have you heard Elvis Presley's songs? Do you like them? Research the life of a singer or actor / actress you admire. Draw a timeline of his / her life and write a short biography in your notebook.

Word Power

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

By identifying the synonyms of the vocabulary words in this lesson, students check they understand their meanings. After a few minutes, invite volunteers to read the sentences with the replaced words.

Comprehension Check

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

Tell students to go over the text again to find the answers to the questions. Then, check them with the whole class.

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.

Pair up students. You can pair advanced students with the struggling ones you identified while working in Activity 6. Monitor the activity and be ready to provide help if necessary.

11 In pairs, use the sequencing words below to summarize the events of the *Titanic* accident on page 17.

Students can change partners to do this activity. Explain they will practice what they did in Activity 7, summarizing the text by

means of the sequence words listed below. Invite some pairs to share their sentences with the class to check them. You may use the Differentiated Instruction strategy.

12 Read the biography and write two things you already knew about him and two things you did not know.

Allow some time for students to read the text carefully and then complete the table. Have students pair up to compare their answers before inviting some to share them with the class.

13 Choose the best title for the passage above.

Invite some students to share their answers with the class and to give reasons to support their choices.

14 Reflect on what would have happened if Elvis had received a camera or a baseball bat instead of his first guitar. How would Elvis' life have changed? Write some ideas and share them with a classmate.

Pair up students to discuss the question. Have them notice that sometimes an outcome could change if a certain event had not happened or if events had occurred in a different order. Let them exchange ideas and opinions. Then, invite some pairs to share their answers with the class giving reasons for their choices.

Connecting Ideas

This activity can be done in pairs or small groups. Let students brainstorm famous people they like, choose one, and do some research. Invite students to present their biographies to the class and display their timelines for everyone to see.

Differentiated Instruction To approach logical-mathematical learners, organize the class into small groups and explain they will draw a world map and color the areas where the events mentioned in the three texts took place. Tell students to work out how long each one lasted, based on the dates stated in the texts and the timelines, and write this information on the map. They can do some research and draw the route followed by the *Titanic*.

Amazing Info

The wreck of the *Titanic* was discovered in 1985. The ship was split in two and continues to disintegrate nearly 4,000 m deep. Millvina Dean was two months old at the time of the sinking and was the last survivor. She died in 2009 at the age of 97.

Final Reflection

Put students into groups and tell them to do some research to write a brief text about the differences between life in East and West Germany during the years of the Berlin Wall.

Cue Card
3

Lesson
4

1 Read the story. Circle the characters, underline the setting, and separate the beginning, middle, and ending by drawing squares around each of them.

WAR HEROES

It was a rainy night in Pearl Harbor, World War II, one of the most devastating wars human beings have witnessed, was at its peak. George, the youngest Army Air Corps pilot, had attended a formal dance and was incredibly happy. "I met the prettiest woman I have ever seen in my life," he told Ken, his best friend. The two friends spent the night playing cards without even suspecting what was going to happen the next day. They had not yet woken up, when suddenly they heard the sound of exploding bombs and machine gun fire. It was around 6 a.m. eager not to miss this fight, the two friends threw on their tuxedo pants and rushed bravely to Halewa straddled in Taylor's Buick. Along their way, they had to avoid strafing enemy planes. Some minutes later, George and Ken became the first American pilots to get airborne after they took off in their F-40 fighters. They went on to fight a lonely battle against hundreds of Japanese planes. By the time the attack ended, they had shot down at least six fighters and bombers between them so they were awarded the Distinguished Service Cross for their high-flying exploits.

2 Answer the questions about the text above.

- What historical event is the story narrating?
a Japanese attack on Pearl Harbor
- What is the climax?
when George and Ken heard the sound of exploding bombs

Objective: Write a story about a historical event.
GSE: Can make changes to a written story, following feedback.

Write It Right!

Historical Events
Short stories, novels, monologues, plays, biographies, and diaries are some examples of narrative texts. The characteristic of all of them is that they tell a story either to entertain, reflect on an issue, teach a lesson, or just to arouse emotions in the reader. When writing a narrative text, you should think who your characters will be, when and where the action will take place, and what your story will be about. Make sure to present your characters, the setting, and to state the conflict in the beginning, to develop the problems in the middle, and to solve it in the ending. Also, don't forget to include an interesting climax.

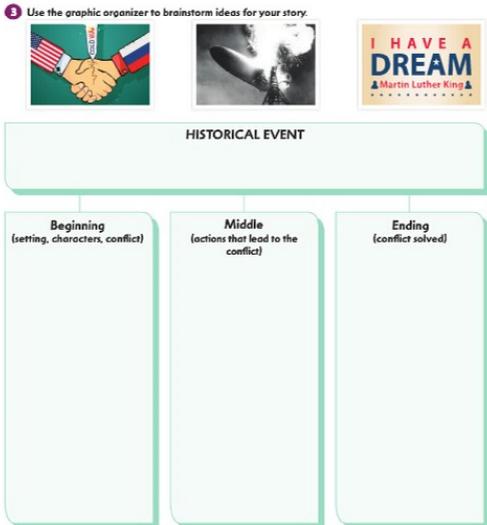
Revolutions, reformations, or wars are some examples of historical events because they are happenings that have had a significant impact and have changed history.

Lesson
4

Amazing Info
Leo Tolstoy, who wrote *War and Peace*, was watched by Russia's secret police for a time because of his unconventional ideas.

Prewriting

3 Use the graphic organizer to brainstorm ideas for your story.



HISTORICAL EVENT

Beginning (setting, characters, conflict)

Middle (actions that lead to the conflict)

Ending (conflict solved)

Historical Events

Objective: Write a story about a historical event.

GSE: Can make changes to a written story, following feedback.

Activation of Knowledge

Write *Historical Events* on the board and ask students what events they know about that have affected their country. Write their comments on the board. Elicit which they think was the most important one.

Development

Write It Right!

1 Read the story. Circle the characters, underline the setting, and separate the beginning, middle, and ending by drawing squares around each of them. 4

Read the first part of the information provided in the sidebar (Narrative Texts) and ask students: *Who likes to read narrative texts? Which type of narratives do you read?* Encourage them to provide details concerning their elements; ask: *What is it about? Who are the characters? Where and when does the story take place?* Then, read the second part of the information (Historical Events) and invite them to give examples not mentioned in their books (for example, the first woman who flew around the world,

the first trip to the Moon, etc.). Finally, ask volunteers to read the model text aloud and give students some time to perform the task. Check orally.

Use **Engaging Activity 8: Quick Draw** to help students visualize and remember what they have just read.

2 Answer the questions about the text above.

Give students some time to answer the questions so they may have a clear idea of the story elements. Ask: *What do you think may happen if a story lacks any of the elements it should have?*

Prewriting

3 Use the graphic organizer to brainstorm ideas for your story.

Draw students' attention to the pictures of the topics suggested and explain they can also choose other historical event. Now, draw their attention to the titles in the graphic organizer, have them choose one of the historical events and tell them to write it in the corresponding space. Explain that they will create a fictitious story, such as the one they read in Activity 1, which may have happened during the historical event they chose. In order to do so, they need to brainstorm ideas about the setting, the characters, the conflict, some possible actions that may lead to the conflict and a few ideas about how it could be solved. Give them some time to organize their thoughts and to fill in the graphic organizer to outline their story elements. Tell them they

Draft

Useful Language

Saying when something happened:

If it started ...
After that ...
Minutes later ...
Meanwhile ...
By the time ...
In the end ...

Making your story interesting:

Suddenly ...
At that moment ...
All of a sudden ...

Adjectives and adverbs for descriptions:

rainy, sunny, beautiful, awful, etc.
joyfully, heavily, amazingly, etc.

Using intensifiers:

incredibly happy,
absolutely astonished,
completely awesome,
totally overwhelming.

4 Draft your story.

Title

Beginning

Middle

Ending

23

Revising

5 Exchange your draft with a partner and use the table to check their story.

Excellent	Good	Needs More Work
It is easy to identify the setting.	It is not so easy to identify the setting; it could be described more thoroughly.	It is not possible to identify the setting.
Characters are well portrayed and it is easy to get a mental image of them.	Some characters are well portrayed, but it is not so easy to get a mental image of all of them.	Characters are not well portrayed and it is impossible to get a mental image of them.
The conflict is clearly stated at the beginning.	The conflict is stated but not at the beginning.	The conflict is not stated.
All the events that lead to the climax followed a logical sequence.	Some events that lead to the climax followed a logical sequence, but some others don't.	The events that lead to the climax didn't follow a logical sequence.
The climax was exciting and inspired interest in how the story was going to end.	The climax was interesting but not enough to be interested about the end.	It was impossible to identify the climax.
The solution of the conflict was clearly stated at the end.	The solution of the conflict was stated at the end, but it was not very clear.	There was no solution to the conflict.

6 Give your classmate respectful feedback on how he or she could improve.

① _____
② _____
③ _____
④ _____
⑤ _____

Proofreading Marks

If you want to delete something from a text, use this mark.



7 Considering the feedback you received, rewrite your story.

24

should write anything that comes to their minds without paying attention to mistakes.

Draft

4 Draft your story.

Invite students to read the words and expressions included in the **Useful Language** box in silence and challenge them to identify some of them in the text they read while working in Activity 1 (*rainy, incredibly happy, suddenly, minutes later, by the time, etc.*). Elicit the importance of each category (words that say when something happened help the reader figure out the sequence; words that make the story interesting can be used to present the climax; adjectives and adverbs help the reader picture details related to the event that is being narrated, intensifiers help to arouse emotions). Once you are sure they understood, have them go back to Activity 3 to see the ideas they wrote. Explain that this time they have to fully describe the setting, properly introduce and portray the characters, state the conflict, write a sequence of two or three actions that lead to the conflict, describe the conflict and finally explain how the conflict was solved. Remind them to include some of the expressions from Useful Language. Give them some time to write their draft while you monitor to provide any help they may need. Encourage them to go back to the model provided in Activity 1 while they work.

Revising

5 Exchange your draft with a partner and use the table to check their story.

Organize the class into pairs and have them exchange their books to revise each other's story. Explain that they must cross out the section of the rubric that expresses their opinion about the story they are revising.

6 Give your classmate respectful feedback on how he or she could improve.

Encourage students to choose the aspect that they consider needs more work in their classmates' story and provide a respectful suggestion on how he or she may improve it. For example: *Include more expressions to say when something happened so the reader can follow the sequence.*

7 Considering the feedback you received, rewrite your story.

Ask students to go back to the Draft section to review their texts individually by considering the suggestions they received. Once they have decided the aspects they will change, tell them to rewrite their stories.

Proofreading

8 Use the checklist to proofread your story.

	😊	☹️
Did I use adjectives, adverbs, and intensifiers for descriptions?		
Did I use appropriate words to show sequence?		
Did I use simple past tense correctly?		
Did I use past progressive tense correctly?		
Did I use past perfect tense correctly?		
Did I check punctuation, capitalization, and spelling?		

Publishing

9 Write the final version of your story. Be creative!

Writer's Coach
Graphic material can add more meaning to your story. You can include a picture or illustration.

Differentiated Instruction

To approach visual learners, suggest that students create a comic strip to narrate their story as an alternative version. Explain that in this case, they should synthesize the information they wrote to make it fit in the speech bubbles. Tell them that they may include captions (separate boxes at the top of each panel) in case they need to give voice to a narrator.

Amazing Info

Share with students that many writers throughout history have written fictitious stories about historical events. For example, Leo Tolstoy wrote a novel called *War and Peace* which tells a story that took place during the Napoleonic invasion of Russia. In this story, Tolstoy described how Russian society faced that invasion.

Final Reflection

Tell students to research some other narratives about historical events, to choose one, and write some lines explaining what it is about.

Cue Card 4

Proofreading

8 Use the checklist to proofread your story.

Draw students' attention to the **Proofreading Marks** box; explain that this mark is used to delete information they no longer want to include. If you consider it necessary, prepare a mini-lesson on the use of past tenses (simple, progressive and perfect) so your students may be able to check their texts. Then, read each of the statements in the checklist aloud to check comprehension and give students some time to proofread their text, encouraging them to use the delete mark appropriately. Monitor to identify struggling students and offer individualized feedback.

Publishing

9 Write the final version of your story. Be creative!

Explain to students that now they will write the final version of their stories. Read the information included in the **Writer's Coach** box and encourage them to include pictures in their story. Have them write a clean copy in their books and encourage them to create an alternative version using the tools and materials they wish. You may use the Differentiated Instruction strategy. When they are ready, invite them to present their stories to the class.

Objective: Describe the steps in a process in the correct sequence to complete or explain a task.
GSE: Can describe the steps in a simple process, clearly signaling the sequence of actions.

Read It Right!

Sequence: Steps in a Process

A process text tells the reader how to perform a particular task by following a set of directions or instructions in a certain order. It outlines the steps needed in order to complete, produce, or explain the task. The best process texts follow a clear step-by-step organization. They start by providing the reader with a general summary of what process they are going to describe. Then, move on to a more detailed explanation of each and every necessary step. To describe a process, the writer may use sequential or transitional words as well as numbers. Imperative and passive voice forms are also commonly used.

Vocabulary

aloud	solve
discover	thick
lack	topic
research	updated

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

1 Read the text and underline the name of each step in the process.

The Scientific Method

The scientific method is an organized process that helps scientists, students, or anyone else answer a question or solve a problem. The following are the steps to follow:

- Purpose / Question/Ask yourself:** "What do I want to learn?" An example would be: "Does the color of a light bulb affect the growth of grass seeds?"
- Research (Look Up):** Information in books or on the internet, to get the most information you can before you start experimenting.
- Hypothesis / Educated Guess:** After doing your research, predict the answer to the problem, as for example: "If I grow grass seeds under green light bulbs, then they will grow faster than plants growing under red light bulbs."
- Experiment:** The fun part! Design a test or procedure to find out if your hypothesis is correct. In our example, you would set up grass seeds under a green light bulb and seeds under a red light and observe each for a couple of weeks.
- Analysis (Record):** what happened during the experiment, also known as "data."
- Conclusion (Review):** the data and check to see if your hypothesis was correct. If the grass under the green light bulb grew faster, then you proved your hypothesis; if not, your hypothesis was wrong.



2 Answer the questions about the text.

- How many steps does the process have?
...six
- How is each step signaled?
...with numbers
- What language form is used to indicate what to do in each step?
...imperative verbs form

3 Circle the verbs that indicate what to do.

4 Read the text and underline the parts that indicate the key steps in the process.

Reader's Coach

A process is always written in chronological order, and includes transition words to indicate a logical sequence or connect the steps.



Blogs are websites on which a person or group regularly puts information that is updated frequently. They can teach something, tell experiences, give opinions, call to action, or even inspire others. But how do you write a blog post? You can follow these simple steps.
(First of all) choose a topic; be sure to pick one that really interests you. Nothing will kill a blog post more quickly than a lack of enthusiasm from the writer.
(After that) do research on something. Make sure to obtain your information from reliable sources and check your facts.
(As soon as) you have the necessary information, write your post. You can write a draft in a single session or write your post little by little. Try to stay focused on the topic. Think of a headline that is both attractive and informative. Use paragraphs and images; they make the text easier to understand.
(Check) you are satisfied with the content of your blog, edit it before publishing. Make sure to avoid repetition. Read your post aloud to check its flow. Keep sentences and paragraphs short. And don't be afraid to cut out text or adapt your writing when needed. **(Now)** you are ready to publish your post.

5 Circle the transition words and phrases that introduce the key steps in Activity 4.

6 Fill in the chart with the key steps you underlined. Add brief information from the text to make sure the order of the steps makes sense.

Step 1: choose a topic that has to be a topic that interests you and will be written with enthusiasm

Step 2: do research on something using reliable sources, check facts

Step 3: write your post focus on the topic, think of a headline, use paragraphs and images

Step 4: edit it before publishing avoid repetition, check its flow, cut out or adapt the text, publish it

7 Complete the chart with synonyms or antonyms from the text.

	Synonyms	Antonyms
a find a solution	...solve	d abundance ...lack
b subject	...topic	e outdated ...updated
c detailed study	...research	f silently ...aloud

Sequence: Steps in a Process

Objective: Describe the steps in a process in the correct sequence to complete or explain a task.

GSE: Can describe the steps in a simple process, clearly signaling the sequence of actions.

Activation of Knowledge

Write the words *science – scientific method* on the board and say that when scientists study a subject in detail, they follow the scientific method. Elicit what students know about the scientific method and write their ideas on the board. Leave them to be checked after reading the text.

Development

Read It Right!

Activate Vocabulary Write the words **solve** and **research** on the board and say that when you **solve** a problem you find the answer to it. Say: *Detectives solve crimes.* Then, explain that scientists conduct **research** to study something in detail and discover new facts. Elicit cases in which students do research at school. Elicit examples of both words.

1 Read the text and underline the name of each step in the process.

Ask students to read the information in the sidebar to themselves and then ask: *What characteristic does a process text have? Why do you think the text has to be clear and precise? How are steps signaled? What kind of sentences are usually used?* to check their comprehension. If necessary, you can remind them of the imperative and passive forms by providing an example sentence of each type. Tell students to read the text to identify the steps. Check answers orally with the class. Then, have them look back at their answers on the board and check them.

2 Answer the questions about the text.

Students compare their answers in pairs before checking them with the class.

3 Circle the verbs that indicate what to do.

Elicit from students the characteristics that sentences in the imperative form have before they circle the verbs. Then, check answers by inviting volunteers to call them out.

Activate Vocabulary Introduce the words **updated**, **topic**, **lack** and **aloud** to the class. Write them on the board and say that when we **update** something, we add new information to it. Give an example: *They update their website every day.* Elicit examples of things that can be updated. Explain that **topic** is the same as **subject**, what you write, study or talk about. Then, say: *He didn't*

Reader's Coach
The passive voice is commonly used when describing a process. If it is not necessary to mention who performs the actions in it (because it is obvious, unknown, or unimportant).

By Yourself
1 Read the text and circle the sequence and transition words.

By the end of the 19th century, the extraction of cellulose from wood was **discovered** and trees became the main source of fiber for the paper-making process. Although there are today alternative products for making paper, logs from trees remain the primary source for the commercial production of paper. So, let's see how paper is made from wood.



First, trees are cut down. **Next**, the logs from the trees are taken to a mill, which is a factory with special machinery to manufacture things like paper, metals, or textiles. **Once** at the mill, the bark is removed from the logs. **Then**, the logs are cut into small pieces called chips. **Later**, the wood chips are boiled to make a **thick pulp**. **After that**, the water is taken out of the pulp by spreading the pulp over a fine screen and forming a mat. **Since** this almost-finished paper is still damp, it is thoroughly dried by pressing it between rollers of felt and passing it over heated cylinders to remove the remaining water. **When** the wood fibers are fully dried, you have finished paper.

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2 Order the steps. Then, underline the passive forms and say who, in your opinion, performs each step.

9. Bark is removed from the logs.	by mill employees / machines
2. Logs are taken to a mill.	by truck drivers
1. Trees are cut down.	by loggers
7. Paper is dried.	by machines
6. Water is taken out of the pulp.	by mill employees / machines
4. Logs are cut into chips.	by mill employees / machines
5. Wood chips are boiled.	by mill employees / machines

Word Power
10 Complete the phrases with the vocabulary word that best fits in each context.

a. I <u>lack</u> of money.	e. 20 centimeters <u>thick</u> .
b. Scientists have <u>discovered</u> .	f. <u>updated</u> catalog.
c. I <u>solve</u> a problem.	g. speak <u>aloud</u> .
d. Scientific <u>research</u> .	h. discuss the <u>topic</u> .

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Comprehension Check
11 Circle T (True) or F (False).
a. Wood is the only source for making paper. T F
b. Both people and machines are involved in the process of making paper. T F

Comprehension Skills Practice
12 Complete the diagram with information from the text on page 27.

Characteristics of a Process Text

Purpose	Sequence/Transition Words	Language Form + Example
a. Instructions for writing a blog post.	b. First of all, c. After that, d. As soon as e. Once f. Now	g. Imperative: Choose a topic.

13 Complete a similar diagram with information from the text on page 28.

Process Text

Purpose	Sequence/Transition Words	Language Form + Example
a. Describe the process of paper making.	b. First, c. Next, d. Once e. Then, f. Later, g. After that, h. Since i. When	j. Passive Voice: Trees are cut down.

Amazing Info
In 2004, the term "blog" was named word of the year by U.S. dictionary Merriam-Webster.

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pass the exam because of **lack** of knowledge, and ask: Did he know a lot or not enough? (not enough). Then, point at the word **aloud** and tell a student: Read the title of the text **aloud**, please. Elicit possible opposites of **aloud** (silently, to oneself).

4 Read the text and underline the parts that indicate the key steps in the process.

Before students start reading in detail, have them skim the text and say what it is about (how to write a blog spot). Then, ask them to read the text more carefully to identify the important steps. Invite volunteers to share their answers with the class.

5 Circle the transition words and phrases that introduce the key steps in Activity 4.

Ask students to read the **Reader's Coach** box silently. Then, explain or elicit what *chronological* means (the order in which the events happen). Tell students that transition words or phrases connect one idea to the next one. Provide some examples (*since, later, before, etc.*) and elicit others from the class. Invite students to call out the words and phrases they circled to check them.

6 Fill in the chart with the key steps you underlined. Add brief information from the text to make sure the order of the steps makes sense.

Draw students' attention to the table and make sure they understand that the purpose of adding details is to broaden and explain each step. Draw a similar table on the board and check answers by inviting students to go up to the board to complete it.

7 Complete the chart with synonyms or antonyms from the text.

This activity helps students check they understand the new vocabulary. Make sure they know what antonyms are, and if necessary, explain they are words that mean the opposite of others. Check answers by reading each word aloud and having students call out their corresponding synonyms or antonyms.

By Yourself

Activate Vocabulary Introduce the words **discovered** and **thick** to the class. Write them on the board, point at each one at a time and say: Columbus **discovered** America. Then, say: Dictionaries are **thick** books. They have a lot of pages. Next, mime the word **thick**. Elicit examples.

8 Read the text and circle the sequence and transition words. 5

This is a good opportunity to assess students' individual performance. Monitor the activity to identify the struggling ones. Check answers by inviting volunteers to call out the words they circled.

9 Order the steps. Then, underline the passive forms and say who, in your opinion, performs each step.

Read aloud the information provided in the **Reader's Coach** box and write a sentence in the passive form on the board, for instance: *Coffee is grown in Brazil.* Underline the verb and ask: *Who grows coffee? Is it important to include it in the sentence, or is it*

14 Read the text and choose the best title.
 a How Paper is Made b An Art Project c Eco-Friendly Paper Making

Paper making is a process that is thousands of years old. Unfortunately, an enormous number of trees is required in the production of paper, but it is possible to make eco-friendly paper at home and use it for art projects or stationery.

Read the following instructions carefully:

- 1 Tear up junk-mail envelopes (without the windows), old notebook paper, or newspaper into small pieces and soak them overnight in a dishpan with warm water.
- 2 The next day, add more warm water to the paper and hand-beat the mixture until the pulp has been broken apart.
- 3 Place the soaked paper in a blender, fill it half full with water and blend it in short bursts to break up the pulp.
- 4 Spread some pulp evenly on a 20 x 20 piece of small-holed screening or mesh (material loosely woven of wire, plastic or thread with holes in it like a net), until the screen is covered with the paper pulp.
- 5 Place the screen on a big dry towel and press a board down hard on the paper to squeeze out any excess water. Then, remove the board.
- 6 Place a piece of cotton cloth on a flat surface, then turn the screen over onto the cloth to remove the paper and finally let it dry completely.

15 Answer the questions about the text above.

- Do pictures make it easier for you to understand the process?
 .Answers may vary.
- What steps are illustrated by the pictures?
 .number 1 and number 4
- How is this process of making paper different from the one on page 28?
 .It uses recycled paper and it is mostly hand-made.

Connecting Ideas
 Would you like to make eco-friendly paper at home or in class? Do you think it is easy to make? Research an easy process to describe or a simple experiment to carry out in class. Then, in your notebook, write its description or a how-to-do instruction sheet about it.

understood? (it's not necessary, it's understood). Then, have students do the activity. Check answers by calling out numbers 1-7, one at a time, and inviting students to read the corresponding steps. Then, check the doers of the actions with the class.

Word Power

10 Complete the phrases with the vocabulary word that best fits in each context.

Remind students this activity focuses on the eight new words they learned in this lesson. Tell them if they are not sure about the correct answer, they can go back to the previous texts to find them as this will help them figure out which one fits best in each phrase. Check answers by inviting volunteers to read the complete phrases to the class.

Comprehension Check

11 Circle T (True) or F (False).

Tell students to read the text again in order to choose the correct options. When checking answers, have students support them with sentences from the text.

Comprehension Skills Practice

12 Complete the diagram with information from the text on page 27.

Pair up students. You can pair advanced students with the

struggling ones you identified while working in Activity 8. Monitor the activity and be ready to provide help if necessary. Draw a similar table on the board and invite volunteers to come up to the board to complete it.

13 Complete a similar diagram with information from the text on page 28.

Students can change partners to do this activity. Explain they will further practice analyzing a process text. You may use the Differentiated Instruction strategy when working on this activity.

14 Read the text and choose the best title. 5

Allow some minutes for students to read the text carefully and choose the correct option. Invite volunteers to share their answer with the class.

15 Answer the questions about the text above.

The first two questions approach visual learners while the third one fosters analytical thinking. Have students compare their answers in pairs before sharing them with the class.

Connecting Ideas

This activity can be done in pairs or small groups. Have students brainstorm and research experiments or processes, choose one and write the instructions. Invite students to present their work to the class.

Differentiated Instruction To approach verbal-linguistic and visual learners too, pair up students and ask them to create a word search with all the sequence and transition words in the text, writing them in vertical, horizontal, and diagonal form. If you want to make it more challenging, you could also ask them to write some words backwards. Have pairs exchange word searches to find and circle the words as fast as they can.

Amazing Info

Tell students that *Links.net* (write it on the board) is considered the first blog. It was created by Justin Hall, a college student, in 1994, but it wasn't called *blog* then. In 1997 the term *weblog* appeared to reflect the process of "logging the web." It was then shortened to *blog*. In 2004, Merriam-Webster declared it their Word of the Year.

Final Reflection

Put students in small groups and give them some research topics to choose from: the invention of paper, materials used to write on before paper was invented, or how and when the first books appeared.

Use **Engaging Activity 9: Gallery Walk** to encourage students to present their work. See pages 124-125.

Cue Card
5

Lesson
6

1 Read the text and underline the sentence that summarizes its main idea.

Rainforests have always been affected by natural forces like fire and storms. They are also threatened by climate change, which contributes to severe drought in different parts of the world. Drought causes trees to die and it also dries out leaf litter, **increasing** the danger of forest fires.



However, human activity is behind **all major causes** of rainforest destruction. Every year, an area of rainforest is cut down and destroyed. The plants and animals that used to live in these forests either die or must find a new forest to call their home. **Why are rainforests being destroyed?**

We are cutting down rainforests for different reasons. Here are **just** some of them: burning huge areas of forest to make space for more crops and pasture **land** for cattle; building roads and dams; extracting minerals and metals, and getting pulp for making paper. Other causes include obtaining wood for construction or making fires as well as making room for urban expansion.

2 Circle the correct option.

The main purpose of the article is to discuss the causes of deforestation.

3 Complete the table with the causes and effects of rainforest destruction mentioned in Activity 1.

Human Causes	Non-human Causes	Effects
burning huge areas of forest	fires	trees die
building roads and dams	storms	leaf litter dries out
extracting minerals and metals	climate change	danger of forest fires increases
getting pulp for making paper	drought	plants and animals die or must find a new home
obtaining wood		
making room for urban expansion		

Objective: Identify the organization of cause and effect texts.

GSE: Can identify cause and effect texts and the clue words used to help the reader understand them.

Read It Right!

Cause and Effect

When two or more events occur in a way that one event is the result of another, they have a cause-effect relationship.

Cause and effect is a common way to organize information in a text. Paragraphs structured as **causes** and **effects** explain something that happens (effect) and the reason why it happens (cause). These paragraphs can be ordered as causes and effects or as effects and then causes. To identify effects, ask, "What happened?" and to determine causes, ask, "Why did it happen?" Pay attention to clue words such as *because*, *since*, or *as a result*, among others.

Vocabulary

flow	major
increase	therefore
just	trade
land	within

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

Lesson
6

Amazing Info

A deadly fish is found in the Amazon rainforest. It has teeth on the roof of its mouth and on its tongue!

4 Read the question on the first line of the text. Circle the part that asks for the cause of a volcanic eruption and underline the part that asks for its effects.

Have you ever thought about what makes a volcano erupt or what happens afterwards? The inside of the earth is not one solid piece, but many pieces called tectonic plates that fit together like a puzzle, and when these pieces rub against each other, they create pressure and the temperature goes up. When the temperature rises deep under the earth's crust, it becomes hot enough to melt rock and turn it into magma, which is the name given to the hot liquid rock found just below the surface of the earth. If the pressure **within** the magma chamber is greater than the strength of the crust, the magma breaks through the crust, along with ash and deadly gases that fly into the air. Once this liquid rock comes to the surface, it is called lava.

The lava that **flows** out of the volcano can knock down trees and destroy houses and even whole towns. Although volcanoes can cause lots of destruction, new land can be created in volcanic eruptions. These new landforms can be plateaus and islands in the ocean. You might even live on land created by a volcano!

5 Complete the graphic organizer with information from the text.

Volcanic Eruption

Cause	Effects
Tectonic plates rub against each other	Lava knocks down trees and destroys houses and even whole towns
a Temperature rises	e New land can be formed
b Rock melts and turns into magma	
c Magma breaks through the crust	

6 Match the words with their meanings.

a increasing	d only a little
b land	f inside a particular area
c major	a becoming larger in amount or size
d just	e moves in a continuous way
e flows	b area of ground
f within	c significant



Cause and Effect

Objective: Identify the organization of cause and effect texts.

GSE: Can identify cause and effect texts and the clue words used to help the reader understand them.

Activation of Knowledge

Write the word *rainforest* on the board and elicit what students know about it. Have them mention the ones they know and say where they are. Encourage them to say why they think it is important to preserve them.

Development

Read It Right!

Activate Vocabulary Write the words **increasing**, **major**, **just** and **land** on the board. Then, say: *Milk costs \$20, but last month it cost \$18. The price **increased**.* Ask: *Does **increase** mean the price went up or down?* Explain that **major** means that something is more important than other things. Write: *Bullying is a **major** problem at school.* Then, say: *Bullying is **just** one problem.* Encourage students to suggest a synonym for **just** (only). Finally, say: *Farmers work the **land**. The ship sailed for a month before reaching **land**.*

1 Read the text and underline the sentence that summarizes its main idea.

Ask students to read the information in the sidebar to themselves and then write this sentence on the board: *As a result of water pollution, coral reefs die.* Ask: *What happens when the water is polluted?* (coral reefs die). Then, ask: *Why do coral reefs die?* (because the water is polluted). Explain that the words *as a result* introduce the effect of water pollution. Next, tell students to read the text about rainforests to find the main idea. Check answers orally. Have them notice that the main idea is not always expressed at the beginning.

2 Circle the correct option.

Tell students to go back to the text and analyze it carefully to choose the correct option. Check answers with the class.

3 Complete the table with the causes and effects of rainforest destruction mentioned in Activity 1.

Direct students' attention to the table, read the column headings, and ask them to read the text again to complete the chart. If necessary, they may also read the information in the sidebar again to help them identify the causes and the effects. Draw a similar table on the board and invite volunteers to come up and write their answers to check them.

By Yourself

- 7 Read the text and underline the sentence that best summarizes its main idea.

- a the importance of buffalo in the lives of American Plains Indians
- b causes and effects of the American buffalo's near extinction
- c the celebration of the rescue of the American buffalo



Buffalo were very important to the Plains Indians of the United States. In the second half of the 19th century for this animal gave them everything they needed, from food to clothing and shelter. Sadly, because of overhunting, this animal was almost extinct at the turn of the 20th century.

First, the U.S. military, who were fighting the Plains Indians, wanted to cut their source of food. Consequently,

they killed many buffalo or confined them to small areas. Also, workers who were building the railroads needed meat. Therefore, they also killed them. Even Plains Indians, who had become poor because they had been confined to small reservations, used to trade with the settlers for goods. By they also killed buffalo in large numbers.

Today, there is a new relationship among buffalo, Native Americans, and the U.S. government. As a result, the government has given the Indians new freedom, and buffalo can move freely in certain areas. This has led their numbers to grow.

The rescue of the buffalo from extinction is a cause for celebration.



- 8 Read the text again and underline the signal words.

Reader's Coach

Signal or clue words help you understand how a cause-effect text is organized. Because I was late I lost my place in the line. (Because = Why (cause) + what happened (effect)) Scientists decided to stop the experiment due to lack of funding. (What happened (effect) + due to = why (cause))

Word Power

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

land increasing therefore within major flows trade just

- a buy and sell, do business, trade
- b for that reason, as a result, therefore
- c simply, only, just
- d getting bigger in number, expanding, increasing
- e goes along, moves easily, flows
- f field, open area, land
- g most important, main, major
- h in, enclosed by, within

Comprehension Check

- 10 Answer the questions about the text in Activity 7.

- a Why did the U.S. military kill buffalo?
In order to fight the American Plains Indians and cut their sources of food.
- b What saved buffalo from extinction?
They can now move freely in certain areas.

Comprehension Skills Practice

- 11 Work in pairs to classify the signal words you underlined in the text according to their purpose.

Signal words or phrases that indicate the cause of something	Signal words or phrases that indicate the effect of something
for, because of, because	consequently, therefore, as a result, so, this has led to...

- 12 Work in small teams. Complete the summary using signal words.

At the end of the 19th century, there were lots of buffalo on the American Great Plains. But unfortunately, at the turn of the 20th century, buffalo were near to extinction because of overhunting. US military did not want Plains Indians to have access to food so they killed buffalo. Railroad workers and even Plains Indians also killed them. Today, things have changed as a result of new policies implemented by the US government. Consequently, the numbers of buffalo have grown.

Activate Vocabulary Introduce the words **within** and **flows** to the class. Write the following sentence on the board and underline the word **within**. *There are two big markets within the walls of the ancient city.* Ask: *Are the markets inside or outside the city?* (inside). Then, write: *Water flows from the tap* and mime the movement of water flowing.

- 4 Read the question on the first line of the text. Circle the part that asks for the cause of a volcanic eruption and underline the part that asks for its effects. 6

Draw students' attention to the question, read it aloud, and have them identify its parts. Invite some volunteers to give their answers to the class and point out the clue words that helped them recognize causes and effects. Then, tell them to continue reading the text.

- 5 Complete the graphic organizer with information from the text.

Direct students' attention to the organizer and ask them to read the text again in order to complete the sentences stating causes and effects of a volcanic eruption. Draw a similar organizer on the board and invite volunteers to come up and write the complete sentences to check them. Have them notice that the arrows in the cause section indicate the process or sequence of actions caused by the rubbing of the tectonic plates.

- 6 Match the words with their meanings.

This activity is for students to check their understanding of the new vocabulary in the two texts they have worked on. To check answers, call out the words, one at a time, and invite volunteers to say their corresponding meaning.

By Yourself

Activate Vocabulary Introduce the words **trade** and **therefore** to the class. Write the following sentences on the board. *Merchants **trade**. They buy and sell products.* Then, explain that **therefore** is a signal word to express the effect or result of something, and give an example to illustrate its meaning: *There was no traffic; **therefore**, they arrived early.*

- 7 Read the text and underline the sentence that best summarizes its main idea.

Have students do this activity individually as this is a good opportunity for you to evaluate their performance. Monitor the activity to identify struggling students. Then, check answers with the class.

- 8 Read the text again and underline the signal words.

Ask students to read the **Reader's Coach** box and write one or two more examples of cause and effect sentences to make sure students understand how they are used. For example: *John is a hard worker; therefore, he was promoted. Since the fridge was*