

Lesson Objectives

- Students will use contextual information to determine the meaning of words and phrases in texts.
- Students will apply metacognitive strategies to reflect on how they determined the meaning of words and phrases.

Background Information

The meaning of the words and phrases we use depends on how they are used in a sentence. Contextual information is a very useful clue in determining meaning.

Some students find the concept of using context clues difficult, and they may need explicit modeling and supported practice with how to use contextual information to determine word or phrase meaning. Many students are unaware that they can determine meaning by careful consideration of the text and that there are clues there to help them.

In choosing answers to multiple-choice questions, students should first locate the word in the text. They should then read the sentence, and perhaps some others around it, as well as any other parts of the text that may provide clues to its meaning. They should consider all answers before making a decision and choosing one.

Students may also need to use syntactic information to check that the meaning they have selected "fits" the sentence.

Activity Answers

The Pyramids..... Pages 13-16

- Practice Page: Page 15
 1. (c)
 2. (b)
 3. to act in an excited or foolish manner
 4. (a)
 5. Possible answers: stinky, smelly
- On Your Own: Page 16
 1. (c)
 2. (d)
 3. As the tarmac becomes hot, it causes a haze to radiate upwards and appear to move.
 4. a place of great beauty under the sea
 5. (b)
 6. Possible answers: traders, shopkeepers, sellers, vendors
 7. It was easy to get drawn into the excitement of the moment.

The Beach.....Pages 17-18

Assessment Answers

Understanding Words Page 32

1. (b)
2. Researchers or investigators were able to dig up something.
3. (a)
4. (d)
5. (c)
6. Possible answers:
(a) gigantic (b) thrown (c) lasting (d) missed out on

Lesson Objectives

- Students will scan text to locate keywords.
- Students will read text carefully, as many times as necessary, to find important and supporting information and details.

Background Information

This section models and explains how to locate keywords in questions and then in the text. Students are encouraged to scan a text to identify keywords and reread the text a number of times, if necessary, to locate details. They should then be able to determine which details are important in clarifying information and in supporting their ideas and the choices they have made.

Many students are unaware of the need to return to the text, or even that this is permitted, and believe they should have understood and remembered all details from their first reading.

Having identified the keyword in a question, some students find it difficult to scan the text to locate these words. It is suggested that they are assisted by being given additional information; for example, the specific paragraph they need to read. Many may not be aware that the first sentence in a paragraph often tells what that particular paragraph is about, and reading it quickly can be very helpful.

When locating details in informational text, particular care should be taken to ensure that the information is accurate and that it is recorded correctly. Although there is generally more room for interpretation in fiction, this skill requires students to locate information that is stated in the text.

Activity Answers

Crocodiles.....Pages 19-22

Novus Bus Schedule Pages 23-24

- Try It Out: Page 24

1. (a) 8:37 a.m.	(b) 10:17 p.m.	(c) 12:05 p.m.	(d) 6:43 a.m.	
2. Novus City	3. 883, 884	4. 53 minutes		5. three times
6. Monday, Tuesday, Wednesday, Thursday, Friday (weekdays)				
7. 10:37 a.m.	8. 5:18 p.m.	9. 11:54 a.m.	10. 10:07 a.m.	

Assessment Answers

Finding Information **Page 33**

1. (a)
2. It is used to measure the intensity of a volcano. It rates 0–8, 0 being non-explosive and 8 being mega-colossal.
3. (d)
4. (d)
5. Artifacts from the village at Mount Tambora give us a glimpse into what life was like for the Indonesian people at that time.

Lesson Objective

- Students will determine the main idea in a text and in specific paragraphs.

Background Information

If students are able to identify the main idea of a text, they are more likely to comprehend it. This section models how this is done. It provides opportunities for students to practice this skill and to understand why it is important.

The main idea connects the ideas expressed in the paragraphs and gives coherence to the text. Some students may find it easier to practice this skill at the paragraph level, particularly if they understand that the first sentence is often the topic sentence and may contain the main idea.

Another very significant clue is the title, which usually indicates what the text is about and may incorporate its main idea. Another clue is the conclusion, which in some text types often restates the main idea. In expository text, the main idea is stated in the first paragraph, where the writer is expected to state the issue and his or her position on it.

When selecting the main idea in multiple-choice questions, it is essential that students read all the choices carefully, because while all of the choices are often ideas expressed in the text, generally one choice is more of an overall summary of the text's focus.

Activity Answers

Surfing Pages 25–28

- Practice Page: Page 27
 - (c)
 - (d)
 - The different types of boards surfers can use.
 - The equipment surfers can use to assist with safety or surfing technique.
 - Paragraphs 3, 4, and 5 should have an X.
- On Your Own: Page 28
 - (a)
 - (a) Surfing
(b) yes
(c) The title clearly tells the reader what the text is about (the main idea).
(d) Answers will vary.
 - (a) Paragraph 4 (b) Paragraph 1 (c) Paragraph 3 (d) Paragraph 6 (e) Paragraph 5

A True Performer Pages 29–30

- Try It Out: Page 30
 - (b)
 - (a)
 - (c)
 - (a) It gives a brief introduction to Avril Lavigne.
(b) Avril Lavigne's second album from its beginning to its huge success

Assessment Answers

Identifying the Main Idea Page 34

- (d)
- (a)
- An introduction outlining the location of Mount Tambora and the intensity of the volcanic explosion that occurred there
- (a) Mount Tambora
(b) yes
(c) The title clearly tells the reader what the text is about (the main idea).
(d) Answers will vary.
- Scientists believe they have found traces of the lost civilization of Tambora.

Helpful Hints

Learning About the Strategies

UNDERSTANDING WORDS

- Find the word or phrase in the text.
- Read that sentence and some of the words around it to help you determine the meaning.
- Replace the word with each choice given, and say the sentence aloud to see if it sounds correct.
- Always check all possible answers before deciding on your answer.

FINDING INFORMATION

- Identify keywords in the question to make sure you know what information you need.
- Find the keywords in the text and read the information around them carefully.
- Always check all possible answers before deciding on your answer.

IDENTIFYING THE MAIN IDEA

- The main idea links all the other ideas together and tells what the text is mainly about.
- The title and opening sentence are good clues for identifying the main idea of the text. Look for these things first.
- Ask yourself, "Is my choice the most important idea in the text?"
- Always check all possible answers before deciding on your answer.

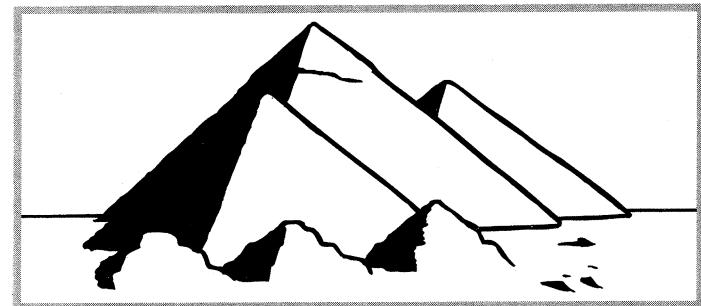
Name _____

Words are the building blocks we use to communicate with others. It is important that we understand what they mean and that we know some ways to determine their meanings when used in context.

Activity: Read the story below and complete pages 14–16.

The Pyramids

1. My mom has always been captivated with the pyramids of Egypt. Whenever anything aired on TV about Egypt, she would look at Dad and sigh, "I'm going there one day!"
2. Dad would always smile and say, "Sure, honey, when we win the jackpot in the Lotto!"
3. Well, that Saturday night finally arrived. Mom always picked the same numbers for the Lotto every time, and sure enough, she had five out of six winning numbers! You should have seen her carry on. Anyone would have thought she had just won the jackpot! She smiled and turned to Dad and said, "Guess where we're going, honey? EGYPT! Finally, my dream can come true!"
4. Dad was so happy for her that he gave her a huge hug and kiss and cheered at the top of his voice.
5. They danced around the room for ages. It was really quite infectious; I ended up joining in and jumping around like a total goof! Thankfully, my friends weren't around to see me.
6. Over the next few weeks, Mom and Dad madly organized our trip to Egypt. Yeah, that's right, I said "our trip." I had to go with them. I can't believe my bad luck, really; who'd want to see a bunch of stinky, old mummies in broken-down old pyramids? Not me; I'd rather go scuba diving in the Great Barrier Reef!
7. The day finally arrived when we boarded our flight to Egypt. How horrid having to spend the night on a plane deprived of sleep. Mom knows how much I like my sleep, but she didn't seem to be vexed that I would be missing out!
8. We touched down in Cairo, and it was blazing hot. The heat shimmered across the tarmac. I'm surprised the soles of my shoes didn't melt! Our personal tour guide, Baruti, greeted us in the terminal. We would be spending the next two weeks with him as he showed us the sights of Egypt. Mom was so excited; I'm surprised she could stand up!
9. After recovering briefly from our flight, we had something to eat and then set out on our first excursion. Mom and Dad had so much that they wanted to see—it was going to be totally exhausting and boring.
10. Because it was still early in the day and not too hot, the Giza Pyramids were our first stop. Awestruck is the only word to describe how I felt. They are absolutely huge—I can't believe the ancient Egyptians managed to build them! The Sphinx of Giza and the Great Pyramid would have to be the most amazing structures I've ever seen. The Sphinx has the body of a lion and the head of a king; Baruti said these symbolized strength and wisdom. Later in the day we went to the Khan—a local bazaar. I found it all a bit stifling with the heat, cooking smells, and noise of the merchants.
11. We set out early the next day to stay at a place called Hurghada. Mom and Dad were really excited and just kept saying, "You are going to absolutely love this place." The following morning, we awoke early to begin an adventure I would never forget. Mom and Dad took me down to the marina, and we got on board a dive boat. Yeeeah! Something I wanted to do; we were going snorkeling! This area of the Red Sea is renowned for its warm waters, rare fish life, and amazing sea gardens—a subaquatic paradise. I had read about this area in books and seen pictures on the Internet, but it was so different to actually see it with my own eyes. We snorkeled for hours—it was truly amazing, and I didn't want the day to end. We had lunch on the boat, and then after a short rest, we returned to the water. This day would stay with me forever. Totally awesome! Apparently Mom and Dad had organized the day especially for me because they knew how much I wanted to go to the Great Barrier Reef. That was pretty cool!
12. At least we didn't spend the entire vacation looking at odorous, old mummies in broken-down old pyramids!



Follow the steps below to learn how you can determine the meaning of words.

- Find and underline the word in the text.
- Read the sentence the word is in—this will be very helpful.
- Think about the other words in the sentence to find out what clues they give you.
- If you are still not sure, read the sentences before and after and the whole paragraph if needed.
- Always check all possible answers before choosing one.

1. Find and underline the word **structures** in paragraph 10. What is the best meaning?
 - (a) the features of rocks and their texture
 - (b) the social organization of the Egyptian people
 - (c) a natural phenomenon
 - (d) something built or constructed
2. Choose the best answer. Think about each choice carefully.
 - (a) The stone used to build the structures would have texture and be very attractive to look at, but in the context of the sentence, this is not the correct meaning for **structures**.
 - (b) The paragraph doesn't mention the Egyptian people and their social organization. This answer seems unlikely.
 - (c) The structures were actually built by the Egyptian people, which means they are not natural. This answer would not be the best choice.
 - (d) The Pyramid and Sphinx were actually built by the ancient Egyptians. This would be the best answer.

1. Find and underline the words **deprived of** in paragraph 7. What is the best meaning?
 - (a) enjoying lots of
 - (b) having no need for
 - (c) experiencing a lack of
 - (d) experiencing an increase of
2. Choose the best answer. Think about each choice carefully.
 - (a) The next sentence mentions that the writer likes his or her sleep and would be missing out on it during the flight. This is not the best answer.
 - (b) Having no need for sleep is not something the writer would think to do. This is not the best answer.
 - (c) This could be the best answer, as the writer would think it was terrible to experience a lack of sleep. You must check all answers.
 - (d) This answer does not match what the writer says about sleep in the rest of the paragraph. This is not the best answer.

Understanding Words

Practice Page

Name _____

Use the strategies you learned to practice defining the meaning of words in context. Use the clues in the "Think!" boxes to help you.

1. Find the word **vexed** in paragraph 7.

What is the best meaning?

- (a) agitated and upset
- (b) to become hot
- (c) worried
- (d) pleased

Think!

The whole sentence is a very good clue.

2. Find the word **stifling** in paragraph 10.

What is the best meaning?

- (a) exciting
- (b) overwhelming
- (c) frightening
- (d) explosive

Think!

Read the remainder of the sentence to give you an idea.

3. What is meant by the words **carry on** in paragraph 3?

Think!

The following sentences and paragraphs 4 and 5 will help.

4. What does the word **renowned** mean in paragraph 11?

- (a) famous
- (b) unknown
- (c) regarded
- (d) enjoyed

Think!

The rest of the sentence and the one following it will give you a clue.

5. Find the word **odorous** in paragraph 12.

Write another word that could be used in its place.

Think!

You need to think of a synonym. A clue is in paragraph 6.

Name _____

Use the strategies you have been practicing to help you determine the meaning of these words and phrases.

1. What does the word **captivated** mean? (paragraph 1)

- (a) had a strong belief
- (b) been captured
- (c) been intensely interested
- (d) had an admiration for

2. The word **bazaar** in paragraph 10 means:

- (a) a barber's shop.
- (b) a sports arena.
- (c) a school.
- (d) a market.

3. Explain what is meant by the phrase **heat shimmered across the tarmac** from paragraph 8.

4. What does the phrase **a subaquatic paradise** mean? (paragraph 11)

5. What word could best replace **apparently** in paragraph 11?

- (a) occasionally
- (b) evidently
- (c) however
- (d) thankfully

6. Find the word **merchants** in paragraph 10. Write another word that could be used in its place.

7. Explain what is meant by the phrase **really quite infectious** used in paragraph 5.

Name _____

Activity: Read the poem below and complete page 18.

The Beach

1. Oooh, I love the beach
the soft white sand beneath my bare feet
shifting with my movements
oozing between my hot, smelly toes.
2. Oooh, I love the beach
the freedom of frolicking in the ocean
the cool water washing over me
cleansing my body, mind, and soul.
3. Oooh, I love the beach
the warm sun glistening on the water
the gentle breeze blowing over me
calming me, cooling me, relaxing me.
4. Oooh, I love the beach
breathing the clean air into my lungs
walking, splashing along the water's edge
every part of my body feeling alive and glowing.
5. Oooh, I love the beach
seeing the dolphins playing in the sea
breaching, jumping, chasing, and rolling
my heart pounding with delight and exhilaration.
6. Oooh, I love the beach
endless summers surfing and swimming
snorkeling through the exquisite reef
the awesome might of nature there for all to see.
7. Oooh, I love the beach
the waves crashing incessantly
always moving, always living, never stopping
demonstrating the power they have over me.
8. Oooh, I love the beach
icy ice pops dripping down my arm
hot dogs sizzling on the barbecue
eating alfresco under the bright twinkling stars.
9. Oooh, I love the beach
the bright colors of the umbrellas, towels, and swimsuits
red, yellow, orange, and blue
like a dazzling rainbow filling up my senses.
10. Oooh, I love the beach!



Name _____

Use the strategies you learned and practiced in *The Pyramids* to help you determine the meaning of words and phrases.

Remember:

- Find and underline the word or phrase in the text.
- Read the words around it and think.

1. What is the meaning of the word **exquisite**?

- (a) excellent
- (b) beautiful
- (c) colorful
- (d) interesting

Think!

Read the last line in stanza 6.

2. Explain what the author means by **cleansing my body, mind, and soul**.

3. The words **crashing incessantly** mean:

- (a) having lots of accidents.
- (b) huge waves.
- (c) a violent storm making the waves.
- (d) water breaking on the shore continuously.

4. Choose the best meaning for this phrase: **the warm sun glistening on the water**.

- (a) the sun shining and being reflected off the water
- (b) being absorbed by the water
- (c) the sun setting on the horizon
- (d) heating the water for swimming

5. Explain the meaning of the phrase **my heart pounding with delight and exhilaration**.

6. Write another word that could have been used instead of . . .

(a) **endless**:

(b) **alfresco**:

(c) **sizzling**:

(d) **dazzling**:

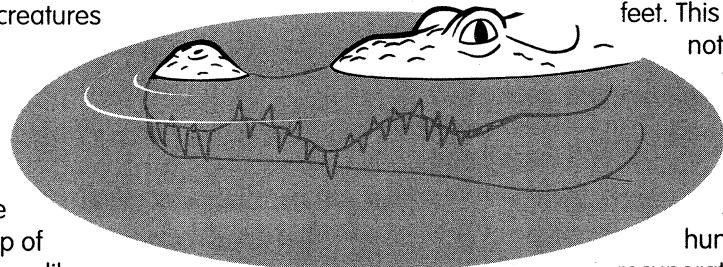
Name _____

When you read text, you can usually remember some of the information. If you are asked about details, you should refer back to the text to locate and check that the information is correct. Remember, the answer you are looking for is there in the text—you just need to find it.

Activity: Read the passage below and complete pages 20–22.

Crocodiles

1. Crocodile-like reptiles existed before dinosaurs about 230 million years ago (mya). These remarkably adaptable creatures outlasted the mass extinction of the dinosaurs to evolve into the 23 species of crocodilians around today. *Crocodylian* is the name given to the group of reptiles that includes crocodiles, alligators, and caimans. They have changed very little over the last 65 million years.



its saltwater counterpart, with males growing to about 10 feet long and females to about 6½ feet. This species of crocodile is not considered dangerous to humans, as its diet generally consists of fish, frogs, snakes, turtles, waterbirds, and other small animals. It mainly hunts at night and rests and recuperates during the day. The

freshwater crocodile has a long, smooth, slender snout, as opposed to the saltwater crocodile, which has a shorter, wider snout.

2. One prehistoric species was the *Sarcosuchus imperator* (flesh crocodile emperor), also known as "super-croc." It was discovered in Niger in Africa and lived about 110 mya. It grew to a length of around 35 feet (dwarfing the crocodilians of today) and weighed in at a hefty 17,500 pounds; the skull alone measured 6.5 feet in length and held 132 teeth. This carnivore had a voracious appetite and probably died out as a result of this. It is not a direct relative of the crocodile of today but is a very impressive close cousin. The link between the ancient and the modern crocodile was finally discovered in Isisford, a small town in central-western Queensland, Australia. The discovery of *Isisfordia duncani* in the mid-1990s gave scientists the direct ancestor to modern-day crocodiles. This crocodile lived about 98–95 mya, grew to over 3 feet in length, and weighed in at around 6½ pounds—relatively small in comparison to the crocodiles of today.
3. Crocodiles are a formidable reptile considered to be at the top of the food chain. They are believed to be highly intelligent animals that have been known to hunt and stalk their prey. Crocodiles are able to last long periods between feeding—probably contributing to the success of the species. The continent of Australia is home to two species of the modern crocodile: the freshwater crocodile (*Crocodylus johnstoni*) and the saltwater or estuarine crocodile (*Crocodylus porosus*).
4. The freshwater crocodile is found in Northern Australia and lives in freshwater rivers, gorges, and billabongs. The freshwater crocodile is smaller than
5. The saltwater crocodile is the largest species of crocodile, with males growing up to 23 feet in length and weighing in at around 2,200 pounds, while the females can grow to a length of about 13 feet. The saltwater crocodile can be found along estuaries, rivers, lagoons, swamps, and beaches in Southeast Asia and Northern Australia. The stealthy crocodile waits near the water's edge, pounces out of the water at its unsuspecting prey, then drags it under the water. The prey is usually stored underwater for several days to soften before the crocodile returns for its meal. The saltwater crocodile dines on a variety of foods from fish, crabs, and insects to turtles, birds, other reptiles, dingoes, wallabies, cattle, horses, and occasionally people who do not follow safety precautions. Because of this, saltwater crocodiles were hunted almost to extinction in Australia until they became a protected species in 1970. Since then, numbers have increased.
6. One has to marvel at the power of the saltwater crocodile; its body was built to prey. The jaws deliver an incredible impact, and the 68 teeth are designed to hold prey, penetrate the skin, and crush the victim. The tail propels the crocodile over 30 feet out of the water at speeds faster than a racehorse, and it can administer a huge blow, easily breaking the legs of its victim to prevent an escape!

Name _____

Follow the steps below to learn how to find information in text.

- Underline the keywords in the question to make sure you know what information is needed.
- Find and underline the keywords in the text, and read the information around them carefully.
- Always check all possible answers before making a decision.

1. Crocodiles are:

- (a) herbivores, eating only plants.
- (b) omnivores, eating meat and plants.
- (c) cannibals, eating each other.
- (d) carnivores, eating only meat.

2. Choose the best answer. Think about each choice carefully.

- (a) Crocodiles eat fish, frogs, snakes, turtles, waterbirds, small animals, and larger animals. No plants are mentioned, so this wouldn't be the best answer.
- (b) There is no mention of crocodiles eating meat and plants. This answer seems unlikely.
- (c) Nowhere in the text does it talk about crocodiles eating other crocodiles. This answer is not likely.
- (d) The text clearly lists the food crocodiles generally eat. The entire list is made up of animals, which means crocodiles are carnivores. This would be the best answer.

1. Which species of crocodile is the largest living reptile in the world?

- (a) *Sarchosuchus imperator*
- (b) *Crocodylus porosus*
- (c) *Crocodylus johnstoni*
- (d) *Isisfordia duncani*

2. Choose the best answer. Think about each choice carefully.

- (a) *Sarchosuchus imperator* was definitely large, probably the largest crocodile to ever roam Earth, but it isn't living. This is not the best answer.
- (b) *Crocodylus porosus* is the proper name for the saltwater crocodile, which is the largest species of crocodile in the world today. It is also a reptile, so this would make it the largest living reptile in the world. This would be the best answer.
- (c) *Crocodylus johnstoni* is the freshwater crocodile, which is smaller than the saltwater crocodile, so it can't be the largest. This wouldn't be a good choice.
- (d) *Isisfordia duncani* is now extinct, so it's not living and was also smaller than the crocodiles of today. This wouldn't be a suitable answer.

Finding Information

Practice Page

Name _____

Use the strategies you learned to practice finding information. Use the clues in the "Think!" boxes to help you.

1. List the reptiles that belong in the *Crocodilian* family.

Think!

This information is in the first paragraph.

2. What features make the saltwater crocodile so formidable?

Think!

Read paragraph 6, and consider the parts of the crocodile that are strong and powerful.

3. Complete the sentences using words from the text.

(a) A freshwater crocodile's diet consists of . . .

(b) A saltwater crocodile's diet consists of . . .

Think!

Read paragraphs 4 and 5 to find the information needed.

4. Which species of crocodile is the direct ancestor of modern-day crocodiles?

(a) *Crocodylus johnstoni*
(b) *Crocodylus porosus*
(c) *Sarcosuchus imperator*
(d) *Isisfordia duncani*

5. What is considered to be the main cause of the extinction of the "super-croc"?

Think!

Read paragraph 2.

Think!

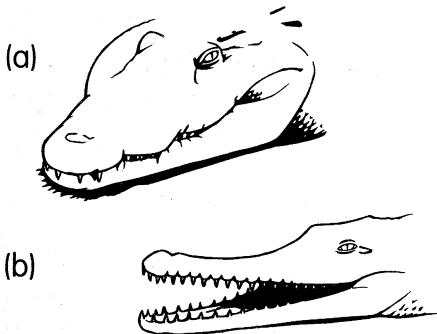
Consider the huge size of the species.

Name _____

Use the strategies you have been practicing to help you find information in the text.

1. Explain the importance of the discovery at Isisford.

2. Look at the pictures of the two crocodiles below. Match them to their correct name.



• *Crocodylus johnstoni*

• *Crocodylus porosus*

3. Prehistoric *Sarcosuchus imperator* was discovered in:

(a) Southeast Asia. (b) Africa.
(c) Northern Australia. (d) America.

4. In your own words, explain how a saltwater crocodile catches and kills its prey.

5. Complete these number facts using figures from the text.

(a) A male saltwater crocodile weighs around _____ pounds and has _____ teeth.
(b) *Sarcosuchus imperator* weighed _____ pounds and had _____ teeth.
(c) In Australia, saltwater crocodiles became a protected species in _____.
(d) Male freshwater crocodiles grow to _____ feet and females to _____ feet.
(e) At the present time, _____ species of crocodilians exist.

Name _____

Activity: Read the bus schedule below and complete page 24.

Novus Bus Schedule

TO NOVUS CITY						883, 884
Weekday Schedule						– no stop
Route No.	Targa Train Station	Tidas Road/ Gull Street	Tableworth Shopping Center	Creekville Shopping Center	City Busport	
883 a.m.	–	6:28	6:43	6:57	7:12	
884	–	6:52	7:02	7:17	7:32	
883	–	7:01	7:17	7:32	7:47	
884	–	7:16	–	7:42	7:57	
883	–	7:17	7:32	–	–	
883	–	7:26	7:42	7:57	8:12	
884	–	7:47	7:57	8:12	8:27	
883	–	8:21	8:37	8:51	9:05	
884	8:37	8:54	9:08	9:21	9:35	
883	9:07	9:24	9:38	9:51	10:05	
884	9:37	9:54	10:08	10:21	10:35	
883	10:07	10:24	10:38	10:51	11:05	
884	10:37	10:54	11:08	11:21	11:35	
883	11:07	11:24	–	11:51	12:05	
884	11:37	11:54	12:08	12:21	12:35	
883 p.m.	12:07	12:24	12:38	12:51	1:05	
884	12:37	12:54	1:08	1:21	1:35	
883	1:07	1:24	1:38	1:51	2:05	
884	1:37	1:54	2:08	2:21	2:35	
883	2:07	–	2:38	2:51	3:13	
884	2:37	2:56	3:10	3:24	3:43	
883	3:06	3:23	3:38	3:53	4:13	
884	3:36	3:53	4:08	4:21	4:38	
884	4:05	4:22	–	4:49	5:06	
884	4:45	–	5:16	5:29	5:46	
884	5:18	5:35	5:49	6:01	6:17	
884	–	6:04	6:18	6:31	6:47	
883	–	6:36	6:50	7:02	–	
883	7:24	7:36	7:50	8:02	8:17	
883	8:24	8:36	8:50	9:02	9:17	
883	9:24	9:36	9:50	10:02	10:17	

Name _____

Use the strategies you learned and practiced in *Crocodiles* to help you find information and details.

Remember:

- Determine the keywords and find them in the text.
- Check all answers before you make a decision.

1. What time:

(a) is the first bus to leave Targa Train Station? _____

(b) does the bus service finish for the day? _____

(c) is the first afternoon bus arrival at the City Busport? _____

(d) is the earliest arrival at Tableworth Shopping Center? _____

2. In which city is the City Busport located? _____

3. Which two bus routes are listed on this timetable?

4. What is the total time it takes for the final bus of the day to make the journey from Targa Train Station to the City Busport?

5. How many times in the day does a bus pass by Tableworth Shopping Center without stopping?

6. Name the days of the week included in this bus schedule.

7. If I wanted to arrive at the City Busport right before 12:00 p.m., what time would I have to leave Targa Train Station?

8. I am meeting my friend at Tableworth Shopping Center to watch a movie. The movie starts 6:30 p.m. What is the latest time I can leave Targa Train Station and still get there on time?

9. I am meeting my brother in Novus City for lunch at 1:00 p.m. My closest bus stop is Tidas Road/Gull Street. What is the latest time I could catch the bus there to get to the city on time?

10. I need to get to Creekville Shopping Center for a performance that begins at 11:00 a.m. What is the latest time I could leave Targa Train Station to get there in time?

Identifying the Main Idea

Text 1

Name _____

If you know the main idea of a text, you will have a much better chance of understanding what the content is about.

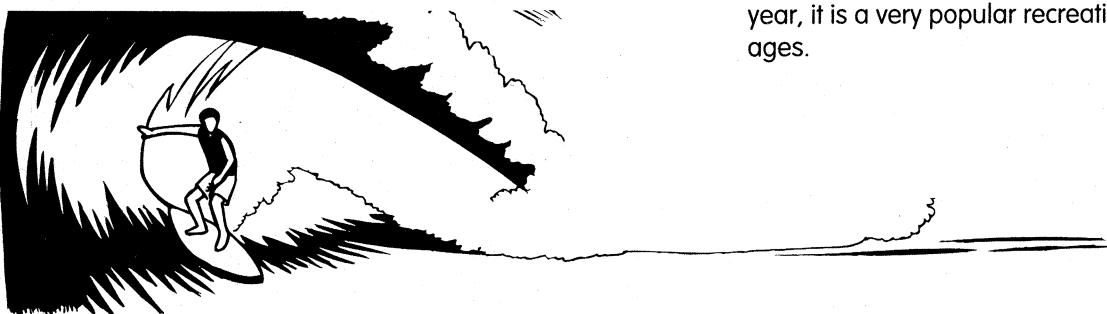
Activity: Read the passage below and complete pages 26–28.

Surfing

1. Surfing is believed to have been born in Hawaii around CE (AD) 400. It was deeply ingrained in Hawaiian culture, religion, rituals, and beliefs. The first European people to witness surfing were Captain James Cook and his crew in 1788. They documented men surfing on long oval-shaped boards.
2. In 1907, surfing was introduced to California by Henry Huntington. Huntington hired the world's first professional surfer—a Hawaiian native of Irish-Hawaiian descent named George Freeth. Freeth demonstrated surfing in Southern California as part of a promotion for California's Pacific Electric Railway. He earned himself the title of not only California's first surfer, but also the first official lifeguard in the United States.
3. Australians were first introduced to surfing in the summer of 1915, when Hawaiian Olympic medalist by the name of Duke Kahanamoku (also known as "The Duke") visited Freshwater Beach in Sydney. He held a surfing exhibition and demonstrated how to carve a solid surfboard from wood. Isabel Letham was the very first Australian to experience the thrill of surfing when she joined "The Duke" on a tandem surfboard ride.
4. Surfing equipment has developed significantly since the early days of surfing. Boards were originally carved from solid pieces of timber, making them very heavy to carry and not easy to maneuver in the water. They were used until the early 1940s, when they were replaced by hollow plywood surfboards, which were more portable and had increased maneuverability on the wave. Modern surfboards are made from polyurethane foam, wooden stringers to provide strength, fiberglass cloth, and polyester resin. This type of board is stronger and more durable than a hollow plywood board. Surfboard technology is

constantly evolving, and a new type of board is starting to hit the market. This board is made of epoxy and is even stronger and lighter and able to be mass-produced. Even more incredible maneuvers will surely be attempted now!

5. Various types of boards are used by surfers:
 - Longboards: around 10 feet in length. They are very stable and make it easy to paddle into and catch waves. However, their size make them difficult and heavy to carry around.
 - Shortboards: just over 6 feet in length. They are also known as "thrusters" and are best suited for experienced surfers. They are very lightweight and easy to maneuver in the waves.
 - Fun boards: around 8 feet in length. They are in between longboards and shortboards and are designed for "fun". Fun boards are quite wide across, making allowances for bigger surfers or those with intermediate skills.
 - A number of niche-type boards are out in the market for experienced surfers that choose to match their skill level, surfing style, and weather conditions.
6. Other equipment used by surfers includes the leash, which basically ties the surfboard to the surfer's leg. This prevents the board from being washed to shore and from hitting other surfers. Surf wax is used for traction and helps to keep the surfer's feet from slipping. Fins, or "skegs," are located on the underside of the surfboard to aid surfing technique. These can either be part of the board or can be attached and changed according to surfing conditions.
7. Surfing is considered by many to be a lifestyle, not a sport, and with millions of people hitting the surf each year, it is a very popular recreational activity for all ages.



Name _____

Follow the steps below to learn how to determine the main idea and why it is important.

- There are often many ideas in a text, but only one idea is the link that joins the other ideas together—this is the main idea.
- Read the text, and then ask yourself, “What is it mainly about?”
- The title is a useful clue to the main idea because a good title often tells the reader what the text is about.
- Always check all possible answers before making a decision.

1. The main idea of *Surfing* is:

- (a) the history of surfing in Australia.
- (b) the different types of surfboards available to modern surfers.
- (c) famous surfers through history.
- (d) the history of surfing and its development over the years.

2. Choose the best answer. Think about each choice carefully.

- (a) One paragraph talks about when surfing was introduced in Australia. However, this is not what the entire text is about. This wouldn't be the best choice.
- (b) Part of the text outlines the development and types of surfboards available to surfers, but this is not the main idea of the entire text. This would not be the best answer.
- (c) The text does mention two famous surfers, but the entire text is not based on this. This would not be the best answer.
- (d) The text does talk about the history of surfing and how it has changed over the years. This is the best answer.

1. The main idea of paragraph 4 is:

- (a) the maneuverability of the surfboard.
- (b) the development of surfboards over time.
- (c) how to make a timber surfboard.
- (d) the use of epoxy when making modern-day surfboards.

2. Choose the best answer. Think about each choice carefully.

- (a) The material from which the surfboard is made affects its maneuverability, but this is not what paragraph 4 is mainly about. This isn't the best answer.
- (b) Paragraph 4 talks about how surfboards have changed and improved over time. This would be a very good answer, but remember to check all answers before choosing one.
- (c) The paragraph doesn't really go into the details of how to make a surfboard from timber. This answer would not be the best choice.
- (d) Yes, epoxy is used when making modern-day surfboards, but this is not the main idea linking all the ideas together in paragraph 4. This would not be the best answer.

Identifying the Main Idea

Practice Page

Name _____

Use the strategies you learned to practice finding the main idea. Use the clues in the "Think!" boxes to help you.

1. What is the main idea of paragraph 1?
 - (a) the journey of Captain James Cook
 - (b) Hawaiian culture, rituals, beliefs, and religion
 - (c) where and when surfing first began, and when it was first witnessed by Europeans
 - (d) men surfing on long oval-shaped boards
2. Which of the following topics would best fit with the main idea of this passage?
 - (a) a paragraph about how much surfing lessons cost
 - (b) a paragraph about dangerous surfing spots
 - (c) a paragraph about other sports similar to surfing
 - (d) a paragraph about famous surfers and which types of boards they use
3. The fifth paragraph is mainly about ...

Think!

What is the single idea that links each sentence together?

Think!

Read the topics, and ask yourself which one will not change the direction the whole passage is going.

4. State the main idea of paragraph 6.

Think!

Look at the lead sentence and the final sentence of the paragraph to help you.

5. Mark an X in the box next to the paragraph in which the main idea is contained in the first sentence.

Paragraph 1 <input type="checkbox"/>	Paragraph 4 <input type="checkbox"/>
Paragraph 2 <input type="checkbox"/>	Paragraph 5 <input type="checkbox"/>
Paragraph 3 <input type="checkbox"/>	Paragraph 6 <input type="checkbox"/>

Think!

Read each paragraph and decide what each is mainly about. Then read the first sentence. Does it contain the main idea?

Name _____

Use the strategies you have been practicing to help you identify the main idea.

1. Paragraph 3 is mainly about:

- (a) how and when Australians were first introduced to surfing.
- (b) Duke Kahanamoku, "The Duke," who was a Hawaiian Olympic medalist.
- (c) Miss Isabel Letham, who was the very first Australian to experience the thrill of surfing.
- (d) the great surfing conditions at Freshwater Beach in Sydney.

2. Use the text and your ideas to answer these.

(a) What is the title of the text?

(b) A good title often tells the main idea.

Do you think this is a good title?

Yes

No

(c) Explain why you think this.

(d) Suggest another title that would be suitable.

3. Think about the main idea of each paragraph. Write the number of the paragraph where you think each of these statements would best fit.

(a) "I'm thinking of buying one of the latest epoxy boards to replace my polyurethane foam board."

Paragraph

(b) "Did you know that surfing has been around for more than 1,500 years?" Paragraph

(c) "My grandfather remembers watching a demonstration on how to carve a solid surfboard from wood."

Paragraph

(d) "What is the purpose of a surfer wearing a leash?" Paragraph

(e) "My surfing has improved so much that I'm going to try a fun board." Paragraph

Paragraph

Name _____

Activity: Read the passage below and complete page 30.

A True Performer

1. Avril Lavigne burst onto the music scene in 2002 at the age of 17, with the release of her debut CD *Let Go*. No one really knew much about her, but she came complete with skater-punk attitude, confidence, and a very strong self-belief.
2. Avril, also known as "Avie" by those close to her, was born in Belleville, Canada on September 27, 1984. At the age of 2, her mother noted that she displayed a talent for singing and performing. She began singing along to songs in church and taught herself how to play the guitar. By the time Avril was in her early teens, she was writing her own songs, playing guitar, and spending as much time as possible singing in front of an audience. When Avril was 13, she won a radio competition to travel to Ottawa and perform a duet with country music star Shania Twain. Over the next few years, Avril experienced a great deal of rejection. She spent a significant amount of time and effort sending videotapes of stage performances to record labels and management companies throughout North America to no avail. But Avril did not give up. Finally, at the age of 16, she caught the eye of a record producer who could see her talent and signed her to a record deal. Her dream was about to become a reality!
3. Avril moved to New York with her older brother as a chaperone to work on her first album at Arista Records. Things weren't working out for Avril in New York, so she moved to Los Angeles and began working with Cliff Magness. Cliff knew how to work with Avril's unique style, and together they completed one of the most successful debut albums of all time. *Let Go* was released on June 4, 2002 and went to number one in Australia, Canada, and the United Kingdom (making her the youngest female soloist to have a number one album in the United Kingdom at that time). The album also went four times platinum, selling 13,197,000 copies worldwide. "Complicated," the debut single, held the number one position for 11 weeks on the Contemporary Hit Radio Chart (used to track the amount of airplay any song receives around the world). Avril was nominated for five Grammy awards, named the best new artist at the MTV Video Music Awards, and received several other awards.



4. After touring and playing to large crowds for two years, Avril settled in Florida and began writing her second album with close friend Chantal Kreviazuk. She had learned a lot over the past two years and had also grown up. Her second album, *Under My Skin*, was released on May 25, 2004 and debuted at number one in the United States, United Kingdom, Germany, Japan, Australia, Canada, Spain, Ireland, Thailand, Korea, and Hong Kong. Her music reached out to a wider audience and her album sold 380,000 copies in the United States in the first week alone. Avril's success is attributed to her determination to stay true to herself—she writes all of her songs based on her own personal experiences. Her talent for singing and songwriting is matched by her musical ability to play guitar, piano, and drums.
5. Avril continued to make successful music albums and even branched out into modeling and acting. She played the voice of Heather the opossum in the animated film *Over the Hedge* and has had several small parts in movies. Avril spends a great deal of her time helping out various charities to support human and health rights issues and helping children who are seriously ill or disadvantaged by war. She is a true example of what pure determination and self-belief can achieve.

Try It Out

Name _____

Use the strategies you learned and practiced in *Surfing* to help you find the main idea.

Remember:

- The main idea links all the other ideas together and tells what the text is about.
- Read the text, and then ask yourself, "What is the text mainly about?"
- Look at the title, too.
- Read all possible answers carefully before making a decision.

1. What is the main idea of paragraph 2?

- (a) The significance of winning a radio competition.
- (b) The discovery and development of Avril's singing talent.
- (c) Avril's early life and growing up.
- (d) Where Avril Lavigne was born.

Think!

Read the paragraph, and then consider each possible answer carefully before making a decision.

2. What is the main idea of the last paragraph?

- (a) Avril's current projects and how she works to help the community
- (b) Avril is now becoming an actor and leaving music behind.
- (c) Avril's music career is such a success because of her determination and self-belief.
- (d) Avril works hard doing charity work for the less privileged.

3. Paragraph 3 is mainly about:

- (a) Avril's success working with Cliff Magness.
- (b) The awards Avril received after her debut album.
- (c) Avril's phenomenal success with her debut single and album.
- (d) Avril being named best new artist at the MTV Video Music Awards.

4. State the main idea for these paragraphs.

(a) Paragraph 1: _____

(b) Paragraph 4: _____

Name _____

Activity: Read the passage below, and use pages 32–34 to show how well you can understand words, find information, and identify main ideas.

Mount Tambora

1. Mount Tambora can be found on Sumbawa Island in Indonesia. It is most famous for the site of the most powerful volcanic eruption in recorded history. The VEI is a scale used to measure the intensity of a volcano, determined by the volume of ash erupted from the explosion. The rating begins at zero (non-explosive) all the way to eight (considered to be mega-colossal). The explosion of Mount Tambora was rated 7 on the VEI—four times more powerful than the explosion that destroyed Krakatoa (VEI = 6) in 1883.
2. The word *volcano* originates from the island of Vulcano in the Mediterranean Sea. Long ago, the people in this area thought that Vulcano was the chimney of the forge of Vulcan (the blacksmith of the Roman gods). They believed that the hot lava fragments and clouds of dust erupting from Vulcano came from the forge as Vulcan created thunderbolts for Jupiter (king of the gods) and weapons for Mars (the god of war).
3. A volcano is a vent in the surface of Earth. Magma, gas, and ash erupt through these vents to cause explosions. Six different types of volcanoes exist: shield volcanoes, strato volcanoes, rhyolite caldera complexes, monogenetic fields, flood basalts, and mid-ocean ridges. Mount Tambora is a strato volcano—one of the most common types of volcanoes, and one that is capable of causing the greatest number of casualties and destruction. It is dangerous because the magma builds up inside and causes bulges in the mountain that are then responsible for landslides, avalanches, and lahars (very hot, fast moving lava flows). More often than not, the side of the mountain (flank) will also break away from the pressure that has built up inside.
4. In 1812, Mount Tambora awoke after a long slumber. For three years, locals experienced small eruptions—steam and gas explosions. The first major eruption came on April 5, 1815. A column of gas, ash, and rock rose 15 miles into the sky, but worse was still to come. The main explosion began on April 10, 1815 and continued for five days. Three distinct columns of pyroclastic flow reached 25 miles into the sky. Pyroclastic flows are earth-hugging clouds of hot ash, rocks, and pumice that can kill in minutes. The explosions were heard over 1,600 miles away, and 36 cubic miles of ash erupted and fell as far as 800 miles from Mount Tambora. Roofs of houses 40 miles away collapsed from the weight of the ash, and all vegetation on nearby islands was eradicated. The immense heat caused a huge whirlwind that blew down almost every house in the village. Trees were torn up by their roots and hurled around like toy cars. The eruption also caused a tsunami that recorded a wave height of over 30 feet, which in turn destroyed a number of islands close by. It is estimated that around 10,000 people died immediately as a direct result of the eruption, while another 82,000 people died as a result of starvation and disease caused by the effects of the explosion.
5. The enormous volcanic cloud was responsible for lowering global temperatures by about 5°F. This change in temperature caused farmers to lose crops, which in turn created widespread famine and starvation. The summer of 1816 was called “the year without summer” as parts of Europe and North America were denied their regular summer temperatures. These cooler temperatures were said to be caused by over 200 million tons of sulfur dioxide in the atmosphere, preventing the rays of the sun from reaching Earth’s surface. Spectacular sunsets with vivid streaks of green caused by lingering ash in the stratosphere were observed for many years afterwards.
6. On February 28, 2006, scientists found what they believe to be traces of the lost Indonesian civilization of Tambora, which had been completely devastated by the eruption. Researchers from the University of North Carolina, together with the Indonesian Directorate of Volcanology, used ground-penetrating radar to help locate and dig a trench where locals had found ceramics and bones. The researchers managed to unearth what was left of a thatched house, pottery, bronze, and the carbonized bones of two people.



Unit 1 Assessment

Understanding Words

Name _____

Remember:

- Find and underline the word or phrase in the text.
- Read that sentence and some of the ones around it to help you to determine the meaning.
- Substitute each answer choice in the sentence to see which one sounds correct.
- Always check all possible answers before making a decision.

1. What does the word **intensity** mean? (paragraph 1)

- (a) the amount of noise made
- (b) the measure of strength or greatness
- (c) to experience strong feelings and emotions
- (d) being crowded together

2. Explain the meaning of the phrase **researchers managed to unearth**. (paragraph 6)

3. What does the word **casualties** in paragraph 3 mean?

- (a) people who are accidentally killed or injured
- (b) to be careless
- (c) to be informal
- (d) something happening by chance

5. What word could best replace **distinct** in paragraph 4?

- (a) similar
- (b) plain
- (c) separate
- (d) display

4. Choose the best meaning for the word **eradicated** in paragraph 4.

- (a) made even
- (b) heated
- (c) became radioactive
- (d) destroyed

6. Write another word or words that could be used instead of each of these. Paragraph numbers are given to help you locate the words.

(a) **mega-colossal** (1)

(b) **hurled** (4)

(c) **lingering** (5)

(d) **were denied** (5)

Name _____

Remember:

- Underline keywords in the question to make sure that you know what information you need.
- Find the keywords in the text, and read the information around them carefully.
- Always check all possible answers before making a decision.

1. What impact did the volcanic cloud have on the summer of 1816?

- (a) It reduced global temperatures, which caused crops to fail and created widespread famine.
- (b) The United States and Australia missed out on their summer temperatures.
- (c) Farmers took a vacation, which caused widespread famine.
- (d) Numerous animal species became extinct.

2. Explain the VEI scale and its rating system.

3. Which type of volcano is capable of causing the most casualties?

- (a) shield
- (b) monogenetic field
- (c) mid-ocean ridge
- (d) strato

4. Mount Tambora is famous for:

- (a) being an island in Indonesia.
- (b) being a strato volcano.
- (c) causing a tsunami.
- (d) being the most powerful volcanic eruption in recorded history.

5. Explain the importance of the find that occurred on February 28, 2006.

Name _____

Remember:

- The main idea links all the other ideas together and tells what the text is mainly about.
- The title is an excellent clue to the main idea of the text.
- Always check all possible answers before making a decision.

1. What is the main idea of the third paragraph?

- (a) outlining the different types of volcanoes
- (b) explaining what happens during a volcanic eruption
- (c) explaining where the name *volcano* originated
- (d) explaining what a volcano is and the different types of volcanoes

2. What is the main idea of the fourth paragraph?

- (a) outlining the events of the Mount Tambora explosion and the devastating impact
- (b) to explain what pyroclastic flows are
- (c) to discuss the impact of a large volcano on the surrounding areas
- (d) to show how destructive volcanoes can be

3. Explain the main idea of paragraph 1.

4. Use the text and your ideas to answer these.

(a) What is the title of the text? _____

(b) A good title often tells the main idea.

Is this a good title? Yes No

(c) Explain why you think this. _____

(d) Suggest another title that would be suitable. _____

5. State the main idea of paragraph 6.
