

Lesson Objective

- Students will make judgments and reach conclusions based on facts and/or details provided in a text.

Background Information

This section demonstrates how to decide on the meaning of facts and details provided in a text and how to build up evidence in order to make judgments and reach conclusions about the information.

Students also need to be able to search for evidence to support a particular conclusion by locating the relevant information in the text and then making judgments about it.

In higher-order comprehension skills such as this, answers are not always immediately obvious, and discussion about why one answer is judged to be the best should be encouraged. However, teachers may decide to accept another answer if a student can provide the necessary evidence to support the answer he or she has given.

Activity Answers

The Mystery of Mary Celeste **Pages 65–68**

- Practice Page: Page 67
 - (d)
 - (c)
 - Answers may include: They were sailing ships. They were quite large. They required navigation equipment and a compass to sail. They carried cargo. They required a crew. They traveled long distances, etc.
 - Possible answers: No useful information was ever found. The whereabouts of the people on board was unknown. People often construct rumors out of nothing.
 - Answers will vary for (a) and (b).
- On Your Own: Page 68
 - (c)
 - (c)
 - It had been in the ocean for over one hundred years, and nothing was discovered the first time there was an investigation.
 - Answers will vary for (a) and (b). Possible answer: People taken by UFOs.
 - Answers will vary for (a) and (b). Possible answer: Probably not due to the amount of time that has passed and lack of records.

The Castle Tour **Pages 69–70**

- Try It Out: Page 70
 - (c)
 - (d)
 - Answers will vary for (a) and (b). Possible answer: No, as he was looking at a group of tourists and said that no one was down there.
 - Possible answer: The information about the implements graphically detailed how they were used to torture people.
 - Possible answers:
 - She was curious about it and thought it would be "cool."
 - She felt frightened and panicked about being locked in because she screamed for help, shuddered, and banged on the door.
 - Answers will vary. Possible answers: She felt panicked; her heart began to pound.

Assessment Answers

Drawing Conclusions **Page 84**

- (d)
- (b)
- Answers will vary. Possible answers: Her husband is involved; the cave is under her house; there were formal dresses and makeup found in the cave.
- They were hiding it from family members, the cave is so well hidden, Uncle Pete tells Isaac that things are going to be very different now that he knows their secret.
- Answers will vary for (a) and (b).

Lesson Notes

Lesson Objective

- Students will summarize text by linking important information and identifying the main points.

Background Information

To be able to summarize text successfully, students first need to be clear about what they are being asked to do and what form their answer should take. (For example, a one-word answer or a more detailed explanation may be required.) It will help if they underline the keywords in the question.

They then need to locate any relevant information in the text, underline it, and establish how it is linked. Words such as *while*, *but*, *and*, *when*, and *as* may be significant in establishing how the information is linked. Unnecessary and irrelevant information should be omitted and the main points established for inclusion in the summary.

Students may need to locate information throughout the entire text in order to summarize the main points for some questions.

Answers may vary and will require teacher review. Those given below are provided as a guide to the main points.

Activity Answers

Wolfgang Amadeus Mozart **Pages 71-74**

- Practice Page: Page 73

- (d)
- (c)
- Jupiter Symphony; Operas - *The Marriage of Figaro*, *Don Giovanni*, *The Magic Flute*.
- He played different instruments, displaying amazing talent at a very early age, and wrote his first composition at the age of six.
- Paragraph should include some or all of the following: Lived in Vienna; married Constanze Weber; six children; freelance musician and a music teacher; spent money unwisely; died in 1791 at 35 years old and was buried in an unmarked grave.

- On Your Own: Page 74

- (c)
- (d)
- Mozart and the archbishop of Salzburg often argued.
- Possible answers: Childhood musical genius; wrote first composition at six; wrote first symphony at eight and first opera at 12; talented musician and composed historic classical pieces still popular today.
- Possible answers: His father taught him and recognized his talent; took him on tour; tried to persuade him not to marry.

Reality TV **Pages 75-76**

- Try It Out: Page 76

- (d)
- (c)
- It is taking jobs away from unemployed actors, causing the number of dramatic and comedy shows on television to decline.
- Not educational or entertaining; actors unable to get jobs; people should model responsible behavior; not even reality as actors sometimes used.
- (a) The shows do not model good values or how to treat others.
(b) Answers will vary.

Assessment Answers

Summarizing **Page 85**

- (c)
- (b)
- Waited five minutes; went into the bedroom; checked in the wardrobe, under the bed, and in the chest of drawers; looked behind the paintings; spoke aloud.
- Isaac discovered a large cupboard and a bookshelf containing many books covered in cardboard with pages filled with shapes and patterns.
- Isaac found different costumes in the wardrobe such as military clothes, dresses, and suits. He also found boxes of wigs, makeup, and fake noses.

Lesson Objective

- Students will make inferences about what is most likely to be true based on information provided in the text.

Background Information

Inferences are opinions about what is most likely to be true and are formed after careful evaluation of all the available information. Students need to realize that because there is no information that tells them the actual answer, their inferences may not be correct. They have to determine what makes the most sense given the information provided and to then look for details to support their decisions. They may need to use some prior knowledge to help them determine their answer.

The focus of this section is on teaching students how to use contextual information, both written and visual, to determine what they believe to be true. They then must find further evidence to support their decisions.

Student answers will need to be checked by the teacher, but some possible answers have been provided as a guide.

Activity Answers

Ballet on a Board Pages 77–80

- Practice Page: Page 79
 - (b)
 - Answers may include: (a) Dancing felt unnatural and uncomfortable. It was hard work. Lessons were stressful and seemed like a punishment.
(b) Surfing felt free and natural. She felt at home and exhilarated.
 - (a) Thomas Blair believes that people will think better of him and his wife if Kerry dances well.
(b) Emily Blair thinks that Kerry will benefit from ballet now and in the future.
 - Advantages—body strength, fitness, flexibility, discipline, posture, grace, poise
Disadvantages—hard work, long hours, no fun, no time for other activities
- On Your Own: Page 80
 - (c)
 - Answers will vary for (a) and (b).
 - Possible answer: Probably yes, because she'll realize ballet helped her surf well.
 - Answers may include: (a) active, energetic, pleasant, sociable
(b) good, because she continued to do ballet and thinks they'll let her pursue surfing
 - Answers will vary for (a) and (b).

To Be Sold by Auction Pages 81–82

- Try It Out: Page 82
 - (d)
 - (a)
 - His wife had died, but he felt she was still with him.
 - Possible answer: He was feeling sad, but he smiled as he remembered all the happy things that had happened in the house.
 - The slamming door interrupted his daydreams about the past, and he just saw the house as it really was and he left.
 - Possible answers: (a) happy
(b) happy children, laughing children, happily working together, lovingly watched over, beaming smile, beloved and always smiling, with pleasure, welcoming embrace, squeals of mischievous laughter, peaceful dreams.

Assessment Answers

Making Inferences Page 86

- (d)
- (b)
- He was surprised when he realized that his uncle and aunt wore disguises.
- Answers will vary. Possible answer: They could be secret agents working for the government.
- Answers will vary for (a) and (b). Possible answer: Isaac won't be allowed to go home so that their secret would be safe.
- Possible answer: He thought his aunt and uncle's secret was an evil one, and he had to inform others about it.

Learning About the Strategies

Helpful Hints

DRAWING CONCLUSIONS

- Make sure you understand what it is you are drawing conclusions about.
- Look in the text to find the facts and details.
- Make decisions about what they mean.
- Always check all possible answers before deciding on your answer.

SUMMARIZING

- Check the text to be sure you understand the question. Then, find the keywords.
- Find information in the text that is most important to your understanding of it. Decide how it is connected.
- Take out any unnecessary details or unconnected information.
- Always check all possible answers before deciding on your answer.

MAKING INFERENCES

- The answers are usually not in the text, but there is information that will give you clues to think about.
- Find the answer that makes the most sense and is supported by the text.
- Always consider all possible answers before making a decision.

Name _____

Conclusions are decisions or judgments we make after considering all the information. We draw conclusions about what we read by finding facts and details in the text, taking it all into consideration, and then making judgments about it.

Activity: Read the passage below and complete pages 66–68.



1. On November 7, 1872, a 100-foot sailing ship called *Mary Celeste* left from New York Harbor on a voyage to Genoa, Italy—a destination she would never reach. The ship was carrying a cargo of 1,700 barrels of raw industrial alcohol. On board were Captain Benjamin Briggs, a well-regarded and experienced sea captain; his wife, Sarah; their two-year-old daughter, Sophia; and a crew of seven.
2. A week later, another cargo ship called *Dei Gratia* also left on a voyage from New York Harbor, following a similar course across the Atlantic. On December 5, *Dei Gratia*'s crew sighted *Mary Celeste* in the Bay of Gibraltar near the Portuguese coastline and decided that she was drifting, although no distress signals could be seen. Some of the crew launched a small boat and rowed to *Mary Celeste*. When they boarded the ship, they discovered that, although *Mary Celeste* was a "wet mess," she was in seaworthy condition. But no one was on board. All 10 people had vanished without a trace.
3. The crew searched the ship and found that the cargo and the food and water supply were still there. However, the lifeboat and the navigation instruments were missing. It appeared as if the people on board *Mary Celeste* had left in a hurry. The *Dei Gratia* crew eventually sailed *Mary Celeste* to Gibraltar and a court of investigation examined the ship but failed to come up with a definite answer to the puzzle. *Mary Celeste* was then sailed by a number of different owners for another 12 years before it was wrecked and sank off the coast of Haiti.
4. Over the years, many stories and rumors about what was found on *Mary Celeste* have been circulated. Some people say there was a bloody sword under Captain Briggs's bed, that there were scratches and bloodstains along one of the ship's railings, that the only compass had been destroyed, and that the ship's cat had been discovered aboard, fast asleep!
5. In addition, many theories linger as to what happened to the people on board. Some of these theories are more likely than others. Did the crew try to escape in the lifeboat because Captain Briggs thought the ship was sinking or because the cargo of alcohol began exploding? Did a UFO land and kidnap the people on board? Did pirates attack the ship? Did the ship collide with a giant squid? Did the crew murder Captain Briggs and his family and then escape? We may never know.
6. The wreck of *Mary Celeste* was discovered in 2001, but experts believe that it is unlikely to provide any new information about the fate of the people on board. For the moment, the story of *Mary Celeste* remains one of the great mysteries of the ocean.

Name _____

Follow the steps below to learn how to draw conclusions.

- Conclusions are decisions or judgments you make after careful consideration of facts and details in the text.
- Make sure you understand what it is you are drawing conclusions about.
- Look in the text to find the facts and details and underline them.
- You will need to make decisions about what they mean.
- Always check all possible answers before making a decision.

1. You can conclude the people on board *Mary Celeste* left in a hurry because:
 - (a) Captain Briggs was a very experienced sailor.
 - (b) they were near the Portuguese coastline.
 - (c) the ship was discovered drifting.
 - (d) the food and water supplies were left on board.
2. Choose the best answer. Think about each choice carefully.
 - (a) This statement is true but does not relate to why they left in a hurry. This is not the best answer.
 - (b) They were near the Portuguese coastline, but this information also doesn't relate to why they left in a hurry. This is not the best answer.
 - (c) The fact that the ship was drifting indicates that there was no one on board, but it doesn't relate to the people leaving in a hurry. This is not a good answer.
 - (d) It would be important for the crew to take food and water supplies with them if they abandoned the ship, but they didn't, which probably means they left in a hurry. This is the best answer.
1. Because the navigation instruments and lifeboat were discovered missing, you can conclude that:
 - (a) the pirates stole them.
 - (b) the captain and crew abandoned the ship.
 - (c) the captain had become lost.
 - (d) the ship had been severely damaged.
2. Choose the best answer. Think about each choice carefully.
 - (a) If pirates had boarded the ship, then it could be assumed that the cargo would also be missing, but it was found on board the ship. This is probably not the best answer.
 - (b) If the passengers on board *Mary Celeste* had abandoned the ship, they would have taken the lifeboat and navigation instruments. This is so far the best answer, but remember to read all the possible answers.
 - (c) As the Captain was very experienced, it is unlikely he had become lost. This is not the best answer.
 - (d) The text mentioned that the ship was seaworthy and sailed for another 12 years, so it could not have been severely damaged. This is not the best answer.

Drawing Conclusions

Practice Page

Name _____

Use the strategies you learned to practice drawing conclusions. Use the clues in the "Think!" boxes to help you.

1. You can conclude that the theory about *Mary Celeste* colliding with a giant squid is most likely untrue because:

- (a) giant squids don't exist.
- (b) colliding with a giant squid would do little damage to a sailing ship.
- (c) the experienced Captain could have avoided the squid.
- (d) the ship was found to be in good condition.

Think!

Read paragraph 2 to help you justify the conclusion.

2. The *Dei Gratia* crew concluded that they should board *Mary Celeste* because:

- (a) they saw a distress signal.
- (b) they wanted to see who was on board.
- (c) they decided that she was drifting.
- (d) they could see she was a wet mess.

Think!

Read paragraph 2.

3. Write two pieces of information you can conclude about ships in the 1870s.

- _____
- _____

Think!

Read the first three paragraphs, and underline any information relating to ships to help you to draw conclusions.

4. Why do you think the information about what was found on board *Mary Celeste* (bloody sword, cat, etc.) are only stories and rumors, not facts?

- _____
- _____
- _____

Think!

Read paragraph 4 and think about what is known about the mystery surrounding *Mary Celeste* to help you draw a conclusion.

5. (a) Which theory about the disappearance of the people on board *Mary Celeste* do you think is the most likely to be true?

(b) Explain why you reached this conclusion.

- _____
- _____
- _____

Think!

Read each theory again to help you make a conclusion about which one is most likely true.

Name _____

Use the strategies you have been practicing to help you draw conclusions.

1. You can conclude the theory about pirates attacking the ship is unlikely because:
 - (a) pirates are known to be the friendly people of the sea.
 - (b) there was not a pirate flag flying on board *Mary Celeste*.
 - (c) the valuable cargo was still on board the ship.
 - (d) the ship was found in good condition.
2. How was the crew of the second ship most likely feeling as they climbed on board the drifting *Mary Celeste*?
 - (a) annoyed that they had to leave their own ship
 - (b) frightened of the sharks in the water below
 - (c) uneasy about what they might find on the ship
 - (d) excited that they had made the discovery
3. You can conclude the reason why experts don't believe they will find any new information from the wreck of *Mary Celeste* found in 2001 is because . . .

4. (a) Which theory given about the disappearance of the people on board *Mary Celeste* do you think is the least likely to be true?

- (b) Explain why you reached this conclusion. _____

5. (a) Do you think the truth about the disappearance of the people on board *Mary Celeste* will ever be discovered?

Yes

No

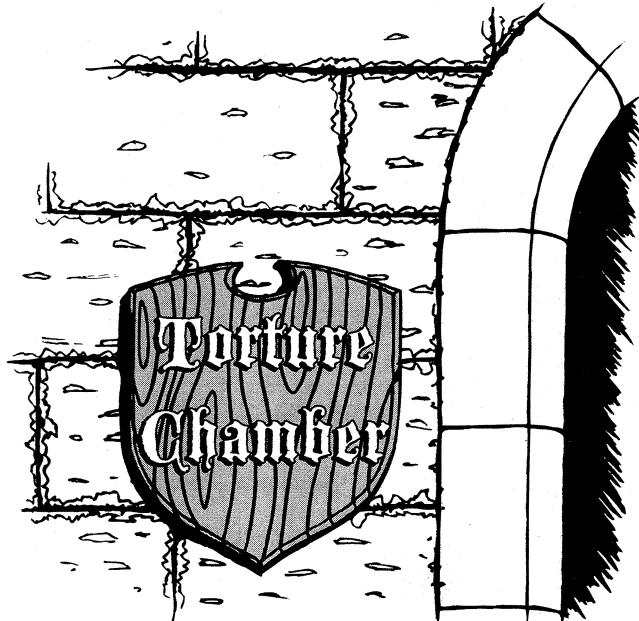
- (b) Explain why you reached this conclusion. _____

Name _____

Activity: Read the story below and complete page 70.

The Castle Tour

1. "Please follow me." The tour guide hoisted her umbrella in the air and strode off. I rolled my eyes and began to shuffle after her until I felt Dad's hand on my shoulder.
2. "Wait, Jasmine. Mom's just..." Dad pointed towards the gift shop we had just passed.
3. I nodded wearily. "I'll wait here for you." I leaned against the crumbling wall and closed my eyes, feeling the sun's warmth. I didn't really care about the tour anyway. It was fun to be wandering around a castle, but the tour guide was snappy and had an irritating voice.
4. "Come on, young lady, move along please. Everyone's waiting for you." I opened my eyes to see the tour guide glaring at me.
5. "But I'm just..."
6. "You can't stay here on your own. Let's go." She grasped my elbow and began to march me towards the group, who were looking at their watches and clicking their tongues. "It's all right, everyone. I found her."
7. I struggled from her grip. "I'm waiting..."
8. But by now she had begun talking into her microphone. It boomed around the courtyard we had entered. She had positioned me right in front of her. I glanced back anxiously towards the shop. Mom and Dad were nowhere to be seen, so they still had to be inside. I waited until the tour guide turned her head to show the group the castle walls behind her, then I tiptoed back towards the shop.
9. But I never got there. A sign to my right caught my eye. "Torture Chamber," I read. Cool! The tour guide hadn't mentioned that. I paused and looked at my watch. The castle was about to close in 10 minutes. Mom always took ages in stores—she'd easily be in the gift shop for at least that long. If I went and asked if we could look in the torture chamber, she and Dad might say no. So...
10. I hesitated for just one more moment, then headed towards the sign. It would take only a minute to have just a quick look. The bored-looking guard who was standing at the entrance was focused on a group of tourists as I slipped past him and trudged down the dark stairs. It was silent and smelled musty. When I reached the bottom, only faint lights were glowing. It was a small room with all sorts of horrible-looking implements made of wood and iron in display cabinets. I read the descriptions of some of them and shivered. This wasn't a nice place to be on your own. I decided to head back into the sunlight to find Mom and Dad. As I started towards the stairs, I heard voices above.
11. "All clear, Harry?"
12. "Yep. I just checked a few minutes ago. No one's down there."
13. "We'll close it now, then. Help me with the door, will you?"
14. My heart began to pound, and I raced up the stairs. "No!" I yelled.
15. But it was too late. The iron door clanged into place, plunging the stairs into total darkness.
16. "Help me!" I screamed. "I'm still in here!"
17. Silence answered me. I shuddered and banged on the door with my fists. "Please let me out!"
18. I continued to scream for several minutes. Eventually, my throat on fire, I sank to the ground. I didn't know how long it would take until someone found me, but I knew I wasn't going to enjoy the wait.



Name _____

Use the strategies you learned and practiced in *The Mystery of Mary Celeste* to help you with drawing conclusions.

Remember:

- Make sure you understand the question and what you are drawing conclusions about.
- Look in the text for facts and details and underline them.
- Decide what they mean.
- Check all possible answers before making a decision.

1. You can conclude that the people on the tour were looking at their watches because:

- (a) they were hungry and wanted their dinner.
- (b) they thought the tour was taking far too long.
- (c) they had to wait for Jasmine to be found for the tour to continue.
- (d) they were in a hurry to get to the torture chamber.

Think!

Read paragraph 6.

2. You can conclude Jasmine was desperate to get out of the torture chamber because:

- (a) she was worried her parents would leave without her.
- (b) she was afraid of the dark.
- (c) her hands and her throat were hurting.
- (d) she was in a dark and terribly scary place.

Yes No

3. (a) Do you think the guard saw Jasmine enter the torture chamber?

(b) Explain why you reached this conclusion.

4. What can you conclude about the descriptions Jasmine read of some of the implements in the torture chamber?

5. Why could you conclude that Jasmine...

(a) wanted to go into the torture chamber? _____

(b) wanted to leave again after only a short time? _____

6. How do you think Jasmine felt when she heard the iron door clang into place? Base your conclusion on information provided in the text.

Name _____

Summarizing is giving the main ideas and facts without using many words. We need to link the important ideas and decide which are the main points.

Activity: Read the passage below and complete pages 72–74.

Wolfgang Amadeus Mozart

1. Wolfgang Amadeus Mozart was a famous composer of classical music and is considered to be one of the greatest musical geniuses of all time. Although he died at the age of 35, he wrote more than 600 musical compositions.
2. Mozart was born on January 27, 1756, in Salzburg, Austria. His father, Leopold, was well known throughout Europe as a music teacher, and he was also a successful composer. Around the age of three, Mozart learned to play the harpsichord (a keyboard instrument that preceded the piano), showing an amazing musical talent. His father also taught him to play the violin and the organ. Mozart wrote his first two compositions when he was just six years old.
3. When Mozart turned seven, his father decided to take him and his sister, Nannerl, on a tour of the royal courts of Europe to show off their musical abilities. Nannerl was a talented harpsichord player, although she did not show the same genius for music as her brother. The children played all over Europe until Mozart was in his late teens, making Leopold a large sum of money and building Mozart's reputation as a musician. During these tours, Mozart met not only kings and queens but also many famous musicians and composers, learning a great deal more about music and composing. Mozart was also busy writing music. He composed his first symphony at the age of eight and his first opera at the age of 12! He composed other works for orchestras as well as pieces for the harpsichord, violin, and other instruments, many of which were performed publicly.
4. In 1769 (at age 13), Mozart began working for the archbishop of Salzburg as the "concertmaster" of the Salzburg Court Orchestra. He did not get along well with the archbishop, and the two often argued. Part of the reason for this was because Mozart was away from Salzburg on tour so often. Mozart eventually left this position (most people agree he was probably dismissed by the archbishop) in 1781.
5. In 1782, now living in Vienna, Mozart married Constanze Weber against his father's wishes. The couple would later have six children, but only two would reach adulthood. Mozart now earned a living as a freelance musician—he sold his compositions, performed, and worked as a music teacher. He earned what was regarded as a good income for a musician; however, he spent his money unwisely and often had to borrow from his friends to support his family.
6. Mozart died in Vienna on December 5, 1791 from an unknown illness. He was buried in an unmarked grave as was the custom of the time for many funerals and burials. Mozart's music remains popular with musicians and music lovers around the world and includes the *Jupiter Symphony* and the operas *The Marriage of Figaro*, *Don Giovanni*, and *The Magic Flute*.



Name _____

Follow the steps below and learn how to identify the main points and summarize text.

- Make sure you understand the question and underline keywords.
- Look for information in the text, and decide what is important and how it is connected.
- Omit any unnecessary or unconnected information.
- Always check all possible answers before making a decision.

1. Which sentence would best be left out of a summary about Mozart's childhood?
 - (a) He was born in Salzburg, Austria.
 - (b) At a young age, he was already a very talented musician and composer.
 - (c) He composed his first opera at the age of 12.
 - (d) He married against his father's wishes.
2. Choose the best answer. Think about each choice carefully.
 - (a) Where Mozart was born is an important fact and should be in the summary. This is not the best answer.
 - (b) The fact that Mozart was talented at such an early age is an important statement and should be included. This is not best the answer.
 - (c) The age Mozart composed his first opera should also be in the summary. This is not the best answer.
 - (d) This fact is about Mozart when he was an adult and should not be in the summary of his childhood. This is the best answer.
1. Which sentence best summarizes why Mozart's sister, Nannerl, did not achieve the same extraordinary fame as her brother?
 - (a) She had no musical abilities.
 - (b) Her father was not interested in her musical performances.
 - (c) She was not as musically gifted as her brother.
 - (d) She was able to play only the harpsichord.
2. Choose the best answer. Think about each choice carefully.
 - (a) Nannerl was a talented harpsichord player, so this is not the best answer.
 - (b) Their father took both children on tour to display their musical talent. This is not the best answer.
 - (c) The text states that she did not show the musical genius of her brother. This is so far the best answer, but remember to read all the choices first.
 - (d) Nannerl could play only the harpsichord, but it does not explain why she didn't achieve similar fame like her brother. This is not the best answer.

Summarizing

Practice Page

Name _____

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

1. Which phrase best summarizes Mozart's relationship with the archbishop of Salzburg?

- (a) short and peaceful
- (b) short and indifferent
- (c) long and harmonious
- (d) long and hostile

Think!

Find the text that relates to this part of Mozart's life and read it carefully.

2. Which sentence best summarizes why Mozart was buried in an unmarked grave?

- (a) It was all he could afford.
- (b) It was all his father would pay for.
- (c) Marked gravestones weren't popular at the time.
- (d) No one wanted Mozart's fans to know where he was buried.

Think!

Read paragraph 6 carefully to help you choose an answer to this question.

3. Create a list to summarize Mozart's well-known music compositions.

- _____
- _____
- _____
- _____

Think!

Read paragraph 6, and underline the important facts.

4. Write a sentence that summarizes how Mozart's musical abilities were first discovered.

Think!

Paragraph 2 will help you find the information. Only include the important facts.

5. Write a short paragraph that summarizes Mozart's life after 1782.

Think!

Find the section of the text that relates to this question, and underline the important facts for your summary.

On Your Own

Name _____

Use the strategies you have been practicing to help you summarize text.

1. Which sentence would best be left out of a summary about Mozart's childhood?
 - (a) At eight years old, he composed his first symphony.
 - (b) Mozart performed for kings and queens across Europe.
 - (c) He taught music to support his family.
 - (d) He toured Europe with his father and sister.
2. Which sentence best summarizes why Mozart was forced to borrow money from his friends?
 - (a) The cost of living was extremely high in the 1780s.
 - (b) Mozart's family was extremely careless with money.
 - (c) Mozart's earned little as a music teacher.
 - (d) Mozart lacked judgment when it came to his finances.
3. Write a sentence to summarize the reasons why Mozart was no longer the concertmaster of the Salzburg Court Orchestra as of 1781.

4. Choose facts from the text you would use to summarize why Mozart is considered to be one of the greatest musical geniuses of all time.

- _____
- _____
- _____
- _____

5. Write a summary explaining how Mozart's father influenced, or tried to influence, his son's life.

Name _____

Activity: Read the story below and complete page 76.

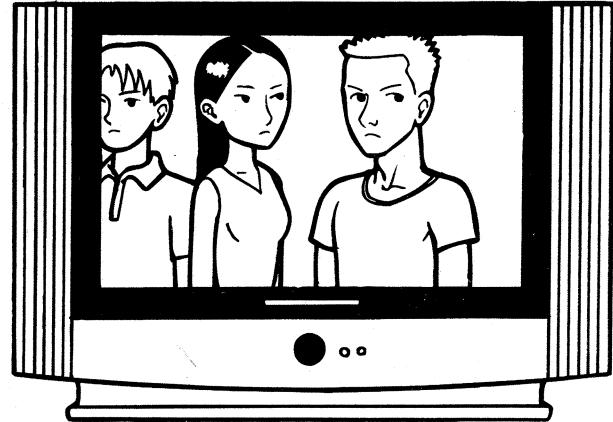
Reality TV

To whom it may concern,

1. This letter is to express my concern regarding the quality of the shows your network has chosen to broadcast lately. I have been a loyal viewer of your station for quite some time, but recently I have been disappointed with your selection of shows—more specifically, your wide array of reality television shows. I am aware that reality television has become quite popular in the last five years, and people I know watch at least one or two of them a week. But, I think reality television is a waste of time and should be replaced with quality shows that are worthy of our viewing time.
2. First, I prefer television shows that provide us with quality education or entertainment experiences—and reality television serves neither of these purposes. You are simply watching ordinary people live out their ordinary lives or deal with ridiculous or unrealistic circumstances. It is “easy-to-watch” television. You don’t have to think about much.
3. Reality television has caused the number of drama and comedy shows produced to decrease, dramatically reducing work opportunities for our country’s actors. It would be difficult enough to find work as an entertainer without having to compete with these reality shows. It would be great to watch some interesting drama or comedy series again.
4. I also think that reality shows generate the wrong role models for society. As many reality shows are watched by young people, I think that the people on reality shows should at least model responsible behavior. Unfortunately, this is not usually the case. I shudder to think what young people are learning about how to treat others from these shows. Some of the values of reality shows are questionable, such as shows that depict entitled children running the household and speaking disrespectfully to adults. What messages are these shows trying to give?
5. I feel that many of the “reality” television shows your network produces are not even that. The creators of some of your reality shows have admitted that many are scripted or have been carefully designed to make the participants act in a dramatic way to encourage people to watch the show. Others have actually used actors in some scenes without informing the television viewers. This is misleading, and I think production companies, along with your network, should be ashamed.
6. I know that people say that if you don’t like what’s on television, you can always turn the channel or switch it off. This may happen, but I feel that as a loyal viewer of your network, I thought that you should be aware of my concerns. I don’t think reality television is entertaining, nor is it a benefit to our society. I really hope you take this all into consideration and replace reality shows with quality entertainment.

From your loyal viewer,

Jake



Name _____

Use the strategies you learned and practiced in *Wolfgang Amadeus Mozart* to help you summarize information.

Remember:

- Make sure you understand the question and underline the keywords.
- Look for information in the text, and decide what is important and how it is connected.
- Omit any unnecessary or unconnected information.
- Always check all possible answers before making a decision.

1. Which sentence best summarizes why the writer thinks the network should be ashamed?
 - (a) They only cast very attractive people.
 - (b) They make the cast do crazy things.
 - (c) The fans of the show become out of control.
 - (d) They mislead their viewers into thinking the shows are completely unscripted.
2. Which sentence best summarizes the writer's purpose for writing this letter?
 - (a) to become a cast member on a reality TV show
 - (b) to let the network know that he's no longer going to watch their shows
 - (c) to encourage the network to replace reality shows with quality entertainment
 - (d) to help unemployed actors find jobs
3. Write a sentence to summarize how the writer thinks reality television is destroying opportunities for actors.

4. Make a summary of the writer's four main reasons for disliking reality television.

- _____
- _____
- _____
- _____

5. (a) Write a sentence that summarizes the writer's opinion about reality television and young people.

5. (b) Write a sentence that summarizes your opinion of reality television.

Think!

Read the text again, and underline the main reasons the writer states for disliking reality TV and list them (in your own words).

Name _____

When we read, we often make decisions about what we think is most likely to be true based on the information given in the text. This is called *making inferences*.

Activity: Read the story below and complete pages 78–80.

Ballet on a Board

1. "Saturday morning again!" groaned Kerry as she buried her head under the pillow and began her muffled "I hate ballet" chant. She thought longingly of her friends who would be preparing for a day at the beach, swimming, surfing, and generally having a great time.
2. For as long as she could remember, 13-year-old Kerry Blair had been attending ballet classes. As the only child of Thomas and Emily Blair, former dancers with the National Ballet Company, it was assumed that she would want to follow in her parents' graceful footsteps.
3. Dressed in a leotard and tights, Kerry posed in front of the full-length mirror, imagining she was riding the waves on the surfboard she did not possess. "Oh, why do I have to dance?" she wailed. "I want to wear neoprene, not spandex!"
4. Kerry's mom watched her daughter from the doorway. "You dance, my darling, to give you grace, poise, and a strong body. You will appreciate its value one day. Hurry, your dad's waiting!"
5. "Are you ready, Kerry?" called her father impatiently from the hallway. "It's the final rehearsal today. I want everything to be perfect for the concert. It wouldn't look good if our own daughter let us down, now would it?"
6. After three torturous hours at the studio, Kerry was allowed to join her friends at the beach. As she ran along the sand, she felt like an animal released into its natural habitat after being caged in an unfamiliar environment.
7. "Let me use your board, Clare," Kerry asked her friend. "I need the ocean's healing power to de-stress my danced-out body!"
8. Jumping over the breakers as she entered the water, Kerry was unaware of the two pairs of eyes watching her closely.
9. In the ocean, she felt at home. The surfboard was like an extension of her body. She knew instinctively how to move on the board as it responded to the motion of the wind and waves. One after the other, the waves came and were mastered by the young girl on the borrowed board.
10. As she returned to the beach, exhilarated and exhausted, Kerry was approached by a man and a woman, each wearing the official jackets of a famous surfing company. They introduced themselves, explaining that they were scouting for new surfing talent to prepare for surfing competitions in forthcoming years.
11. Kerry was speechless. "Me? But I don't even own a board! I've only been surfing for one season. How can you possibly be asking me?"
12. "You have such poise and elegance on the board," enthused the woman. "With the great strength you demonstrate, I'd say you are a naturally gifted surfer. You have the potential to go a long way in the sport. Are you interested?"
13. "Interested?" squealed Kerry. "You wait until I tell my folks! Dad will take a bit of convincing, but Mom will be a pushover!"



Name _____

Follow the steps below to learn how to determine what is most likely to be true.

- The answers are not usually in the text, but there is information given that will give you clues to think about. (This could be underlined.)
- Find the answer that makes the most sense and is supported by text details.
- Always consider all possible answers before making a decision.

1. What is the best reason why Kerry said she hated ballet?
 - (a) She was not very good at it.
 - (b) She wanted to stay in bed on Saturday mornings.
 - (c) Her parents forced her to dance because they were dancers.
 - (d) She wanted to spend her time surfing instead.
2. Choose the best answer. Think about each choice carefully.
 - (a) There is nothing in the text to indicate that she wasn't very good at ballet. This is not a good answer.
 - (b) It is possible that she would have preferred to stay in bed rather than go to ballet, but the text does not imply that she wanted to stay in bed. This is an unlikely answer.
 - (c) The text does state that Kerry had been dancing for years and that it was assumed she would follow her parents into dancing. It is possible, though not certain, that she was forced to dance. This is a possible answer.
 - (d) Throughout the text, it is implied that Kerry would rather be surfing than dancing. This is the best answer.
1. What is the best reason why Kerry was such a good surfer?
 - (a) She had been surfing for as long as she could remember.
 - (b) She loved surfing so much.
 - (c) Her ballet training had developed her strength and body management.
 - (d) She knew how to move on the board.
2. Choose the best answer. Think about each choice carefully.
 - (a) This is not true. She had been surfing for one season only. This is not a good answer.
 - (b) Although it is true that she loved surfing, it is not the reason why she was good at it. This is an unlikely answer.
 - (c) Strength and good body management are essential for good surfing, and she had developed this through ballet. This is a very good answer, but you must read all of them.
 - (d) This is true; she could move well on a board, but it does not give enough information. This is a possible answer, but (c) is a better answer.

Making Inferences

Practice Page

Name _____

Use the strategies you learned to practice making inferences. Use the clues in the "Think!" boxes to help you.

1. What is the best reason why Kerry's parents wanted her to dance?

- (a) They wanted her to become a famous ballet dancer.
- (b) They wanted to prepare her for whatever activity she may later choose.
- (c) They wanted her to follow the family tradition.
- (d) They assumed she wanted to dance because they had.

Think!

Read what her mom says in paragraph 4 and what the female official says in paragraph 12.

2. Read paragraphs 6 and 7. How does the writer explain how Kerry felt . . .

- (a) about dancing? _____

(b) about surfing? _____

Think!

Consider how an animal feels when taken from its natural habitat.

3. Why do each of Kerry's parents want her to dance?

- (a) Thomas Blair _____

(b) Emily Blair _____

Think!

Who are Kerry's parents thinking of as they speak? See paragraphs 4 and 5.

4. Write a list of advantages and disadvantages Kerry might write about ballet.

Advantages

Disadvantages

Think!

- After many years of dancing, what physical benefits would she be aware of?
- How many times a week do you think she may have to practice?
- How might this affect her social life?

Name _____

Use the strategies you have been practicing to help you make inferences.

1. What were Kerry's thoughts after being approached by the surfing scouts?

- (a) She was worried that her parents might not be able to afford to pay for her surfing.
- (b) She could not give up dancing because it would upset her parents too much.
- (c) She knew her parents would respect her choice.
- (d) She could split her time between dancing and surfing.

2. How do you think Kerry's news will be received by . . .

(a) her mother? _____

(b) her father? _____

3. Do you think Kerry will change her opinion about dancing? Give reasons for your answer.

4. (a) Describe the sort of person you think Kerry is.

(b) What sort of relationship do you think she has with her parents? Give reasons for your answer.

5. Write words/phrases to describe how Kerry felt when she was . . .

(a) dancing.

(b) surfing.

Name _____

Activity: Read the story below and complete page 82.

To Be Sold by Auction

1. The elderly gentleman stood across the street, staring at the imposing Victorian house. Despite the neatly clipped bushes and well maintained lawn, it appeared, to him, desolate. After a moment of hesitation, he took a deep breath, crossed the road, and crunched up the gravel drive, not stopping to study the real estate agent's sign. He followed the path that took him through to the backyard.
2. The scene caused his eyes to prickle with unshed tears. As he scanned the view, he saw visions of past seasons; daffodils of early spring giving way to bluebells and poppies as the summer progressed; happy children kicking through piles of leaves recently fallen from trees preparing for the winter; the same laughing children building snowmen and throwing snowballs as the cold air gave their cheeks a rosy glow. He smiled sadly, a lump forming in his throat.
3. In the small orchard, he saw a family happily working together harvesting the golden fruit, a man and his son preparing the soil for next year's vegetable crop, and a toddler planting seeds, lovingly watched over by her adoring mother. The woman looked up and waved, a beaming smile spreading across her face. James and Hannah were grown up now, living abroad with families of their own. And their mother ... she had left him now but would always be with him wherever he was. Was he foolish to come back? Would he always feel this forlorn? The gentleman turned and walked into the house through the back door.
4. It was completely empty, yet it retained hard evidence of previous occupation. There were marks on the walls where photographs, pictures, mirrors, and clocks used to hang and scuff marks on the paintwork from years of assault by footwear, bags, and children's toys. But there was something else that only he could feel.
5. As he walked from room to room, the gentleman closed his eyes. He could see, hear, and smell the secrets of the house's history. In the kitchen was his beloved and always smiling Estelle as she prepared the family meals, the scent of home-baked bread causing him to wrinkle his nose with pleasure. Pushing open the door to the living room, he tensed his body, ready to shield himself from the attack of two small children, throwing themselves at him in a welcoming embrace. He recognized the familiar creaking of the stairs as he climbed towards the bathroom from where squeals of mischievous laughter and soapy perfume were escaping. In a moonlit bedroom, the faces of his peacefully dreaming children brought a smile to his face. As he tiptoed out of the room, a door downstairs slammed in the breeze and the spell was broken.
6. The gentleman shivered though the day was warm. He descended the stairs and left the house by the front door. As he walked down the path, his pace quickened. Without stopping to take a final look, he turned left and marched down the street. The house became, once more, a property to be sold by auction.



Name _____

Use the strategies you learned and practiced in *Ballet on a Board* to help you make inferences.

Remember:

- The answers are usually not in the text, but there is information given that will give you clues to think about.
- Find the answer that makes the most sense and is supported by text details.
- Always consider all possible answers before making a decision.

1. Most likely, what was the connection between the elderly gentleman and the Victorian house?
 - (a) He was a prospective buyer.
 - (b) The house was his childhood home.
 - (c) He used to visit the house as a child.
 - (d) He lived in the house with his wife and children.
2. What would be the best reason why the gentleman visited the house?
 - (a) He wanted to relive some memories of a happy time.
 - (b) He wanted to measure the rooms for furniture, carpets, and curtains.
 - (c) He was checking that none of his possessions were left there.
 - (d) He was the real estate agent for the sale.
3. Explain the meaning of "... she had left him now but would always be with him wherever he was."

Think!

Read through the whole text carefully, paying particular attention to people mentioned.

4. How do you think the gentleman was feeling as he wandered around the property?

5. What effect did the door slamming downstairs have on the gentlemen?

6. (a) How would you describe the gentleman's memories of the house? _____

- (b) Write a phrase from the text to support your answer.

Name _____

Activity: Read the story below, and use pages 84–86 to show how well you can draw conclusions, summarize, and make inferences.

Aunty Belinda and Uncle Pete

1. After I heard the front door slam, I made myself wait five minutes before I dared to enter the room. As soon as the time was up, I leaped to my feet and charged in.
2. I pushed open the door and glanced around the room. There didn't appear to be anything out of the ordinary. But I knew the evidence had to be there somewhere. I checked in the wardrobe, under the bed, and in the chest of drawers. Nothing. Just ordinary things. I even tried searching behind the two paintings on the wall.
3. "Where have you hidden it?" I said aloud. I stomped my foot. "Ow!" I sank to the ground and rubbed my foot. Then, I stopped and stared. There was something sticking up under the floor rug. I pulled it aside. It was a small brass ring attached to a trapdoor in the floorboards.
4. I knew this had to be it! I tugged at the ring, and after a few tries, I managed to pull the trapdoor open. I peered in. All I could see was a staircase, descending into pitch blackness. I was desperate to go down there, but I looked at my watch. If my aunt and uncle had gone to the store, I had about 20 minutes up my sleeve. I hesitated only a moment longer. I put my foot on the first step and began to climb down.
5. After about 10 steps, I could see light softly glowing below. I jumped down the last few steps and found myself in a small rocky cave, lit by a single electric bulb hanging from the ceiling. There was a large cupboard and a bookshelf pushed against one wall. I went to the bookshelf first. All the books looked the same—cardboard covered exercise books. I took one down and flicked it open. The pages were filled with strange shapes and patterns that had been hand-drawn—they looked like codes! The other five I looked at were similar. I shoved the smallest book in my pocket. I was sure it wouldn't be missed in a hurry.
6. Next, I opened the wardrobe and gasped. It was jam-packed with clothes—mostly military uniforms, formal dresses, and mens suits. On the shelf above were five boxes. Four were filled with wigs and beards of all different types, and the fifth contained makeup—lipsticks, powders, eyeliners—there were even some fake noses!
7. I knew now that I wasn't crazy—my aunt and uncle were not all they appeared to be. I had to get back home as soon as possible. I patted my pocket. At least now I had evidence.
8. "Isaac, stay right where you are!" Uncle Pete's voice shattered the silence. My heart began to pound. He was right behind me.
9. "Uncle Pete, I..."
10. "Why did you have to go poking around? You could have gone home tomorrow and continued with your normal life. Now, things are going to be very different."
11. As he spoke, I could see his reflection in the mirror on the inside of the wardrobe door. I could see he wasn't carrying any kind of weapon. I could easily escape past him, but I would have to be quick. I had to get away. It was my duty.



Name _____

Remember:

- Make sure you understand what it is you are drawing conclusions about.
- Look in the text to find the facts and details and underline them.
- Make decisions about what they mean.
- Always check all possible answers before making a decision.

1. You can conclude Isaac waited five minutes to enter the room because:
 - (a) he was watching the end of a television show.
 - (b) he was nervous about what he would find there.
 - (c) he was waiting to make sure his aunt and uncle were asleep.
 - (d) he was waiting to make sure his aunt and uncle were a good distance away.
2. Why do you think Isaac stomped his foot?
 - (a) He was about to start tap dancing.
 - (b) He was frustrated he couldn't find any evidence.
 - (c) He was checking for trapdoors.
 - (d) His foot was hurting him.
3. You can conclude that Aunty Belinda knows about what is happening because . . .

4. Why can you conclude that Isaac's aunt and uncle are involved in something very secretive?

5. (a) Write two words to describe the type of person you think Isaac is.

- (b) Use details from the text to explain why you reached this conclusion.

Name _____

Remember:

- Make sure you understand the question and underline the keywords.
- Look for information in the text, and decide what is important and how it is connected.
- Omit any unnecessary or unconnected information.
- Always check all possible answers before making a decision.

1. Which sentence best summarizes why Isaac climbed down into the cave?
 - (a) He thought his aunt and uncle were in there.
 - (b) He had plenty of time and felt like exploring.
 - (c) He had just enough time and was very curious to see what was in there.
 - (d) He was hoping to find an outfit for a costume party.
2. Which sentence would be best left out of a summary explaining what happened after Uncle Pete spoke?
 - (a) Isaac's heart started beating faster.
 - (b) Isaac checked the room for evidence.
 - (c) Uncle Pete threatened Isaac.
 - (d) Isaac decided he had to get out of the cave.
3. Make a summary of Isaac's actions from after the front door slammed until he stomped his foot.

- _____
- _____
- _____
- _____
- _____

4. Write a summary explaining Isaac's discoveries in the cave.

5. Make a summary listing what Isaac found in the wardrobe.

Name _____

Remember:

- The answers are usually not in the text, but there is information to give you clues to think about. (This could be underlined.)
- Find the answer that makes the most sense and is supported by text details.
- Always consider all possible answers before making a decision.

1. Most likely, how was Isaac feeling as he approached the stairs?
 - (a) afraid of being caught
 - (b) upset at being left home alone
 - (c) confused about his mysterious relatives
 - (d) anxious with anticipation
2. Why was Isaac sure the book he put in his pocket wouldn't be missed?
 - (a) It was covered in cardboard.
 - (b) There were five more similar books.
 - (c) The bookshelf was hidden by a cupboard.
 - (d) The bookshelf was full of books.
3. What is the best reason why Isaac gasped when he opened the wardrobe?

4. Think about the things Isaac discovered and explain what you think Aunt Belinda and Uncle Pete were hiding.

5. Uncle Pete tells Isaac, "Things are going to be very different."

(a) What do you think is going to be different? _____

(b) Why did Uncle Pete need to do this? _____

6. "I could easily escape past him, but I would have to be quick. I had to get away. It was my duty." Why do you think Isaac felt it was his duty to escape?

