

Lesson

1

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

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

Read It Right!

Main Idea and Details

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

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

Vocabulary

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

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

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

The Legend of Sleepy Hollow

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



One day Ichabod Crane came to Sleepy Hollow to be the schoolteacher. He was a superstitious lanky young man with narrow shoulders, big feet and a long, pointed nose. The school where he taught stood on a hill and looked somewhat creepy. The pay Ichabod received for teaching was small, but he **managed** to get by as in that part of the country it was common that the children's parents **fed** and boarded the teacher in rotation. Besides, Ichabod, who prided himself on his magnificent voice, made extra money by giving singing lessons. On his arrival he never imagined what the future would hold for him.

- 2 Read the text and underline the correct options.

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

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

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

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

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

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

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

With no alternatives, Brom turned to his next best skill—pranks. He filled the schoolhouse with apples, trained dogs to follow Ichabod around howling, and played many other tricks to frustrate and humiliate Ichabod.

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



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

- An example: _____
A description: _____
A reason: _____

- 6 Match the words with their synonyms.

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



Main Idea and Details

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

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

Activation of Knowledge

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

Development

Read It Right!

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

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

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

- 2 Read the text and underline the correct options.

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

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

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

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

By Yourself

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

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

Ichabod had intended to propose to Katrina at the end of the party, so he stayed behind to talk to her. However, Ichabod's attempt to secure Katrina's hand went badly; Katrina rejected him. When he realized he could not win her hand, he headed out into the woods to return home on his horse really depressed.

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

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

Reader's Coach

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

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

Ichabod had a not good evening, a successful evening.

9 Find words in the texts with the following meanings.

a was able to: managed to e aptitude: skill
 b became: hurried into f feeling sad: depressed
 c gave food: fed g opportunity: chance
 d were present: attended h spirit: ghost

Comprehension Check

10 Answer the questions about the text on page 8.

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

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

Comprehension Skills Practice

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

a Brom Bones was the center of attention at the party by telling stories about the Headless Horseman.
 b Ichabod tried to propose to Katrina, but something went wrong.
 c On his way home, Ichabod saw a large dark figure nearby. It had no head.
 d When they got to the church, Ichabod felt relieved, because the Headless Horseman usually disappeared there.

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

a Ichabod was amazed by the story.
 b He headed out into the woods to return home.
 c He was terrified.
 d He felt he was safe.

Amazing Info

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

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

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

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

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

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

6 Match the words with their synonyms.

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

By Yourself

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

7 Read the next part of the legend and underline at least three details that describe Ichabod's feelings at different stages of the text. 1

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

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

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


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

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

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

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

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



Which of the possible reasons suggested for Ichabod's disappearance do you most agree with? Why?

How much did Brom Bones have to do with the incident?

How could Ichabod have avoided all of his problems?

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

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

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

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

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

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

Connecting Ideas

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

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

Amazing Info

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

Final Reflection

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

Cue Card

1

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

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

Word Power

9 Find words in the texts with the following meanings.

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

Comprehension Check

10 Answer the questions about the text on page 8.

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

Comprehension Skills Practice

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

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

Lesson

2

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

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



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

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

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

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

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

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

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

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

Read It Right!

Drawing Conclusions

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

Vocabulary

beat provide
charm realize
ground show up
heavily toward

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

11

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

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

Amazing Info

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



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

- a B. Lowe Ater below water b frightening fire
b Comb U. Ston combustion c prairie with grazing animals
c Splendid Ear splendid deer d bottom of the sea

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

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

12

Drawing Conclusions

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

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

Activation of Knowledge

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

Development

Read It Right!

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

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

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

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

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

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


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

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

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

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

By Yourself
7 Read the text and circle the best option below.
The text is an extract from a: **a** mystery novel b fairy tale c fable



Famous detective Jack Band got back to his hotel room late at night with his heart still **beating** really fast after such an exhausting day. He had first been hiding in the sugarcane plantation, under the sun, for hours waiting for some ferocious, **heavily** armed men to stop chasing him. Then, on his way back, he had miraculously succeeded in jumping from the helicopter he was in just before it exploded! Band opened the window, stretched out, and breathed the fresh air with relief. He took a comforting shower, and before going to bed took his gun out of its holster and carefully put it under the pillow as he usually did. He was fast asleep in no time. However, he suddenly woke up and listened. There was a disturbing noise coming from the window and immediately Band **realized** someone was carefully moving behind the curtain. So he took his gun from under the pillow, got out of bed quietly, and moved slowly along the wall **toward** the window. He pulled the curtain back with one quick movement. "Kathy Cartright!" Band exclaimed. "What are you doing here?" "Jack, please, help me! I must tell you something," Kathy whispered. Band put his gun down and helped Kathy in.

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


a Jack Band and Kathy Cartright are enemies.	T (F)
b Band was expecting Kathy to arrive.	T (F)
c At first, Band did not know who was entering his room.	T (F)
d Kathy knows something important.	T (F)

1 I must tell you something. **a**

2 Band put his gun down and helped Kathy in. **a**

3 ... he realized someone was carefully moving behind the curtain. **c**

4 Kathy Cartright! What are you doing here? **b**



Word Power
9 Complete the sentences with the words in the box.
ground toward shown up charming realized/provided heavily beating

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

Comprehension Check
10 Answer the questions about the text in Activity 7.

a What made Jack Band's day exhausting?
The fact that he had been hiding in a sugarcane plantation under the sun for hours and that he jumped from a helicopter just before it exploded.

b What was he woken up by?
A disturbing noise coming from the window.

c How did Kathy enter Band's room?
Through his window.

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

a Why does Band put his gun under his pillow every night?
In case someone attacked him while sleeping.

b Why did Kathy enter Band's room through the window?
In order not to be seen.

c Why did Band move the curtain with just one quick movement?
To surprise the intruder.

d Why did Kathy whisper?
In case someone else was listening.

12 Reflect. Open your notebook and write some notes. Then, share with a classmate.
Were the answers from Activity 11 based on clues from the text or from your general knowledge?
Answers may vary.

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

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

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

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

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

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

By Yourself

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

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

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

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

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

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

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

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

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


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

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

"Nonetheless, you must take all necessary precautions," she suggested.

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

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



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

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

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

a. Why did Band turn on the bathroom shower?
To prevent others from hearing Kathy and Band's conversation.

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

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

Word Power

9 Complete the sentences with the words in the box.

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

Comprehension Check

10 Answer the questions about the text in Activity 7.

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

Comprehension Skills Practice

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

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

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

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

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

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

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

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

Connecting Ideas

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

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

Amazing Info

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

Final Reflection

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

Cue Card
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