

Unit Topic

You Will Learn

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| 1 | Working with Question Words | <ul style="list-style-type: none">• Working with a range of question words• Identifying the purposes of different question words• Locating keywords |
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| 2 | Working with Images | <ul style="list-style-type: none">• Recognising different visual text types• Interpreting images• Answering from a choice of image options |
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| 3 | Giving Reasons | <ul style="list-style-type: none">• Working with the question word 'why'• Identifying reasons• Using conjunctions |
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| 4 | Synonyms and Antonyms | <ul style="list-style-type: none">• Understanding the difference between synonyms and antonyms• Using contextual clues to identify synonyms and antonyms• Using parts of speech as clues |
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| 5 | Using Background Knowledge | <ul style="list-style-type: none">• Understanding what background knowledge is• Using background knowledge to link ideas• Identifying important details in the text |
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| 6 | Making Inferences | <ul style="list-style-type: none">• Understanding what an inference is• Using background knowledge to link ideas• Finding hidden meanings |
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Top Tips

- Different question words
- Finding information without question words
- 'Who's' and 'whose'

Text Types

- Rules
- Table
- Story
- Children's encyclopaedia
- Blog
- Advertisement

Key Terms

- Question word
- Information
- Contraction

- Types of visual texts
- Images as answer options

- Chart
- Weather report
- Timetable
- Map
- Story

- Image
- Category
- Symbol

- Connecting ideas
- Using conjunctions

- Note
- Card
- Conversation
- Rules
- Story
- Biography
- Letter

- Reason
- Conjunction

- Creating antonyms

- Story
- Leaflet
- Letter

- Synonym
- Antonym
- Part of speech
- Context
- Prefix

- Clues in the question
- Checking the context
- Adding clues together

- Story
- Leaflet
- Advertisement
- Card
- Diary

- Background knowledge
- Highlight
- Underline

- Checking the context
- Finding hidden meanings
- Finding evidence

- Note
- Timetable
- Personal recount
- Poem
- Telephone conversation
- Article

- Inference
- Infer
- Evidence

Unit Topic**You Will Learn****7** Predicting

- Understanding what a prediction is
- Using background knowledge to make predictions
- Identifying important details in the text

8 Connecting Information

- Synthesising
- Linking information from the text with background knowledge
- Writing answers in own words

9 Finding the Main Idea

- Identifying the main idea
- Finding supporting details
- Finding the best title

10 Summarising

- Summarising
- Breaking texts down into sections
- Writing answers in own words

11 Using Parts of Speech as Clues

- Identifying parts of speech
- Using parts of speech to understand unknown words
- Recognising patterns in parts of speech

12 Reading Poems

- Analysing poems
- Identifying literary techniques
- Understanding figurative language

Top Tips

- Using the future tense as a clue
- Predicting with pictures and diagrams
- Checking the text
- Using modals

Text Types

- Story
- Telephone conversation
- Weather report
- Leaflet
- Fairy tale
- Article

Key Terms

- Predict
- Modal

- Using consistent tenses
- Quoting from the text
- Answering in own words

- Menu
- Table
- Story
- Blog
- Play

- Connect
- Synthesise
- Source
- Tense
- Quote

- Titles and subtitles
- Supporting details

- Article
- Story
- Telephone conversation
- News report
- Table
- Informational report
- Leaflet

- Main idea
- Title
- Subtitle

- Finding the relevant details
- Using conjunctions
- Changing the tense

- Article
- Notice
- Fable
- Weather report
- Diary

- Summarise
- Section

- Unusual adverbs
- Adjective endings
- Using articles as clues
- Patterns in parts of speech

- Story
- Fable
- Recipe
- Children's encyclopaedia
- Article

- Noun
- Verb
- Adjective
- Adverb
- Article

- Literary techniques
- Literal and figurative language
- Rhyme

- Poem

- Alliteration
- Imagery
- Metaphor
- Simile
- Onomatopoeia
- Personification
- Repetition
- Rhyme
- Stanza

Navigating the Literacy Landscape

Travel far and wide in search of twelve key reading skills. Use the page below to guide your journey.



Learn three clear steps to tackle the topic



Remember the most important part



Dig in and practise your new skills



Write your answer



Find out where to get more information



Follow top tips from exam experts

Sun and Earth chat every chapter. Look for words in bold to see the topic in context.

Repeat the steps yourself to become an expert.

Learn three steps to tackle every topic.

Tick boxes to show you understand.

Feeling lost? Follow links back to the skill steps and other useful chapters.

Check what text type you're reading.

Get your pen or pencil ready. It's time to practise.

Follow tips on common mistakes.

6. Making Inferences

Have another question for you. Can it be about the text and what?

What happened next in the story? Do you know what it is? It is a **light**!

They can look for clues. For example, they can see **electric light** nearby.

Yes, that's what they mean. It's the **light** on the wall.

Exactly. That's how they can tell what it is. It is a **light**.

We make **inferences** every day. Inferring is the skill we use to find **hidden messages** in texts.

Steps:

1. Find keywords in the question.
2. Find clues in the text.
3. Use background knowledge to find the hidden meaning.

Alpika's stomach is rumbling.

How does she feel?

Step 1: Find keywords in the question: the question words tell us to find out **how** Alpika feels.

Step 2: Find clues in the text: words that tell us more about Alpika's feelings are **stomach** and **rumbling**.

Step 3: Use background knowledge to find the hidden meaning: we know that our stomachs rumble when we are hungry, so Alpika feels **hungry**.

Not sure how to use information you already know? Check our **Chapter 3: Using Background Knowledge** page.

I'm confused! Let me see if I can find the **hidden meaning** in a text in **extra** or **background**.

How old are Betty and Ted?

A. 2 years old
B. 8 years old
C. 18 years old
D. 40 years old

To help, you're invited to go to your party last week. The school was funny. Tell your mum that the cake was delicious. (Maybe you had the parents' get-together.)

Step 1: Find keywords in the question: the question words tell us to find out **how old** Betty and Ted are.

Step 2: Find clues in the text: words that tell us more about the children's ages are **party** and **school**.

Step 3: Use background knowledge to find the hidden meaning: two-year-olds cannot write letters. 18-year-olds do not have schools. 40-year-olds do not ask their mums to make cakes for them. The answer is **B**.

Circle the correct answer.

What was Tina's opinion of Betty's party?

A. It was boring.
B. It was too short.
C. It was strange.
D. It was enjoyable.

Step 1: Find keywords in the question: the question words tell us to find Tina's opinion.

Step 2: Find clues in the text: words that tell us more about Tina's opinion are **boring**, **short**, **strange**.

Step 3: Use background knowledge to find the hidden meaning: if the answer was funny, she would say something like, 'The party was enjoyable. The answer is **C**.

6. Making Inferences

Let's Dig In

Exercise 1

Weekend Club Timetable

	Morning	Afternoon
Saturday	Football	Clayang Chess
Sunday	Bringing Virtual reality (interactive games)	Stamps

Not sure how to use information you already know? Check our **Chapter 3: Using Background Knowledge** page.

Decide which sentences are true (T) or false (F).

1. Jerry wants to play. He should come to the Weekend Club on Saturday morning.
2. Kaitoko looks like he's going away. He should join the football club.
3. Shira is creative. She will enjoy clay modelling.
4. Heidi likes maths games. She should come to the Weekend Club on Saturday afternoon.

Not sure what to do? Go back to **Chapter 3** and read. The exercise opens.

Exercise 2

Dash

One morning, I noticed the whiffers and was surprised to see a dog on the road. It looked a bit like a dog I had seen before. There was an empty sausage packet on the floor. That was how I found Dash.

Circle the correct answers.

1. The motorist was surprised because...
 - A. the dog ate the sausage.
 - B. the dog was called Dash.
 - C. there was a dog in the kitchen.
 - D. something had fallen.
2. The dog started to lunge because...
 - A. it was hungry.
 - B. it was excited.
 - C. it was tired.
 - D. it was scared.
3. What can you infer about what happened after the motorist found the dog in the kitchen?
 - A. He shouted and made the dog leave.
 - B. He kept the dog and called it Dash.
 - C. He angrily kicked the dog out of the house.
 - D. He got a different dog called Dash.

Checking the text

Because we use our **own knowledge** to read inferences, there are sometimes no obvious possible answers.

After reading other who walked on an edge and saw the world from the top! How old are you?

After reading other who walked on an edge and saw the world from the top! How old are you?

After reading other who walked on an edge and saw the world from the top! How old are you?

After reading other who walked on an edge and saw the world from the top! How old are you?

Chapter 9

Finding the Main Idea



Learning Objectives

- Identifying the main idea
- Finding supporting details
- Finding the best title

Key Terms and Concepts

main idea	主旨
title	標題
subtitle	副標題

Useful Vocabulary

muscle	肌肉
sneaky	鬼祟
tool	工具
buffet	自助餐
extracurricular	課外
survey	民意調查
council	理事會



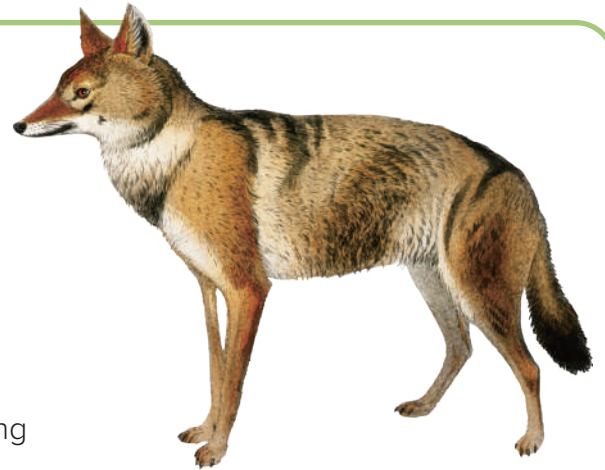
To find the **main idea** of a text, pay attention to the **first and last sentence** and look for **repeated words**.



Golden jackals live in Southern Asia. They look a bit like wolves. They eat meat and sometimes fruit. Their fur is a brown or gold colour, which helps them hide in grass or bushes. Golden jackals live in family groups, just like humans.

What is this text about?

- A. Animals in Southern Asia
- B. Animals that eat meat and fruit
- C. Golden jackals**
- D. Camouflage



Step 1: Find the purpose of the text: the author is giving us information about golden jackals.

Step 2: Look at the first and last sentence: the first sentence is about where golden jackals live and the last sentence is about golden jackals' living habits.

Step 3: Look for repeated words and ideas: the phrase 'golden jackals' is repeated twice. The text is about golden jackals.



Circle the correct answer.

What would be the best title for this text?

- A. Family Animals
- B. Asian Animals
- C. Golden Animals
- D. Golden Jackals



I can use the first and last sentence and repeated words to find the main idea of a text.

Step 1: Find the purpose of the text: the author is giving us information about golden jackals.

Step 2: Look at the first and last sentence: the first and last sentence are both about golden jackals.

Step 3: Look for repeated words and ideas: the main idea of the text is golden jackals. The best title for this text would be _____.

9. Finding the Main Idea



Exercise 1

The riders got ready at the starting line. Then the bell rang and the race began! The riders were moving so quickly that they looked like birds flying. The rider in blue moved forwards on her bike and tried to go even faster. Her muscles were screaming, but she was in first place. Faster and faster she went around the track. She thought she was going to win. Suddenly, a rider in green sped past and won the race!

Story



Circle the correct answers.

- The best title for this story is _____.
 - Racing Cars
 - Blue Bikes
 - The Bike Race
 - Wheels
- The end of the story is a surprise _____.
 - because the race was so fast
 - because the blue rider won instead of the green rider
 - because the green rider won instead of the blue rider
 - because the riders were tired

Not sure what to do? Go back to page 90 to read the examples again.



Titles and subtitles

A text might have a **title** and several **subtitles**. The title of the text should be the **same as the main idea** of the text.

Subtitles are **mini titles** that break the text down into **smaller parts**. Subtitles give the main idea of a **section** or **paragraph**.

Title: *Mexico*

Subtitles: *Mexican food, Mexican history, Mexican culture*

9. Finding the Main Idea

Exercise 3

News report

Heroic Neighbour Saves the Day

If you don't know your neighbours, now is the time to say hello. On Saturday 3 August, Rani Nash discovered this for herself when a thief tried to steal her car.

'I was inside my house,' said Rani, 'when I heard a bang and some shouting. When I came outside, Alistair was in my garden stopping the thief!'

Alistair Lee, the brave neighbour, works for a local restaurant. He was on his way home from work when he saw a stranger near Rani's car.

'I thought he looked sneaky, and he was carrying some heavy tools,' reported Alistair. 'I wasn't scared. I was just worried about the car, so I shouted at him.'

Alistair's courage saved the day. The police soon arrived to take the thief away.

When asked about a reward for his actions, Alistair said he would just like to become friends with Rani.



Fill in the table with the main ideas from the text.

1.	Who was the 'heroic neighbour?'	
2.	What was the problem?	
3.	When did it happen?	
4.	Where did it happen?	
5.	How was the problem solved?	
6.	Why did it end well?	

9. Finding the Main Idea

Exercise 5



Use the information in the text to write a suitable subtitle for each paragraph.

Report on Students' Extracurricular Activities

Informational report

Introduction

This report discusses the extracurricular activities of students at Sunshine High School.

1. _____

The survey was written by the secretary of the school council. For it, 100 students were asked about the extracurricular activities they took part in, the amount of time they spent doing these activities, and the reasons they took part in the activities.

2. _____

Students enjoy many different kinds of extracurricular activities. Sports, music and art are among students' favourites. The survey shows that nearly 100% of students do at least one sport per week, and over 80% of students take music or art lessons once a week.

3. _____

Students have many reasons for attending these extracurricular activities. Most of the time they do them because they enjoy them, but they also want to learn new skills and spend time with their friends. Most students take part in sports to keep themselves fit and healthy.

4. _____

In conclusion, students take part in a variety of extracurricular activities for different reasons. Teachers should consider students' extracurricular activities when setting homework so that students have enough time to relax.



I can look at the first and last sentence to find the main idea.



I can find the purpose of the text.



I can look at repeated words and ideas to find the main idea.





Visit Shanghai!

China's biggest city and financial centre, Shanghai, is a melting-pot of cultures. Despite being the world's busiest shipping port and having a population of nearly 30 million, you will still be able to relax there. The city has everything! Make sure to explore the incredible food, art, history, and nightlife.

Things to Do in Shanghai

Learn about the religion and history of the region by visiting Jing'an Temple and Jade Buddha Temple. You should also go to Shanghai Museum to check out their collection of Qing and Ming Dynasty vases, jade, art, and furniture. Relax with a cup of tea at one of Shanghai's many tea houses. Cross the bridges over the ponds of Yuyuan Garden. In the evening, watch a famous Shanghai circus show.

Food is very important in Shanghai. For the best local dishes, look for soup dumplings, steamed hairy crab, baozi (buns full of vegetables and meat, usually eaten for breakfast), and green onion pancakes. If you're looking for something spicier, try the smoked fish slices. The best way to enjoy Shanghai is to taste it.

After landing at the airport, you can take the famous Maglev train to the centre of the city or take a taxi. If you want to get around Shanghai quickly (and everyone does), you might want to download Didi, a taxi app. Didi is everywhere, and there is never a shortage of taxis. In addition, the Shanghai metro has 16 lines and will let you go anywhere in the city for very little money.



Answer the following questions in complete sentences.

1. Find a sentence that supports the idea: 'The city has everything!'

2. What would be a suitable title for paragraph 3?

3. What would be a suitable title for paragraph 4?

4. What are two good types of transport in Shanghai?



Draw lines between the place or object and a suitable word to describe it.

- | | | |
|-------------------------|---|---------------|
| 5. Smoked fish slices | ● | ● A. fast |
| 6. Taxi | ● | ● B. famous |
| 7. Shanghai metro | ● | ● C. relaxing |
| 8. Tea house | ● | ● D. spicy |
| 9. Shanghai circus show | ● | ● E. cheap |

Unearth Hidden Depths

What is your perfect holiday? Do you like trying new, exciting things or being comfortable and relaxed? Do you enjoy looking at art, seeing the countryside, or trying new food?

Think about your dream holiday and share your thoughts about it. The text types below are great for writing about our dreams. Choose one of these tasks or prepare your own:

Text Type

Suggested Task

Article

Your school is planning a trip for your year group. Students can suggest where to go and what to do. Write an article for your school magazine about your dream holiday. Make everyone feel excited about your idea so the school will choose it.

Letter

Your rich aunt is planning to take you on holiday. She will go anywhere and do anything you want. Share the details of your dream holiday and what you will do together on the trip.

Poem

Write a poem about your dream holiday. Include literary techniques and describe your holiday in lots of detail. Make the reader share the feelings you have about the holiday.