

### Reading Tip

- Please finish the Reading Skill Comprehension Practice before you listen to and read the passage.
- Have you ever seen a movie preview? Previewing a book gives you information about what you will be reading, just as a movie preview tells you about movies you will be watching.
- When you preview, you can also get useful information from pictures.

### Skill Overview

**Previewing** the title, headings, pictures, and textual clues in a text before reading can help readers identify the important concepts. **Previewing** allows readers to **activate prior knowledge**, **develop an interest in the text**, and **formulate questions and predictions** about it.

# FOSSILS



01

Scientists study the **fossils** in rocks to find out how old the rocks are. Fossils give **clues** about what happened in Earth's history. Fossils are mainly found in rock that used to be mud millions of years ago. Most fossils are the **remains** of animals and plants from the distant past. Some fossils are so small that they must be studied under a **microscope**. These are the kind that scientists study the most.

The word *fossil* makes many people think of dinosaurs. The bones and large fossils of some

dinosaurs are in many museums. These **reptiles** lived on Earth for more than 100 million years. Some dinosaurs were quite small. But some weighed as much as 80 tons (72,574.8 kg)! Around 65 million years ago, all dinosaurs became **extinct**. No one really knows why they disappeared so quickly.



A dinosaur fossil

At one time, scientists did not know which fossils came first. They did not know which animals in fossils were older than others.



Someone who helped make this clear was William Smith. He was an English engineer. Smith was in charge of building waterways in England about 100 years ago. He needed to know what kinds of rocks to cut through in the hills. Often, he could tell if the rock under the **ground** was hard or soft. He did this by studying fossils lying nearby.

Smith knew it was useful to tell how and when rocks were **formed**. But it wasn't until much later that scientists could explain what fossils tell us about Earth's history. They continue to learn about Earth's history by putting fossils in order, from the oldest ones to the most recent.

William Smith ►

## Vocabulary

### **fossil**

part of an animal or plant that lived long ago, usually found in rock

### **clue**

a piece of evidence or information used in the detection of something

### **remains**

pieces or parts of something that continue to exist when most of it has been used, destroyed, or taken away

### **microscope**

an instrument used by scientists that enables them to see tiny things

### **reptile**

cold-blooded animal that moves on small, short legs (such as lizards, crocodiles, and dinosaurs)

### **extinct**

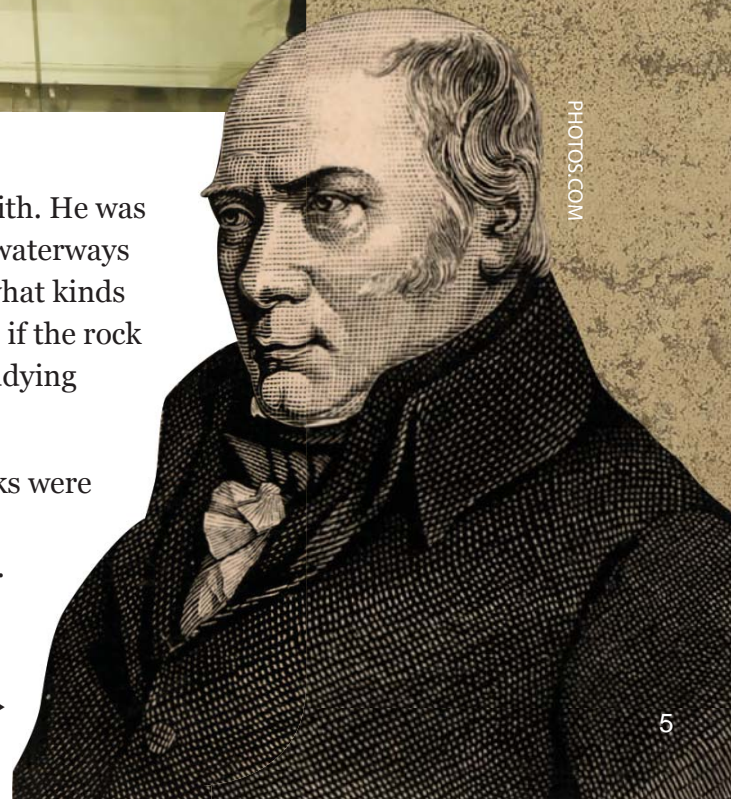
having no living members

### **ground**

the solid surface of the earth

### **form**

to bring together or combine parts to create something



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# Reading Skill Comprehension Practice



Text formats include a **list**, a **letter**, and a **blog post**.  
The information you usually get from a . . .

## LIST

- directions
- things you need

## LETTER

- things that happen to the person who writes it
- requests

## BLOG POST

- review of a restaurant
- personal opinions

### Part 1

Look at the pictures in the passage. Based on the pictures, what do you think this passage will be about?

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### Part 2

Preview the passage. Tell what you think it will be about.

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### Part 3

What kind of text is this passage? Is it a list? Does it look like a letter? Please answer the questions below.

1. What kind of text is this passage?

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2. What kind of information will you learn from this passage?

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## Comprehension Review

Fill in the best answer for each question.

\_\_\_\_\_ **1** This is probably a \_\_\_\_\_

- A letter to the editor.
- B diary entry.
- C section from a nonfiction book.
- D set of instructions.

\_\_\_\_\_ **2** The title tells you this will probably be about \_\_\_\_\_

- A how to do an experiment.
- B pioneer life.
- C someone's life.
- D fossils.

\_\_\_\_\_ **3** Which topic will probably **not** be discussed in this passage?

- A how to make fossil jewelry
- B what fossils tell us
- C what scientists do with fossils
- D studying fossils

\_\_\_\_\_ **4** Fossils are found mainly \_\_\_\_\_

- A by William Smith.
- B in rock that used to be mud.
- C in England.
- D in mud.

\_\_\_\_\_ **5** What is another good title for this passage?

- A Fossils and Dinosaurs: What's the Difference?
- B How Old Are Rocks?
- C Fossils: Clues to Earth's History
- D The Man Who Discovered Fossils

\_\_\_\_\_ **6** Someday, \_\_\_\_\_

- A there will be fossils from our time.
- B all fossils will be destroyed.
- C William Smith will discover new fossils.
- D fossils will not tell us anything.

## Word Power

Choose the English word from the Vocabulary list that correctly matches the definition.



cold-blooded animal that moves on small, short legs (such as lizards, crocodiles, and dinosaurs)

\_\_\_\_\_



having no living members

\_\_\_\_\_



an instrument used by scientists that enables them to see tiny things

\_\_\_\_\_



part of an animal or plant that lived long ago, usually found in rock

\_\_\_\_\_

## LESSON 02

### Cause and Effect—Plot

#### Reading Tip

- When listening to and reading the passage, try to identify key words that indicate causes and effects.
- Underline key words for causes in one color and key words for effects in another color.

# Saved by the Bell



#### Skill Overview

Cause and effect is a text structure in which the effect happens as a result of the cause. The **cause** is **the event or situation**, and the **effect** is **the consequence of the event or situation**. Knowing the cause-and-effect pattern in texts can help readers better comprehend what they read.



The mice could stand it no longer. From everywhere in the house, they gathered in the Great Hall of Discussion, which was really the old broom closet in the **basement** by the water heater. What was

## Vocabulary

### basement

a room below the ground

### enemy

someone who hates or opposes others and tries to harm them or stop them from doing something

### destroy

to put out of existence; to kill

### demand

to ask for something forcefully

### frightened

feeling fear or worry

### claw

a curved, pointed, horny nail on each digit of the foot in birds, lizards, and some mammals

claw



### protection

the act of protecting or state of being protected

### agreement

a situation in which everyone agrees about an idea

the reason for their meeting? What were they upset about? They needed to decide what to do about their great **enemy**, the cat!

“That cat is so dangerous, she’ll **destroy** hundreds of us!” shouted one mouse angrily.

“Thousands!” agreed another.

“Order! Order!” **demanded** a fat mouse with a long tail. He drummed his foot thunderously on the water heater to get everyone’s attention.

“Ahem!” he began at last, when all the mice had settled down. From the corner of the basement, a cricket watched with interest. “We are here to discuss what to do about the cat,” said the fat mouse.

“She must be stopped!” squeaked a **frightened** voice. It came from a young mouse who had barely escaped the cat’s **claws**—claws that were as sharp as fishhooks.

“I agree,” said the fat mouse. “We need **protection** from her. But what can we do?”

“I know!” cried one of the mice. She was thin and nervous-looking. She had not dared to steal food from the kitchen for three weeks. “The cat is deadly because we can’t hear her coming. We need to be able to hear her, you see?” The mice all nodded in **agreement**.

“But how? What can we do to make the cat louder?” questioned the fat mouse.

“Tie a bell around her!” replied the thin mouse excitedly. “A bell on a collar around her neck—so that every time she tries to sneak up on us, we’ll hear the bell!” The mice looked at each other and cheered. This was the best idea anyone ever had for dealing with the cat. A bell! It was perfect! They jumped up and down. The blue flame under the water heater made their shadows as big as kangaroos on the basement wall. The only mouse who wasn’t overjoyed was an old mouse who shook his head sadly.

“All right, it’s settled,” said the fat mouse. “We’ll tie a bell around the cat’s neck, and we won’t need to be afraid of her anymore. Now, who will volunteer to put the bell on the cat?”

Silence. Most of the mice looked down, hoping not to be noticed. Finally, the old mouse spoke up. “Yes, it’s easy to talk about an idea, but acting on it is another story!”

