

How to Use This Book

Each unit in the *Reading Shelf* series includes eight parts, plus additional review and consolidation activities in the workbook. These parts work together to get students thinking about the unit's topic, lead students through a reading passage, check students' comprehension of the reading passage, and then have students practice basic listening, organizing, and writing skills in English. A summary of each section is presented here.

Student Book

Warm-Up

includes two questions to stimulate students' interest about the topic. Sample responses for all Warm-Up questions are provided in the answer key for each book.

Warm-Up
Answer the questions.
1. Who do you know who plays this well?
2. How can you make money with this?

New Words
Match the word with its meaning.

1. Couch
2. Business
3. Pupil
4. Boss
5. Puppets
6. Boss

1. To make a picture or page of letters using a computer
2. A company or organization created to make money
3. To make money
4. Sometimes, our teacher emails us things to read for class.
5. He got a summer job to earn money
6. I want to open my own business.

New Words

lists key vocabulary for the unit. Students match the words with photographs or definitions corresponding to each word's meaning. Sentences using the vocabulary provide context to help students understand the words.

Reading

alternates between original stories and informative passages linked by topics. An audio recording of each passage is provided on the audio CD. Students can track the words as the passages are read by native speakers.

Reading
Listen and read.

William needed to **earn** money. However, he was too young to get a real job. Then he had an **idea**. He could work as a piano **teacher**. William **printed** some small cards with information about his **business**. Then he put the cards on his neighbors' doors. A few days later, Mrs. Jackson called. She wanted William to teach her son Peter the piano.

On Thursday after school, William went to the Jackson's house. Peter sat on the **couch** with a **boss** on his face. He told his mother, "Playing the piano is boring!"

William said, "Listen to this, Peter!" Then he played the fastest song he knew.

Peter said, "Wow! Can you **play** that again?" He came closer to the piano to watch William's fingers as **he** played. When the song was done, Peter asked, "Can you teach me that?"

"It won't be easy," William said. "But I'll try."

After hearing the passage read aloud, students should be encouraged to read the passage themselves as a timed reading.

Checking

includes multiple-choice questions of the following types: main idea, detail, pronoun reference, word usage, and negative fact questions.

Checking

Choose the best answer.

1. What is the reading about?
a. Enjoying time together
b. Starting a new business
c. Trying to win a contest
d. Writing a good song
2. What does *play* mean in the reading?
a. To act a part in a theater show
b. To be a person on a sports team
c. To enjoy time doing something fun
d. To make music with an instrument
3. Who asked William to come work as a tutor?
a. Mrs. Jackson
b. Peter
c. William
d. William's parents
4. Who does *he* refer to in the reading?
a. Peter
b. The piano student
c. William
d. William's friend
5. Which is NOT true according to the reading?
a. Friends signs told others about William's business.
b. Peter was not interested in lessons.
c. William played a fast piece of music.
d. Peter's mother worked at the school.

Mapping

Choose and write the right answer for each question.



In his neighbor's house
To interest his pupil
On the couch
Work as a piano tutor
To earn money

1. Who had the idea for the new business?
2. What did William do for his job?
3. Where did William work?
4. Why did William play a fast song?

Mapping

reinforces comprehension of the reading passage as well as practices note-taking of passage content following a similar method as a 5 W's chart for note-taking.

Vocabulary Review

provides additional exposure to the target vocabulary of each unit in new contexts. These activities vary from unit to unit so that students practice with new words in a variety of ways over the course of each book.

Vocabulary Review

Match the question with the answer.

1. How does she earn money? → a. I did not do well on the test.
2. Why did you print these pages? → b. It was on the couch this morning.
3. What is the brown for? → c. She has a painting business.
4. Where did you see the book? → d. They are for my writing paper.

Summary

Write the right words to complete the summary of the reading. One word is extra.

business couch earn brown print pupil

A boy named William wanted to start a _____ . He wanted to _____ money as a piano tutor. His first _____ was his neighbor, Peter. When he got to Peter's house, Peter was sitting on the _____. He had a _____ on his face. Peter didn't want to take lessons, William played a fast song for Peter. Then Peter was interested in piano lessons.

Summary

reviews target vocabulary for the unit, stimulates recall of key information from the reading, and develops reading fluency by repeating words and structures that students have studied in the unit.

Workbook

Play It Again

Choose
Listen and circle the words you hear.

William wanted to _____ money. He was not planning to get a new job. Then he had an idea. He could work as a tutor.

William _____ some small work.

His neighbor asked if _____ . He said yes because he had no other options. He said, "Yes, Jackson. I'll be glad to help you." The neighbor asked William to teach her _____ .

"Oh, thank you so much, William. I'll be glad to have you teach me." Read out the _____ with _____ .

He started, "Playing the piano is simple!"

"William said, 'Listen to this, Peter. There is a sound the piano can make. It's called _____ .'"

Peter said, "What? Can you play that again?" He went over to the piano to watch William _____ .

When the song was done, Peter asked, "Can you _____ me that?"

"Sure!" said William. "Start here!"

Listening
Listen to the audio. Then you will hear a question. Choose the best answer.

1. a. He wanted to earn money. b. He wanted to get a new job. c. He wanted to work as a tutor. d. He wanted to teach his neighbor.
2. a. He had an idea. b. He had no other options. c. He had a new job. d. He had a new neighbor.

Workbook

provides additional reading, listening, and writing activities that can be completed as homework, including dictation, various listening comprehension tasks, review activities that focus on the unit's passage content and key vocabulary, and various writing tasks targeting both guided and original sentence writing by students.