

How to Use This Book

Each unit in the *Reading Table* 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.

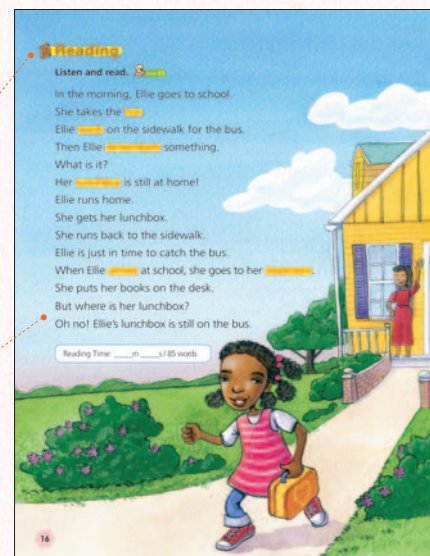
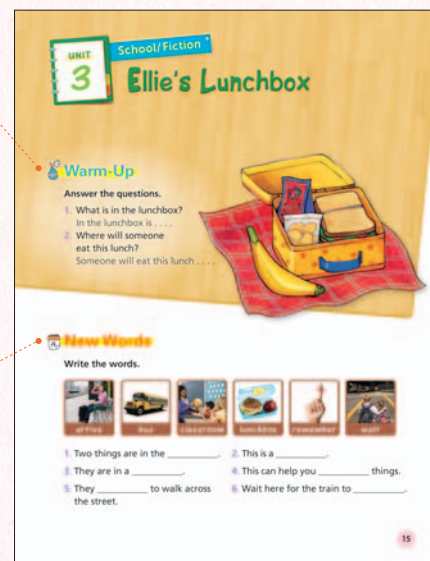
New Words

lists key vocabulary for each unit. Student match the words with photographs and sentences that provide context for 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.

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



Checking

includes multiple-choice questions: the first focusing on the main idea of the passage and two additional detail questions related to the reading passage.

Listening

incorporates target vocabulary from the unit in simple tasks to help students develop their listening comprehension. The transcript for the Listening section is provided at the back of each book.

Checking

Choose the best answer.

1. What is the reading about?
a. Ellie and her school bus
c. Ellie and her lunch
2. First, Ellie forgets her lunchbox.
a. at school
c. at home
3. What does Ellie put on her desk?
a. Her lunchbox
c. Her pencils
- b. Ellie and her backpack
d. Ellie and her classroom
- b. in her backpack
d. on her desk
- b. Her backpack
d. Her books

Listening

Listen. Circle the words you hear.

1. He is (going to school / coming to) a bus.
2. He (remembers / forgets) something.
3. He has a (lunchbox / pencil case).

Mapping

Read the passage again. Then choose the right answer for the blank.



a. Her lunch is at home.
b. Her lunch is in the classroom.
c. Her lunch is on the bus.

Mapping

reinforces comprehension of the reading passage as well as practice organizing texts in graphic/visual ways. Photos and short sentences or phrases provide students a comprehension check activity that is not strictly reading based.

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

Cross out the wrong words. Write the correct sentences.

1. Ellie stands on the sidewalk for the bus.
→ _____
2. Then Ellie knows something.
→ _____
3. Her lunchbox is still at school!
→ _____
4. She gets her books.
→ _____

Summary

Choose the right words from the box to summarize the reading. One word is extra.

remembers classroom lunchbox waits arrives bus

Ellie _____ for the bus.
But her _____ is still at home.
She goes home and gets it.
Then she takes the bus.
She _____ at school.
Ellie goes to her _____.
She has her books, but where is her lunchbox?
It is still on the _____.

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

4 School Lunch or Lunchbox?

Dictation

Listen and write the words.

Kids can buy lunch at school or _____ a lunchbox.
Many people say school _____ are better.
They are healthier.
Schools _____ to follow rules.
The rules say the lunches have to be _____.
There are no rules for lunchboxes.
Kids can put in _____ they like.
In many lunchboxes, you can find _____ and chips.
Those are _____ healthy.
You won't find many _____ or vegetables.
Those are healthy.
Should schools make _____ for lunchboxes?
Some people _____ yes, but others say no.

Activity

Look at the picture and choose the right word from the box.

Shirley has a lunchbox. She says, "My lunch box is great!"
Many people say, "My lunch box is great!"
They might say, "My lunch box is great!"

better late healthy wonderful yes

1. Many people say school lunches are _____.
2. The rules say the lunches have to be _____.
3. Some people say _____, but others say no.

Wrap-Up

Who buys a school lunch and who brings a lunchbox? Follow the ropes and check (X) the right one.

buy	bring	apartment
1	2	3
4	5	6
7	8	9



Workbook

provides additional reading, listening, and writing activities that can be completed as homework, including dictation, a grammar-based matching and writing activity, and a fun wrap-up game or puzzle for each unit.