

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.

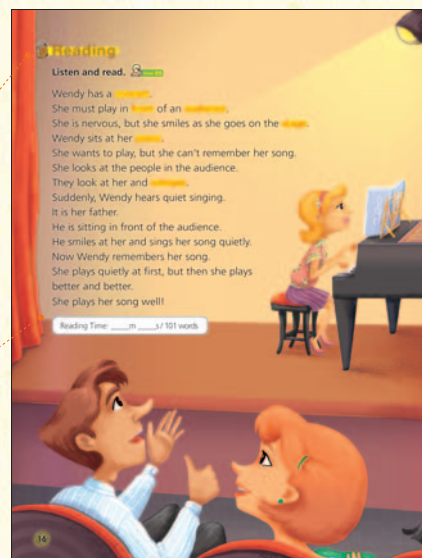
New Words

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.

- What is the reading about?
 - a. A girl forgetting her song
 - b. A girl whispering to her friend
 - c. A girl singing to her father
 - d. A girl watching a piano player
- Wendy wants to play, but she can't.
 - a. hear her father sing
 - b. find the stage
 - c. remember her song
 - d. see her piano
- What do the people in the audience do?
 - a. Whisper
 - b. Laugh
 - c. Leave
 - d. Sing together

Listening

Listen. Circle the words you hear.

- He is playing (in a concert / on a stage).
- The audience (sings / likes) his music.
- The man is not playing the piano (quietly / softly).

Mapping

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

- Wendy's father sings quietly.
- Wendy's father whispers to her.
- Wendy's father plays the piano.

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.

- Wendy has a class. _____
- She goes on the stage and sits at her place. _____
- They look at her and laugh. _____
- He is sitting in the front of the stage. _____

Summary

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

whispers concert piano front stage audience

Wendy plays in a(n) 1. _____

She plays the 2. _____ in front of a(n) 3. _____

However, she can't remember her song.

The audience 4. _____

Then, she hears someone singing.

It is her father!

He is sitting in 5. _____ of the stage.

When he sings, Wendy remembers the song.

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

Music in the City

Dictation

Listen and write the words.

Luke Jermam is an _____.

He makes art with pianos.

First, he works with a _____.

A city that wants his art will let him put _____ on the streets.

He puts them in parks, at bus stops, and other places.

Each piano has a _____ on it.

The signs say, "Play me, I'm yours!"

Any _____ can play the pianos.

Any person can _____ a street musician.

They don't play for _____.

They just play for fun.

Since 2008, Jermam has put pianos in more than twenty cities.

People in London, New York, and Paris enjoyed Jermam's art.

Maybe _____ pianos will be in your city soon!

Activity

Look at the picture and choose the right word from the box. Change the form of the word if necessary.

Shirley has _____ the piano in a _____.

_____ the piano since I was young.

_____ the piano for my _____.

_____ Since 2008, Jermam has _____ pianos in more than twenty cities.

People in London, New York, and Paris have _____ Jermam's art.

Jermam has _____ music come to crowded city streets.

Wrap-Up

What is the word?

1. _____

2. _____

3. _____

4. _____

5. _____

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.