

2nd
edition

LEVEL

2

Easy Reading Program for Young Learners

Reading Cue



Plus



LANGUAGE
WORLD



Introduction

Unit

1

Goldie and Class 4



THINK ALOUD

Look at the picture and talk about it.

- 1 What do you see in the picture?
- 2 Which one is a good class pet? Why?
- 3 What kind of pet do you want for your class pet?

Words in the Story

Match the word in A with its meaning in B.

A

- 1 goldfish
- 2 feed
- 3 amount
- 4 chase
- 5 wonder
- 6 fishbowl

B

- a to give food to a person or an animal
- b to go after something to catch it
- c how much or how many there is
- d a small orange fish people keep as a pet
- e a bowl used for keeping fish
- f to think and guess about something

5

Goldie and Class 4

Goldie the **goldfish** lives in Class 4. She is the class pet. When the morning comes, Goldie waits for Luke, who **feeds** her every morning. She likes Luke because he always gives the right **amount** of food, not too much, not too little. This helps Goldie stay in shape.

In the afternoon, Jane and Joan play with Goldie. She has fun **chasing** after the silver marble they put near the **fishbowl**.

After all the children go home, it becomes evening. Once alone, Goldie swims around and **wonders** what tomorrow will bring.



Think Aloud

This section introduces the topic of the unit. The picture and the questions are intended to encourage students to explore the topic and to share their own ideas and experiences.

Story

The story is level-appropriate and covers subjects about culture, science, the environment, sports, entertainment and more. Students will be able to see how the key words introduced in the previous section are used in context.

Words in the Story

This section introduces students to keywords that they will see in the story. The exercises are designed to help students to understand the meaning of the words.

Reading Comprehension

Answer the question.

Main Idea

1 What is the main idea of the story?

- a Goldie likes being the class pet for Class 4.
- b Goldie enjoys playing with Jane and Joan after lunch.
- c Goldie can stay in shape because she gets the right amount of food.

Details

2 Goldie the goldfish is a _____.

- a student
- b teacher
- c class pet

3 Why does Goldie like Luke?

- a because he plays with her in the morning
- b because he always gives her the right amount of food
- c because he always stays in shape

4 Who plays with a silver marble?

- a Luke, Jane, and Joan
- b all the children in Class 4
- c Goldie, Jane, and Joan

5 What does Goldie NOT do in the evening?

- a to play with the children
- b to wonder about tomorrow
- c to swim around in the fishbowl

6 Goldie has fun _____ after the silver marble near the fishbowl.

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Reading Comprehension

This section contains questions designed to test students' understanding of the story. The questions help students to develop key reading skills such as the main idea and details.

Story Map

Fill in the timeline by putting the sentences in the correct box.

- a Luke feeds Goldie the right amount of food.
- b Jane and Joan play with Goldie.
- c Goldie wonders what tomorrow will bring.
- d Goldie waits for Luke.
- e Goldie swims around in the fishbowl.
- f Goldie chases after the silver marble.



Summary

Goldie is a _____.

In the morning, Luke _____.

In the afternoon, Jane and Joan put _____.

After the children go home, _____.

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Summary

In this section, students are asked to summarize the story. Sentence starters are provided to guide students' thinking and writing. By learning how to summarize, students can pick out the main ideas of the story and express them clearly and concisely in their own words.

Story Map

In this section, students are presented with a visual organizer designed to help them to grasp an idea or concept related to the unit. Words are connected in a way that helps students to think about them as a group.

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Goldie and Class 4



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Morning

Afternoon

Evening

Summary

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In the morning, Luke _____.

In the afternoon, Jane and Joan put _____.

After the children go home, _____.