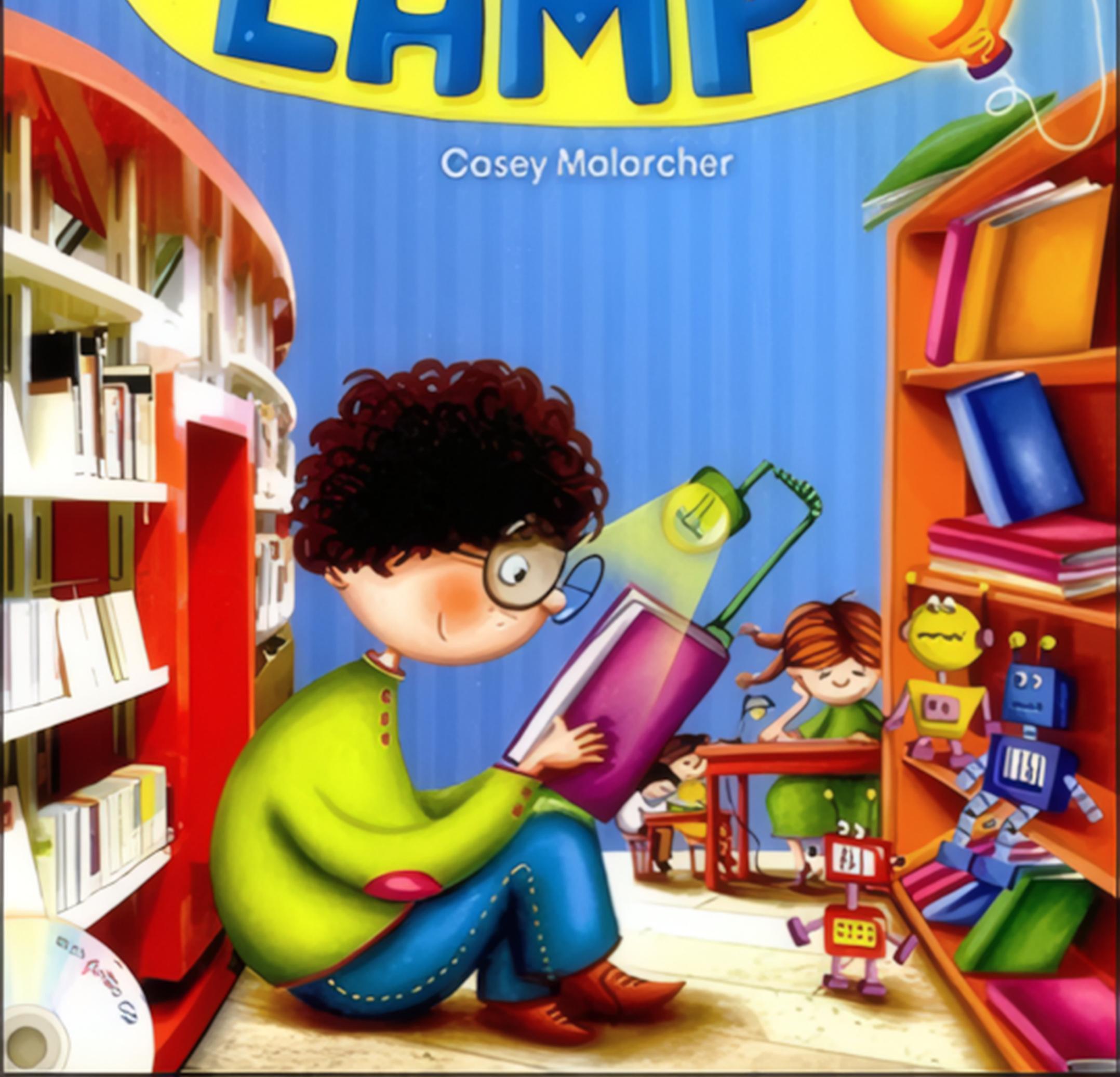


# READING LAMP 3

Cosey Molocher



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Casey Malarcher

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# How to Use This Book

Each unit in the *Reading Lamp* 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.

UNIT 01 Food/Fiction **Salad Is Good!**

**Warm-Up**  
Answer the questions.  
1. What is in the bowl?  
Some ... is in the bowl.  
2. Does the boy like it?  
..., the boy likes/does not like it.

**New Words**  
Write the words. One word is extra.  
-hate- surprised hamburger fork salad tell

1. hate \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

7

### New Words

lists key vocabulary for the unit. Students match the words with photographs illustrating each word's meaning and then write the words as labels below the photographs.

### 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.

It is time for dinner.  
Eddie goes to the kitchen.  
He sees a bowl of **salad**.  
Eddie says, "I **hate** salad."  
He only likes **hamburgers**.  
Eddie eats hamburgers every day.  
His mom **tells** him, "Eat your salad, Eddie."  
Eddie gets a **fork**.  
He has some salad.  
He is **surprised**.  
He says, "It is good!"  
Eddie wants more salad.

Time: \_\_\_\_\_ / 58 words

8

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. Transcripts for the Listening section are provided at the back of each book.

## 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.

## Checking

01

Choose the best answer.

- This reading is about \_\_\_\_\_.  
a. what a boy likes    b. how to make salad    c. why salad is good
- Eddie does not say, "\_\_\_\_\_".  
a. I hate salad.    b. I want a hamburger.    c. It is good!
- Why is Eddie surprised?  
a. His mom eats his salad.    b. He likes his salad.    c. His dinner is a hamburger.

## Listening

Listen. Choose a or b.



## Mapping

What do they say and do? Fill in the chart. One word is extra.

hamburger    fork    good    hate    salad

"I _____ salad."	"Eat your salad, Eddie."	He gets a _____.	He has some _____.
	"It is _____!"		

## Mapping

reinforces comprehension of the reading passage as well as practices organizing texts according to main ideas with supporting details, sequential events, or summaries.

## Vocabulary Review

Write the right word. One word is extra.

hate    hamburgers    fork    good    salad    surprised

- A bowl of \_\_\_\_\_.
- \_\_\_\_\_ something.
- \_\_\_\_\_ and French fries.
- Use a \_\_\_\_\_.
- Be \_\_\_\_\_ by something.



## Summary

What is first? What is last? Write 1 (first) to 4 (last).

He is surprised.	He says, "I hate salad."
Eddie gets a fork.	Eddie sees a bowl of salad.

## 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.

## Workbook

**01 Salad Is Good!**

**Dictation**  
Listen and write the words.

It is time for dinner.  
Eddie goes to the \_\_\_\_\_.  
He sees a bowl of \_\_\_\_\_.  
Eddie says, "I \_\_\_\_\_ salad."  
He only likes hamburgers.  
Eddie eats \_\_\_\_\_ every day.  
His mom tells him, "\_\_\_\_\_ your salad, Eddie."  
Eddie gets a \_\_\_\_\_.  
He has some salad.  
He is \_\_\_\_\_.  
He says, "It is good!"  
Eddie wants \_\_\_\_\_ salad.

**Activity**  
Match and write.

- Eddie says, \_\_\_\_\_ • "It is good!"
- His mom tells him, \_\_\_\_\_ • "I hate salad."
- He says, \_\_\_\_\_ • "Eat your salad."

**Wrap-Up**  
Put X or O on the right picture.


Who wins? \_\_\_\_\_

## 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.



# Salad Is Good!

 Warm-Up

Answer the questions.

1. What is in the bowl?  
Some ... is in the bowl.
2. Does the boy like it?  
..., the boy likes/does not like it.



 New Words

Write the words. One word is extra.

~~hate~~ surprised hamburger fork salad tell



hate



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## Reading

Listen and read.  Track 01

It is time for dinner.

Eddie goes to the kitchen.

He sees a bowl of salad.

Eddie says, "I hate salad."

He only likes hamburgers.

Eddie eats hamburgers every day.

His mom tells him, "Eat your salad, Eddie."

Eddie gets a fork.

He has some salad.

He is surprised.

He says, "It is good!"

Eddie wants more salad.

Time: \_\_\_\_\_ / 58 words

