

Reading Picnic

is a three-book series designed for those wishing to learn basic English reading skills.

This series uses practical situations, a progressive approach, and inviting illustrations in order to maximize learning efficiency and make learning fun. Reading picnic teaches the basic vocabulary and reading skills needed by English students today and lays the solid foundation required for a bright future in English education.

Key Features

- Engaging theme-based topics help students become interested and learn practical English reading skills.
- Clear illustrations serve to spark the imagination, explain scenarios, and help students learn through word-image association.
- Students learn to find main ideas and supporting details while learning global cultures and specific facts.
- A reading comprehension section ensures students have understood important points, while also inherently teaching students skimming and scanning skills.
- Students review key words and learn summarization and organization through visualization at the end of each unit.
- Included workbooks offer supplementary material, allowing students to further their reading skills, and can be used to assign homework.

Component

- Student Book+Workbook+Audio CD

Online Resources (www.moonjin.com/download)

- Additional worksheets (1 page per unit)
- Midterm and final tests
- Answer keys
- Sample lesson plan
- Daily and monthly lesson plans



₩ 12,000



TWO PONDS

Reading Picnic 2

Reading Picnic 2



TWO PONDS

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Reading Picnic 2

Reading Picnic 2

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Preview

Let's Talk

This activity offers a preview of the unit and can be used to spark a short discussion between an adult reader and students in order to introduce learners to the topic.

The Main Reading

Each unit includes a theme-based reading that has been written and organized with students in mind. Each main reading section includes inviting imagery and terminates with a short comprehension quiz.

Reading Comprehension

This section ensures that students have a sufficient understanding of the main reading.

Vocabulary

This activity serves as a helpful review of the key words from the reading for improved retention.

UNIT 07 Not So Different

Let's talk!
Q: What do you do with your friend?
A: We read books.

Board Game

Not So Different

Ben cannot walk or run. He has a wheelchair. But Ben and I are friends.

We read the same books. We watch the same movies. We do the same things.

Ben and I are not very different. We have a lot of fun together. And we always will!

Circle the correct answers.

- Ben and the boy are (friends / brothers).
- Ben and the boy are (friends / hungry).
- Ben has a chair with (books / wheels).

READING COMPREHENSION

A Circle the correct answers.

- What is this reading about?
a. friends b. movies c. chairs
- Why does Ben have a wheelchair?
a. because Ben can't read
b. because Ben can't walk
c. because Ben can't ride a bike
- What does the boy do with his friend Ben?
a. run around the park
b. walk in the garden
c. watch the same movies

B Circle T for true or F for false.

- Ben uses a wheelchair. T F
- Ben and the boy are family. T F
- Ben and the boy read the same books. T F

VOCABULARY

D Check the correct answers.

- same different
- watch same
- run

E Complete the words.

- wh _ _ l c _ _ _ r
- m _ v _ _
- w _ _ k

WORDS TO KNOW

same different watch wheelchair movie

LANGUAGE SKILLS

C Check the correct answers.

- They are boys. They are girls.
- We wear the same clothes. We read the same books.
- We watch the same movies. We ride the same bike.

READING CHART

F Fill in the blanks.

BUT...

Ben cannot _____ or _____ the same books.

Ben and I has a _____ with _____ do the _____ things.

We have a lot of _____ together!

WORD BANK chair run read same fun wheels walk

Language Skills

Phrases, patterned sentences, and a variety of sentence structures help students build a solid foundation of the English language.

Reading Chart

This section provides a more visual representation of the reading to help learners see ideas and organization in a different and highly helpful way.

Words to Know

By using word-picture association, students learn new words in preparation for the main reading.

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It's Coming

**Let's talk!**

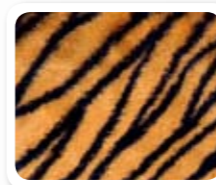
Q : What can you see in the picture?

A : I can see a big elephant.

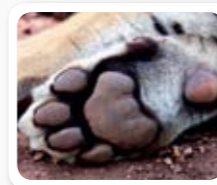
WORDS TO KNOW



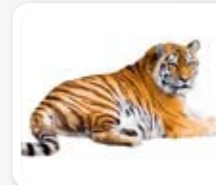
run



stripes



paw



tiger



minute

It's Coming

Shh!
Look over there.

It's huge!
It's orange.

It has four legs.
It has big paws.
It has black stripes.
And it's coming...

Wait a minute...
It's a tiger!
RUN!

Circle the correct answers.

1. It's (small / huge)!
2. It has black (dots / stripes).
3. It's a (tiger / lion)!

READING COMPREHENSION

A Circle the correct answers.

1. What is this reading about?
a. a tiger b. a huge orange c. running
2. What color is the animal?
a. It's red. b. It's orange. c. It's blue.
3. How many legs does it have?
a. It has two legs. b. It has three legs. c. It has four legs.

B Circle T for true or F for false.

1. The tiger is small and orange. T F
2. It has four legs and white stripes. T F
3. It's really big. T F

LANGUAGE SKILLS

C Match the pictures and sentences.



- It's huge. •
- It has six legs. •
- It's gray. •
- It has four legs. •
- It has black and yellow stripes. •
- It's small. •

VOCABULARY

D Check the correct answers.

1.



elephant

tiger

2.



paw

stripes

3.



minute

huge

E Complete the words.

1.



str__es

2.



r__

3.



ti__e__

READING CHART

F Fill in the blanks.



It's _____.



It has big _____.

Shh! Look over there.
It's coming this way.



It has four _____.



It has _____.

It's a _____ tiger!
Run!

WORD BANK

stripes paws huge legs orange

UNIT

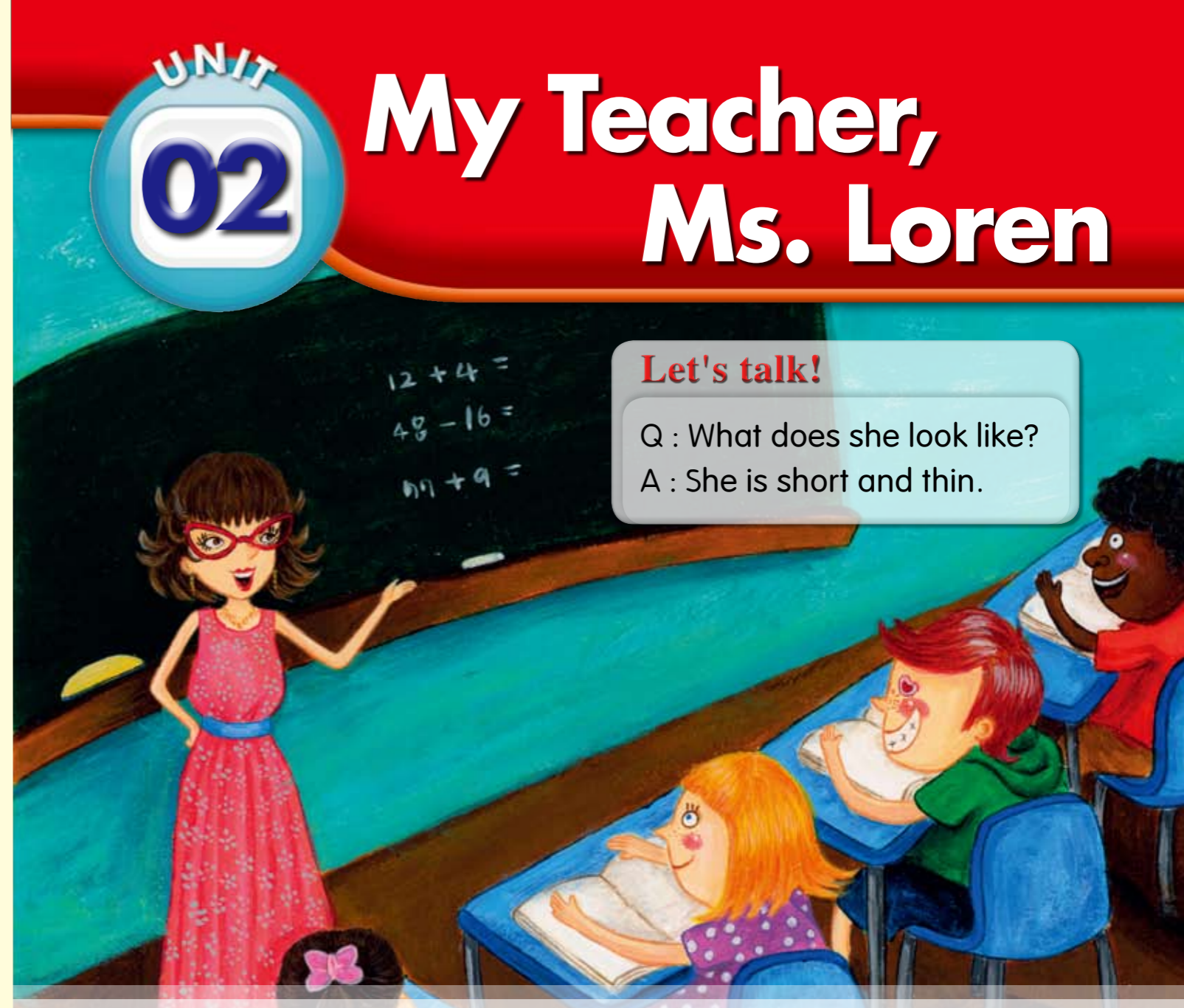
02

My Teacher, Ms. Loren

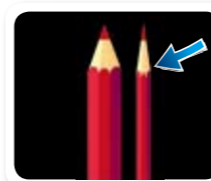
Let's talk!

Q : What does she look like?

A : She is short and thin.



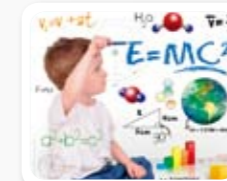
WORDS TO KNOW



thin



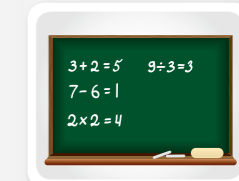
wear



smart



dress



math

MY TEACHER, MS. LOREN

Ms. Loren is my new teacher.

She is short and thin.

She has dark brown hair.

She wears a long dress.

Her dress has little flowers on it.

She is smart and funny.

She teaches math in a fun way.



Circle the correct answers.

- Ms. Loren is (tall / short).
- Ms. Loren's dress has little (flowers / bugs) on it.
- Ms. Loren is (shy / funny).

READING COMPREHENSION

A Circle the correct answers.




- What is this reading about?
 - a new teacher
 - a smart and funny man
 - Ms. Loren's new dress
- What color is Ms. Loren's hair?
 - red
 - black
 - dark brown
- How does Ms. Loren teach math?
 - in a bad way
 - in a fun way
 - in a funny way

B Circle Yes or No.

- | | | |
|--------------------------------|-----|----|
| 1. Is Ms. Loren big? | Yes | No |
| 2. Does she wear a long dress? | Yes | No |
| 3. Is Ms. Loren smart? | Yes | No |

LANGUAGE SKILLS

C Check the correct answers.

- | | | |
|--|--|--|
| 1.  | 2.  | 3.  |
| <input type="checkbox"/> She wears a long dress. | <input type="checkbox"/> She has long black hair. | <input type="checkbox"/> He wears blue shoes. |
| <input type="checkbox"/> She wears long pants. | <input type="checkbox"/> She has short red hair. | <input type="checkbox"/> He wears a brown T-shirt. |

VOCABULARY

D Match the pictures and words.

1.



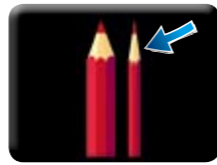
smart

2.



funny

3.



thin

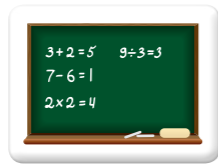
E Unscramble the words.

1.



ressed → _____

2.



tmah → _____

3.



raew → _____

READING CHART

F Fill in the blanks.

Ms. Loren is my new _____.

She is short and _____.

She has dark _____ hair.



She wears a long _____ with _____ flowers on it.

She is _____ and funny.

WORD BANK brown dress thin smart little teacher

UNIT

03

Food Around the World



Let's talk!

Q : What are you going to eat?

A : I'm going to eat spaghetti.

WORDS TO KNOW



visit



spaghetti



taco



sushi



dim sum

Food Around the World



My name is Jessica.

I am going on a trip around the world.

I'm going to visit different countries.

And I'm going to eat food in different countries.

What am I going to eat?

In Italy, I'm going to eat spaghetti.

In Mexico, I'm going to eat tacos.

In Japan, I'm going to eat sushi.

And in China, I'm going to eat dim sum.

Circle the correct answers.

- Jessica is going on a trip around (the world / his country).
- In Italy, she is going to eat (pizza / spaghetti).
- In Japan, she is going to eat (dim sum / sushi).

READING COMPREHENSION

A Circle the correct answers.

- What is this reading about?
 - traveling in Korea
 - Italian food
 - food in different countries
- What is Jessica going to eat in Mexico?
 - spaghetti
 - tacos
 - dim sum
- What is Jessica going to do in different countries?
 - visit mountains
 - ride the bus
 - eat food

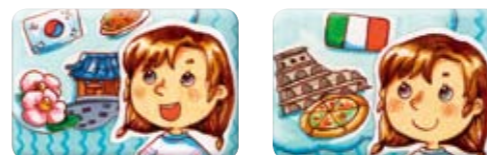
B Circle T for true or F for false.

- Jessica is going to visit different countries. T F
- Jessica is going to eat sushi in China. T F
- Jessica is not visiting Korea. T F

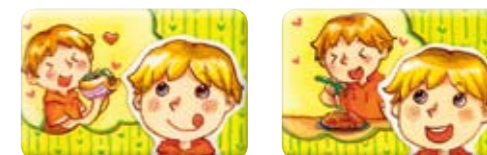
LANGUAGE SKILLS

C Circle the correct pictures.

1. I'm going to visit Italy.



2. I'm going to eat spaghetti.



3. I'm going to eat.



4. I'm going to eat dim sum.






VOCABULARY

D Write the correct letters.

1.  2.  3. 

a. sushi b. visit c. spaghetti

E Complete the words.

1.  t _ _ o
2.  di _ s _ _
3.  _ t _ _ y

READING CHART

F Fill in the blanks.

I am going on a trip around the world.
I'm going to visit different countries.



In _____, In _____, In _____, In _____,
I'm going to eat _____ I'm going to eat _____ I'm going to eat I'm going to eat
_____ _____ sushi. dim sum.

WORD BANK China tacos Japan Italy Mexico spaghetti