

READING COMPREHENSION

A1 | Adults / Teens | Reading + Vocabulary | 20-30 minutes

Topic: Everyday English | Skills: Reading, Speaking

Read the story carefully. Then answer the questions on Page 2.

Sunday in the Park

On Sundays, Maya goes to the park with her father. The park is near their home. They walk there at ten o'clock. Maya takes a ball, and her father takes a bag with some food and water.

First, they play with the ball on the **grass**. Maya likes this game. Then they walk to the **lake**. There are six ducks on the water. Two ducks are brown, and four are white.

At twelve o'clock, they have a **picnic** under a tree. They eat sandwiches and apples. They drink water.

After lunch, Maya reads her book on a **bench**. Her father reads too. They go home at two o'clock. Maya loves Sundays in the park.

Key vocabulary

grass - small green plants that cover the ground

lake - a large area of water with land around it

picnic - a meal you take with you and eat outside

bench - a long seat for two or more people

COMPREHENSION QUESTIONS

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Answer in complete sentences. Use the story to help you.

1. Who does Maya go to the park with?

2. How do they get to the park?

3. What does Maya take to the park?

4. How many ducks are on the lake?

5. What do they eat at their picnic?

6. What does Maya do after lunch?

Talk with a partner

- Do you like going to the park?
- What do you like to do outside?

ANSWER KEY

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Suggested full-sentence answers. Accept equivalent answers with the same meaning.

1. Who does Maya go to the park with?

Maya goes to the park with her father.

2. How do they get to the park?

They walk to the park.

3. What does Maya take to the park?

Maya takes a ball to the park.

4. How many ducks are on the lake?

There are six ducks on the lake.

5. What do they eat at their picnic?

They eat sandwiches and apples at their picnic.

6. What does Maya do after lunch?

Maya reads her book on a bench after lunch.

Teaching notes

- Read once for the main idea, then check the key vocabulary.
- Ask learners to reread and write their answers in complete sentences. Let them compare answers with a partner before checking together.
- The partner questions have no fixed answers. Encourage learners to give a reason.

Language focus: Present simple; sequence words: first, then, after.