

# READING DRIVE

# 1

**A Vocabulary  
and Skill Builder**

Jake Murray



## **Reading Drive 1** A Vocabulary and Skill Builder

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## Preface

**Reading Drive 1** is part of the first level in a four-level preparatory course for elementary and middle school students. This four-skill series is designed to assist students in developing their English language aptitude through exposure to the essential English grammatical structures and vocabulary encountered most commonly in communication and academic study.

When used together, the four skill books at each level of the Drive series support students in developing their fundamental English language skills in reading, listening, speaking, and writing. In each skill book, 12 themed units introduce topic-based vocabulary, while focusing on separate grammatical and idiomatic structures. Contextually acquired vocabulary and full-color pictures are used to aid learners in their interpretation of new language.

Each unit progresses with a vocabulary introduction, grammar or expression practice, idiom practice, and skill review and testing sections. Each unit builds on the previous, providing ample opportunities for review of newly acquired language. Wrap-Up Quizzes at the end of each skill book aim to consolidate the material that students have learned throughout the book with grade-appropriate vocabulary and structures. Each level of this four-skill series teaches 500 words from the 3,000 most common headwords encountered in communication and academic study.

Each book of this four-skill series focuses on a separate skill, allowing students to concentrate on the necessary techniques and strategies for the separate skills of listening, reading, speaking, and writing without having to encounter multiple skills. **Reading Drive 1** provides an excellent foundation for students seeking to develop their English language listening skills for both real world communication and academic study. Students completing all four levels of the Drive series will study over 2,000 different headwords.



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## Characters



These five children are the main characters of the series. They appear in each unit. They are all friends, and they go to the same school. They help teach the target language.



# How to Use This Book



## ► Title

The unit title indicates the main topic of the unit.

## ► Introduction of vocabulary, Part 1

Colorful pictures introduce the target vocabulary and provide visual clues to meaning.

Look at the pictures with the students.

See if the students can help you by identifying the words.

## ► Vocabulary practice

Students listen to example sentences, then practice reading aloud. Discuss the illustration with the students and ask them to make their own sentences about the picture, using the example sentences as a guide.

## ► Illustrations

Illustrations throughout the book feature the five main characters. Familiarity with the characters will assist students in developing associations with the language and its meaning.

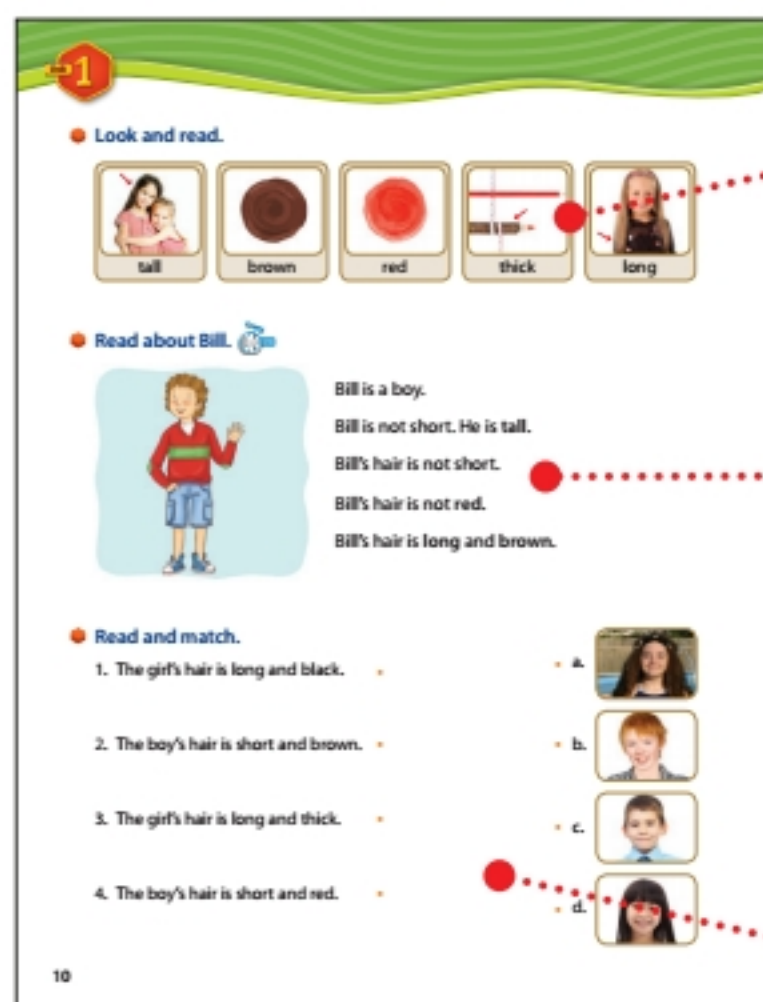
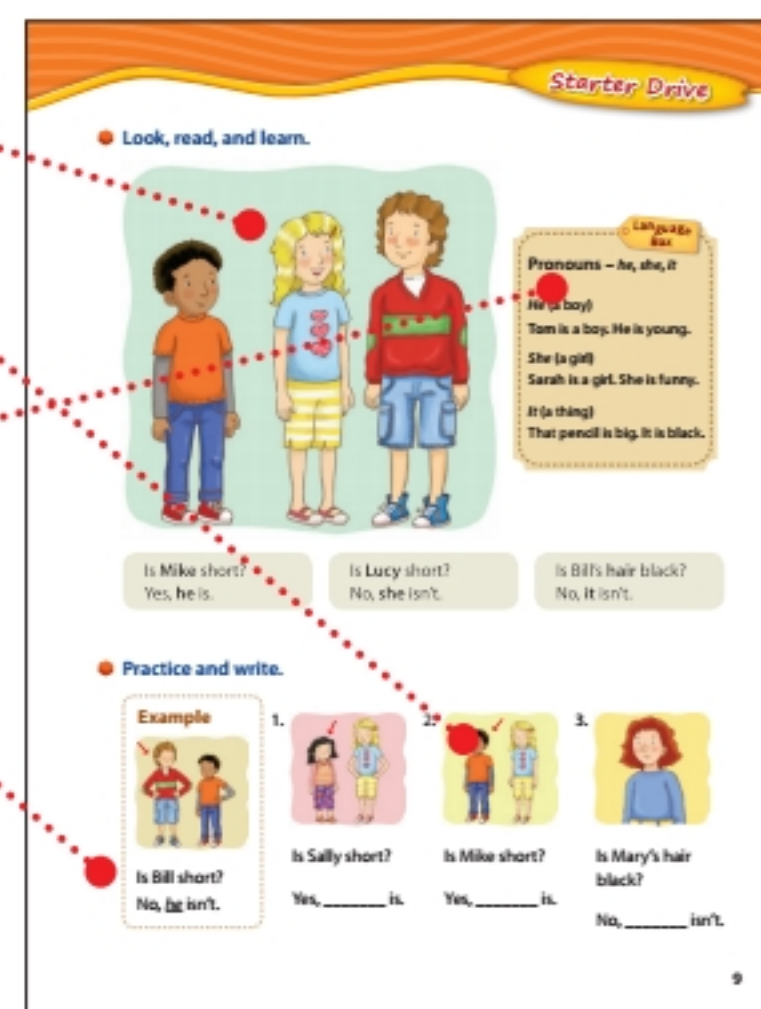
## ► Introduction of main grammar

The *Language Box* provides simple examples or explanations of the target grammar.

Have the students look at the illustration and read the example sentences.

Students practice using the target grammar in reading comprehension gap fill activities.

Have the students role play the dialogs for additional practice.



## ► Introduction of vocabulary, Part 2

Look at the pictures with the students.

See if the students can help you by identifying the words.

Practice the pronunciation of each word.

## ► Reading practice

A short reading passage presents the target vocabulary and grammar in an accessible context.

Have students listen to the audio then read aloud. For a fun way to practice reading and develop reading speed, have the students read aloud at the same time as they listen to the audio. It's challenging, but fun!


## ► Vocabulary activity

Students read the sentences and match them to the correct picture, checking comprehension.



**Practice Drive**

● Look and circle.



1. Is Sally short?  
a. Yes, she is.      b. No, she isn't.
2. Is Bill short?  
a. Yes, he is.      b. No, he isn't.
3. Is Sally's hair black?  
a. Yes, it is.      b. No, it isn't.
4. Is Bill's hair brown?  
a. Yes, it is.      b. No, it isn't.

● Read and write.

Mike is not tall. He is short.  
Mike's hair is thick.  
Mike's hair is not long.  
It is short and brown.

Mary is a girl. She is not short.  
Mary's hair is not brown.  
Mary's hair is not long.  
It is red and thick.

1. Is Mike tall?  
\_\_\_\_\_ he \_\_\_\_\_
2. Is Mike's hair thick?  
\_\_\_\_\_ it \_\_\_\_\_
3. Is Mike's hair brown?  
\_\_\_\_\_ it \_\_\_\_\_
4. Is Mary short?  
\_\_\_\_\_ she \_\_\_\_\_
5. Is Mary's hair red?  
\_\_\_\_\_ it \_\_\_\_\_
6. Is Mary's hair long?  
\_\_\_\_\_ it \_\_\_\_\_

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### ▶ Reading comprehension and grammar practice

The page starts with a multiple choice activity accompanied by an illustration that provides context for the sentences in this activity.

A second, text-based, activity practices comprehension and correct use of grammatical structures. This can be extended into a writing activity by having students use the model sentences as a basis for writing about themselves or the world around them.

### ▶ Grammar and vocabulary practice / Unit review


This is the most challenging section of each unit and provides consolidation practice of the target grammar and vocabulary of the unit. Words and grammar from earlier units may also be reviewed here.

### ▶ Grammar and vocabulary activities

This page starts with a fun guessing activity. Have students study the picture before reading the information. Students will guess which character is being described! Students then answer further questions about the illustration.

**Challenge Drive**

● Look, read, and write.



Who is this?  
is tall.  
's hair is brown.  
's hair is thick.  
's hair is long.

Who is this?  
is short.  
's hair is not red.  
's hair is not brown.  
's hair is long.

● Read and circle.

1. Is Lucy's hair short?  
a. Yes, it is.      b. No, it isn't.
2. Is Mike tall?  
a. Yes, he is.      b. No, he isn't.
3. Is Sally's hair black?  
a. Yes, it is.      b. No, it isn't.
4. Is Bill short?  
a. Yes, he is.      b. No, he isn't.

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**Quiz Drive**

● Choose the correct word.

1. Mike's hair is \_\_\_\_\_.  
a. brown      b. boy      c. tall
2. Bill is not \_\_\_\_\_.  
a. boy      b. short      c. thick
3. Is Mary \_\_\_\_\_.  
a. tall      b. thick      c. girl
4. Sally is not \_\_\_\_\_.  
a. boy      b. tall      c. brown

● Read and answer.

My name is Sue. My hair is red. It is not brown or black. This is Lisa. Lisa's hair is thick and short. Lisa's hair is brown. Lisa is short. I am not short. I am tall.

1. What color is Lisa's hair?  
a. Brown      b. Black      c. Red

Dave is a boy. He is not a girl. Sara is a girl. She is not a boy. Dave is tall. Sara is not tall. She is short. Dave's hair is black. Dave's hair is not short. It is long and thick. Sara's hair is short and brown.

2. Is Dave's hair short and red?  
a. Yes, he is.      b. No, it isn't.      c. Yes, it is.

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### ▶ General review

This section recycles some of the key vocabulary and target structures from earlier units. For additional practice, students can be encouraged to talk about themselves or the world around them using the language patterns they have studied in the unit.

### ▶ Introduction to test question types

Let the students know that they will see similar types of questions on many common tests of English. This section of each unit provides a great opportunity to familiarize students with the kinds of questions they will encounter on future tests.



# Meeting People

Look, point, and say.



girl



boy



short



hair



black

Read about Mike and Sally.

This is Mike.

Mike is a **boy**.

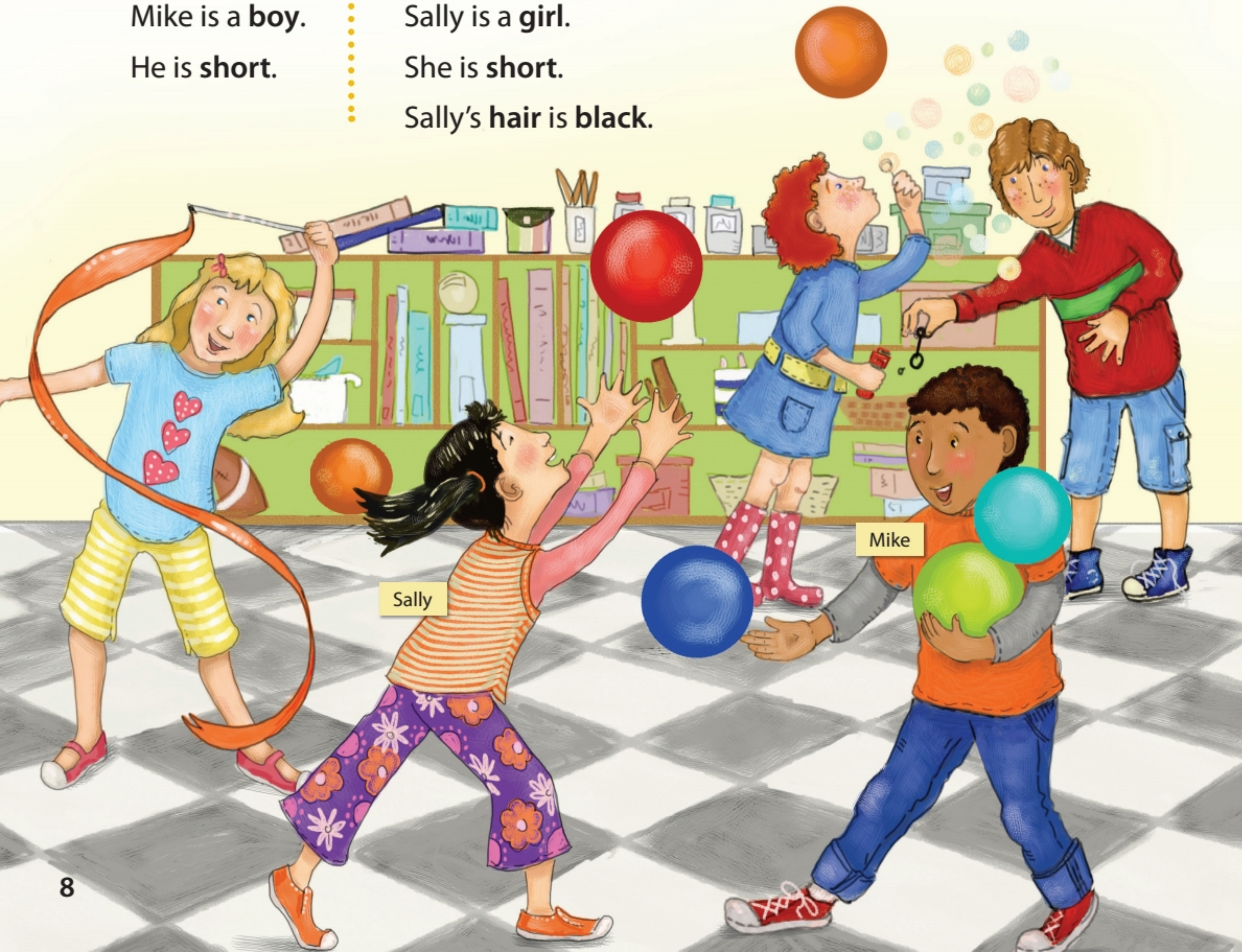
He is **short**.

This is Sally.

Sally is a **girl**.

She is **short**.

Sally's **hair** is **black**.





## Look, read, and learn.



### Language Box

**Pronouns – he, she, it**

*He* (a boy)

Tom is a boy. **He** is young.

*She* (a girl)

Sarah is a girl. **She** is funny.

*It* (a thing)

That **pencil** is big. **It** is black.

Is **Mike** short?  
Yes, **he** is.

Is **Lucy** short?  
No, **she** isn't.

Is Bill's **hair** black?  
No, **it** isn't.

## Practice and write.

### Example



Is Bill short?  
No, he isn't.

1.



Is Sally short?  
Yes, \_\_\_\_\_ is.

2.



Is Mike short?  
Yes, \_\_\_\_\_ is.

3.



Is Mary's hair black?  
No, \_\_\_\_\_ isn't.



**Look and read.**



**Read about Bill.**



Bill is a boy.

Bill is not short. He is **tall**.

Bill's hair is not short.

Bill's hair is not **red**.

Bill's hair is **long** and **brown**.

**Read and match.**

1. The girl's hair is long and black. •

a.



2. The boy's hair is short and brown. •

b.



3. The girl's hair is long and thick. •

c.



4. The boy's hair is short and red. •

d.

