

READING DRIVE

2

A Vocabulary
and Skill Builder

Moraig MacGillvray



Reading Drive 2 A Vocabulary and Skill Builder

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Preface

Reading Drive 2 is part of the second 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 2* 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

I'm **Mike**. I have short, brown curly hair. I am a bit taller than Sally, but I am shorter than Mary.

I'm **Lucy**. I am tall. I am as tall as Bill. I have long blond hair.

I'm **Bill**. I have long brown hair. I am the tallest character.

I'm **Mary**. I have curly red hair. I am shorter than Bill and Lucy, but I am taller than Sally and Mike.

I'm **Sally**. I have long black hair. I'm shorter than all the others. I'm the shortest.




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

Unit 1 Sports Day

Read the words.



Read about Sally's school sports day.



It is Sally's school sports day. Sally is racing with Bill and Mike. They prepare for the race. Can they win gold or silver cups? Sally jumps up and down and drinks some water. She feels good. Sally's aunt and uncle cheer for her.

Answer the questions.

- What is Sally doing at sports day?
 - Cheering
 - Watching
 - Racing
- Who does NOT cheer for Sally?
 - Bill
 - Her aunt
 - Her uncle
- Who is she in line for?
 - Sally
 - Sally's aunt
 - Mike

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 read and listen to a short reading passage that presents target vocabulary items in context. The short passage is followed by comprehension questions designed to check comprehension as well as provide additional practice with target vocabulary items.

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.

Vocabulary and reading fluency practice

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

Have the students look at the illustration and complete the gap fill activity.

Students are given additional reading fluency practice focusing on target grammar and vocabulary items through a multiple-choice reading activity. Photos accompanying the activity provide visual clues for answering the questions.

Practice Drive

Learn and write.

Singular: is/are?	Plural: are/aren't?
The girl is happy. She isn't sad.	The dogs are hungry. They aren't tired.

aren't are isn't is

1. Mike is tired.
2. He is sick.

1. Mary and Lucy are happy.
2. They are sad.

Circle the correct answer for each picture.

- What do the girls have?
 - They have silver.
 - They have tapes.
 - They have sandals.
 - They have an uncle.
- How are the girls?
 - They are sick.
 - They are thirsty.
 - They are happy.
 - They are hungry.
- What is the boy preparing?
 - A race.
 - A cake.
 - A sandwich.
 - A watermelon.
- Who is with the girl?
 - Her aunt.
 - Her uncle.
 - Her sister.
 - Her little brother.

Unit 1 Sports Day

Read the words.



Read and number in the correct order.



a. Mike, Sally, and Bill win! They get a silver cup. They are very happy.



b. Mike, Sally, and Bill are members of a team. They train for sports day.



c. It is sports day. There are several contests today. Mike and Sally prepare. Bill drinks water.



d. It is time for the contest. Mike, Sally, and Bill pull hard.

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 and sequencing

A short illustrated reading passage presents the target vocabulary and grammar in an accessible context. Have students look at the illustrations and explain the main object or key action depicted in each. Then with the help of the text below each, students should be able to label the illustrations in sequential order. For fun, have students try to retell the story without simply reading the text aloud.

Build-Up Drive

Read the passage and answer the questions.

She plays soccer. They play soccer.
Sally studies English. We study English.
Sally doesn't eat fish. They don't eat fish.

Lucy plays soccer during the school year. She trains hard and prepares before every game. She wants to be good. Her parents bring her to the games and cheer for her. This year, she gets a silver cup. She is the "hard-working" player. Her parents have a cake for her.

1. What does Lucy do before soccer games?
a. She trains.
b. She eats cake.
c. She gets a cup.

2. What do Lucy's parents do at her games?
a. They prepare a cup.
b. They cheer for her.
c. They give her a sandwich.

3. Why is Lucy getting a silver cup?
a. For cheering.
b. For preparing.
c. For working hard.

Fill in the blanks.

1. Bill is getting a _____ for basketball.
a. member b. cup c. team

2. Mike _____ before every tennis game.
a. trains b. wins c. brings

3. Lucy isn't in this _____.
a. member b. contest c. tape

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Reading comprehension and grammar practice

A second Language Box for the unit provides additional simple examples or explanations of the target grammar. Then students practice their reading skills with a multiple-choice activity based around a short passage presented without visual support.

A second, text-based, activity checks comprehension of the unit's target vocabulary items and correct use of the unit's target grammar.

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.

Reading comprehension review

This is the most difficult section of each unit and provides comprehensive practice of the target grammar and vocabulary of the unit. Words and grammar from earlier units are also reviewed here.

Reading fluency development

A second activity requires student to reread the passage on this page in order to sequence a series of illustrations related to the reading. This second reading provides reading fluency practice while focusing students on details within the passage that relate to the images to be ordered.

Challenge Drive

Read and answer the questions.


All of the students are at school sports day. There are several contests. Mary and Mike are members of the running team. Bill is on the basketball team. He is getting ready now. He jumps up and down. After Bill's game and the race, they all eat cookies together.


1. Who is NOT in the running team?
a. Bill b. Mary c. Mike


2. How does Bill prepare for the basketball game?
a. He jumps. b. He cheers. c. He watches.

3. Who are they in line 5?
a. Bill and Mary b. Bill and Mike c. Bill, Mike, and Mary

Read again, and put the pictures in order.

1.  a. 2-1-3

2.  b. 3-1-2

3.  c. 1-2-3

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Quiz Drive

Read and answer the questions.

Lucy is at school sports day. Her aunt is watching and cheering. Lucy is running in a _____ with Bill. She jumps and drinks some water. They are ready now. They race, and Lucy wins. Lucy's aunt cheers and gives juice to Bill and Lucy. Bill and Lucy are tired, but they are happy.

1. What word fits best in the gap?
a. silver
b. contest
c. member
d. aunt

2. What does Lucy's aunt NOT do?
a. Race
b. Cheer
c. Watch
d. Give juice

Mike is sick today. He can't do any contests at school sports day, but he can _____. He is sitting down and cheering. It is cold, so he has a hot drink and a blanket. Mary watches Bill and Lucy race. They both run hard, but Lucy wins. Mike cheers for Lucy.

3. What word fits best in the gap?
a. win
b. race
c. train
d. watch

4. Who wins the race?
a. Bill does.
b. Lucy does.
c. Mike does.
d. Mary does.

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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.

Unit 1

Sports Day

★ Read the words.



tape



prepare



silver



aunt



uncle

★ Read about Sally's school sports day. 



It is Sally's school sports day. Sally is racing with Bill and Mike. They **prepare** for the race. Can they win gold or **silver** cups? Sally jumps up and down and drinks some water. **She** feels good. Sally's **aunt** and **uncle** cheer for her.

★ Answer the questions.

1. What is Sally doing at sports day?
 - a. Cheering
 - b. Watching
 - c. Racing
2. Who does NOT cheer for Sally?
 - a. Bill
 - b. Her aunt
 - c. Her uncle
3. Who is **she** in line 6?
 - a. Sally
 - b. Sally's aunt
 - c. Mike

★ Learn and write.

Language Box

Singular: *is/isn't*

The girl **is** happy.
She **isn't** sad.

Plural: *are/aren't*

The dogs **are** hungry.
They **aren't** tired.

aren't are isn't is



★ Circle the correct answer for each picture.

1. What do the girls have?



- a. They have silver.
- b. They have tapes.
- c. They have sandals.
- d. They have an uncle.

2. How are the girls?



- a. They are sick.
- b. They are thirsty.
- c. They are happy.
- d. They are hungry.

3. What is the boy preparing?



- a. A race
- b. A cake
- c. A sandwich
- d. A watermelon

4. Who is with the girl?



- a. Her aunt
- b. Her uncle
- c. Her sister
- d. Her little brother

★ Read the words.



contest



several



during



team



member

★ Read and number in the correct order.



a. Mike, Sally, and Bill win! They get a silver cup. They are very happy.



b. Mike, Sally, and Bill are **members** of a **team**. They train for sports day.



c. It is sports day. There are **several contests** today. Mike and Sally prepare. Bill drinks water.



d. It is time for the contest. Mike, Sally, and Bill pull hard.