

READING DRIVE

3

*A Vocabulary
and Skill Builder*

Jake Murray



Reading Drive 3 A vocabulary and skill builder

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o Preface

Reading Drive 3 is part of the third 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, twelve 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 3** provides an excellent foundation for students seeking to develop their English language reading 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.

How to Use This Book

The following lesson plan is designed for a one-hour class period. For teachers with less available class time per unit, certain parts of the sample lesson plan may be omitted or shortened as necessary.

Target Language and Warm-Up 15 min.

The first two pages of each unit present five of the target vocabulary items for the unit. This presentation is followed by a number of activities that guide students through practicing both reading skills and the vocabulary items in activities with progressively longer texts.

In addition to simply working through the activities as presented in the student book, teachers may want to provide classes with additional practice including, but not limited to, the following suggestions:

Part (A): Have students brainstorm different word forms (noun, verb, adjective, or adverb) that can be created from the roots found in the target vocabulary items.

Part (B): Have students create additional example sentences using the target words.

Part (C): Have students orally explain the grammar rules exemplified by the sample sentences in the Language Box.

Part (D): Have students work in pairs or small groups to write one more of their own comprehension questions based on the reading passages provided. The questions can be passed to another pair or group to see if their classmates can answer the questions correctly.

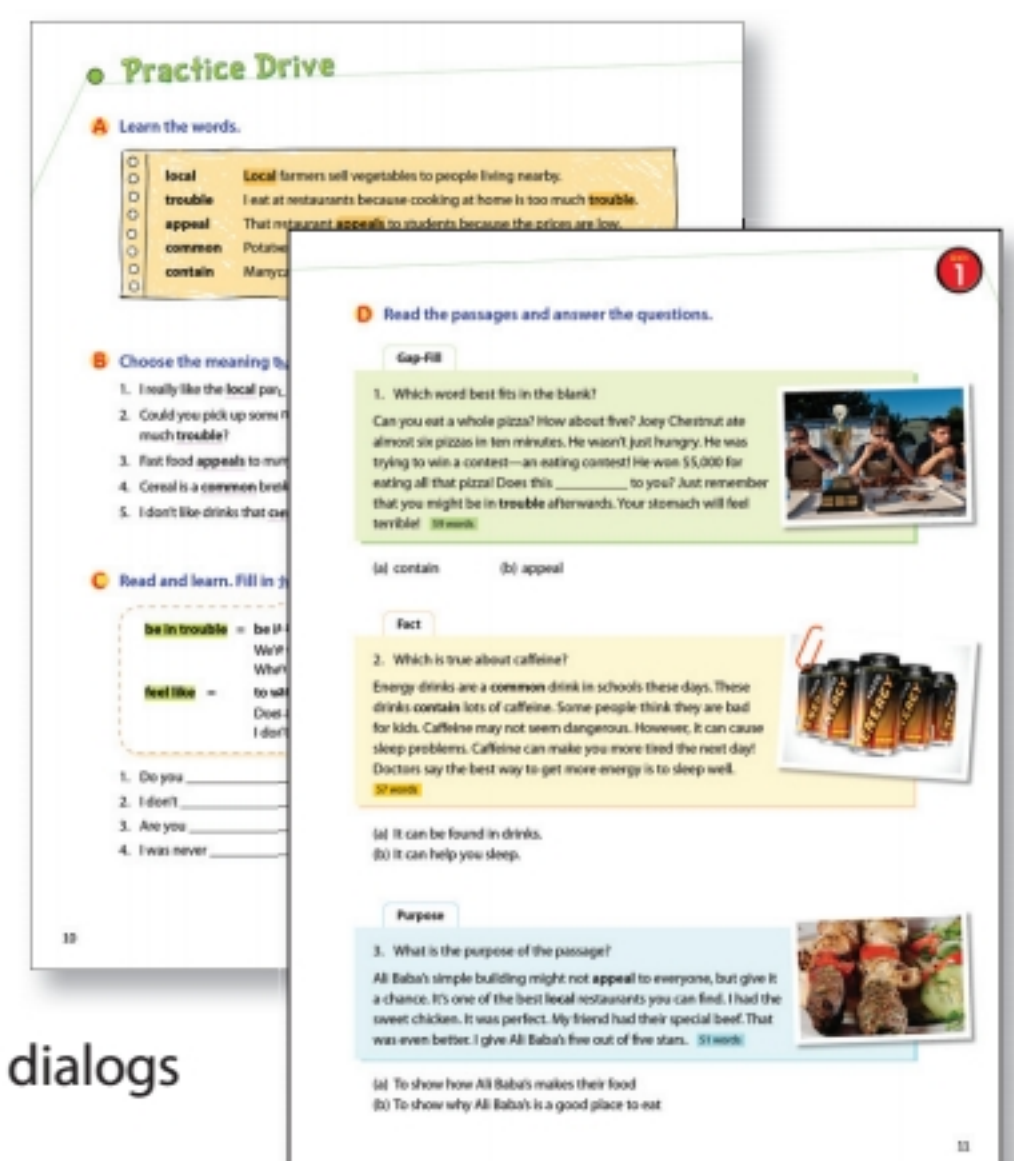
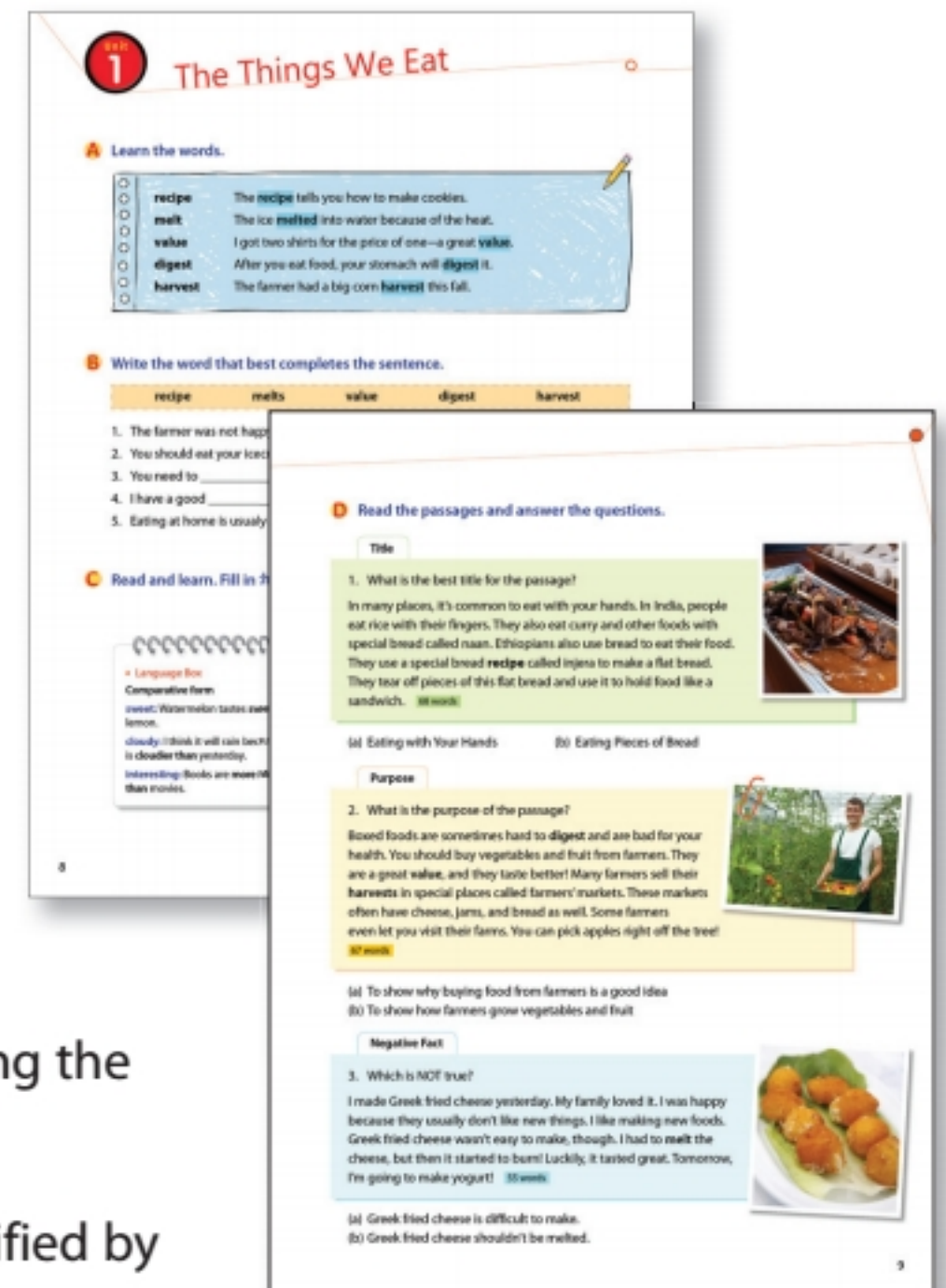
Practice Drive 15 min.

Pages three and four of each unit present five additional target vocabulary items for the unit.

The same optional extension activities in the Warm-up pages apply to the Practice Drive activities (A) and (D). For activities (B) and (C), the following supplemental activities are suggested:

Part (B): Have students replace one or two words in each sentence with their own ideas. The new sentences can be shared with the class to reinforce the new target vocabulary items.

Part (C): Have students work in pairs to create short dialogs of four or five lines. The dialogs should somehow incorporate usage of one of the target expressions. Pairs should role play their dialogs for the class.



Challenge Drive 5 min.

Page five of each unit presents alternative types of reading passages for students to practice with. The first passage is a chart, graph, or table that includes a written explanation of the information. One element of the chart, graph, or table is incorrect according to the information provided. The second passage is either a scrambled paragraph or a sentence insertion reading task.

For teachers who desire to provide extension activities related to the reading tasks on this page, the following possibilities are suggested:

Parts (A) and (B): Since both passages on this page include factual information, ask students to share any information they know related to the topics. As students share, be sure to list new vocabulary brought up on the board so that the whole class can take note of it.

Challenge Drive

Chart

1. Read the passage. Choose the incorrect information in the chart.

Total Weekly Fruit in Lunches

This chart shows how much fruit children ate weekly for lunch. It adds up all the fruit a child had in one week. School lunches had the most fruit. They had ten pieces each week. Bag lunches were next, at nine pieces per week. Outside lunches, like eating at restaurants, were last. These lunches only had three pieces of fruit in a week. 88 words

(a) (b) (c)

Sequencing

2. Put (a), (b), and (c) in the right order after the sentences in the box.

Yesterday I went to my first cooking class. It was great.

(a) My favorite part of the class was the end. We got to eat the chicken!
 (b) First, we learned how to use everything. There were big spoons, knives, bowls, burners, and mixers. We learned how to use all of them safely.
 (c) Next, we made our first meal. It was baked chicken. We had to cut up the chicken and cover it in flour. 79 words

(a) b-c-a (b) c-a-b (c) a-c-b

Quiz Drive 5 min.

Page six of each unit provides consolidation activities in the form of a reading quiz. Each quiz begins with a single paragraph reading passage. This is followed by a longer two-paragraph reading passage. A variety of reading comprehension question types is used throughout the series for the quiz pages. Thus, students will become familiar with the most common question types found on common standardized tests of English reading.

Workbooks, Reviews, and Wrap-Up Quiz

The workbook supplement that accompanies each student book includes four activities for each unit. The workbook units recycle the target vocabulary items of the student book units in easy-to-follow activities that students can complete at home. Along with the twelve thematic units in each student book, the Drive series provides four Reviews to reinforce vocabulary acquisition and grammar recognition through additional reading practice. Each student book also concludes with a Wrap-Up Quiz that can be used to help students recognize how much improvement they have achieved in the target skill of reading.

Quiz Drive

1. What is the main idea of the passage?

Do you like to go on vacation? Do you like to eat out? Many people like both. Did you know there are special "eating vacations" now? They are like any other vacation. However, instead of famous places, you visit great restaurants. Travelers have a great time trying all of the new foods. Local people love the idea as well. They like to share their recipes. What foods would you share with travelers? What is your country's most famous food? 79 words

(a) It's great to make food for local people.
 (b) Sharing recipes is a great way to make friends.
 (c) Vacations are a great way to see famous places.
 (d) There is a new kind of vacation that offers great food.

[2-3] Read the passage and answer the questions.

1. Do you like your parents' cooking? You should make a recipe book of home cooking. You won't always live at home. It will be nice to make that delicious food when you move out! It's easy to make the recipe book. Just ask your parents to write down the recipes for you. Write them on nice paper. Then make the pages into a book. Don't fill every page, though. You'll want to leave room for any new recipes you find.

2. You can find recipes in many places. Next time you eat something special at a restaurant, just ask for the recipe. Many owners will actually tell you. They like sharing their great food. You can also make your own recipes. It's easier than it sounds. Just mix different things together. If it tastes good, then write it down. 138 words

2. What can we infer from paragraph 2?

(a) Few people make their own recipe books.
 (b) Some people make their own recipes.
 (c) Most restaurant owners won't tell you their recipes.
 (d) Few recipes are easy to make.

3. Which is NOT mentioned as a way to get recipes?

(a) Make them yourself
 (b) Ask your parents
 (c) Get them from restaurants
 (d) Take them from recipe books



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A Learn the words.

○	recipe	The recipe tells you how to make cookies.
○	melt	The ice melted into water because of the heat.
○	value	I got two shirts for the price of one—a great value .
○	digest	After you eat food, your stomach will digest it.
○	harvest	The farmer had a big corn harvest this fall.

B Write the word that best completes the sentence.

recipe	melts	value	digest	harvest
--------	-------	-------	--------	---------

- The farmer was not happy with the small _____ this year.
- You should eat your ice cream before it _____.
- You need to _____ your lunch before you play.
- I have a good _____ for making soup.
- Eating at home is usually a better _____ than eating at a restaurant.

C Read and learn. Fill in the blanks with the correct form of the adjective given.



• Language Box

Comparative form

sweet: Watermelon tastes **sweeter than** lemon.

cloudy: I think it will rain because today is **cloudier than** yesterday.

interesting: Books are **more interesting than** movies.

- I think the restaurants in Chicago are **cheaper** than the ones in LA. (**cheap**)
I thought this new recipe was _____ than the old one. (**easy**)
Food bought from farmers is usually _____ than food from the supermarket. (**expensive**)
- Their new menu is much **more interesting** than their old one. (**interesting**)
For me, sleeping at home is _____ than sleeping in a hotel. (**comfortable**)
Most people find cooking _____ than cleaning up afterwards. (**enjoyable**)

D Read the passages and answer the questions.

Title

1. What is the best title for the passage?

In many places, it's common to eat with your hands. In India, people eat rice with their fingers. They also eat curry and other foods with special bread called naan. Ethiopians also use bread to eat their food. They use a special bread **recipe** called injera to make a flat bread. They tear off pieces of this flat bread and use it to hold food like a sandwich. 68 words



(a) Eating with Your Hands

(b) Eating Pieces of Bread

Purpose

2. What is the purpose of the passage?

Boxed foods are sometimes hard to **digest** and are bad for your health. You should buy vegetables and fruit from farmers. They are a great **value**, and they taste better! Many farmers sell their **harvests** in special places called farmers' markets. These markets often have cheese, jams, and bread as well. Some farmers even let you visit their farms. You can pick apples right off the tree! 67 words



(a) To show why buying food from farmers is a good idea

(b) To show how farmers grow vegetables and fruit

Negative Fact

3. Which is NOT true?

I made Greek fried cheese yesterday. My family loved it. I was happy because they usually don't like new things. I like making new foods. Greek fried cheese wasn't easy to make, though. I had to **melt** the cheese, but then it started to burn! Luckily, it tasted great. Tomorrow, I'm going to make yogurt! 55 words



(a) Greek fried cheese is difficult to make.

(b) Greek fried cheese shouldn't be melted.

● Practice Drive

A Learn the words.

○	local	Local farmers sell vegetables to people living nearby.
○	trouble	I eat at restaurants because cooking at home is too much trouble .
○	appeal	That restaurant appeals to students because the prices are low.
○	common	Potatoes are a very common vegetable that you can buy anywhere.
○	contain	Many cakes contain a lot of butter.
○		
○		

B Choose the meaning that best matches the underlined word.

1. I really like the local park. (a) nearby (b) giant
2. Could you pick up some milk if it's not too much trouble? (a) surprise (b) difficulty
3. Fast food appeals to many young people. (a) is usual (b) seems good
4. Cereal is a common breakfast food. (a) usual (b) useful
5. I don't like drinks that contain sugar. (a) want (b) have

C Read and learn. Fill in the blanks with the correct phrase.

be in trouble = be in a difficult situation

We're going to **be in trouble** if it rains. I forgot the umbrellas.
When I got home, my mom told me I **was in trouble** for fighting.

feel like = to want

Does anyone **feel like** seeing a movie?
I don't **feel like** cooking. Let's order pizza.

1. Do you _____ playing soccer after school?
2. I don't _____ eating spaghetti for dinner again.
3. Are you _____ for shouting at your brother?
4. I was never _____ when I was a child.