

READING DRIVE

4

A Vocabulary
and Skill Builder

Jake Murray



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o Preface

Reading Drive 4 is part of the fourth 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 4** 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

A Put (a), (b), and (c) in the right order.

(a) Photo journalism is a way to report the news. It doesn't use words; instead it uses images to tell a story. An early, famous photo journalist was Dorothea Lange. She lived during a time known as the Great Depression.

(b) One of her most well-known works is called "The Migrant Mother." It is a photograph of a woman looking for work. Her children are beside her. The picture has come to symbolize the difficulties of the Depression.

(c) It was a difficult time in the world's history. During this time, many countries' economies failed. Lange took pictures of the effects of the Depression.

1. _____ 2. _____ 3. _____

B Read the passage and complete the chart. Then answer the questions.

Museums were very busy last year. The Louvre, the New York Metropolitan, the British Museum, the National Gallery in London, and the Tate Modern were the busiest. At the bottom of the list was the Tate Modern. It had 4.8 million visitors last year. The National Gallery in London did better with 5.2 million visitors. The British Museum attracted 400,000 more visitors than the National Gallery. The second most visited museum was the New York Metropolitan. It drew a crowd of six million. However, the busiest museum of them all was the Louvre. It drew in eight million visitors!

Museum	Visitors (in the millions)
Louvre	8
British Museum	6
National Gallery	5.2
Tate Modern	4.8

1. According to the passage, how many visitors did the National Gallery have?
 (a) 4.8 million
 (b) 5.2 million
 (c) 5.6 million
 (d) 6 million

2. Which attracted less than 5 million visitors?
 (a) Tate Modern
 (b) The National Gallery
 (c) The British Museum
 (d) The Louvre

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

Read the passage and answer the questions.

Charles Dickens wrote a novel called *David Copperfield*. The novel was first written as a series in 1849. This means that each chapter was published separately, in a weekly magazine. The story is about a man's life in Britain during the 1800s. Life was difficult during this time. The lead character had to borrow money. Later he was arrested because he could not pay it back. In many ways, *David Copperfield*'s life was similar to Charles Dickens's. The author's father went to prison for the same crime. Maybe that's why Dickens liked *David Copperfield* the most of all his books.

1. What is true about Charles Dickens according to the passage?
 (a) He hated *David Copperfield*.
 (b) He wrote serial novels.
 (c) He had an easy life.
 (d) He was arrested for stealing.

2. What is the best title for the passage?
 (a) *David Copperfield*'s Life
 (b) How Charles Dickens Wrote
 (c) A Special Novel for Dickens
 (d) The Story of Charles Dickens

Have you ever heard of pop art? Pop art is an art movement that started in the 1950s. It started in Britain and came to the United States. Pop artists brought popular culture into the art world. They did this by using everyday products and images in their artwork. Pop artists used advertisements and comic books as subjects in their art.

One of the most famous pop artists was Roy Lichtenstein. Lichtenstein became interested in art when he was in high school. He then studied art at the University of Ohio. Beginning in the 1950s, his paintings were displayed in New York City. New York City was the center of the art world for many pop artists. This included people like Andy Warhol, Jasper Johns, and James Rosenquist. Lichtenstein was a fan of music. He frequently liked to draw pictures of musicians. However, Lichtenstein's best known work started when he was teaching at Rutgers University in the 1960s. He used old comic books to create artworks. In less than one year, he was famous around the world for this style.

3. What is the writer's opinion of Roy Lichtenstein?
 (a) He was not as good as Andy Warhol.
 (b) He was the best pop artist of his time.
 (c) He was one of the most famous artists of his time.
 (d) He copied all his works from cartoonists.

4. What is true about pop art according to the passage?
 (a) It started in New York.
 (b) It started in Britain.
 (c) It used difficult symbols.
 (d) It was only popular in the 1950s.



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Word List 103

A Learn the words.

affect	Early Greek artwork strongly affected later Roman artwork .
determined	The determined artist did not eat or sleep much while she worked.
despite	The museum had a huge crowd, despite the bad weather.
praise	The painting is praised for its amazing use of color.
responsible	Michelangelo was responsible for painting the Sistine Chapel.

B Write the word that best completes the sentence.

affected	determined	despite	praise	responsible
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- The artist's new exhibit got a lot of _____ from viewers who enjoyed the show.
- Leonardo da Vinci is _____ for many paintings and inventions.
- She was not _____ enough to finish the painting that she started.
- They took pictures of the paintings _____ the museum rules.
- The war _____ the artist so much that his work was always very passionate.

C Write the correct word in the blank.

• Language Box

Affect vs. Effect

Use the word **affect** to talk about things that "influence" you.
Affect is usually used as a verb.

Use the word **effect** to talk about a result.
Effect is usually used as a noun.

- The actors really affected the audience with their moving performance.

- Eating junk food has a bad effect on your health.

- My friend tried to paint a beautiful picture, but the _____ wasn't good.
- Being positive really _____ the way you think.
- Attending art class created many good _____ on Judy's writing.
- The movie reviews really _____ ticket sales.
- The teacher's new rule _____ everyone in the class.

D Read the passage and answer the questions.

Have you ever heard of Leonardo da Vinci? He is one of the world's greatest artists. Da Vinci was **determined** to be good at many different things, including art. Da Vinci created beautiful works of art. One of them is a painting that received much **praise**, the *Mona Lisa*. The painting is called "the best known work of art in the world." His painting has **affected** art in many ways. **Despite** its popularity, there are many mysteries to this painting. Do you see anything missing in this painting? 88 words



1. What is the best title for the passage? TITLE
 - (a) *Mona Lisa's* Mysteries
 - (b) Da Vinci's Great Works
2. What is true about the *Mona Lisa* according to the passage? DETAIL
 - (a) It has greatly affected a lot of art.
 - (b) It was praised for being mysterious.

Mozart is one of the most well-known music writers in the world. Mozart was very talented. He started writing music when he was only five years old. At 17, he was performing for kings and queens. By the end of Mozart's life, he was **responsible** for over six hundred works. His work was so powerful that he influenced the work of artists for years after. These artists included Beethoven, Chopin, and Tchaikovsky. In fact, Tchaikovsky was so impressed he wrote the song "Mozartiana" as a gift for the late Mozart. 90 words



3. What does the writer mean by "the late Mozart"? INFERENCE
 - (a) It was written for Mozart when he was older.
 - (b) It was written for Mozart after he had died.
4. What is true about Mozart according to the passage? FACTUAL DETAIL
 - (a) He started writing music when he was seventeen.
 - (b) He influenced music writers for many years.

● Practice Drive

A Learn the words.

○	frequent	Going to the same place every day makes you a frequent visitor.
○	essential	It is essential to drink water daily because our bodies need it.
○	ideal	The best possible situation can be described as ideal .
○	vision	John F. Kennedy had a vision for how the US could be better.
○	display	Museums often display many paintings and statues.

B Choose the word or phrase that best matches the underlined word.

- The man enjoyed the food at the restaurant so much he became a frequent customer.
(a) essential (b) ideal (c) praised (d) regular
- The artist's paintings were displayed in a studio for people to buy.
(a) called (b) identified (c) exhibited (d) well-known
- You cannot make a kebab without its essential piece: lamb.
(a) best (b) key (c) ideal (d) admired
- To get a seat on a very crowded bus would be the ideal situation.
(a) visionary (b) essential (c) best (d) richest
- Before starting the project, the manager had a vision that it would be successful.
(a) guess (b) idea (c) ideal (d) display

C Read and learn. Complete the sentence with the correct phrase.

date back to = to come from a past time

- This painting **dates back to** the first century.
- Some buildings in Europe **date back to** the Middle Ages.

think over = to consider before deciding

- Take some time to **think over** my suggestions.
- She **thought over** the offer from her boss for many days.

- The romance book found in the library was quite old. It _____ the time of Christopher Columbus.
- The students had much to _____ before they chose which band to watch during their field trip.
- Carefully _____ which instrument to play before you buy one.
- The story of Gilgamesh _____ the high point of Sumerian culture.