

Reading Shelf 2

Curry McGee



Reading Shelf 2

The title 'Reading Shelf 2' is displayed on a light brown wooden shelf. 'Reading' is in white with a yellow outline, while 'Shelf' and the large orange number '2' are in yellow. To the right of the text is a green book with the number '2' on its cover.

Casey Malarcher

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How to Use This Book

Each unit in the *Reading Shelf* series includes eight parts, plus additional review and consolidation activities in the workbook. These parts work together to get students thinking about the unit's topic, lead students through a reading passage, check students' comprehension of the reading passage, and then have students practice basic listening, organizing, and writing skills in English. A summary of each section is presented here.

Student Book

Warm-Up

includes two questions to stimulate students' interest about the topic. Sample responses for all Warm-Up questions are provided in the answer key for each book.

UNIT 1 Family/Fiction
Soccer Star

Warm-Up
Answer the questions.
1. Are these things for a boy or girl?
2. Were any girls playing the last time you played soccer?

New Words
Match the word with its meaning.

a.	b.	c.
d. A place to score points in a game	e. Feeling strongly that something is good	f. To want (often what is not possible)

1. ____ A player scores the most points by hitting the red dot.
2. ____ In soccer, the team gets one point when it makes a goal.
3. ____ Mark **grinned** when he saw his present.
4. ____ Her grade on the test was **excellent**!
5. ____ We were **impressed** by how well the little girl paints.
6. ____ I **wish** I had a new bicycle. Mine is broken.

New Words

lists key vocabulary for the unit. Students match the words with photographs or definitions corresponding to each word's meaning. Sentences using the vocabulary provide context to help students understand the words.

Reading

alternates between original stories and informative passages linked by topics. An audio recording of each passage is provided on the audio CD. Students can track the words as the passages are read by native speakers.

Reading
Listen and read.

Fran looked out the window. Her older brother Charlie and his friends were **preparing** to play soccer. Fran loved playing soccer. She **wished** she could play with them. She thought, however, they wouldn't want to play with her.

One of the players said Charlie's friend Andy couldn't come to play. They needed one more player on their team. "Fran, you're on my team," Charlie said. Fran was very excited. The players on the other team pointed at Fran and laughed. However, she didn't care.

Finally, the game started. Fran ran, kicked the ball, and even **scored** a goal. Everyone was very **impressed**. "Your sister is an **excellent** soccer player," **someone** said.

Charlie **grinned**. "Of course she is. I taught her," he said.

Reading Time: ____m ____s / 149 words

After hearing the passage read aloud, students should be encouraged to read the passage themselves as a timed reading.

Checking

includes multiple-choice questions of the following types: main idea, detail, pronoun reference, word usage, and negative fact questions.


Checking

Choose the best answer.

1. What is the reading about?
a. A soccer game
b. A girl's big brother
c. Making friends
d. Learning a new sport
2. What does **preparing** mean in the passage?
a. Cutting things to cook
b. Getting ready
c. Practicing
d. Teaching
3. Who taught Fran how to play soccer?
a. a coach
b. Charlie
c. Andy
d. her friends
4. Who does **someone** refer to in the passage?
a. A player
b. Andy
c. Charlie
d. Fran
5. Which is NOT true according to the reading?
a. Fran enjoys playing soccer.
b. Charlie's friends laugh at Fran.
c. Fran scores two goals.
d. Charlie's friends are surprised.

Mapping

Choose and write the right answer for each question.

	Andy didn't come. Charlie Play soccer	She scored a goal. One of the teams To impress her brother
1. What did Fran wish she could do?	Play soccer	
2. Why does Charlie need Fran on his team?		
3. How did Fran surprise the other players?		
4. Who taught Fran to play soccer?		

Mapping

reinforces comprehension of the reading passage as well as practices note-taking of passage content following a similar method as a 5 W's chart for note-taking.

Vocabulary Review

provides additional exposure to the target vocabulary of each unit in new contexts. These activities vary from unit to unit so that students practice with new words in a variety of ways over the course of each book.

Vocabulary Review

Choose the best word.

1. He _____ his seat was closer to the playing field.
a. grinned
b. kicked
c. sent
d. wished
2. In some sports, a team gets more than one point when it _____ a goal.
a. prepares
b. offers
c. scores
d. wishes
3. My father _____ at the joke, but he didn't laugh.
a. grinned
b. pointed
c. scored
d. survived
4. She did not make one _____ during the game.
a. ball
b. goal
c. mystery
d. team
5. The movie was better than I thought it would be. I was very _____ by it.
a. excellent
b. impressed
c. whole
d. wrong

Summary

Write the right words to complete the summary of the reading. One word is extra.

goal	grinned	excellent	impressed	scored	wished
<p>Fran 1 _____ she could play soccer with her brother and his friends. Then her brother said that he needed another player for his team. He asked Fran to play. The players on the other team pointed and laughed at Fran. She didn't care. She played very well and even scored a 2 _____. Everyone was 3 _____ by what a(n) 4 _____ soccer player Fran was. Fran's brother 5 _____ and said that he taught her.</p>					

Summary

reviews target vocabulary for the unit, stimulates recall of key information from the reading, and develops reading fluency by repeating words and structures that students have studied in the unit.

Workbook

Unit 1

Familiarization

Soccer Star

Listening

Listen and write the words.

Fran looked out the window. Her older brother Charlie and his friends were preparing to play soccer. Fran loved playing soccer. She _____ she could play with them. She thought, however, they wouldn't _____ to play with her.

One of the players said Charlie's friend Andy couldn't _____ to play. They needed one more _____ on their team. "Fran, you're on my _____," Charlie said. Fran was very excited. The players on the other team _____ at Fran and laughed. However, she didn't _____.

Finally, the game started. Fran ran, kicked the ball, and even _____ a goal. Everyone was very _____ "Your sister is an _____ soccer player!" someone said.

Charlie _____ "Of course she is. I taught her," he said.

Review Activities

Circle T for true or F for false.


1. Fran wanted to play soccer with her brother and his friends. T F
2. Fran's brother needed another player for his team. T F
3. The other team was worried because Fran is a good soccer player. T F
4. Charlie taught Fran how to play soccer. T F

Choose the right word.

5. Fran _____ that she could join the soccer game.
a. wished b. scored c. laughed d. grinned
6. Fran kicked the ball, and she even _____ a goal.
a. grinned b. scored c. pointed d. wished
7. The players on the other team were _____ by Fran.
a. impressed b. tired c. excellent d. afraid

Writing

Look at the picture and answer the questions. Use the sentences in the box. One sentence is extra.



- Both of them enjoy it.
- He wished she could play, too.
- She plays on her brother's team.
- They were impressed.

1. Who enjoys playing soccer?
2. Which team does Fran play on?
3. How did people feel when Fran scored a goal?

Workbook

provides additional reading, listening, and writing activities that can be completed as homework, including dictation, various listening comprehension tasks, review activities that focus on the unit's passage content and key vocabulary, and various writing tasks targeting both guided and original sentence writing by students.



Soccer Star

Warm-Up

Answer the questions.

1. Are these things for a boy or girl?
2. Were any girls playing the last time you played soccer?



New Words

Match the word with its meaning.

a.



b.



c.



d.

The act of putting a ball where it earns points in a sport

e.

Feeling strongly that something is good

f.

To want (often what is not possible)

1. _____ A player scores the most points by hitting the red dot.
2. _____ A soccer team gets one point for each goal.
3. _____ Mark grinned when he saw his present.
4. _____ Her grade on the test was excellent!
5. _____ We were impressed by the child's painting.
6. _____ I wish I had a new bicycle. Mine is broken.