

LISTENING DRIVE

2

A Vocabulary
and Skill Builder

Liana Robinson



Listening Drive 2 A Vocabulary and Skill Builder

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Preface

Listening 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. *Listening 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



People I Respect



Listen and say.


 hero


 really


 solve


 possible


 I want

Listen and choose.

1.  a. 

2.  a. 

3.  a. 

4.  a. 

Listen, match, and write.

1. I _____

2. They _____

3. We _____

4. That _____

5. Our dad _____

a. I'm on a cell phone

b. solve problems

c. is not possible

d. are my heroes

e. really want a sandwich

► 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 and choose the correct answer. Before listening to the audio track, ask students to describe each picture using target vocabulary when possible. For the second activity, have students predict the correct ending for each prompt based on grammatical forms that fit the prompts. After listening and checking, practice identifying the pictures and rereading the sentences to reinforce the vocabulary.

▶ Dialog comprehension

Students practice listening comprehension by answering multiple-choice questions related to short dialogs. Illustrations for each dialog provide additional context to support listening. Have the students role play the dialogs for additional practice.

► Choosing questions for responses

Students practice grammar-based listening comprehension by matching appropriate responses to questions that they hear on the audio track.

Have the students create appropriate questions to match with other answer choices for additional practice.

Practice Drive

● **Listen and answer.**

1. Who is in the photo?
 - a. Bill's grandpa and grandma
 - b. Mary's grandpa and grandma
2. What do Mary's grandparents do?
 - a. They take medicine.
 - b. They solve problems.
3. What do they invent?
 - a. Medicines
 - b. Impossible stories

● **Listen and choose the best response.**

4. Who is Sally's hero?
 - a. A singer
 - b. Her sister
5. What does Sally really want to do?
 - a. Sing for her class
 - b. See her hero sing
6. What does Sally play for her class?
 - a. Her hero's new song
 - b. Her sister's new song

1. a. He solves it.
b. It is not possible.
c. My mother, the inventor.
2. a. Yes, it is.
b. Yes, they are.
c. No, they aren't.
3. a. Yes, I do.
b. Yes, I am.
c. Yes, I can.
4. a. Yes, they are.
b. No, we don't.
c. No, they don't.

Unit 1

• Listen and say.

develop

respect

president

share

wise

• Listen, write, and say.

1

My mom is a music teacher.
She is a good _____.
I really _____ her. Her
_____ respect her, too.

2

My dad is the _____.
He is my _____.
_____ things with
me. He also
helps me _____.

3

I play soccer. My
_____ also plays
soccer. He is
good at it. I
him a lot.

4

Our grandfather is
_____. He shares the
_____ he knows with
us. He is our _____.

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► 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.

► **Vocabulary activity**

Four mini-dictations are presented here to practice the unit vocabulary.

Visual clues help focus the students' attention as they listen.

Build-Up Drive

Listen, write, and match.

1. My mother helps me _____ a math problem.
2. Their father is the _____.
3. My brothers _____ their toys with me.
4. My aunt is a _____ woman.
5. We _____ our teacher.
6. My grandmother makes _____ good cookies.

Listen and answer.

1. Who is the man in the picture?
 a. Bill
 b. A baker
 c. Bill's father
 d. Bill's grandfather

2. What is NOT true about Bill's grandfather?
 a. He is a baker.
 b. He looks wise.
 c. He helps people.
 d. He helps Bill develop.

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Word recognition practice

The page starts with an activity that checks comprehension by asking students to complete sentences with words that they hear. Based on the information provided after the gap is filled in each sentence, students then match each sentence with a given photo.

Listening comprehension with a longer dialog

A second activity practices listening comprehension through a longer dialog than the short dialogs presented earlier in the unit.

Discrete listening practice

This activity practices matching aural information with visual choices. Students study four images before hearing a statement. The statement matches the content shown in one of the images. Have students brainstorm a sentence describing each image before listening for additional vocabulary and grammar practice.

Choosing responses for questions

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

Listen and choose.

1.    
2.    
3.    



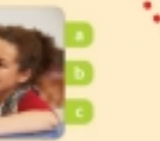


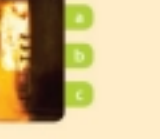
Read, listen, and circle.

1. What do you share?
 a. ☐ A ☐ B ☐ C
2. Why do they respect your mother?
 a. ☐ A ☐ B ☐ C
3. Who do you respect?
 a. ☐ A ☐ B ☐ C

12

Quiz Drive

Listen and choose.

1.   
2.   

Listen and answer.

[1-2] Listen to a short talk and answer the questions.

1. What do the girl and her grandmother do together?
 a. They bake cakes.
 b. They teach students.
 c. They eat cookies.
 d. They respect people.
2. Why does the girl respect her grandmother?
 a. Her grandmother works hard.
 b. The cakes are her grandmother's.
 c. Her grandmother is a teacher.
 d. The cakes have bananas in them.

[3-4] Listen to a short conversation and answer the questions.

3. What does the boy's sister do?
 a. She is a hero.
 b. She respects the boy.
 c. She plays tennis.
 d. She develops new games.
4. What does the boy's sister share with him?
 a. Homework
 b. Tennis
 c. Respect
 d. Books

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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

People I Respect



Scan and find the tracks.

Listen and say.



hero



really



solve

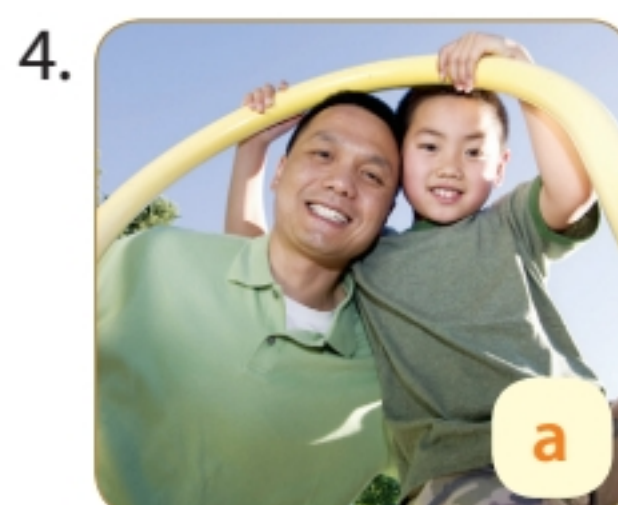
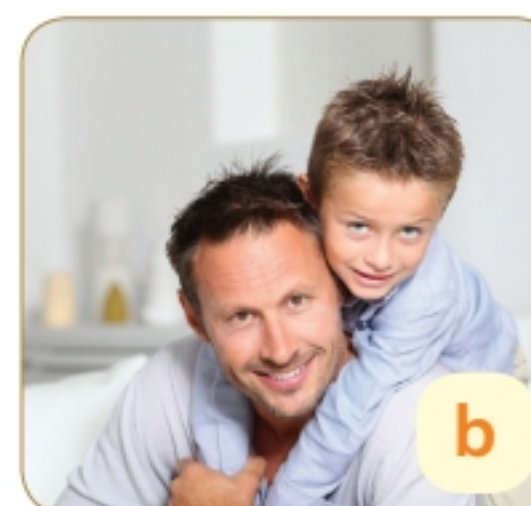


possible



invent

Listen and choose.



Listen, match, and write.



1. I _____.

2. They _____.

3. We _____.

4. That _____.

5. Our dad _____.

- a. invents a new cell phone
- b. solve problems
- c. is not possible
- d. are my heroes
- e. really want a sandwich

Listen and answer.



1. Who is in the photo?
 - a. Bill's grandpa and grandma
 - b. Mary's grandpa and grandma
2. What do Mary's grandparents do?
 - a. They take medicine.
 - b. They solve problems.
3. What do they invent?
 - a. Medicines
 - b. Impossible stories



4. Who is Sally's hero?
 - a. A singer
 - b. Her sister
5. What does Sally really want to do?
 - a. Sing for her class
 - b. See her hero sing
6. What does Sally play for her class?
 - a. Her hero's new song
 - b. Her sister's new song

Listen and choose the best response.

1. a. He solves it.
b. It is not possible.
c. My mother, the inventor.
2. a. Yes, I do.
b. Yes, I am.
c. Yes, I can.
3. a. Yes, it is.
b. Yes, they are.
c. No, they aren't.
4. a. Yes, they are.
b. No, we don't.
c. No, they don't.

Listen and say.



develop



respect



president



share



wise

Listen, write, and say.



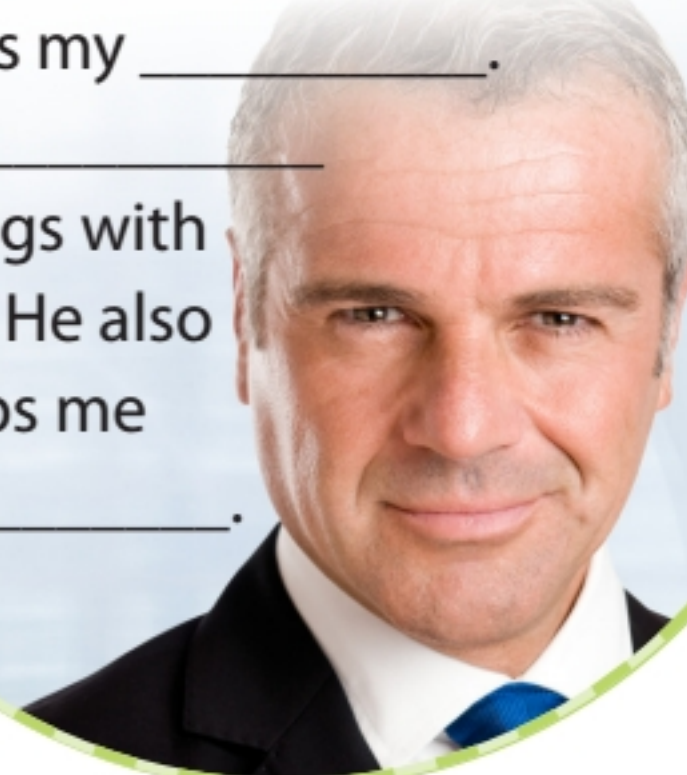
1

My mom is a music teacher.
She is a good _____.
I really _____ her. Her
_____ **respect** her, too.



2

My dad is the _____.
He is my _____.
He _____
things with
me. He also
helps me
_____.



3

I play soccer. My
_____ also plays
soccer. He is _____
good at it. I _____
him a lot.



4

Our grandfather is
_____. He **shares** the
_____ he knows with
us. He is our _____.

