

SPEAKING DRIVE

1

**A Vocabulary
and Skill Builder**

John Gustafson • Liana Robinson • Tamara Wilburn



Speaking Drive 1 A Vocabulary and Skill Builder

John Gustafson, Liana Robinson, Tamara Wilburn

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Preface

Speaking Drive 1 is part of the first 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. *Speaking Drive 1* provides an excellent foundation for students seeking to develop their English language speaking 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



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



► 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

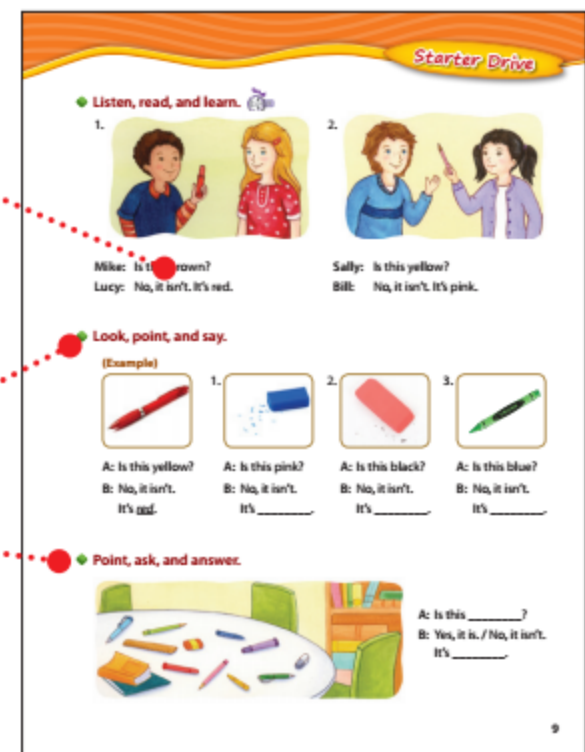
Students listen to example sentences, and then practice reading aloud. Discuss the illustration with the students and ask them to make their own sentences about the picture, using the example sentences as a guide. Use the illustration for further practice by asking the students to see if they can identify other objects in the picture.

► Introduction of main grammar

Have the students look at the illustrations and read the example sentences. Students practice using the target grammar through a comprehension and gap fill activity. Have the students role play the dialogs for additional practice.

► Personalized practice

The final activity in this page provides the opportunity for students to talk about themselves while practicing the target language.



► Introduction of vocabulary, Part 2

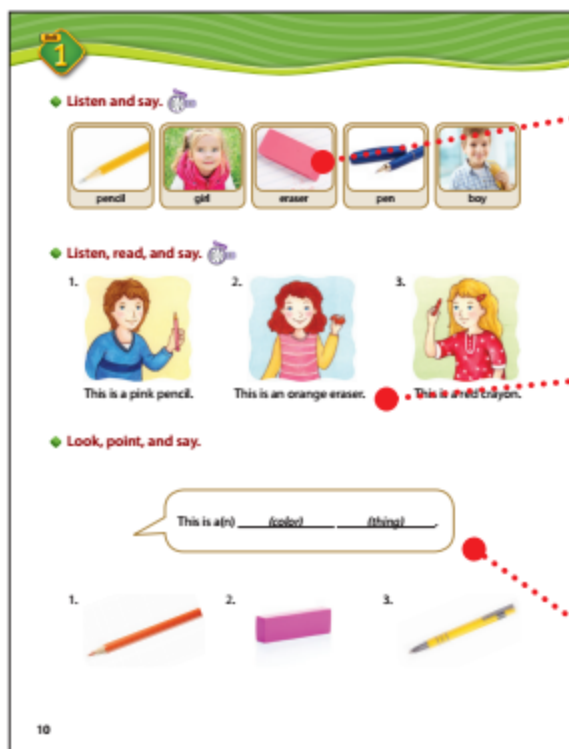
Look at the pictures with the students. See if the students can help you by identifying the words. Practice the pronunciation of each word.

► Pronunciation practice

Model sentences present the target vocabulary and grammar in an accessible context. Have students listen to the audio then read aloud. For a fun way to practice pronunciation and develop fluency, have the students read aloud at the same time as they listen to the CD. It's challenging, but fun!

► Vocabulary activity

Students describe pictures by making sentences using the target language.



Practice Drive


◆ **Listen, read, and learn.**


Bill: Is this a pen?
Mary: No, it isn't. It's a pencil.
Bill: Is it brown?
Mary: Yes, it is.


Bill: Is this a marker?
Mary: No, it isn't. It's a pen.
Bill: Is it yellow?
Mary: No, it isn't. It is red.


◆ **Practice together. Look, point, and say.**

a pen green	a pencil orange	paper black	an eraser red
----------------	--------------------	----------------	------------------

1. 
A: Is this a crayon?
B: No, it isn't. It's _____.
A: Is it _____?
B: Yes, it is.

2. 
A: Is this _____?
B: Yes, it is.
A: Is it yellow?
B: No, it isn't. It's _____.

3. 
A: Is this a crayon?
B: No, it isn't. It's _____.
A: Is it _____?
B: Yes, it is.

4. 
A: Is this an eraser?
B: No, it isn't. It's _____.
A: Is it _____?
B: Yes, it is.

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Comprehension and grammar practice

Have the students listen to the model dialogs and then practice speaking in pairs.

Conversation practice

Students use the pictures as the starting point for completing short dialogs. These dialogs reinforce comprehension and correct usage of grammatical structures. This can be extended by having students talk about themselves or the world around them.

Introduction of vocabulary, Part 3

Look at the pictures with the students. See if the students can help you by identifying the words. Practice the pronunciation of each word.

Grammar and vocabulary practice / Unit review

Students listen as they read the model sentences. When they are comfortable with the grammar and pronunciation, have them practice talking about the pictures, themselves, and other students.

Challenge Drive

◆ **Listen and say.**

hair long short curly

◆ **Listen, read, and learn.**

This is Mike.
Mike's hair is short and brown.

This is Sally.
Sally's hair is long and black.

◆ **Now practice.**

I am Mike.
I am short.
My hair is short and brown.

This is Sally.
Sally's hair is long and black.

Quiz Drive

◆ **Listen and say.**

You will hear four questions. Answer each question after the beep.

1. Are you a boy?
Yes / No, _____

2. Is your hair curly?
Yes / No, _____

3. What is your favorite color?
My _____

4. What color is your hair?
My _____

◆ **Look and say.**

Look at each picture. Answer the question after the beep.

1. Is the girl's hair short?
No, _____

2. What color is the paper?
It's _____

3. Is the pen orange?
No, _____
It's _____

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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.



Scan and find the tracks.

◆ Listen and say.



yellow



green



blue



pink



orange



black



brown



red

◆ Listen, point, and say.



This is _____.

ExampleThis is yellow.

◆ Listen, read, and learn.



1.



Mike: Is this brown?

Lucy: No, it isn't. It's red.

2.



Sally: Is this yellow?

Bill: No, it isn't. It's pink.

◆ Look, point, and say.

(Example)



A: Is this yellow?

B: No, it isn't.

It's red.

1.



A: Is this pink?

B: No, it isn't.

It's _____.

2.



A: Is this black?

B: No, it isn't.

It's _____.

3.



A: Is this blue?

B: No, it isn't.

It's _____.

◆ Point, ask, and answer.



A: Is this _____?

B: Yes, it is. / No, it isn't.

It's _____.

◆ Listen and say.



pencil



girl



eraser



pen



boy

◆ Listen, read, and say.



1.



This is a pink pencil.

2.



This is an orange eraser.

3.



This is a red crayon.

◆ Look, point, and say.

This is a(n) _____ (color) _____ (thing) _____.

1.



2.



3.

