

SPEAKING DRIVE

2

A Vocabulary
and Skill Builder

Tamara Wilburn



Speaking Drive 2 A Vocabulary and Skill Builder

Tamara Wilburn

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Preface

Speaking 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. *Speaking 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 **Bill**. I have long brown hair. I am the tallest character.

I'm **Lucy**. I am tall, too. I am as tall as Bill. I have long blond hair.

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 **Mike**. I have short, brown curly hair. I am a bit taller than Sally, but I am shorter than Mary.

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

Unit 1 Our Heroes

Listen and repeat.

Look, ask, and answer.

1. Where are they?
They are in the _____.

2. What sport does this team play?
This team plays _____.

3. How do Lucy and Bill win in this sport?
They run _____ fast to win.

4. What is Lucy holding?
She is holding a _____ cup.

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 use information provided in illustrations to answer questions using target vocabulary items from the unit. The activity should primarily be completed orally. Students can write the correct words for additional practice.

Grammar practice and speaking

The Language Box provides simple examples or explanations of the target grammar.

Students practice speaking using a substitution drill activity following the pattern established in the example dialog.

Have the students role play the dialogs with their own ideas for additional practice.

Personalized practice

Students practice a second short dialog that illustrates the target grammar. The audio track provides native pronunciation and intonation samples for students to imitate.

After practicing the given dialog, students should use their own ideas information to practice the dialog with different classmates. Have the students create additional follow-up questions to extend the dialog for additional practice.

Practice Drive

Look, listen, and learn.

Subject-Verb Agreement

I	am / do / have / hold / play / win
He/She/It	is / does / has / holds / plays / wins

Lucy: Who is your hero?
Mike: My hero is my grandfather.
Lucy: Why is he your hero?
Mike: He flies planes all around the world.

Point, ask, and answer.

A: Who is your hero?
B: My hero is _____.

A: Why is he/she your hero?
B: He/She _____.

Listen and practice together. Talk about sports.

A: What sports do you play?
B: I play soccer.
A: When do you play?
B: I play during the weekend.

Unit 1

Listen and repeat.

Listen and order the pictures.

Tell a story about the pictures above.

In the first picture, _____.

In the second picture, _____.

In the last picture, _____.

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.

Story-telling activity

A dialog related to a series of illustrations present information for students to retell as a story. Have students listen to the audio then order the illustrations according to the information they hear. With the help of the prompts provided and the illustrations, students try to retell the story in three to six sentences.

Have students retell their stories to two or three different classmates for speaking fluency development.

Build-Up Drive

Subject-Verb Agreement

You are / do / have / introduce / develop / cheer
We/They are / do / have / introduce / develop / cheer

➤ **Match, ask, and answer.**

- Does his uniform look comfortable?
- Where are they?
- What sport does she play?
- How many people are in the race?
- Where is she?
- What sport do they practice?

➤ **Ask and answer.**

- Do you play any sports?
- Do you have a sports uniform?
- Do you watch any sports?
- Do you cheer for any sports teams?

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▶ Grammar practice and comprehension

The second Language Box in each unit provides simple examples or explanations of additional target grammar. Students then match questions that focus on the target grammar with photos. After matching the questions with photos, students ask and answer together.

▶ Conversation practice

A second activity provides question prompts for students to use in pairs or small groups. Students should ask the questions to their classmates and use appropriate follow-up questions to have short conversations related to the unit's theme and target vocabulary.

▶ Class survey

This activity gives students a chance to interview their classmates using questions based on the unit's theme. Students ask a number of their classmates for answers to the questions given. By asking the same questions to a number of classmates, students develop fluency while engaged in a communicative speaking exercise. Students can present their most interesting findings to the class for additional practice.

▶ Problems and advice

A second activity requires student to consider a problem and suggest a solution. Questions and answer prompts support students in developing extended responses to the task. Have students present their advice to a classmate with their books closed for additional practice.

Challenge Drive

➤ **Ask, answer, and write.**

Name	Play	Practice	Introduced	Watch	Teams

- What sports do you play?
- What days do you practice?
- Who introduced you to this sport?
- What sports do you watch?
- What sports teams win a lot?

➤ **Read about the problem. Match and say.**

Mike has a problem. He is on the soccer team, but he is not good at soccer. He wants his team to win!

- How can Mike develop at soccer?
- Who can help Mike?
- How can Mike practice at home?
- When is a good time to practice?

a. He can _____.

b. A good time to practice is _____.

c. He can _____.

d. His _____ can _____.

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Quiz Drive

➤ **Listen and say.**

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

- What do you do after school?
I _____.
- Can you play baseball?
Yes/No, _____.
- Are you comfortable right now?
I am _____.
- What do you eat for breakfast?
I eat _____.

➤ **Find a partner. Look, point, and tell the story.**

In the first picture, _____.

In the second picture, _____.

In the last picture, _____.

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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 repeat.



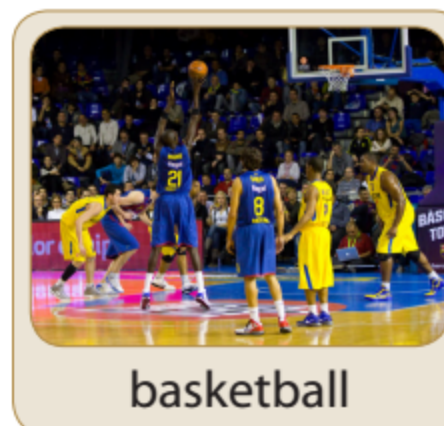
silver



gym



win



basketball



really



around



hero



during

◆ Look, ask, and answer.



1. Where are they?

They are in the _____.

2. What sport does this team play?

This team plays _____.



3. How do Lucy and Bill win in this sport?

They run _____ fast to win.

4. What is Lucy holding?

She is holding a _____ cup.

◆ Look, listen, and learn.



Language
Box

Subject-Verb Agreement	
I	am / do / have / hold / play / win
He/She/It	is / does / has / holds / plays / wins



Lucy: Who is your hero?

Mike: My hero is my grandfather.

Lucy: Why is he your hero?

Mike: He flies planes all around the world.

◆ Point, ask, and answer.

A: Who is your hero?

B: My hero is ^{a.} _____.

A: Why is he/she your hero?

B: He/She ^{b.} _____.

1
a. my grandmother
b. is really wise

2
a. my brother
b. is very good at sports

3
a. my mother
b. works really hard for the family

4
a. my father
b. helps my baseball team

◆ Listen and practice together. Talk about sports.



A: What sports do you play?

B: I play soccer.

A: When do you play?

B: I play during the weekend.

◆ Listen and repeat. 



introduce



neighbor



uniform



team



comfortable



develop



practice



cheer

◆ Listen and order the pictures. 



◆ Tell a story about the pictures above.

In the first picture, _____.

In the second picture, _____.

In the last picture, _____.