

SPEAKING DRIVE

3

*A Vocabulary
and Skill Builder*

Tamara Wilburn



Speaking Drive 3 A vocabulary and skill builder

Tamara Wilburn

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<http://www.compasspub.com>

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ISBN 978-1-61352-439-8

13 12 11 10 9 8 7 6 5 4 3 2 1
16 15 14 13

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o Preface

Speaking Drive 3 is part of the third 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. **Speaking Drive 3** 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.

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 four of the target vocabulary words for the unit. This presentation is followed by a number of activities that guide students through practicing both speaking skills and the vocabulary items in activities with progressively less support.

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 create definitions or brainstorm example sentences using the target words.

Part (B): Have students make new questions related to the target vocabulary. Students should ask their questions to other classmates and listen to their classmates' responses.

Part (C): Have students work in pairs to write questions such as those shown in this activity for the four photos in part (A). Pairs then share their questions with another pair to see if their classmates can answer the questions.

Part (D): Have students retell the story from the point of view of one of the other people/characters shown or from a first-person point of view placing themselves in the story.

Part (E): Have students redraw the last two pictures on another sheet of paper and then add one more picture of their own to continue the story. Students then pass their pictures to a classmate. The classmate then tries to tell the story with the new ending.

Practice Drive 15 min.

Pages three and four of each unit present four additional target vocabulary words for the unit. Students then practice with the words in a variety of speaking tasks that include visual, textual, or both visual and textual support. Additional practice for Practice Wave activities may include the following:

Part (A) and (B): Use the same suggestions from the Warm-up.

Part (C): Have students answer each question with at least two sentences instead of with single sentences.

Part (D): Have students work in pairs. All students should close their books and try to retell the story from memory.

The image displays two sample pages from a student book. The top page is titled '1 What Kind of Job Do You Have?' and includes a 'Learn the words' section with four images: firefighter, cartoonist, publisher, and army. Below this is a 'Complete the sentences with a partner' section with two questions. The bottom page is titled 'Practice Drive' and includes a 'Learn the words' section with four images: drummer, chef, baker, and firefighter. Below this is a 'Match the questions and answers' section with four questions and four answers. The bottom page also includes a 'Key Expression' section with a pattern for 'When I grow up, I will...' and a 'Practice the pattern' section with a story about Sam and his dog.

1 What Kind of Job Do You Have?

Learn the words.

firefighter cartoonist publisher army

Complete the sentences with a partner.

1. Who makes the books? A: He is a publisher.

2. Who protects our country? A: He is a firefighter.

Look at the pictures and answer the questions.

What does the boy want to be when he grows up?

Listen and put the pictures in order (1-4).

Now use the pictures to retell the story to a partner. Use full sentences.

Use the hints to describe each picture. Make a story about the students' field trip and tell a partner. Tell the story using full sentences.

bakery kitchen cake cookies
learn bread bake finished

1. _____
2. First, _____
3. Then, _____
4. When _____

Practice Drive

Learn the words.

drummer chef baker firefighter

Match the questions and answers.

1. Who fights in an army? A: He is a firefighter.

2. Who can help me feel better? A: He is a chef.

3. Who keeps the beat fast and loud? A: He is a drummer.

4. Where are cars made? A: He is a baker.

Key Expression

Practice the pattern.

Questions: What do you want to be when you grow up?

Answers: _____

When I grow up, I will _____.

Look at the pictures and answer the questions. Use full sentences and the words in the box.

1. Who is Sam with? 2. What do they have to do? 3. Who is at the door?

4. What does the dog get? 5. Where does the doctor put the dog? 6. Where do they go?

Use the pictures in 6 to complete the summary.

Sam is taking his _____ to the animal doctor. First, they have to _____ in a room. There are other animals waiting for the doctor. Then the _____ calls Sam into the office. Sam's dog needs a _____ of medicine. The doctor helps Sam's dog feel better. He talks to the dog and pets its _____. Sam and his dog are ready to leave. They walk _____ from the doctor.

Challenge Drive 5 min.

Page five of each unit presents speaking tasks related to giving advice and describing visual information. Both of the activities in this part of the unit are best practiced in pairs.

For teachers who desire to provide extension activities related to the speaking tasks on this page, the following possibilities are suggested:

Part (A): Have the students present their advice by giving more than just single-sentence answers. Encourage students to say at least two or three sentences when they answer.

Part (B): Have the class conduct their own survey of their classmates. The information can be tabulated in a chart similar to the example shown in each unit. The topic of the survey can be the same as the topic shown in the unit or a topic related in some way to the unit's theme.

Challenge Drive

A Your friend is thinking about what he wants to be when he grows up. He cannot decide what he wants to be. Give your friend advice about what he can do when he grows up.

What is a good job for me?

• Language Box
When you grow up, you shouldf . . .
When you grow up, you should be a writer.

B Answer the questions using the chart. Practice with a partner. Use full sentences.

Boys' and Girls' Dream Jobs

Job	Girls	Boys
Doctor	4	3
Cartoonist	3	2
Drummer	2	2
Soldier	1	5

1. What job do boys want to do more than girls?
2. How many girls want to be drummers?
3. What job do the same number of boys and girls want?
4. How many boys want to be doctors?

12

Quiz Drive 5 min.

Page six of each unit provides consolidation activities in the form of a speaking quiz. The quizzes are made up of three tasks that cover a variety of activities. Among the tasks that may appear on a quiz are the following activity types: picture description with question prompts, a series of four related interview questions, a description of a situation that requires a suggestion for advice, picture-based storytelling, or a chart description activity.

Study of the transcripts and/or sample responses related to all quiz tasks provides natural extension activities for the Quiz Drive pages of each unit.

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, Drive Series provides four Reviews to reinforce vocabulary acquisition through additional speaking 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 speaking.

Quiz Drive

A Below are three pictures. Each picture asks one question. Answer the question using a full sentence.

1. What is the woman's job?
2. What does the man play?
3. Who is the boy visiting?

B Imagine you are talking with your parents about what you want to be when you grow up. Your parents ask you four questions about your future job. Answer using full sentences.

1. Do you enjoy playing music, writing, or drawing?
2. What hobbies do you enjoy practicing?
3. How does your hobby help people?
4. How can you learn more about different jobs?

C You will hear a story describing a problem. Give your friend advice on how to solve the problem. Answer using two or three full sentences.

Your friend has a problem. He likes to draw, but he also likes helping animals. He doesn't know what he should be when he grows up. In this situation, what advice would you give your friend?

13



Contents

Unit 1 What Kind of Job Do You Have? 8

Unit 2 Going to the Ocean 14

Unit 3 Buying Clothes 20

 **Units 1–3** Review 26

Unit 4 Going to the Zoo 28

Unit 5 In School 34

Unit 6 Good Food, Bad Food 40

 **Units 4–6** Review 46

Unit 7 Helping Around the House 48

Unit 8 Famous People 54

Unit 9 In My City 60

 **Units 7–9** Review 66

Unit 10 At the Hospital 68

Unit 11 Taking Care of the Earth 74

Unit 12 Problems Around the World 80

 **Units 10–12** Review 86

 Wrap-Up Quiz 88

Word List 93

Unit 1

What Kind of Job Do You Have?

A Learn the words.



firefighter



cartoonist



publisher



army

B Complete the sentences with the words in A. Practice asking and answering with a partner.

1. **A:** Who makes the books you buy?

B: A(n) _____ makes the books I buy.

2. **A:** Who protects our country?

B: The _____ protects our country.

3. **A:** Who puts out a fire?

B: A(n) _____ puts out a fire.

4. **A:** Who can draw a picture?

B: A(n) _____ can draw a picture.

C Look at the pictures and answer the questions. Use full sentences and the words in A.

1.

What does the boy want to be when he grows up?



A: _____

2.

Who made these books?



A: _____

3.

Who did they call for help?



A: _____

D Listen and put the pictures in order (1-4). 



 Now use the pictures to retell the story to a partner. Use full sentences.

E Use the hints to describe each picture. Make a story about the students' field trip and tell a partner. Tell the story using full sentences.



- bakery
- learn



- kitchen
- bread



- cake
- bake



- cookies
- finished

1. _____
2. First, _____
3. Then _____
4. When _____

● Practice Drive

A Learn the words.



drummer



medical



soldier



factory

B Match the questions and answers. Practice asking and answering with a partner.

- | | |
|---------------------------------------|--|
| 1. Who fights in an army? • | • (a) A medical doctor can help you feel better. |
| 2. Who can help me feel better? • | • (b) The drummer keeps the beat for the band. |
| 3. Who keeps the beat for the band? • | • (c) A soldier fights in an army. |
| 4. Where are cars made? • | • (d) They are made in a factory. |

Key Expression Practice

Practice the pattern with a partner.

Question: What do you want to be when you grow up?

Answer: _____

Jobs

- a medical doctor.
- a soldier.
- a drummer.
- a firefighter.

When I grow up, I want to be +