

SPEAKING DRIVE

4

A Vocabulary
and Skill Builder

Tamara Wilburn



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o Preface

Speaking Drive 4 is part of the fourth 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 4** 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 five 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.

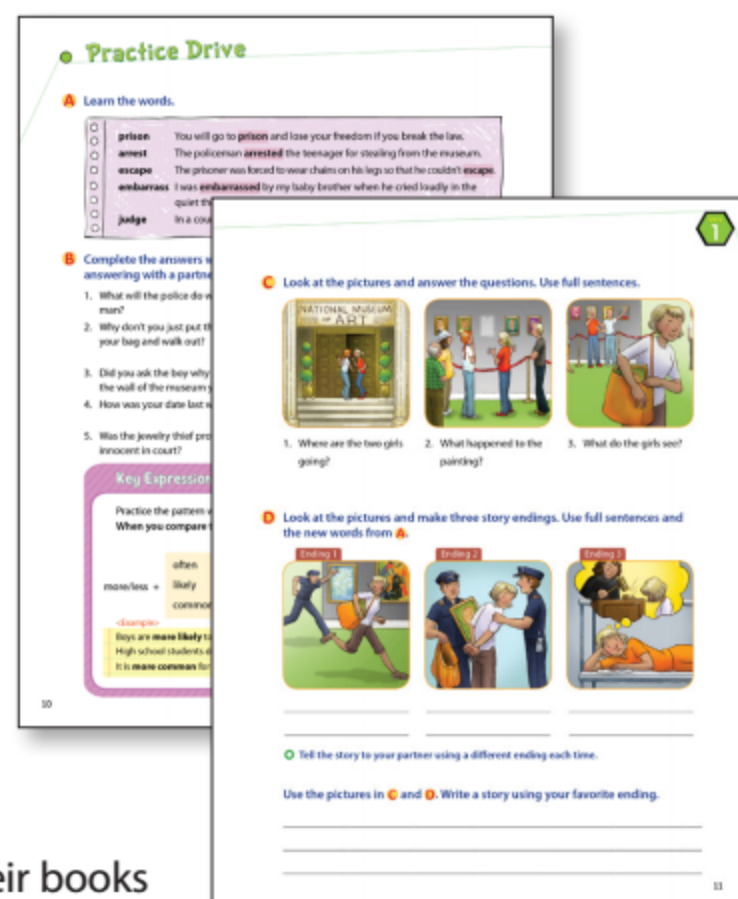
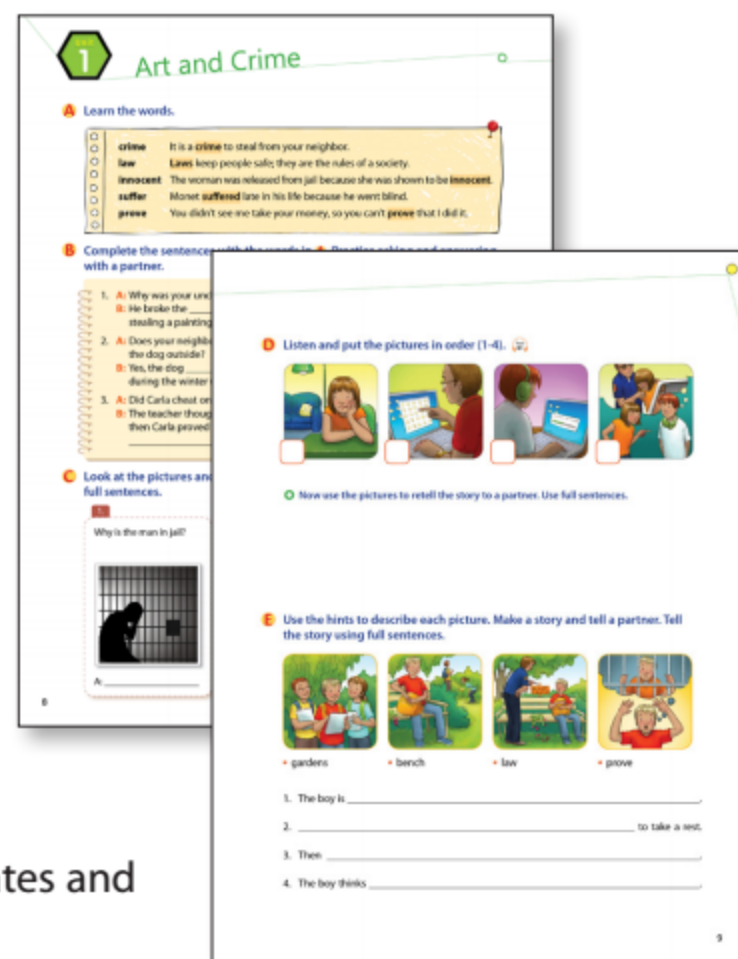
Practice Drive 15 min.

Pages three and four of each unit present five 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 Drive 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.



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 Give your friend advice.

Your friend's guitar broke, but she can't afford a new one. She tells you that she has decided to steal one from the local music store. Give her advice that helps her understand what may happen if she does this.

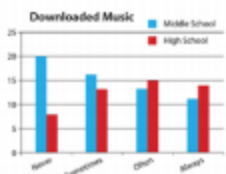


Write three sentences that give advice to your friend. Tell her what may happen if she gets caught. Try to use words from on pages 8 and 10.

-
-
-

B Look at the chart and describe it to a partner. Use words like most, fewest, more, and less. Use the questions to guide your description.

Fifty high school students and fifty middle school students were asked how often they downloaded music without paying for it. Below are their answers.



Category	Middle School	High School
Never	20	10
Sometimes	15	15
Often	10	15
Always	5	15

- Which group downloads "stolen" music most often?
- Which group downloads "stolen" music least often?
- How many more high school students download "stolen" music than middle school students?

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 full sentences.



- What is the older man's job?
- How does the boy feel?
- What is the man doing?

B Suppose you are talking with a friend about your favorite music and movies. Your friend asks you four questions. Answer using full sentences.

- Who is your favorite actor?
- Who is your favorite musician?
- Have you ever downloaded music or movies without paying?
- Do you have any songs or movies you are embarrassed of liking?

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 is in trouble for copying a classmate's art project. However, he is actually innocent. His classmate is the one who copied. In this situation, how would you solve the problem?

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A Learn the words.

crime	It is a crime to steal from your neighbor.
law	Laws keep people safe; they are the rules of a society.
innocent	The woman was released from jail because she was shown to be innocent .
suffer	Monet suffered late in his life because he went blind.
prove	You didn't see me take your money, so you can't prove that I did it.

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

- A:** Why was your uncle arrested?
B: He broke the _____ by stealing a painting from a museum.
- A:** Does your neighbor always leave the dog outside?
B: Yes, the dog _____ during the winter when it snows.
- A:** Did Carla cheat on her exam?
B: The teacher thought so, but then Carla proved that she was _____.
- A:** Will you pick a flower for me when you go to the gardens?
B: I can't because it is a(n) _____ to pick the flowers.
- A:** I thought you got in trouble for copying it.
B: No, they couldn't _____ that I had copied it because I used a different technique.

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

1.

Why is the man in jail?



A: _____

2.

Is it OK to use another writer's book and say that ideas from it are my own?



A: _____

3.

How does this man feel? Why?



A: _____

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



G 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 and tell a partner. Tell the story using full sentences.



• gardens



• bench



• law



• prove

1. The boy is _____.

2. _____ to take a rest.

3. Then _____.

4. The boy thinks _____.

Practice Drive

A Learn the words.

○	prison	You will go to prison and lose your freedom if you break the law.
○	arrest	The policeman arrested the teenager for stealing from the museum.
○	escape	The prisoner was forced to wear chains on his legs so that he couldn't escape .
○	embarrass	I was embarrassed by my baby brother when he cried loudly in the quiet theater.
○	judge	In a court of law, the judge decides if you are innocent or not.

B Complete the answers with words from A and then match. Practice asking and answering with a partner.

- | | | |
|--|---|---|
| 1. What will the police do with that man? | • | • (a) That's stealing! I don't want to go to _____. |
| 2. Why don't you just put the T-shirt in your bag and walk out? | • | • (b) It was terrible. I was so _____ because my parents followed us all night. |
| 3. Did you ask the boy why he painted the wall of the museum yellow? | • | • (c) They will probably _____ him for stealing books from the library. |
| 4. How was your date last weekend? | • | • (d) No, the _____ sent her to prison. |
| 5. Was the jewelry thief proven innocent in court? | • | • (e) No, he _____ before I could ask him. |

Key Expression Practice

Practice the pattern with a partner.

When you compare two things, use the following pattern.

		Nouns		Verbs		Nouns
more/less +	often		+			than teenagers
	likely			to bite	+	than dogs
	common	for athletes		to exercise		than artists

<Example>

Boys are **more likely** to play baseball than girls.

High school students do their homework **less often** than middle school students.

It is **more common** for families to own dogs than cats.