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# Speak NOW

COMMUNICATE *with* CONFIDENCE



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with  
**VIDEO**  
and  
**ONLINE  
PRACTICE**

**Jack C. Richards**  
**David Bohlke**

**OXFORD**





# Welcome to **Speak NOW**

## Communicate *with Confidence*

Communicating with confidence means expressing yourself accurately, fluently, and appropriately.

**English in Action** lessons throughout the Student Book present video clips which show students how to use target language in real-life settings. The video is available through Online Practice, DVD, and on the iTools Classroom Presentation Software CD-ROM.



## Online Practice

**Speak Now Online Practice** features over 100 engaging self-study activities to help you improve your speaking, pronunciation, and listening skills.



Use the **access card** on the inside back cover to log in at [www.oxfordlearn.com/login](http://www.oxfordlearn.com/login).



## Maximize Speaking

Every activity in every lesson includes a speaking task to ensure students maximize their opportunity to develop confident conversation skills. In each two-page lesson, students learn key **Vocabulary**, practice these new words and develop structured speaking skills through the **Conversation** activity, study new functional language in the **Language Booster** section, and then develop either **Pronunciation** or **Listening** skills in preparation for a communicative **Speak with Confidence** activity.

### 2 Nice to meet you.

Introducing myself  
Introducing others

#### 1| Vocabulary

A How well do you know these people? Check (✓) the people you talk to often.

\_\_\_\_\_ a classmate \_\_\_\_\_ a teacher \_\_\_\_\_ a friend \_\_\_\_\_ a neighbor  
\_\_\_\_\_ a relative \_\_\_\_\_ a colleague \_\_\_\_\_ a boss \_\_\_\_\_ a stranger

B **PAIR WORK** Name your teacher and two other people you talk to often. Use the words above.

Example:  
A: My math teacher is Mr. Lyons.  
B: My classmate's name is Bobby. My friend's name is Alan.

#### 2| Conversation

CD **A** Listen. Where does Jesse live? How old is Tizzy?

Jesse: Hey

Alex: Hi. Are you new to the building?

Jesse: Yes, I just moved in.

Alex: Well, welcome neighbor! My name is Alex. I live in apartment 19.

Jesse: Nice to meet you. I'm in apartment 25.

Alex: Oh, I'd like you to meet Tizzy.

Jesse: Hi, Tizzy. How old is she?

Alex: She's four months old, but don't worry. She's very quiet!

Jesse: No problem. I love cats!

B **PAIR WORK** Practice the conversation.

CD **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

### 3| Language Booster

A Notice the different ways we introduce ourselves and other people.

| Introducing myself   | Introducing others |
|----------------------|--------------------|
| Hi, I'm...           | My name is...      |
| Hello. My name is... | And I'm...         |

B **GROUP WORK** Introduce yourself. Then introduce the person next to you.

#### 4| Pronunciation

Reduction of to

CD **A** Listen. Notice how to is reduced in these sentences.

1. Nice to meet you. 2. I'd like you to meet my classmate. 3. It's great to meet you.

B **PAIR WORK** Take turns practicing the sentences in part A. Pay attention to the reduction of to.

### SPEAK with CONFIDENCE

A Answer the questions.

What's your first name? \_\_\_\_\_

What's your last name? \_\_\_\_\_

Where are you from? \_\_\_\_\_

Where do you work/study? \_\_\_\_\_

B **PAIR WORK** Introduce yourself. Use your answers from part A.

Example:  
A: Hello. I'm Carlos. I'm from São Paulo, Brazil.  
B: Hi. My name is Katie Wilson. I'm from Vancouver, Canada.  
A: Nice to meet you. I'm a student at City College.

C **CLASS ACTIVITY** Go around the class. Introduce your partner to others.

Excuse me. This is my new friend, Katie Wilson. She's from Canada.  
Hello. I'd like to meet you, Katie. The pleasure is mine. I'm a student at \_\_\_\_\_.

## Self-Assessment

Through the **Speak Now** lessons, learners evaluate their progress through role-play situations inspired by the Can-Do statements of the Common European Framework (CEFR).

### 1 How are you?

A **Student A:** Greet Student B with his or her name. Use two different greetings. Then say goodbye.

**Student B:** Respond to Student A's greetings.

B Now change roles.

I can greet people.  
☐ Very well ☐ I need more practice.

I can say goodbye.  
☐ Very well ☐ I need more practice.

See Language Booster page 3.

## Speak NOW



NEW FRIEND



# Scope and Sequence

|             | LESSON                      | PAGE | LISTENING AND PRONUNCIATION                              |
|-------------|-----------------------------|------|--|
| NEW FRIENDS | 1 How are you?              | 2    | Listening: Listen for formal and informal language       |
|             | 2 Nice to meet you.         | 4    | Pronunciation: Reduction of <i>to</i>                    |
|             | 3 Can you say that again?   | 6    | Listening: Listen for repetition                         |
|             | 4 Nice weather, isn't it?   | 8    | Pronunciation: Intonation in question tags               |
| INTERESTS   | 5 I love hip-hop!           | 12   | Listening: Listen for differences                        |
|             | 6 My favorite movie is...   | 14   | Pronunciation: Contrastive stress in returning questions |
|             | 7 What time is it?          | 16   | Listening: Listen for times                              |
|             | 8 Would you try kayaking?   | 18   | Pronunciation: Stress in compound nouns                  |
| PEOPLE      | 9 Do you have any brothers? | 22   | Pronunciation: Final 's sounds                           |
|             | 10 She's pretty smart.      | 24   | Listening: Listen for personalities                      |
|             | 11 I love your shirt!       | 26   | Pronunciation: Sentence stress                           |
|             | 12 What's she wearing?      | 28   | Listening: Listen for descriptions                       |
| DAILY LIFE  | 13 When do you get up?      | 32   | Pronunciation: Reduction of <i>do you</i>                |
|             | 14 When do you get there?   | 34   | Listening: Listen to ask a follow-up question            |
|             | 15 What do you do first?    | 36   | Pronunciation: Sequence markers                          |
|             | 16 What are you doing?      | 38   | Listening: Listen for activities                         |



## REVIEW

### CONVERSATION

Greeting people  
Saying goodbye

---

Introducing myself  
Introducing others

---

Asking for personal information  
Asking for repetition

---

Making small talk

### VIDEO

#### English in Action



New Neighbors, page 10

#### CONFIDENCE BOOSTER

Asking for personal information

### SELF-ASSESSMENT

#### Speak NOW

Meeting and  
greeting people

ONLINE PRACTICE 

Expressing likes  
Expressing dislikes

---

Asking about favorites  
Returning questions

---

Asking about time  
Telling time

---

Asking for opinions  
Giving opinions

#### English in Action



A Birthday Present, page 20

#### CONFIDENCE BOOSTER

Telling time

#### Speak NOW

Expressing likes  
and dislikes

ONLINE PRACTICE 

Asking about family  
Describing family members

---

Describing someone's personality  
Comparing personalities

---

Giving compliments  
Responding to compliments

---

Asking what someone is wearing  
Describing what someone is wearing

#### English in Action



Meet the Family, page 30

#### CONFIDENCE BOOSTER

#### Speak NOW

Asking about and  
describing people

ONLINE PRACTICE 

Asking about routines  
Describing routines

---

Asking follow-up questions

---

Asking about a sequence  
Describing sequence

---

Asking about ongoing activities  
Describing ongoing activities

#### English in Action



Jill's Sunday, page 40

#### CONFIDENCE BOOSTER

Asking about routines

#### Speak NOW

Asking about and  
describing routines

ONLINE PRACTICE 



# Scope and Sequence

|               | LESSON                     | PAGE | LISTENING AND PRONUNCIATION                       |
|---------------|----------------------------|------|---|
| MY HOMETOWN   | 17 What's your place like? | 42   | Listening: Listen for things in an apartment      |
|               | 18 Where can I get a lamp? | 44   | Listening: Listen for suggestions                 |
|               | 19 Where's the mall?       | 46   | Pronunciation: Linking sounds                     |
|               | 20 Take a left.            | 48   | Pronunciation: Intonation in clarifying questions |
| SHOPPING      | 21 How much is coffee?     | 52   | Pronunciation: Stress in numbers                  |
|               | 22 Will you take \$20?     | 54   | Listening: Listen for bargained prices            |
|               | 23 Do you ever buy books?  | 56   | Pronunciation: Intonation in questions            |
|               | 24 Your phone is so cool!  | 58   | Listening: Listen for product features            |
| FOOD          | 25 Do you eat much fruit?  | 62   | Listening: Listen for eating habits               |
|               | 26 We need onions.         | 64   | Pronunciation: Reduction of <i>what do</i>        |
|               | 27 Do you eat a big lunch? | 66   | Pronunciation: Regular noun plural endings        |
|               | 28 How does it taste?      | 68   | Listening: Listen for descriptions                |
| PAST & FUTURE | 29 I had a great weekend.  | 72   | Listening: Listen for past events                 |
|               | 30 What time did you call? | 74   | Pronunciation: Past tense endings                 |
|               | 31 You won't believe this! | 76   | Listening: Listen to people's reactions           |
|               | 32 What are your plans?    | 78   | Pronunciation: Reduction of <i>going to</i>       |



REVIEW

CONVERSATION

Asking about a place  
Describing a place

Asking for suggestions  
Giving suggestions

Asking about locations  
Describing locations

Giving directions  
Asking for clarification

VIDEO

English in Action



Maria Goes Shopping, page 50

CONFIDENCE BOOSTER  
Asking about locations

SELF-ASSESSMENT

Speak  
NOW

Asking for and  
giving directions

ONLINE PRACTICE

Asking about prices  
Giving prices

Bargaining for a lower price  
Suggesting a different price

Asking about frequency  
Describing frequency

Describing features

English in Action



Eric's Lucky Chair, page 60

CONFIDENCE BOOSTER  
Giving prices

Speak  
NOW

Asking about and  
bargaining prices

ONLINE PRACTICE

Asking about quantities  
Talking about quantities

Asking about needs  
Describing needs

Describing what I eat  
Talking about healthy eating habits

Asking about food  
Describing food

English in Action



Tom Cooks Dinner, page 70

CONFIDENCE BOOSTER  
Talking about what needs

Speak  
NOW

Talking about food

ONLINE PRACTICE

Talking about past events

Asking about past events

Introducing news  
Reacting to news

Asking about future plans  
Describing future plans

English in Action



Jill's Trip, page 80

CONFIDENCE BOOSTER  
Asking about a schedule

Speak  
NOW

Talking about the  
past and future

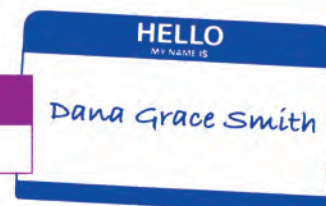
ONLINE PRACTICE



## 1 | Vocabulary

A Write your first name, middle name, and last name in the chart below.

| first name | middle name | last name |
|------------|-------------|-----------|
|            |             |           |



B **PAIR WORK** Ask for your partner's name. Then answer and give your name.

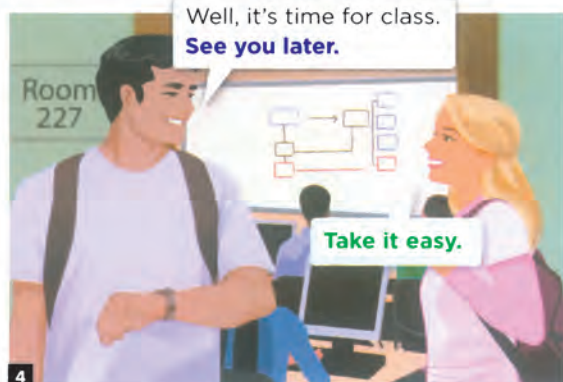
Example

A: What's your name?

B: My first name is Dana. My middle name is Grace. And my last name is Smith.

## 2 | Conversation

CD1 02 A Listen. What is Steve's last name? What's Emma's middle name?



B **PAIR WORK** Practice the conversation. Exchange the blue and green words above with the words below and practice it again.

Steve: **How are you?**

Emma: **I'm fine, thank you.**

Steve: **Bye.**

Emma: **Have a nice day.**



### 3 | Language Booster

**A** Notice the different ways we greet people and say goodbye. (\* = informal)

| Greeting people |            | Responding   | Saying goodbye   |
|-----------------|------------|--|------------------|
| Good            | morning.   | I'm fine, thank you.<br>Everything is great.       | Goodbye.         |
|                 | afternoon. |  | Have a nice day. |
|                 | evening.   |  | Good night.      |
|                 | Hello.     | Fine, thanks.*<br>I'm all right.*<br>Not so well.* | See you.*        |
|                 | Hi.        |  | Take care.*      |
|                 | Hey.*      |  |                  |
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**B PAIR WORK** Take turns greeting each other and saying goodbye.

Examples:

A: Good morning, Young.

B: Have a nice day, Maria.

B: Hi, Maria. How are you?

A: Goodbye, Young.

A: I'm fine, thank you.

### 4 | Listening

CD1 03 **A** Listen. Is each situation formal or informal? Circle the correct answer.

1. formal / informal    2. formal / informal    3. formal / informal    4. formal / informal

CD1 03 **B** Listen again. Write the expression each person uses to say goodbye.

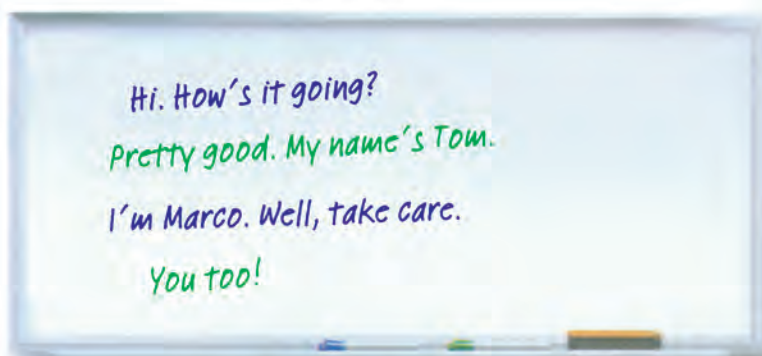
1. \_\_\_\_\_    2. \_\_\_\_\_    3. \_\_\_\_\_    4. \_\_\_\_\_

**C PAIR WORK** Compare your answers with a partner.

ONLINE PRACTICE

## SPEAK with CONFIDENCE

**CLASS ACTIVITY** Go around the class. Greet your teacher and classmates, say your name, and then say goodbye.





• Introducing myself

• Introducing others

## 1 | Vocabulary

A How well do you know these people? Check (✓) the people you talk to often.

\_\_\_\_\_ a classmate      \_\_\_\_\_ a teacher      \_\_\_\_\_ a friend      \_\_\_\_\_ a neighbor  
 \_\_\_\_\_ a relative      \_\_\_\_\_ a colleague      \_\_\_\_\_ a boss      \_\_\_\_\_ a stranger

B PAIR WORK Name your teacher and two other people you talk to often. Use the words above.

Example:

A: My math teacher is Mr. Lyons.

B: My classmate's name is Bobby. My friend's name is Alan.

## 2 | Conversation

CD1 04 A Listen. Where does Jesse live? How old is Tizzy?

Jesse: Hey.

Alex: Hi. Are you new to the building?

Jesse: Yes, I just moved in.

Alex: Well, welcome neighbor! **My name is**

Alex. I live in apartment 19.

Jesse: Nice to meet you. I'm in apartment 21.

Alex: Oh, **I'd like you to meet** Tizzy.

Jesse: Hi, Tizzy. How old is she?

Alex: She's four months old, but don't worry.

She's very quiet!

Jesse: **No problem.** I love cats!

B PAIR WORK Practice the conversation.

CD1 05 C Listen. Write the changes you hear above the bold words. Practice the new conversation.



### 3 | Language Booster

**A** Notice the different ways we introduce ourselves and other people.

| Introducing myself                | Responding                       |
|-----------------------------------|----------------------------------|
| Hi. I'm...                        | My name is...                    |
| Hello. My name is...              | And I'm...                       |
| Introducing others                | Responding                       |
| This is my friend...              | Hi. It's a pleasure to meet you. |
| I'd like you to meet my friend... | Hello. It's nice to meet you.    |

NEW FRIENDS

2

**B GROUP WORK** Introduce yourself. Then introduce the person next to you.

### 4 | Pronunciation Reduction of to

CD1 06 **A** Listen. Notice how *to* is reduced in these sentences.

1. Nice to meet you.
2. I'd like you to meet my classmate.
3. It's great to meet you.

**B PAIR WORK** Take turns practicing the sentences in part A. Pay attention to the reduction of *to*.

ONLINE PRACTICE

## SPEAK with CONFIDENCE

**A** Answer the questions.

What's your first name? \_\_\_\_\_

What's your last name? \_\_\_\_\_

Where are you from? \_\_\_\_\_

Where do you work/study? \_\_\_\_\_

**B PAIR WORK** Introduce yourself. Use your answers from part A.

*Example:*

**A:** Hello. I'm Carlos. I'm from São Paulo, Brazil.

**B:** Hi. My name is Katie Wilson. I'm from Vancouver, Canada.

**A:** Nice to meet you. I'm a student at City College.

**C CLASS ACTIVITY** Go around the class. Introduce your partner to others.

Excuse me. This is my new friend, Katie Wilson. She's from Canada.

Nice to meet you, Katie. I'm Mark. This is Raul. He's a student at...





# Speak NOW

COMMUNICATE with CONFIDENCE



“Time spent on speaking tasks is the single most important factor in developing confident and fluent speaking.”

– Jack C. Richards

Every activity in every lesson has a speaking component. Students have all of the practice they need to become successful speakers of English.

## Online Practice



- Generates customized student-progress reports
- Features 120 engaging self-study activities
- Invites students to record and submit audio files
- Includes access to downloadable audio files for anytime, anywhere practice

## English in Action Video



- Features situational comedy cast
- Provides real-world models for discussing culture, idioms, pronunciation, and body language
- Showcases key vocabulary and functions in humorous and dramatic scenes

Includes  
**Multi-Skill  
Bonus Pack!**

## COMPONENTS

- Student Book with Online Practice
- Workbook
- Audio Download
- Teacher's Book with Testing Program CD-ROM
- iTools Classroom Software with Video and PowerPoint™ presentations
- Class Audio CDs
- DVD