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Speak NOW

COMMUNICATE *with* **CONFIDENCE**



with
VIDEO
and
**ONLINE
PRACTICE**

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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 Oxford Learn Online Practice, DVD, and on the iTools Classroom Presentation Software CD-ROM.



Online Practice powered by oxfordlearn

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.

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.

18 I'd love to go.

Inviting someone
Responding to an invitation

1| Vocabulary

A What kinds of movies do you like? Circle your three favorite kinds of movies.

comedies thrillers romantic comedies historical dramas
animated movies horror films action movies science fiction movies

B PAIR WORK Ask and answer questions about movies you like and don't like. Use the words above.

Examples:
A: What movie genres do you like?
B: I love action movies and comedies.
A: What kinds of movies don't you like?
B: I don't really like horror films.

2| Conversation

CD A Listen. What movie will Jeff and Kirk see? What will they do after the movie?

Jeff: Hey Kirk, do you have plans for Friday night?

Kirk: Friday night? I don't think so. Why?

Jeff: Do you want to see a movie?

Kirk: Sure, I'd love to. What's playing?


Jeff: Free Fall is playing at the theater.

Kirk: Great! I love action movies.

Jeff: When do you want to meet?

Kirk: OK. And let's get some pizza after the movie.

Jeff: Sounds good. See you then!



B PAIR WORK Practice the conversation.

CD C Listen. Write the two extra sentences you hear in the conversation. Practice the new conversation.

3| Language Booster

A Notice the different ways we invite someone and respond to an invitation.

Inviting someone	Responding to an invitation
Do you want to see a movie?	I'd love to. Sounds great.
Would you like to go to a concert?	Sure, OK.
	Maybe, I'm not sure.

B PAIR WORK Take turns inviting and responding to invitations. Use the ideas below.

go shopping go to a karaoke bar go to a theme park go to a concert

4| Pronunciation

Reduction of want to

CD A Listen and practice. Notice how want to is reduced to /wanna/.

A: Do you want to see a movie?
B: OK. That sounds great. I really want to see the new Jeffery D. Hagg movie.

B PAIR WORK Ask and answer three questions that begin with Do you want to...? Reduce want to.

SPEAK with CONFIDENCE

A CLASS ACTIVITY Read the ads. Choose three activities and invite three people to do them with you.

WHAT'S ON? | Your guide to weekend events

Summer's Plans: Open from 11 a.m. to 10 p.m. 20% off between 3 p.m. and 6 p.m. all weekend.

Rock the Park (Sundays): Local rock bands play. Starts at 1 p.m. at City Park.

Wine & Dine: Picnic in Paris exhibit. Saturday 10 a.m. to 5 p.m. Closed Sundays.

Movie Night: Biggest box office of the year! Open 24 hours this weekend.

Live in the Room: See the romantic comedy everyone's talking about! Shows at 7 p.m. and 9:30 p.m.

Amateur Night: Try out your talent on the Death Stage! Open till midnight Friday.

B CLASS ACTIVITY With a partner, present your choice to the class. What is the most popular activity?

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).

17 That sounds fun!

A Student A: Ask Student B what he or she likes to do on weekends. Show interest and ask follow-up questions.

Student B: Answer Student A's questions. Include at least three things you like to do.

B Now change roles.

I can ask/talk about free-time activities.

☐ Very well ☐ I need more practice.

I can show interest.

☐ Very well ☐ I need more practice.

See Language Booster page 43.



FREE TIME

Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
FRIENDS & FAMILY	1 Where are you from?	2	Pronunciation: Contractions
	2 I'm tall and thin.	4	Listening: Listen for descriptions
	3 Alice is more serious.	6	Listening: Listen for personality traits
	4 All of my friends text.	8	Pronunciation: Reduction of <i>of</i>
RESTAURANTS	5 I've never had Thai food.	12	Listening: Listen for food experiences
	6 First, grill the bread.	14	Pronunciation: Consonant clusters
	7 The service is great.	16	Listening: Listen for opinions
	8 Are you ready to order?	18	Pronunciation: Intonation in choice questions
HEALTH	9 I have a sore throat.	22	Listening: Listen for health problems
	10 What should I do?	24	Pronunciation: Syllables
	11 I'd love to try that!	26	Listening: Listen for activities
	12 Soccer is more exciting!	28	Pronunciation: Silent syllables
JOBS	13 I can write pretty well.	32	Pronunciation: <i>Can</i> and <i>can't</i>
	14 I'd have to have...	34	Listening: Listen for requirements
	15 I travel for free.	36	Listening: Listen for pros and cons
	16 Is the manager there?	38	Pronunciation: Syllable stress

REVIEW

CONVERSATION

Starting a conversation
Closing a conversation

Asking about appearance
Describing appearance

Asking about personalities
Describing personalities

Talking about quantities

VIDEO

English in Action



Meet Casey, page 10

CONFIDENCE BOOSTER

Describing people

SELF-ASSESSMENT

Speak
NOW

Starting a conversation
about people

ONLINE PRACTICE

Asking about experiences
Describing experiences

Giving a series of instructions
Reminding someone of something

Describing restaurants

Taking orders
Ordering food

English in Action



Learning to Cook, page 20

CONFIDENCE BOOSTER

Talking about a recipe

Speak
NOW

Sharing experiences
with food

ONLINE PRACTICE

Describing health problems
Making suggestions

Asking for advice
Giving advice

Expressing wants and intentions
Giving reasons

Asking for comparisons
Making comparisons

English in Action



Eric's Health Habits, page 30

CONFIDENCE BOOSTER

Asking for advice

Speak
NOW

Making suggestions

ONLINE PRACTICE

Describing abilities
Making recommendations

Expressing necessity
Expressing lack of necessity

Describing pros
Describing cons

Asking for someone on the phone
Asking about a job

English in Action



seey's Part-time Job, page 40

CONFIDENCE BOOSTER

Asking about job requirements

Speak
NOW

Getting a job

ONLINE PRACTICE

Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
FREE TIME	17 That sounds fun!	42	Listening: Listen for activities
	18 I'd love to go.	44	Pronunciation: Reduction of <i>want to</i>
	19 I'm sorry, but I can't.	46	Listening: Listen for responses and excuses
	20 Sorry I'm late.	48	Pronunciation: Using stress and duration to convey emotion
TRAVEL	21 Did you go alone?	52	Pronunciation: Reduction of <i>did you</i>
	22 Which do you prefer?	54	Listening: Listen for preferences
	23 You must get a visa.	56	Pronunciation: Reduction of <i>have to</i> and <i>has to</i>
	24 When is the next train?	58	Listening: Listen for prices and schedules
STYLE & FASHION	25 I usually wear...	62	Pronunciation: Intonation in a series of things
	26 What do you think?	64	Listening: Listen for ideas
	27 Can you do me a favor?	66	Pronunciation: Reduction of <i>would you</i> and <i>could you</i>
	28 What is it used for?	68	Listening: Listen for uses
OPINIONS	29 I think it's fun!	72	Listening: Listen for opinions
	30 I feel the same way.	74	Pronunciation: Stress in contrastive responses
	31 What would you do?	76	Listening: Listen for reactions to situations
	32 Then what happened?	78	Pronunciation: Intonation in clauses

REVIEW

CONVERSATION

Talking about free-time activities
Showing interest

Inviting someone
Responding to an invitation

Declining an invitation
Giving an excuse

Apologizing
Responding to an apology

VIDEO

English in Action



Waiting for a Friend, page 50

CONFIDENCE BOOSTER

Asking about people

SELF-ASSESSMENT

Speak
NOW

Inviting someone to
an event

ONLINE PRACTICE

Asking double questions
Describing past events

Asking about preferences
Describing preferences

Expressing prohibitions
Expressing obligations

Asking about prices and schedules
Describing prices and schedules

English in Action



Tom's Travels, page 60

CONFIDENCE BOOSTER

talking about an itinerary

Speak
NOW

Asking about preferences
for travel

ONLINE PRACTICE

Asking about general behavior
Describing general behavior

Asking for ideas
Offering ideas

Making requests
Agreeing to requests

Asking about uses
Describing uses

English in Action



Packing Light, page 70

CONFIDENCE BOOSTER

Describing objects

Speak
NOW

Asking for and offering
ideas and requests

ONLINE PRACTICE

Asking for opinions
Giving opinions

Agreeing with opinions
Disagreeing with opinions

Asking about an imaginary situation
Discussing an imaginary situation

Describing a series of events

English in Action



Casey's Amazing Story, page 80

CONFIDENCE BOOSTER

Asking about opinions

Speak
NOW

Discussing opinions for
imaginary events

ONLINE PRACTICE

1

Where are you from?

• Starting a conversation

• Closing a conversation

1 | Vocabulary

A Look at these conversation topics. Check (✓) the people you would talk to about these topics.

Topics	Friends	Family	Anyone	No one
money				
school grades				
personal problems				
hobbies and interests				
home life and family life				
marriage and relationships				



B PAIR WORK Tell your partner which topics are OK and not OK to talk about with specific people.

Example:

A: I think it is OK to talk about hobbies and interests with anyone.

B: I agree. It's not OK to talk about money with friends.

2 | Conversation

CD1 **2 A** Listen. Where is Nicole from? Who did Brian travel with?

Nicole: Hi. How's it going? I'm Nicole.

Brian: Pretty good. My name's Brian.

Nicole: And where are you from?

Brian: I'm from Canada. And you?

Nicole: Brazil.

Brian: I went to Brazil last year!

Nicole: Really? Wow. Did you travel alone?

Brian: No, I went with friends. It was fun. Listen, I'd better get going.



B PAIR WORK Practice the conversation.

CD1 **3 C** Listen. Write the two extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the different ways we start and close a conversation.

Starting a conversation	Closing a conversation
Hi. My name's...	Listen, I'd better get going. See you later.
Hello. How's it going?	Well, I need to go. Have a nice day.
Excuse me. What's your name?	I've got to run. Nice talking to you.
Nice day, isn't it?	It's been nice talking to you. Take care.

B PAIR WORK Take turns starting a conversation. Find out your partner's name and where he or she is from. Then close the conversation.

4 | Pronunciation Contractions

CD1 **4 A** Listen and practice. Notice how we pronounce contractions.

One syllable			Two syllables		
what's	I'm	she's	isn't	doesn't	wasn't
I've	it's	they've	couldn't	didn't	wouldn't

B PAIR WORK Complete the questions to get your partner to answer with *no*. Take turns asking and answering the questions. Pay attention to the pronunciation of contractions.

- Are you from _____?
- Do you have any _____?
- Is your best friend _____?
- Were you in _____ yesterday?

ONLINE PRACTICE

SPEAK with CONFIDENCE

CLASS ACTIVITY Walk around the class and start a conversation with someone. Ask questions about the topics in the Vocabulary section. Then close the conversation. Talk to at least five people.

Hi. My name is Mark Harrison.

How's it going? I'm Jenna Gibbins.

Are you from around here?

No, I'm from Sydney, Australia.

1 | Vocabulary

A How do you describe people? Write the words in the correct categories.

elderly	pretty
good-looking	short
handsome	tall
heavy	thin
middle-aged	young

height	build	age	looks

B PAIR WORK Take turns describing yourself. Use the words above.

Example:

A: I'm thin and a little short.

B: I am tall. I also think I look young for my age.

2 | Conversation

CD1 **5 A** Listen. Who is Nathan looking for? What is she wearing?

Nathan: Excuse me. I'm looking for my wife.

Clerk: What does she look like?

Nathan: Well, she's tall and thin.

Clerk: Does she have red hair?

Nathan: No. My wife has dark brown hair.

Clerk: What's she wearing?

Nathan: A blue skirt and a white blouse.

Clerk: Is that her by the changing room?

Nathan: Yes. I guess she wants that coat.



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

Nathan: I can't find my wife. Clerk: Is her hair red? Nathan: Her hair is dark brown. Clerk: Is that her over there?

3 | Language Booster

A Notice the different ways we ask about and describe people's appearances.

Asking about appearance	Describing appearance
What does he/she look like?	She's pretty.
How tall is he/she?	He's very good-looking. really tall.
Does he/she have red hair?	He's medium height. She's a little short.
	No, he/she has dark brown hair.

B PAIR WORK Take turns asking about and describing the appearances of your family members.

4 | Listening

CD1 **6 A** Listen. Two friends are talking about people at a party. Write the correct number of the person in the picture.

1. Paula
2. Reggie
3. Wally
4. Adam
5. Valerie



CD1 **6 B** Listen again. Rewrite these sentences so they are true. Tell your partner your answers.

1. Paula is in her late thirties.
2. Wally is medium height.
3. Adam is Paula's younger brother.

ONLINE PRACTICE

SPEAK with CONFIDENCE

GROUP WORK In groups of four, each person thinks of a famous movie star, singer, or athlete. Then take turns asking ten yes or no questions to guess each person.

Possible questions

- Is...single/married?
- Is...American/Japanese/Brazilian?
- Is...in his/her teens/twenties/thirties?
- Does...sing hip-hop/pop/rock 'n' roll?
- Does...play soccer/baseball/tennis?



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COMMUNICATE with CONFIDENCE



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

– Jack C. Richards

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