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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.

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.

13 I used to play hopscotch.

Asking about childhood
Reminiscing about childhood

1| Vocabulary

A. Add the words to the word web. Add one more word to each bubble using your own ideas.

playground
bobby
checkers
hopscotch
judo
limbo

childhood

PAIR WORK Tell your partner about your childhood. Discuss the differences.

Example:
A: I used to play hopscotch all the time. What about you?
B: I used to play hopscotch all the time. What about you?

2| Conversation

LISTEN A. Listen. What did Max and his friends do when they were kids? What was Zoe like as a child?

Zoe: What kind of childhood did you have, Max?

Max: I had a great childhood.


Zoe: What do you remember about it?

Max: Lots of things. For example, my parents had a pinball machine. My friends and I would spend our time on it.

Zoe: How fun?

Max: Well, not all things did you do as a kid?

Zoe: Oh, I was a toddler. I used to play limbo.



PAIR WORK Practice the conversation.

LISTEN C. Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3| Language Booster

A. Notice how we ask about and reminisce about our childhoods.

Asking about childhood

What do you remember about your childhood?
What games did you use to play as a kid?
Did you go to the playground a lot?

Reminiscing about childhood

I used to go to the zoo with my parents.
I used to play hopscotch.
They went to every weekend.

PAIR WORK Take turns asking and answering questions about your childhood. Explain how you are different now.

Example:
A: What limbo did you use to do as a kid?
B: I used to do limbo with my friends. We would go to the playground.

4| Pronunciation

Reducing *used to* and *use to*

LISTEN A. Listen and practice. Notice how *used to* and *use to* are pronounced the same.

1. I used to play hopscotch. 2. I didn't use to play hopscotch.

PAIR WORK Practice the conversation. Pay attention to the pronunciation of *used to* and *use to*. Practice the conversation again using your own ideas.

A: What did you go to watch on TV as a kid? I used to watch Japanese anime.
B: I used to watch Japanese anime. I used to watch it and listen to Japanese music.

DELIVER PRACTICE

SPEAK with CONFIDENCE

CLASS ACTIVITY Walk around the class and find someone who answers yes to each question. Then ask follow-up questions and take notes in the chart.

Question	Yes	No	Person's Name	Follow-up Question
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				
Did you ever have a pet when you were a kid?				

CLASS ACTIVITY Share the most interesting things you learned about your classmates.

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).

13 I used to play hopscotch.

A Student A: Ask Student B to tell you two things he or she used to enjoy doing as a child. Ask follow-up questions.

Student B: Tell Student A about two things you enjoyed when you were a child.

B Now change roles.

I can ask about childhood.

☐ Very well ☐ I need more practice

I can reminisce about childhood.

☐ Very well ☐ I need more practice

See Language Booster page 33.



Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
PEOPLE	1 I'm an only child.	2	Pronunciation: Stressing important words
	2 She's a born leader.	4	Listening: Listen for personality types
	3 We're both reliable.	6	Pronunciation: Stress shifts
	4 As I was saying...	8	Listening: Listen for interruptions
SOCIALIZING	5 I'd like to check in.	12	Pronunciation: Linking sounds
	6 Here are some rules.	14	Listening: Listening for rules
	7 There are some problems.	16	Pronunciation: Reduction of <i>and</i>
	8 That would be great.	18	Listening: Listen for offers
LIFESTYLES	9 Do you know...	22	Pronunciation: Intonation when requesting information
	10 Sorry. My mistake.	24	Listening: Listen for solutions to mistakes
	11 Can I please...?	26	Pronunciation: Reduction of <i>let me</i> and <i>give me</i>
	12 I'm broke.	28	Listening: Listen for recommendations
CAREERS	13 I used to play hopscotch.	32	Pronunciation: Reducing <i>used to</i> and <i>use to</i>
	14 She said she was sorry.	34	Listening: Listen for reported speech
	15 I read an unusual story.	36	Pronunciation: Reduced vowel sounds
	16 When did they release it?	38	Listening: Listening for dates

REVIEW

CONVERSATION

Asking about family relationships
Describing family relationships

Asking about someone's personality type
Describing someone's personality type

Describing similarities between people
Describing differences between people

Interrupting politely
Returning to a topic

VIDEO

English in Action



A Weekend Away

CONFIDENCE BOOSTER

Giving opinions

SELF-ASSESSMENT

Speak
NOW

Talking about people

ONLINE PRACTICE ➔

Checking into a hotel

Saying what is allowed
Saying what is not allowed

Stating problems
Addressing problems

Offering help
Accepting and declining help

English in Action



Checking In

CONFIDENCE BOOSTER

Talking about rules

Speak
NOW

Addressing problems
on vacation

ONLINE PRACTICE ➔

Asking indirect questions

Pointing out mistakes politely
Apologizing for mistakes

Making appointments
Confirming information

Making recommendations
Acknowledging recommendations

English in Action



New York Adventures

CONFIDENCE BOOSTER

Asking for reasons

Speak
NOW

Making appointments and
pointing out mistakes

ONLINE PRACTICE ➔

Asking about childhood
Reminiscing about childhood

Reporting what someone said

Talking about news
Adding information

Asking when things happened
Stating when things happened

English in Action



The Mystery

CONFIDENCE BOOSTER

Talking about the past



Speak
NOW

Talking about the past

ONLINE PRACTICE ➔

Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
FEELINGS	17 You didn't know?	42	Pronunciation: Using intonation in reply questions
	18 A good friend is loyal.	44	Listening: Listening for what is important
	19 I could do that.	46	Listening: Listening for responses to suggestions
	20 I wish I'd remembered.	48	Pronunciation: Unreleased consonants
POP CULTURE	21 I'd rather not say.	52	Listening: Listen for qualifications
	22 It could be an ad for...	54	Pronunciation: Linking of same consonant sounds
	23 The main reason is...	56	Pronunciation: Linking with /w/ and /y/
	24 It needs a good location.	58	Listening: Listening for what's necessary
TRAVEL	25 You're expected to...	62	Pronunciation: Thought groups
	26 What does it mean?	64	Listening: Listen for meanings
	27 What will happen if...?	66	Listening: Listen for superstitions
	28 It must have been...	68	Pronunciation: Reduction of past modals
IN THE NEWS	29 Cars will most likely fly.	72	Listening: Listen for predictions
	30 That's a really good idea!	74	Pronunciation: Emphatic stress
	31 I'll pick you up.	76	Pronunciation: Stress in two-word verbs
	32 What do you hope to do?	78	Listening: Listen for goals

REVIEW		
CONVERSATION	VIDEO	SELF-ASSESSMENT
<p>Reacting with reply questions</p> <p>Asking about what's important Describing what's important</p> <p>Commenting positively to suggestions Commenting negatively to suggestions</p> <p>Expressing regrets Offering solutions to problems</p>	<p>English in Action</p>  <p>The Apology</p> <p>CONFIDENCE BOOSTER Talking about friends</p>	<p>Speak NOW</p> <p>Discussing what's important to friends</p> <p>ONLINE PRACTICE ➔</p>
<p>Describing qualifications Avoiding answering</p> <p>Asking about probability and possibility Describing probability and possibility</p> <p>Describing trends Giving reasons</p> <p>Asking about what's necessary Describing what's necessary</p>	<p>English in Action</p>  <p>Tom's Job Interview</p> <p>CONFIDENCE BOOSTER Describing a job</p>	<p>Speak NOW</p> <p>Talking about job qualifications</p> <p>ONLINE PRACTICE ➔</p>
<p>Describing what is expected Describing what is not expected</p> <p>Asking what something means Saying what something means</p> <p>Asking about consequences Describing consequences</p> <p>Speculating with more certainty Speculating with less certainty</p>	<p>English in Action</p>  <p>Jack of All Trades</p> <p>CONFIDENCE BOOSTER Asking about suggestions</p>	<p>Speak NOW</p> <p>Comparing cultural differences</p> <p>ONLINE PRACTICE ➔</p>
<p>Making a probable prediction Making a definite prediction</p> <p>Adding emphasis</p> <p>Describing plans Making decisions and promises</p> <p>Asking about goals and wishes Discussing goals and wishes</p>	<p>English in Action</p>  <p>The Future</p> <p>CONFIDENCE BOOSTER Talking about the future</p>	<p>Speak NOW</p> <p>Predicting the future</p> <p>ONLINE PRACTICE ➔</p>

1 Vocabulary

A Read about Alexa's family. Circle the words in the box that apply to her.

Alexa has an older brother and a younger sister. She is not married, but Tom recently proposed to her. They plan to get married next year.

single	only child
engaged	middle child
divorced	firstborn
fiancé/fiancée (fem.)	spouse

B PAIR WORK Tell your partner about your family relationships.

Example:

A: I'm an only child.

B: Not me. I'm a middle child. I have an older brother and a younger sister.

2 Conversation

CD1 02 **A** Listen. What is Isabel doing today? How many siblings does Isabel have?

John: Are you waiting for someone?

Isabel: Yeah, my brother. He's going to give me a ride home. We're having a party for my grandmother. It's her 80th birthday.

John: That's nice. Do you have a large family?

Isabel: I guess. Besides my mom and dad, I have three older brothers and two sisters.

John: Wow! You have a big family.

Isabel: Do you have any siblings?

John: No, I'm an only child. It gets lonely sometimes.

Isabel: Really? Sometimes, I want to be alone!



B PAIR WORK Practice the conversation.

CD1 03 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask about and describe family relationships.

Asking about family relationships	Describing family relationships
Do you have a large family? any siblings?	Yes. I have three brothers and a sister.
Are you the firstborn?	Yes. I have an older brother.
Who are your family members?	No, I'm not. I'm the middle child.
	I have my grandparents, parents, and two siblings.

B PAIR WORK Take turns asking about and describing these people's families.

Rachel	Sam	Tristan
<input type="checkbox"/> is engaged.	<input type="checkbox"/> is married with a daughter.	<input type="checkbox"/> is a middle child.
<input type="checkbox"/> has an older sister.	<input type="checkbox"/> has a large extended family.	<input type="checkbox"/> has a fiancée.

Example:

A: Is Rachel single?

B: No, she is engaged. She has a fiancé.

4 | Pronunciation Stressing important words

CD1 04 **A** Listen and practice. Notice how we stress the words that carry the most meaning in a sentence.

1. I have an **older** brother.

2. **Sandra** has **never** been **married**.

CD1 05 **B** Listen. Underline the stressed words. Then practice the sentences.

1. Are you an only child?

2. Roger is the baby of the family.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Find out about each other's families. Ask the questions below or think of your own questions.

Do you have any brothers and sisters? How old are they?

Would you like more siblings? If so, how many?

Who are your parents' siblings? What are they like?

What kind of family would you like to have someday?

B PAIR WORK Discuss the similarities and differences in your families.



• Asking about someone's personality type

• Describing someone's personality type

1 | Vocabulary

A Complete the sentences. Match the types of people with the correct definitions.

a. role model	c. follower	e. loner	g. pessimist
b. problem solver	d. born leader	f. optimist	h. know-it-all

1. An f feels positively about the future.
2. A ____ feels negatively about the future.
3. A ____ tries to find solutions.
4. A ____ acts as an example to others.
5. A ____ thinks he or she has all the answers.
6. A ____ prefers to be alone.
7. A ____ follows the crowd.
8. A ____ guides or directs others naturally.

B PAIR WORK Tell your partner about people you know who fit the descriptions above.

Example:

A: My best friend is an optimist. She always thinks positively.

B: My dad is my role model.

2 | Conversation

CD1 06 A Listen. Who do Andy and Kit think would be the best choice for student union president? What is Richard like?

Andy: Who would be a good person for student union president? ____

Kit: We need someone who has lots of good ideas. How about Amy? She's a born leader. People listen to her.

Andy: And she's an optimist. I like that. ____

Kit: There's also that new student—Richard. What do you think of him? ____

Andy: Well, he's a lot of fun, but he's kind of a know-it-all. ____

Kit: I guess you're right. Let's talk to Amy and see if she's interested.



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|---|-------------------------------------|
| 1. I don't think he'd be a good choice. | 3. We need someone who is positive. |
| 2. Do you have any ideas? | 4. Would he make a good leader? |

3 | Language Booster

A Notice how we talk about someone's personality type.

Asking about someone's personality type	Describing someone's personality type
What is Amy like?	Amy is a born leader. She's someone who leads naturally.
How would you describe Richard?	She is someone who people like to be around.
	Richard is an optimist. He's always positive.
	Richard is a guy that others see as a know-it-all.

B PAIR WORK Take turns describing the personality types of two people you know. Use the words and definitions from the Vocabulary section or your own ideas.

4 | Listening

CD1 07 **A** Listen. Four people are describing themselves. Write the type of person they are in the first column.

	Type	Quality
Maya		
Roberto		
Bernadette		
Young-ho		

CD1 07 **B** Listen again. What did they say that helped you with your answer? Complete the second column.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Interview your partner to find out if he or she is a leader or a follower. Check (✓) your partner's answers.

Are you a leader or a follower?	Yes	No
1. Are you usually the first of your friends to try new things?		
2. Do you ignore what's trendy and buy the things you like?		
3. Are you confident in your skills and talents?		
4. Do you feel comfortable making difficult decisions?		
5. Do you get excited by new challenges?		
6. Are you someone that others see as a role model?		

5–6 points: You're definitely a leader.

2–4 points: You're sometimes a leader and sometimes a follower.

0–1 points: You prefer to follow the crowd.

B PAIR WORK For every yes answer, add one point. Then check and discuss your results.

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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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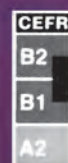
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