



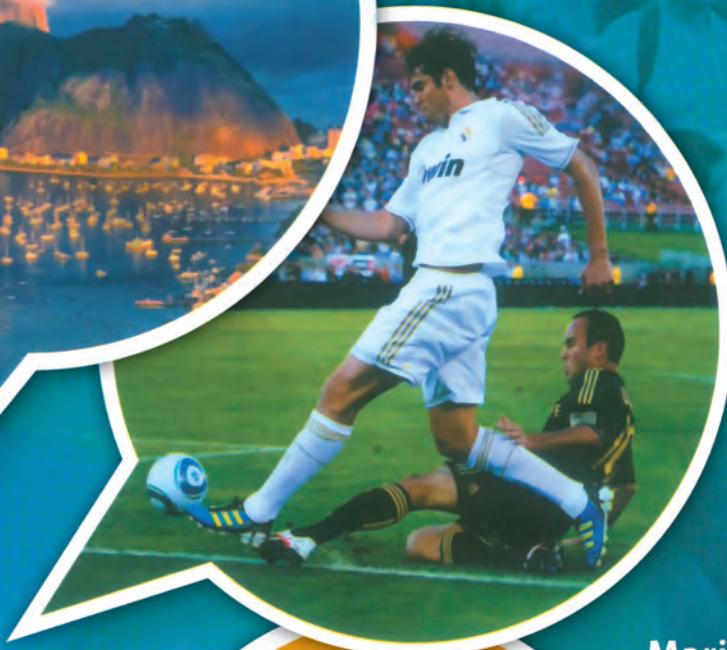
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Speak NOW

COMMUNICATE *with* CONFIDENCE



Mari Vargo

with
VIDEO
and
**ONLINE
PRACTICE**



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.



The image shows a video player interface with a video of four people: Alex, Tom, Kate, and Maria. To the right is a worksheet titled "English in Action" with sections for "1|Preview" and "2|Practice".

1|Preview
PAIR WORK Tom, Maria, and Alex are watching the news on TV. What do you think they're watching in each photo? Match. Explain your choices.
 a. a crime story b. a sports story c. a commercial d. a political story

2|Practice
 A Watch the video. Complete the sentences with the correct answers.
 1. The government reduced the budget for _____.
 2. The score of the soccer game was probably _____.
 3. Maria's favorite commercial is for _____.
 4. The witness got a million dollars from _____.
 5. Kate is going to _____.
 B Watch the video again. Check your answers with a partner.

3|Discuss
 A **GROUP WORK** Answer the questions.
 1. If you were Kate, how would you spend the million-dollar reward?
 2. Do you ever watch the news on TV? What parts do you like best? Least?
 3. What's the most interesting news you heard? Why?

Online Practice

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



The screenshot shows the "Speak Now Online Practice" website. The header includes "Speak NOW" and "Communicate with Confidence". The navigation bar has links for "My Home", "Course Home", "Content", "Discussions", "Dropbox", "Quizzes", "Grades", and "Logout". A sidebar on the left lists lessons from Lesson 1 to Lesson 8, with options for "Vocabulary", "Language Booster", and "Listening". The main content area features a "Welcome to Speak Now Online Practice" message, a "Click here to start" button, and a "4 Speak NOW" graphic. A calendar for December 2012 is also visible.

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.

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How do you know...?

Getting to know people
Asking about people's jobs

1| Vocabulary

A Imagine that you wanted to invite some people to your home for dinner. Which of these people would you invite? Check (✓) your answers.

___ 1. an acquaintance from school	___ 5. your future sister-in-law
___ 2. an exercise buddy	___ 6. an old friend
___ 3. an ex-boyfriend or -girlfriend	___ 7. an old neighbor
___ 4. a former co-worker	___ 8. a prospective employer

B PAIR WORK Who did you choose to invite? Explain your answers to your partner.
Example:
A: Would you invite an acquaintance from school to a dinner at your home?
B: Yes, I would. I have a few acquaintances at school that I would like to get to know better.

2| Conversation

CD **A** Listen. How does Sarah know Eva? What is Luisa's job?

Luisa: So, how do you know Eva?

Sarah: Well, Eva's my old neighbor. I used to live in the apartment across from hers.

Luisa: Oh, right. I think we've met before.

Sarah: Yes, you look familiar. You used to come over to visit Eva once in a while.

Luisa: That's right. Eva is a former classmate of mine. We had a few classes together in college, and we used to study together a lot.

Sarah: I see. And what do you do now?

Luisa: I work as an assistant in an advertising firm.

Sarah: That sounds interesting. Do you enjoy it?

Luisa: Yes, I do.

B PAIR WORK Practice the conversation.

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

3| Language Booster

A Notice the expressions we can use when we're getting to know people and asking them about their jobs.

Getting to know someone How do you know (Eva)? I think we've met before. Haven't we met? You look familiar.	Asking about someone's job What do you do? How did you get into that line of business? That sounds interesting. Do you enjoy it? How did you get interested in (advertising)?
--	--

B PAIR WORK Talk with a partner as though you are meeting each other at a social event.
Example:
A: Hi, I'm Eric.
B: Hi, Eric. I'm Douglas. You look familiar...

4| Pronunciation Noun stress

CD **A** Listen to these phrases. Notice that the nouns in these phrases get more stress than the adjectives.

1. former neighbor	3. prospective employer	5. future sister-in-law
2. ex-boyfriend	4. old friend	6. new co-worker

B PAIR WORK Take turns asking and answering the question "How do you know...?" Use the cues below to answer. Pay attention to noun stress.

1. Pedro: a new acquaintance	3. Theo: a former neighbor	5. John: your future brother-in-law
2. Ana: an old co-worker	4. Karen: an ex-girlfriend	6. Angie: an old friend

SPEAK with CONFIDENCE

A Write down on a piece of paper the names of four people that you know well and how you know them. Be creative. These people can be your close friends or famous celebrities.

B CLASS ACTIVITY Walk around the classroom and "meet" your classmates. In each conversation, imagine that you and your classmate are at a party hosted by one of the people above. Ask and answer questions about how you know that person and about what you do for a living.

How do you know Scarlett Johansson?	How did you get into acting?	Ready? What do you do?
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ONLINE PRACTICE

12

speak with VOCABULARY WORKSHEET 5

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).

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How do you know...?

Student A and Student B: Role-play "meeting" and getting to know each other. Use the professions below and your own ideas.

television executive

lawyer

computer animator

guitar player in a band

I can get to know people.

Very well I need more practice.

I can ask about people's job.

Very well I need more practice.

See Language Booster page 13.

SOCIALIZI

Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
PEOPLE	1 I learned a lot from...	2	Listening: Listen for significant experiences
	2 Did you hear about...?	4	Pronunciation: Linking vowels in phrases
	3 I can't stand it when...	6	Listening: Listen for pet peeves
	4 You put up with a lot.	8	Pronunciation: Reduction of <i>have you</i>
SOCIALIZING	5 How do you know...?	12	Pronunciation: Noun stress
	6 Are you up for...?	14	Listening: Listen for invitations
	7 I had thought she was...	16	Pronunciation: Intonation for a change of opinion
	8 It's just not my thing.	18	Listening: Listen for opinions
LIFESTYLES	9 What exactly is a...?	22	Pronunciation: Word stress in a sentence
	10 I decided to...	24	Listening: Listen for reasons
	11 I spend too much time...	26	Pronunciation: Reduction of <i>-ing</i> endings
	12 You have a point, but...	28	Listening: Listen for persuasions
CAREERS	13 My short-term goal is...	32	Pronunciation: Adjective Stress
	14 I'm very organized.	34	Listening: Listen for strengths and weaknesses
	15 The first thing you need...	36	Pronunciation: Intonation in clarifying questions
	16 I'm here to talk about...	38	Listening: Listen to a presentation

REVIEW

CONVERSATION

Asking about significant experiences
Talking about important events

Introducing interesting stories
Asking for details

Describing pet peeves
Sympathizing

Making suggestions
Commenting on suggestions

VIDEO

English in Action



The New Roommate, page 10

CONFIDENCE BOOSTER
Talking about problems

SELF-ASSESSMENT

Speak NOW

Sharing opinions and experiences

ONLINE PRACTICE

Getting to know people
Asking about people's jobs

Making invitations
Declining politely

Talking about false assumptions
Summarizing

Expressing a lack of understanding
Expressing opinions without offending someone

English in Action



Tom and Kate, page 20

CONFIDENCE BOOSTER
Talking about people

Speak NOW

Getting to know people

ONLINE PRACTICE

Asking for clarification
Giving clarification

Giving reasons
Expressing approval

Talking about lifestyles
Evaluating lifestyles

Persuading
Disagreeing politely

English in Action



Roommate Trouble, page 30

CONFIDENCE BOOSTER
Talking about lifestyles

Speak NOW

Clarifying, persuading, and disagreeing

ONLINE PRACTICE

Asking about career ambitions
Talking about career ambitions

Asking interview questions
Describing strengths and weaknesses

Giving clear instructions
Restating to show that you understand

Giving presentations
Asking follow-up questions

English in Action



Alex's Presentation, page 40

CONFIDENCE BOOSTER
Discussing strengths and weaknesses

Speak NOW

Interviewing and giving presentations

ONLINE PRACTICE

Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
FEELINGS	17 Are you afraid of...?	42	Pronunciation: Using a low tone to show negative emotion
	18 I'm overworked.	44	Listening: Listen for causes of stress and advice
	19 If I could go anywhere...	46	Pronunciation: Using a high tone to show positive emotion
	20 I wish I had...	48	Listening: Listen for regrets
POP CULTURE	21 It started out kind of slow.	52	Pronunciation: Pausing when relating stories
	22 It has a really good beat.	54	Pronunciation: Syllable stress in longer words
	23 Did you hear about...?	56	Listening: Listen for trends
	24 Have you heard...?	58	Listening: Listen for surprising news
TRAVEL	25 Is the flight on time?	62	Pronunciation: Stress in two-syllable words
	26 I'm afraid...	64	Listening: Listen for bad news and advice
	27 Do you think...?	66	Pronunciation: Linking with -s
	28 It's important to...	68	Listening: Listen for cultural faux pas
IN THE NEWS	29 Did you see the game?	72	Pronunciation: Intonation to convey extreme emotion
	30 Hold on.	74	Listening: Listen to the news
	31 Studies have shown...	76	Listening: Listen for opinions
	32 What's your opinion?	78	Pronunciation: Stress in two-syllable verbs

REVIEW

CONVERSATION

- Asking about fears
- Talking about fears
- Talking about causes of stress
- Giving advice by talking about personal experiences
- Talking about dreams and wishes
- Expressing interest and asking for reasons
- Asking about regrets
- Talking about regrets

VIDEO

English in Action



Maria's Big Break, page 50

CONFIDENCE BOOSTER
Talking about fears

SELF-ASSESSMENT



Expressing feelings
and emotions

ONLINE PRACTICE

- Relating the plot of movies
- Describing reactions to movies

- Describing music
- Joining discussions

- Asking about trends
- Describing trends

- Sharing surprising news
- Expressing surprise

English in Action



The New Alex, page 60

CONFIDENCE BOOSTER
Talking about pop culture



Talking about trends

ONLINE PRACTICE

- Checking in at the airport
- Confirming information

- Reporting bad news
- Asking for help or advice

- Comparing and contrasting alternatives
- Giving reasons for choices

- Describing cultural differences
- Explaining why something is a problem

English in Action



Alex Woos the Clients, page 70

CONFIDENCE BOOSTER
Taking a travel survey



Making travel plans

ONLINE PRACTICE

- Talking about sporting events
- Changing the subject

- Interrupting to ask for clarification
- Clarifying

- Giving evidence to support opinions
- Giving examples to support opinions

- Asking for opinions about issues
- Politely giving opinions

English in Action



Big News, page 80

CONFIDENCE BOOSTER
Summarizing the news



Expressing and
supporting opinions

ONLINE PRACTICE

1

I learned a lot from...

• Asking about significant experiences

• Talking about important events

1 | Vocabulary

A Look at the phrases below. Check each thing that has happened to you in the last five years.

- | | |
|---|--|
| ___ overcome an obstacle | ___ face a challenge |
| ___ get into (a new interest) | ___ make a change |
| ___ have a setback | ___ make the decision to
(do something different) |
| ___ have an/the opportunity to
(do something you wanted to do) | ___ take a risk |

B PAIR WORK Take turns talking about the things that have happened to you. Ask two follow-up questions.

2 | Conversation

CD1 02 **A** Listen. What happened to Louis recently? What happened to Kristin?

Kristin: Hi, Louis. I hear you've made a big change recently.

Louis: Yeah, I have. I just got a job as a photographer. ___

Kristin: Oh, wow! How did you get into photography? ___

Louis: I had the opportunity to work with a photographer friend of mine. I learned a lot from working with him. I also learned that I wanted to be a professional photographer.

Kristin: That's great! Congratulations!

Louis: Thanks! Oh, that reminds me, Ana tells me that you just moved.

Kristin: Yes, I did. I had a setback last month when I lost my job, but it turned out to be the best thing that ever happened to me. I just got a much better job, and I moved to São Paulo. ___

Louis: I'm sorry to hear about your setback, but so glad to hear about your new job! ___



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 didn't realize you were a photographer.

3. I love it!

2. I hope I can visit!

4. I've always wanted to live there.

3 | Language Booster

A Notice the different ways we ask about significant experiences and talk about important events.

Asking about significant experiences	Talking about important events
<p>I hear that (Ana) tells me that you just moved.</p> <p>Oh, that reminds me, (Ana tells me that you just moved).</p>	<p>It is one of the most exciting things I've ever done.</p> <p>It turned out to be the best thing that ever happened to me.</p> <p>It's the best decision I've ever made.</p> <p>It was one of the biggest challenges I've ever faced.</p>

B PAIR WORK Take turns asking and talking about an important event in your life.

4 | Listening

CD1 03 **A** Listen. Write the correct name under each picture.

Clara Alex Victor Larissa



CD1 03 **B** Listen again. Mark the statements T (true) or F (false). Then compare your answers with a partner.

- _____ 1. Clara wants to be a teacher. _____ 3. Victor is studying to become a baker.
- _____ 2. Alex lost his job last month. _____ 4. Larissa got married last year.

SPEAK *with* CONFIDENCE

A PAIR WORK Complete each story below with your own idea. Think of the most exciting and challenging things you can. Then share and respond to stories with your partner.

- I faced a challenge. _____
- I overcame an obstacle. _____
- I took a risk. I made the decision to _____

B GROUP WORK Join another pair and share and respond to stories.

ONLINE PRACTICE 



2

Did you hear about...?

• Introducing interesting stories!

• Asking for details

1 | Vocabulary

A Complete the paragraph with the correct form of a verb in the box.

injure	pass out	react	respond	report	witness
--------	----------	-------	---------	--------	---------

Last week, there was a fire at a local school. A lot of people _____₁ the scene. They were worried because the fire kept growing. Luckily, fire fighters _____₂ very quickly. No one was _____₃ from the fire, but a witness was taken to the hospital. The news _____₄ that a woman _____₅ hysterically and couldn't take the excitement. She _____₆ in the middle of the street!

B PAIR WORK Tell your partner about something interesting you recently heard about.

2 | Conversation

CD1 04 **A** Listen. How did the man fall onto the subway track? What did he do after he woke up?

Adam: Hey, did you hear about the man who fell onto a subway track last week?

Teresa: No, how did that happen?

Adam: He was texting a friend, and he wasn't watching where he was going. He fell, hit his head, and passed out.

Teresa: No way. What happened next?

Adam: Luckily, someone witnessed the whole thing. He jumped onto the track and pulled the guy out.

Teresa: Wow! Did the guy injure himself in the fall?

Adam: Not really. The guy woke up after a few minutes, and he was fine. He got up and finished typing his text message!



B PAIR WORK Practice the conversation.

CD1 05 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we introduce interesting stories and ask for details.

Introducing interesting stories	Asking for details
<p>Did you hear about (the man who fell onto a subway track last week)?</p> <p>You'll never believe what happened.</p> <p>You're not going to believe the story I heard.</p>	<p>So what did (he) do?</p> <p>How did (he) react?</p> <p>How did that happen?</p> <p>What happened?</p>

B PAIR WORK Tell your partner an interesting story that you know.

Examples:

A: You'll never believe what happened. My neighbors and I kept losing things, like keys and shoes.

B: How did that happen?

A: It turned out that the neighbor's new cat was taking things and hiding them in the basement!

4 | Pronunciation Linking vowels in phrases

CD1 06 A Listen to these phrases. Notice that any word that begins with a vowel inside a phrase links with the word before it.

1. heard about 2. to a friend 3. the story I heard 4. passes out

B Complete the conversation below with your own ideas. Then circle the words that begin with vowels.

A: Did you hear about the woman in California who _____.

B: What happened?

A: Well, this woman _____.

C PAIR WORK Practice the conversation with a partner.

ONLINE PRACTICE 

SPEAK with CONFIDENCE

A PAIR WORK Work with a partner to make a list of interesting or unusual stories you've heard about recently.

B GROUP WORK Take turns telling the most interesting story to your group members.

Did you hear about the company who held an office chair race?

No way! What happened?

C CLASS ACTIVITY Present one story from your group. Choose the most interesting story from the class.



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.

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