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4 Speak NOW

COMMUNICATE with CONFIDENCE

WORKBOOK

- *Vocabulary*
- *Reading and Writing*
- *Video-based Listening*
- *Grammar*

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Contents

	THEMES	SKILLS	PAGES
Lessons 1–4	PEOPLE	Vocabulary	1, 3, 5, 7
		Reading and Writing	2, 4, 6, 8
		Video Comprehension	9
		Grammar	10, 11
Lessons 5–8	SOCIALIZING	Vocabulary	12, 14, 16, 18
		Reading and Writing	13, 15, 17, 19
		Video Comprehension	20
		Grammar	21, 22
Lessons 9–12	LIFESTYLES	Vocabulary	23, 25, 27, 29
		Reading and Writing	24, 26, 28, 30
		Video Comprehension	31
		Grammar	32, 33
Lessons 13–16	CAREERS	Vocabulary	34, 36, 38, 40
		Reading and Writing	35, 37, 39, 41
		Video Comprehension	42
		Grammar	43, 44
Lessons 17–20	FEELINGS	Vocabulary	45, 47, 49, 51
		Reading and Writing	46, 48, 50, 52
		Video Comprehension	53
		Grammar	54, 55
Lessons 21–24	POP CULTURE	Vocabulary	56, 58, 60, 62
		Reading and Writing	57, 59, 61, 63
		Video Comprehension	64
		Grammar	65, 66
Lessons 25–28	TRAVEL	Vocabulary	67, 69, 71, 73
		Reading and Writing	68, 70, 72, 74
		Video Comprehension	75
		Grammar	76, 77
Lessons 29–32	IN THE NEWS	Vocabulary	78, 80, 82, 84
		Reading and Writing	79, 81, 83, 85
		Video Comprehension	86
		Grammar	87, 88

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Lesson 1: Vocabulary

Part 1

Write the words from the box to complete each phrase.

get	have the	make the	overcome	take	have	make	face

1. _____ a risk
2. _____ a change
3. _____ an obstacle
4. _____ into
5. _____ opportunity to
6. _____ a challenge
7. _____ decision to
8. _____ a setback

Part 2

Write the completed expressions from Part 1 to complete the conversations. Use each expression once. You may have to change the forms of the words. In class, practice the conversations with a partner.

1. A: I hear that Matteo _____*overcame an obstacle*_____ last week.

B: Yeah. He has been wanting to _____ acting, but people told him he wasn't good-looking enough. Instead of letting that stop him, Matteo worked on his facial expressions, and the same people who told him he wasn't good-looking enough hired him!

2. A: Oh, that reminds me. Wendy tells me that you _____ during your vacation.

B: Yeah! I was on a cruise and I was really sick. I had a hard time enjoying my vacation!

3. A: Collin tells me that Steve _____ at work.

B: That's for sure. He didn't get the promotion he was expecting. He said it was one of the biggest challenges he's ever faced because he'd been working toward the new position for two years.

4. A: I hear you are _____. What are you going to do different?

B: Well, I'm going to move overseas. It's one of the most exciting things I've ever done.

5. A: Hi, Carlos. I hear that you _____ go back to college, and you graduated last week. I had no idea you were studying and working at the same time! Congratulations!

B: Thanks. In my company, we _____ get part of the tuition paid, so I decided to do it. It was hard, but it turned out to be the best thing I've ever done.

6. A: I hear that you _____ a few years ago, but it's really paying off now.

B: That's right. It was scary at the time, but it turned out to be worth the uncertainty.

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Lesson 1: Reading & Writing

Part 1

Read the article below.

A Big Break

Have you ever had a setback turn into a big break? That's what happened to Fred R. Conrad. Conrad is a photographer. One day, he had several work assignments. First, he had to take a portrait of a chef in Manhattan. And portraits require a lot of heavy equipment. Then he had to travel to Brooklyn to photograph a diner. Both places are in New York, so he got around by taking the subway. That's when he had some bad luck. The train he boarded didn't go to Brooklyn. He got as far as the tip of Manhattan before he realized his mistake. Then he had to go back to get on another train while lugging all of his heavy photographic equipment. As he sat in the station waiting for the correct train, now late and frustrated, he saw a wonderful sight.

Across the platform from him, waiting for a train going in the other direction, sat a man completely surrounded by balloons. Conrad couldn't even see the man, only dozens of brightly colored balloons. Fortunately, he had everything he needed to take a great photo. So he did. The photo was so good that it was published in the *New York Times* the very next day. Then the *Times* covered the story of the picture. It turned out to be the best thing that ever happened to him. Of course, making the decision to take the picture had its downside–Conrad missed his train!

Mark the statements **T** (true) or **F** (false).

_____ 1. Conrad is a chef.

_____ 2. You need more equipment to make a photographic portrait than you do for other kinds of photos.

_____ 3. Conrad had to travel from Brooklyn to Manhattan.

_____ 4. He ended up on the wrong subway.

_____ 5. He had to go back to another station.

_____ 6. He saw a man delivering dozens of flowers.

_____ 7. The picture he took was published in the *Washington Post*.

_____ 8. He missed the train he was supposed to take.

PAIR WORK Discuss the questions.

1. Do stories like this one often get in the news? Why or why not?
2. Do you think people make their own luck?

Have you ever been in the right place at the right time? What happened?

Part 2

Write an article about a story you know when someone had a big break.

Part 3

Exchange your article with a classmate. Are there any similarities?

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Lesson 2: Vocabulary

Part 1

Match the words on the left with their meanings on the right.

1. **injure**	a. to change or be affected by something
2. **pass out**	b. to give information to someone
3. **react**	c. a person who sees something happen
4. **respond**	d. to hurt something
5. **report**	e. to do or say something because something else first happened
6. **witness**	f. to not be awake so you don't know what is happening around you

Part 2

Write the **bold** words from Part 1 to complete the dialogue. You may have to change the forms of the words. In class, practice the conversation with a partner.

A: Hey, did you hear about the man who was saved by a bear?

B: No. What happened?

A: He was out in the woods when a wolf attacked him. Before he could _____ (1) the wolf bit him.

B: Oh, no! So what did he do?

A: Well, he doesn't really remember anything else. He must have _____ (2).

B: Because he was _____ (3).

A: Yeah, probably. I mean, the wolf attacked him!

B: Poor guy!

A: Anyway, a woman was hiking nearby. She _____ (4) to the man's screams for help.

B: You mean she ran over to the man, even though the wolf was there?

A: Yeah. She said a big bear came up at the same time the wolf was biting the man. The bear scared the wolf away and then walked away, as if nothing had happened.

B: So the woman was a _____ (5) to everything? That's amazing.

A: She's the one who _____ (6) everything to the newspaper. She's almost as famous as the man after what happened.

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Lesson 2: Reading & Writing

Part 1

Read the article below.

The Bystander Effect

Did you ever hear the story of Kitty Genovese? It became famous overnight. She was a young woman who lived in a big city—New York City. One night she was attacked. According to the story, 38 people heard her screaming, but no one responded and no one reported it to the police.

This terrible incident led psychologists to study the "bystander effect." Bystanders witness events, but they are not involved. They stand by while something happens. So why don't people help? Psychologists wanted to learn more about why people decide to help or why they just watch and do nothing. They have learned that there are a number of factors determining whether we will help or not.

First, is it an emergency? People are more likely to react in a helpful way when the situation is life threatening. Second, how many people are around? The more people there are, the less responsibility each person has. If a bystander is alone, he or she is more likely to help than if something happens in a crowded place. Third, where does it happen? People are less likely to help in cities and more likely to help in small towns where people probably know each other. And finally, a related factor: how connected or similar are the people involved? If witnesses feel that the person in danger is somehow like them, they are much more likely to take action.

Complete the sentences with words from the article.

1. Kitty Genovese was attacked in _____.
2. _____ people heard the attack.
3. Bystanders are people who _____events but are not involved.
4. People are more likely to help when the situation is _____.
5. The more people who witness an incident, the less _____ each person has to do something.
6. Bystanders are more likely to help in _____ than in _____.
7. If a witness is similar to a person in trouble, then he or she is more likely to _____.

PAIR WORK Discuss the questions.

1. What incidents do you know about where bystanders did not help?
2. What do you think are the most important reasons why people do not help?
3. What most influences you to take action to help someone else?

Part 2

Think about an event in the news or in your personal experience when someone did or did not get needed help. Write a description of what happened.

Part 3

Exchange your descriptions with a classmate. What parts of the story agree with the research? Was anything surprising?

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Lesson 3: Vocabulary

Part 1

Match the words on the left with their definitions on the right.

1. **arrogant**	a. to pretend like you don't see or hear someone or something
2. **chew**	b. to put something in one place for a period of time
3. **etiquette**	c. to start talking while someone else is talking
4. **ignore**	d. not polite
5. **interrupt**	e. the rules about what is good and bad behavior
6. **leave**	f. to look at someone or something for a long time, often with your eyes wide open
7. **rude**	g. believing you are better than other people
8. **stare**	h. to make food smaller as you eat it

Part 2

Use the **bold** words from Part 1 to complete each sentence. You may have to change the forms of the words.

1. I hate it when people _____ me when I'm speaking.
2. I can't stand it when people pretend like I'm not even there, just _____ me.
3. It bugs me when people _____ dirty dishes in the sink.
4. It gets on my nerves when people _____ with their mouths open.
5. It bugs me that he is always so _____. He doesn't seem to even know that he is being impolite.
6. I can't stand it when my sister just _____ at me blankly rather than answering my questions.
7. He is so _____ . He always thinks he's right and everyone else is wrong. That really gets on my nerves!
8. Most people don't have good manners anymore. They all need to go to _____ school!

Part 3

What things bother you? Use the **bold** words from Part 1 to rank them from 1 (most annoying) to 8 (least annoying). In class, compare your ideas in small groups. Sympathize with your partners as they talk about what bothers them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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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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