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Speak NOW

COMMUNICATE *with* CONFIDENCE



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with
VIDEO
and
**ONLINE
PRACTICE**

OXFORD



Welcome to **Speak NOW**

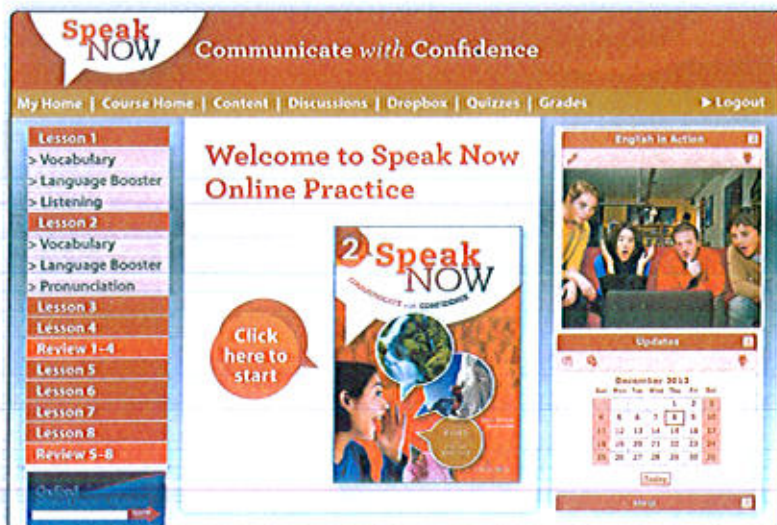
Communicate with Confidence

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 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

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

Example

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

2 | Conversation

LISTEN 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. What do you want to meet?

Jeff: How about at 7 p.m. at the theater?

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

Jeff: Sounds good. See you then!



Now playing in theaters.

PAIR WORK Practice the conversation.

LISTEN 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 meet you like to see a movie?	I'd love to. Sure! Great. Sure. OK. Maybe, but not sure.

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 would to 'd

LISTEN Listen and practice. Notice how *would* is reduced to *'d*.

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

PAIR WORK Ask and answer three questions that begin with *Do you want to...* Reduce *would* to *'d*.

SPEAK WITH CONFIDENCE

EXPLORE PRACTICE

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

Lumber's Place
 Open 10:30 a.m. - 2:00 a.m. every weekend
 7 p.m. - 10:30 p.m. all weekend

High Ball
 Highest club of the year
 Open 24 hours this weekend

Book the Park Theater
 Local rock bands play.
 Starts at 1 p.m. at City Park.

Wings & More
 Premier 6 Party venue.
 Starting 12 a.m. - 2 a.m.
 Closed Sunday.

Love & the Answer
 See the romantic comedy everyone's talking about.
 Starts at 7 p.m. and 9:30 p.m.

Adventureland Park
 To get some other movies—the Death Squad!
 Open 10 midnight Friday

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).



Speak NOW

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.



EXERCISE

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



Casey's Part-time Job, page 40

CONFIDENCE BOOSTER

Talking 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

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

Asking double questions
Describing past events

Asking about preferences
Describing preferences

Expressing prohibitions
Expressing obligations

Asking about prices and schedules
Describing prices and schedules

Asking about general behavior
Describing general behavior

Asking for ideas
Offering ideas

Making requests
Agreeing to requests

Asking about uses
Describing uses

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

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

English in Action



Tom's Travels, page 60

CONFIDENCE BOOSTER

Talking about an itinerary

Speak NOW

Asking about preferences for travel

ONLINE PRACTICE

English in Action



Packing Light, page 70

CONFIDENCE BOOSTER

Describing objects

Speak NOW

Asking for and offering ideas and requests

ONLINE PRACTICE

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

Hi. My name's...
Hello. How's it going?
Excuse me. What's your name?
Nice day, isn't it?

Closing a conversation

Listen, I'd better get going. See you later.
Well, I need to go. Have a nice day.
I've got to run. Nice talking to you.
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 **A** Listen and practice. Notice how we pronounce contractions.

One syllable

what's I'm she's
I've it's they've

Two syllables

isn't doesn't wasn't
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.

2

I'm tall and thin.

• Asking about appearance

• Describing appearance

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

CO1 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.
Does he/she have red hair?	He's really tall.
	She's medium height.
	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?



3

Alice is more serious.

- Asking about personalities
- Describing personalities

1 | Vocabulary

A Look at these words that describe personality. Match them with the correct descriptions.

a. confident b. creative c. forgetful d. funny e. impatient f. outgoing

- ___ 1. Penny doesn't like to wait. ___ 4. Kerry makes people laugh.
- ___ 2. Ahmed never remembers our plans. ___ 5. Patricia makes friends easily.
- ___ 3. Maria is always so sure of herself. ___ 6. Jae-soon is always drawing.

 B PAIR WORK Take turns describing people you know who have the personalities above.

2 | Conversation

CO1  A Listen. How are Mary's children similar? How are they different?



1 Mary, your twin girls look so much alike. How do you tell them apart?

2 Oh? In what way?

3 Matilda is very outgoing and talkative.


4 Actually, they have very different personalities.

5 And what about her sister?

6 Alice is more serious. And she can be very impatient sometimes.

7 I see they both like to draw.

8 Yes, they're both very creative. They love to make things.


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

Ling: Are they very similar? Mary: Matilda is playful. Ling: What's her sister like? Mary: She's shy.

3 | Language Booster

A Notice the different ways we ask about and describe personalities.

Asking about personalities	Describing personalities
What are they like?	They're both very creative.
How would you describe him/her?	Alice is outgoing, but Matilda is shy.
What's he/she like?	I'd say he's/she's outgoing and funny.
Do you think you're patient?	He's/She's smart, but a little forgetful.
	Yes. I'm a very patient person.
	Not really. In fact, I can be very impatient.


 **B PAIR WORK** Take turns asking about and describing the personalities of your friends.


4 | Listening

CD1 **8 A** Listen to descriptions of three people. Circle the words that describe them.

	What are they like?			What else do you learn?
1. Nora	outgoing	shy	confident	
2. Simon	creative	funny	smart	
3. Caley	hardworking	patient	forgetful	

CD1 **8 B** Listen again. Write one other thing you learned about each person.


 **C PAIR WORK** Describe someone you know with one of the personalities above.

ONLINE PRACTICE 

SPEAK *with* CONFIDENCE

A Check (✓) the statements that describe you. Then write one true and one false statement about yourself.

- | | |
|---|--|
| <input type="checkbox"/> I sometimes forget things. | <input type="checkbox"/> I don't worry about much. |
| <input type="checkbox"/> I'm always on time. | <input type="checkbox"/> I'm usually very patient. |

 **B GROUP WORK** Say one of the statements above. Other students take turns guessing if it's true.

I'm always on time. I'm never late.

That's not true! You came to class late today!



1 | Vocabulary

A Which word doesn't belong? Cross it out. Then compare with a partner.

- | | |
|--|--|
| 1. I send <i>social-networks</i> / e-mails / texts. | 5. I do <i>swimming</i> / yoga / aerobics. |
| 2. I play <i>basketball</i> / bowling / games. | 6. I like to go <i>dancing</i> / hiking / singing. |
| 3. I want to get <i>engaged</i> / married / wedding. | 7. I have a <i>pet</i> / busy / job. |
| 4. I take a <i>bus</i> / drive / taxi to class. | 8. I keep a <i>blog</i> / homework / diary. |

B PAIR WORK Take turns guessing what you think is true about your partner. Use the words above.

Example:

A: I think you text a lot.

B: That's right. I do. I think you like to go hiking.

2 | Conversation

CD1 **A** Listen. What is Luke doing? What does Luke often do on his phone?

Ellen: What are you doing?

Luke: I'm just sending an e-mail.

Ellen: Do you always use your phone to send e-mails?

All of my friends text these days.

Luke: Some of my friends text, some don't. That e-mail was to my dad.

Ellen: So, what else do you use your phone for?

Luke: I often use it to play games. A lot of my friends watch movies, but I find the screen too small.

Ellen: Do you use it for social networking?

Luke: Sure, all the time. Say, I don't think we're friends online...



B PAIR WORK Practice the conversation.

CD1 **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 talk about quantities.

Talking about quantities

All of		
Most of		
Many of	my friends	text these days.
A lot of	the people I know	bring our laptops to class.
Some of	our classmates	have blogs.
Not many of	us	
A few of		
None of		

B PAIR WORK Complete these sentences with your own ideas. Then tell your partner.

All of the people in my family... Most of the students at this school...
A few of my friends... None of us in this class...

4 | Pronunciation Reduction of of

CD1 1 A Listen and practice. Notice how *of* is often pronounced /əv/ before vowel sounds but reduced to /ə/ before consonant sounds.

<i>of</i> + vowel sound	<i>of</i> + consonant sound
all of our classmates	all of my classmates
a lot of English speakers	a lot of Korean speakers
a few of us in this class	a few of their friends

B PAIR WORK Practice the sentences in the Language Booster section. Pay attention to the pronunciation of *of*.

ONLINE PRACTICE 

SPEAK with CONFIDENCE

A CLASS ACTIVITY Choose one of these questions or think of your own. Ask it to as many people in your class as you can. Take notes on all of the answers.

How do you get to class?

Why are you studying English?

What do you like to do on the weekends?

B GROUP WORK Share your results. Did the results surprise you?

