

1 Speak NOW

COMMUNICATE *with* CONFIDENCE

TEACHER'S
BOOK

LEVEL GUIDE

*helps you expand on
Student Book lessons
with activities from the
Multi-Skill Bonus Pack*

TESTING PROGRAM CD-ROM



- *Placement Test*
- *8 Unit Quizzes*
- *4 Midterm Exams in a variety of standardized testing styles*
- *4 Final Exams in a variety of standardized testing styles*

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Level Guide

Student Book Lessons

LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language
1 How are you?	2	Listening: Listen for formal and informal language	Greeting people Saying goodbye
2 Nice to meet you.	4	Pronunciation: Reduction of <i>to</i>	Introducing myself Introducing others
3 Can you say that again?	6	Listening: Listen for repetition	Asking for personal information Asking for repetition
4 Nice weather, isn't it?	8	Pronunciation: Intonation in question tags	Making small talk

>>> VIDEO REVIEW AND CLOZE ACTIVITY: NEW NEIGHBORS

مرجع زبان ایرانیان

5 I love hip-hop!	12	Listening: Listen for differences	Expressing likes Expressing dislikes
6 My favorite movie is...	14	Pronunciation: Contrastive stress in returning questions	Asking about favorites Returning questions
7 What time is it?	16	Listening: Listen for times	Asking about time Telling time
8 Would you try kayaking?	18	Pronunciation: Stress in compound nouns	Asking for opinions Giving opinions

>>> VIDEO REVIEW AND CLOZE ACTIVITY: A BIRTHDAY PRESENT

9 Do you have any brothers?	22	Pronunciation: Final 's sounds	Asking about family Describing family members
10 She's pretty smart.	24	Listening: Listen for personalities	Describing someone's personality Comparing personalities
11 I love your shirt!	26	Pronunciation: Sentence stress	Giving compliments Responding to compliments
12 What's she wearing?	28	Listening: Listen for descriptions	Asking what someone is wearing <u>Describing what</u> someone is wearing

>>> VIDEO REVIEW AND CLOZE ACTIVITY: MEET THE FAMILY

13 When do you get up?	32	Pronunciation: Reduction of <i>do you</i>	Asking about routines Describing routines
14 When do you get there?	34	Listening: Listen to ask a follow-up question	Asking follow-up questions
15 What do you do first?	36	Pronunciation: Sequence markers	Asking about a sequence Describing sequences
16 What are you doing?	38	Listening: Listen for activities	Asking about ongoing activities Describing ongoing activities

>>> VIDEO REVIEW AND CLOZE ACTIVITY: JILL'S SUNDAY

Expand the *Speak Now* Student Book lessons with activities from the Multi-Skill Bonus Pack, available on iTools. This Level Guide provides you with a map of the course's various resources, allowing you to build a rich and comprehensive syllabus. Through targeted expansion activities, students gain confidence in English across every skill area.

Multi-Skill Bonus Pack Worksheets

VOCABULARY	READING AND WRITING	GRAMMAR Power Point™ Support	LEARNING OUTCOMES <i>Now I can...</i>
Greetings	University of America	A: Contractions B: Tag questions C: Polite requests	...meet and greet people. ...ask about and give personal information.
People	Homestay application		
Communication	Communication 101		
Small talk	Hello from Brazil!		
Music	Friday Night Concerts	A: Present simple: <i>do</i> and <i>doesn't</i> B: Compound nouns C: Prepositions in time expressions	...express likes and dislikes. ...talk about and tell time.
Hobbies	Most popular travel movie 2003-2013		
Time	Train Service April-June		
Outdoor activities	Would you try jet skiing?		
Family	Welcome to our home!	A: This/That/These/Those B: Adjectives and adverbs	...ask about and describe people. ...give and respond to compliments.
Personality types	Portuguese tutor		
Fashion	Clothing Forever		
Colors	The Perfect Look		
Daily routines	Mobile Phones before Bed	 irLanguage A: Information questions B: Present continuous	...ask about and describe routines. ...ask follow-up questions.
Free-time activities	Students Don't Study as Much as "Should"		
A typical day	What is your routine at work?		
School subjects	Greeting from New Zealand!		

1 Speak NOW

Level Guide

Student Book Lessons

LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language
17 What's your place like?	42	Listening: Listen for things in an apartment	Asking about a place Describing a place
18 Where can I get a lamp?	44	Listening: Listen for suggestions	Asking for suggestions Giving suggestions
19 Where's the mall?	46	Pronunciation: Linking sounds	Asking about locations Describing locations
20 Take a left.	48	Pronunciation: Intonation in clarifying questions	Giving directions Asking for clarification

>>> VIDEO REVIEW AND CLOZE ACTIVITY: MARIA GOES SHOPPING

21 How much is coffee?	52	Pronunciation: Stress in numbers	Asking about prices Giving prices
22 Will you take \$20?	54	Listening: Listen for bargained prices	Bargaining for a lower price Suggesting a different price
23 Do you ever buy books?	56	Pronunciation: Intonation in questions	Asking about frequency Describing frequency
24 Your phone is so cool!	58	Listening: Listen for product features	Describing features

>>> VIDEO REVIEW AND CLOZE ACTIVITY: ERIC'S LUCKY CHAIR

25 Do you eat much fruit?	62	Listening: Listen for eating habits	Asking about quantities Talking about quantities
26 We need onions.	64	Pronunciation: Reduction of <i>what do</i>	Asking about needs Describing needs
27 Do you eat a big lunch?	66	Pronunciation: Regular noun plural endings	Describing what I eat Talking about healthy eating habits
28 How does it taste?	68	Listening: Listen for descriptions	Asking about food Describing food

>>> VIDEO REVIEW AND CLOZE ACTIVITY: TOM COOKS DINNER

29 I had a great weekend.	72	Listening: Listen for past events	Talking about past events
30 What time did you call?	74	Pronunciation: Past tense endings	Asking about past events
31 You won't believe this!	76	Listening: Listen to people's reactions	Introducing news Reacting to news
32 What are your plans?	78	Pronunciation: Reduction of <i>going to</i>	Asking about future plans Describing future plans

>>> VIDEO REVIEW AND CLOZE ACTIVITY: JILL'S TRIP

Multi-Skill Bonus Pack Worksheets

VOCABULARY	READING AND WRITING	GRAMMAR Power Point™ Support	LEARNING OUTCOMES Now I can...
My house	Vista Bay at the Commons	A: Prepositions of location B: There is/ There are C: Where can I... D: What I like	...ask for and give directions. ...ask for and give suggestions.
In the home	Student's Suggestions		
My town	Lost cat		
Around the city	To my place		
Prices and costs	Zurich is expensive!	A: Adverbs of frequency B: Modal auxiliaries	...ask about and bargain for prices. ...ask about and describe frequency.
Items for sale	Bargaining tips		
At the newsstand	Media habits in Americans between 8 and 18		
Descriptive adjectives	Your City Beat		
مرجع زبان ایرانیان			
Food categories	Do you eat enough vegetables?	A: Count and noncount nouns	...ask about and describe quantities. ...ask about and describe food.
Ingredients	Fresh from the Farmer		
Food	Carrie's Café		
Describing food	Pizza Pizza		
Last weekend	Thank you	A: Simple past tense B: Future time	...talk about the past and future. ...introduce and react to news.
Time expressions	While you were out		
Reacting to news	Twice in the same day		
Weekend activities	Summer classes		

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The *Speak Now Testing Program* CD-ROM contains the following:

Spoken Interview Placement Test

Scoring Rubric and Testing Instructions

Quizzes

Quiz 1	Quiz 5	Quizzes Answer Key
Quiz 2	Quiz 6	Quizzes Audio Script
Quiz 3	Quiz 7	
Quiz 4	Quiz 8	

Speaking Assessment: General

Presentation Topics	Presentation Feedback Form
Interview Questions	Presentation Tips
Role-Plays	

Midterm Exam: Written; Speaking Assessment in the form of Standardized Tests

Midterm Written Exam	Midterm Exam IELTS™ style
Midterm Exam TOEFL® style	Midterm Written Exam Answer Key
Midterm Exam TOEIC® style	Midterm Exam Audio Scripts

Final Exam: Written; Speaking Assessment in the form of Standardized Tests

Final Written Exam	Final Exam IELTS™ style
Final Exam TOEFL® style	Final Exam Answer Key
Final Exam TOEIC® style	Final Exam Audio Scripts

Additional Teacher Resources

Speak Now 1 Video Scripts	Speak Now 1 Class Audio Script
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How to teach a *Speak Now* lesson

Each lesson has five parts—Vocabulary, Conversation, Language Booster, Listening or Pronunciation, and Speak with Confidence.

Lesson Introduction

- Read the lesson title as students follow along. When applicable, have students answer the question.
- Point out the functions they will be studying. These are listed to the right of the lesson title.

1 Vocabulary

The purpose of this section is to get students thinking about the topic, activate their background knowledge, and introduce them to vocabulary that they will use during the lesson. To prepare the students to use the vocabulary, preteach it. When the vocabulary is unfamiliar to your students, present it through visual aids (for example, photos), actions, and gestures, and rephrasing or definitions.

- If necessary, have students use an English Learners' dictionary, perhaps before coming to class, to better understand not only the meanings but also how to use the words.
- Avoid giving students definitions in their first language. Although doing so may initially save time, students do not acquire the language as thoroughly and will rely on their first language rather than developing their English ability. In addition, nuances in languages often vary, creating additional complications as students continue to use the language.
- When you have time, further reinforce the vocabulary with personalization (for example, using the vocabulary in true sentences about themselves).

2 Conversation

There are two types of lesson patterns for the Conversation section. Some of the lessons follow the “Conversation with Substitutions” model and others follow the “Conversation with Changes” model. Teaching procedures for each lesson pattern are outlined below. Both conversations follow the same procedure for Part A.

Conversation with Substitutions

A

- This section helps students become comfortable with the topic and provides a model conversation that uses the functional language from the Language Booster section.
- Read the questions aloud. Ask the students to guess the answers by looking at the photos or illustrations. Ask students questions about details in the art.
- Play the audio and select students to answer the questions. If necessary, play the audio again.
- Make sure students understand the answers to the questions by asking concept questions or reforming the question to check understanding.

B

- Practice the conversation in Part A.
- Have students exchange the green and blue text as they practice the conversation again. This activity increases students' awareness of the different ways we can express the same idea.
- Encourage students to practice both roles and look at each other rather than their books.
- Students who finish the activities quickly can practice the conversation again using their own phrases and sentences.

In the second type of conversation, there are words and phrases highlighted in bold. Students are asked in Part C to listen for differences between the recorded conversation and the written conversation.

Conversation with Changes

A

Follow the same procedure as Conversation with Substitutions, Part A.

B

By practicing the conversation, students become more aware of functional language and more comfortable with language in “chunks”. This prepares them for the Language Booster section and will also help them notice the changes in Part C.