



2

# Speak NOW

COMMUNICATE *with* CONFIDENCE



OXFORD





2

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**Jack C. Richards**  
**David Bohlke**

**OXFORD**  
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# 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](http://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

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

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

### 2 Conversation

**CD 1 A** 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?

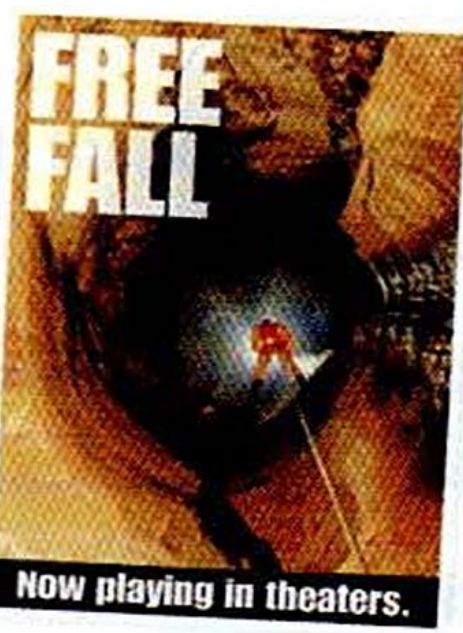
Jeff: Free Fall is playing at the theater.

Kirk: Great! I love action movies. When do you want to meet?

Jeff: How about at 7 p.m., in front of the theater?

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

Jeff: Sounds good. See you then!



**B PAIR WORK** Practice the conversation.

**CD 2 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 invite someone and respond to an invitation.

| Inviting someone               | Responding to an invitation |
|--------------------------------|-----------------------------|
| Do you want to see a movie?    | I'd love to.                |
| Would you like to see a movie? | Sounds great.               |
|                                | Sure, OK.                   |
|                                | Maybe, I'm not sure.        |

**B 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

**CD 1 A** Listen and practice. Notice how *want to* is reduced to */wanna/*.

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

**B PAIR WORK** Ask and answer three questions that begin with *Do you want to...?* Reduce *want to*.

ONLINE PRACTICE

## SPEAK with CONFIDENCE

**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**

|   |   |  |
|---|---|--|
| <b>Luciano's Pizza</b><br>Open from 11 a.m. to 11 p.m. 20% off between 3 p.m. and 6 p.m. all weekend. | <b>Rock the Park Sunday!</b><br>Local rock bands play. Starts at 1 p.m. at City Park.             | <b>Love Is the Answer</b><br>See the romantic comedy everyone's talking about! Shows at 7 p.m. and 9:30 p.m. |
| <b>Mega Mall</b><br>Biggest sale of the year! Open 24 hours this weekend.                             | <b>Windgate Art Museum</b><br>Picasso in Paris exhibit. Saturday 10 a.m. - 5 p.m. Closed Sundays. | <b>Adventureland Park</b><br>Try out latest roller coaster—the Death Screamer! Open till midnight Friday.    |

**B 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).

## 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





# 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 jeans.   | 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                              |



| REVIEW   |   |  |
|--|---|--|
| CONVERSATION   | VIDEO   | SELF-ASSESSMENT  |
| Talking about free-time activities<br>Showing interest               | <b>English in Action</b><br><br>Waiting for a Friend, page 50<br><b>CONFIDENCE BOOSTER</b><br>Asking about people      | <b>Speak NOW</b><br>Inviting someone to an event<br><br><b>ONLINE PRACTICE</b>               |
| Inviting someone<br>Responding to an invitation                      | Declining an invitation<br>Giving an excuse   |  |
| Apologizing<br>Responding to an apology                              |   |  |
| Asking double questions<br>Describing past events                    | <b>English in Action</b><br><br>Tom's Travels, page 60<br><b>CONFIDENCE BOOSTER</b><br>Talking about an itinerary    | <b>Speak NOW</b><br>Asking about preferences for travel<br><br><b>ONLINE PRACTICE</b>        |
| Asking about preferences<br>Describing preferences                   | Expressing prohibitions<br>Expressing obligations   |  |
| Asking about prices and schedules<br>Describing prices and schedules |   |  |
| Asking about general behavior<br>Describing general behavior         | <b>English in Action</b><br><br>Packing Light, page 70<br><b>CONFIDENCE BOOSTER</b><br>Describing objects            | <b>Speak NOW</b><br>Asking for and offering ideas and requests<br><br><b>ONLINE PRACTICE</b> |
| Asking for ideas<br>Offering ideas                                   | Making requests<br>Agreeing to requests   |  |
| Asking about uses<br>Describing uses                                 |   |  |
| Asking for opinions<br>Giving opinions                               | <b>English in Action</b><br><br>Casey's Amazing Story, page 80<br><b>CONFIDENCE BOOSTER</b><br>Asking about opinions | <b>Speak NOW</b><br>Discussing opinions for imaginary events<br><br><b>ONLINE PRACTICE</b>   |
| Agreeing with opinions<br>Disagreeing with opinions                  | Asking about an imaginary situation<br>Discussing an imaginary situation  |  |
| Describing a series of events  |   |  |



# 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 |                   | Closing a conversation         |                      |
|-------------------------|-------------------|--------------------------------|----------------------|
| Hi.                     | My name's...      | Listen, I'd better get going.  | See you later.       |
| Hello.                  | How's it going?   | Well, I need to go.            | Have a nice day.     |
| Excuse me.              | What's your name? | I've got to run.               | Nice talking to you. |
| Nice day, isn't it?     |                   | 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 **4 A** Listen and practice. Notice how we pronounce contractions.

| One syllable |      |         | Two syllables |         |          |
|--------------|------|---------|---------------|---------|----------|
| what's       | I'm  | she's   | isn't         | doesn't | wasn't   |
| I've         | it's | they've | 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.





- 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

CD1 **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.

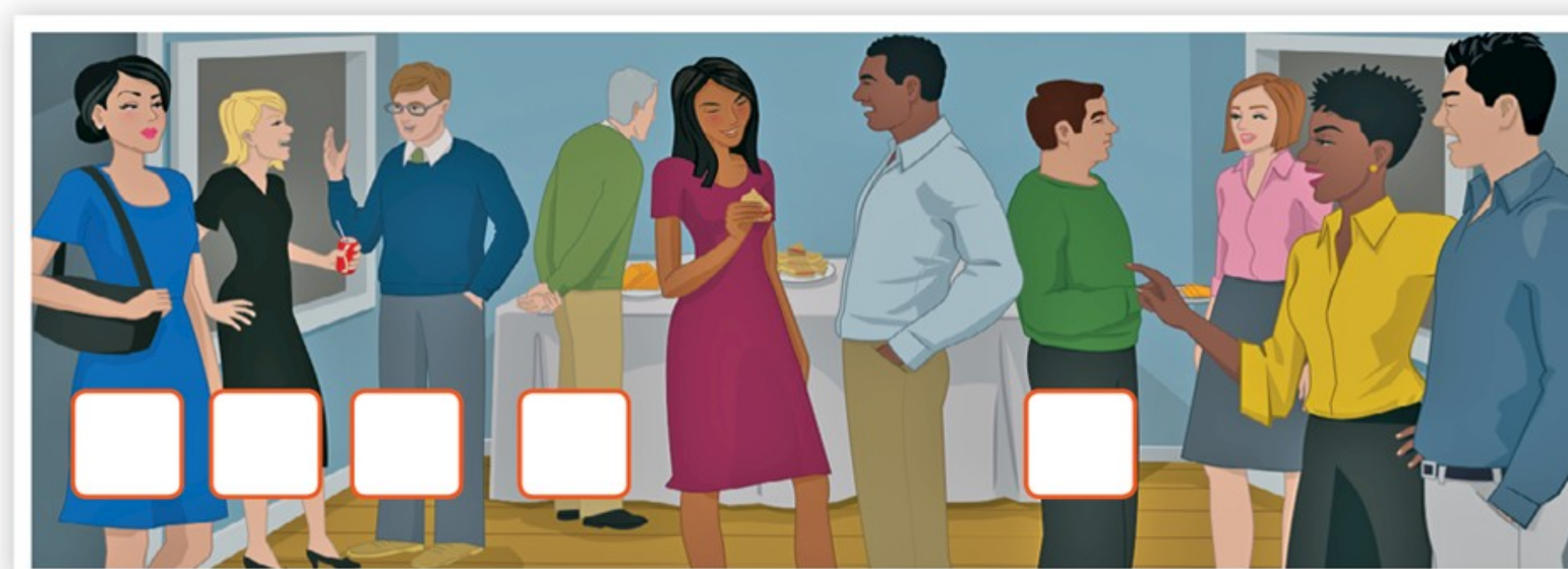
| Asking about appearance     | Describing appearance                        |
|-----------------------------|--|
| What does he/she look like? | She's pretty.                                |
| How tall is he/she?         | He's very good-looking.<br>really tall.      |
| Does he/she have red hair?  | He's medium height.<br>She's 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?

