

2 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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OXFORD

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Level Guide

مرجع زبان ایرانیان

Student Book Lessons

	LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language
FRIENDS & FAMILY	1 Where are you from?	2	Pronunciation: Contractions	Starting a conversation Closing a conversation
	2 I'm tall and thin.	4	Listening: Listen for descriptions	Asking about appearance Describing appearance
	3 Alice is more serious.	6	Listening: Listen for personality traits	Asking about personalities Describing personalities
	4 All of my friends text.	8	Pronunciation: Reduction of of	Talking about quantities
>>> VIDEO REVIEW AND CLOZE ACTIVITY: MEET CASEY				
RESTAURANTS	5 I've never had Thai food.	12	Listening: Listen for food experiences	Asking about experiences Describing experiences
	6 First, grill the bread.	14	Pronunciation: Consonant clusters	Giving a series of instructions Reminding someone of something
	7 The service is great.	16	Listening: Listen for opinions	Describing restaurants
	8 Are you ready to order?	18	Pronunciation: Intonation in choice questions	Taking orders Ordering food
>>> VIDEO REVIEW AND CLOZE ACTIVITY: LEARNING TO COOK				
HEALTH	9 I have a sore throat.	22	Listening: Listen for health problems	Describing health problems Making suggestions
	10 What should I do?	24	Pronunciation: Syllables	Asking for advice Giving advice
	11 I'd love to try that!	26	Listening: Listen for activities	Expressing wants and intentions Giving reasons
	12 Soccer is more exciting!	28	Pronunciation: Silent syllables	Asking for comparisons Making comparisons
>>> VIDEO REVIEW AND CLOZE ACTIVITY: ERIC'S HEALTH HABITS				
JOBS	13 I can write pretty well.	32	Pronunciation: Can and can't	Describing abilities Making recommendations
	14 I'd have to have...	34	Listening: Listen for requirements	Expressing necessity Expressing lack of necessity
	15 I travel for free.	36	Listening: Listen for pros and cons	Describing pros Describing cons
	16 Is the manager there?	38	Pronunciation: Syllable stress	Asking for someone on the phone Asking about a job
>>> VIDEO REVIEW AND CLOZE ACTIVITY: CASEY'S PART-TIME JOB				

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>
Conversation topics	English E-mail Buddies	A: Comparisons 	...start a conversation about people. ...describe people's personalities.
Describing people	Don't I know you?		
Personality types	What's your personality?		
Everyday activities	How college students spend their time		
Types of cuisine	Food and emotions	A: Present perfect and simple past B: Discourse markers	...give instructions to someone. ...share experiences with food.
Cooking	My favorite dish		
Restaurant types	Yo-Yo Sushi		
Ordering food	Down Home Café		
Health problems	So Sorry	A: Possessive nouns, pronouns, and adjectives	...make suggestions. ...ask for and give advice.
Staying healthy	Sleep well tonight		
Fitness activities	What's the best form of exercise?		
Sports	Director of Sports		
Professions	Job listings	A: Time clauses	...describe pros and cons. ...get a job.
Jobs	Are you looking for a great job?		
Work pros and cons	My job hunt		
Work benefits	What's in it for you?		

Student Book Lessons

	LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language
FREE TIME	17 That sounds fun!	42	Listening: Listen for activities	Talking about free-time activities Showing interest
	18 I'd love to go.	44	Pronunciation: Reduction of <i>want to</i>	Inviting someone Responding to an invitation
	19 I'm sorry, but I can't.	46	Listening: Listen for responses and excuses	Declining an invitation Giving an excuse
	20 Sorry I'm late.	48	Pronunciation: Using stress and duration to convey emotion	Apologizing Responding to an apology
>>> VIDEO REVIEW AND CLOZE ACTIVITY: WAITING FOR A FRIEND				
TRAVEL	21 Did you go alone?	52	Pronunciation: Reduction of <i>did you</i>	Asking double questions Describing past events
	22 Which do you prefer?	54	Listening: Listen for preferences	Asking about preferences Describing preferences
	23 You must get a visa.	56	Pronunciation: Reduction of <i>have to</i> and <i>has to</i>	Expressing prohibitions Expressing obligations
	24 When is the next train?	58	Listening: Listen for prices and schedules	Asking about prices and schedules Describing prices and schedules
>>> VIDEO REVIEW AND CLOZE ACTIVITY: TOM'S TRAVELS				
STYLE & FASHION	25 I usually wear jeans.	62	Pronunciation: Intonation in a series of things	Asking about general behavior Describing general behavior
	26 What do you think?	64	Listening: Listen for ideas	Asking for ideas Offering ideas
	27 Can you do me a favor?	66	Pronunciation: Reduction of <i>would you</i> and <i>could you</i>	Making requests Agreeing to requests
	28 What is it used for?	68	Listening: Listen for uses	Asking about uses Describing uses
>>> VIDEO REVIEW AND CLOZE ACTIVITY: PACKING LIGHT				
OPINIONS	29 I think it's fun!	72	Listening: Listen for opinions	Asking for opinions Giving opinions
	30 I feel the same way.	74	Pronunciation: Stress in contrastive responses	Agreeing with opinions Disagreeing with opinions
	31 What would you do?	76	Listening: Listen for reactions to situations	Asking about an imaginary situation Discussing an imaginary situation
	32 Then what happened?	78	Pronunciation: Intonation in clauses	Describing a series of events
>>> VIDEO REVIEW AND CLOZE ACTIVITY: CASEY'S AMAZING STORY				

Multi-Skill Bonus Pack Worksheets

مرجع زبان ایرانیان

VOCABULARY	READING AND WRITING	GRAMMAR Power Point™ Support	LEARNING OUTCOMES <i>Now I can...</i>
Free-time activities	Talk to Tina	A: Need, want, would like, and like B: Using <i>but</i>	...invite someone to an event. ...apologize and respond to an apology.
Movies	Movie Watch		
Around town	RE: An Invitation		
Excuses	Chess Nut		
Vacation activities	Peru trip	A: Impersonal pronouns B: Reflexive pronouns	...ask about preferences for travel. ...ask about and describe prices and schedules.
Vacation types	Dream Vacations		
Travel items	Study abroad in Spain		
Transportation	A Terrible Flight		
Clothes	Brazilian Fashion Designer	A: Prepositional phrases	...ask for and offer ideas and requests. ...talk about uses for gadgets and household items.
Fashion	Jane's Sidewalk Fashion		
Around the home	Moving in		
Technology uses	Household robots		
Expressing opinions	Try it out	A: Gerunds and infinitives B: Using gerunds	...discuss opinions for imaginary events. ...describe a series of events.
Social actions	Best friends forever		
Feelings and emotions	Miss Maggie Says...		
Qualities and values	Money can grow on trees!		

Teacher's Book Contents

How to teach with <i>Speak Now</i>	viii
Testing Program CD-ROM Overview	1
Lesson 1: Where are you from?	2
Lesson 2: I'm tall and thin.	3
Lesson 3: Alice is more serious.	4
Lesson 4: All of my friends text.	5
Review Lessons 1-4	6
Lesson 5: I've never had Thai food.	7
Lesson 6: First, grill the bread.	8
Lesson 7: The service is great.	9
Lesson 8: Are you ready to order?	10
Review Lessons 5-8	11
Lesson 9: I have a sore throat.	12
Lesson 10: What should I do?	13
Lesson 11: I'd love to try that!	14
Lesson 12: Soccer is more exciting!	15
Review Lessons 9-12	16
Lesson 13: I can write pretty well.	17
Lesson 14: I'd have to have	18
Lesson 15: I travel for free.	19
Lesson 16: Is the manager there?	20
Review Lessons 13-16	21
Lesson 17: That sounds fun!	22
Lesson 18: I'd love to go.	23
Lesson 19: I'm sorry, but I can't.	24
Lesson 20: Sorry I'm late.	25
Review Lessons 17-20	26
Lesson 21: Did you go alone?	27
Lesson 22: Which do you prefer?	28
Lesson 23: You must get a visa.	29
Lesson 24: When is the next train?	30
Review Lessons 21-24	31

Teacher's Book Contents (continued)

Lesson 25: I usually wear jeans.	32
Lesson 26: What do you think?	33
Lesson 27: Can you do me a favor?	34
Lesson 28: What is it used for?	35
Review Lessons 25-28	36
Lesson 29: I think it's fun!	37
Lesson 30: I feel the same way.	38
Lesson 31: What would you do?	39
Lesson 32: Then what happened?	40
Review Lessons 29-32	41
Vocabulary Worksheets	42
Vocabulary Worksheet Answer Keys	74
Confidence Booster Answer Keys	78

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 2 Video Scripts	Speak Now 2 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 and explain them or reword them when necessary.

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 Additions” model and others follow the “Conversation with Substitutions” model. Teaching procedures for each lesson pattern are outlined below. Both conversations follow the same procedure for Part A.

Conversation with Additions

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 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

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 help them notice the changes in Part C.

C

- Tell students that they will listen to the conversation again, but two sentences are on the audio program which are not printed in the book. Explain that they should write the sentences they hear in the correct places.
- Play the audio. Check answers. If necessary, have students compare answers in pairs, play the audio again, and then check answers as a class.
- After checking answers, play the audio again so students can focus on the pronunciation and intonation. Have students pay attention to the words they did not understand before.
- Have students practice the conversation at least two times, once for each role.

Conversation with Substitutions

A

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