3

Speak NOW

COMMUNICATE *with* CONFIDENCE

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.

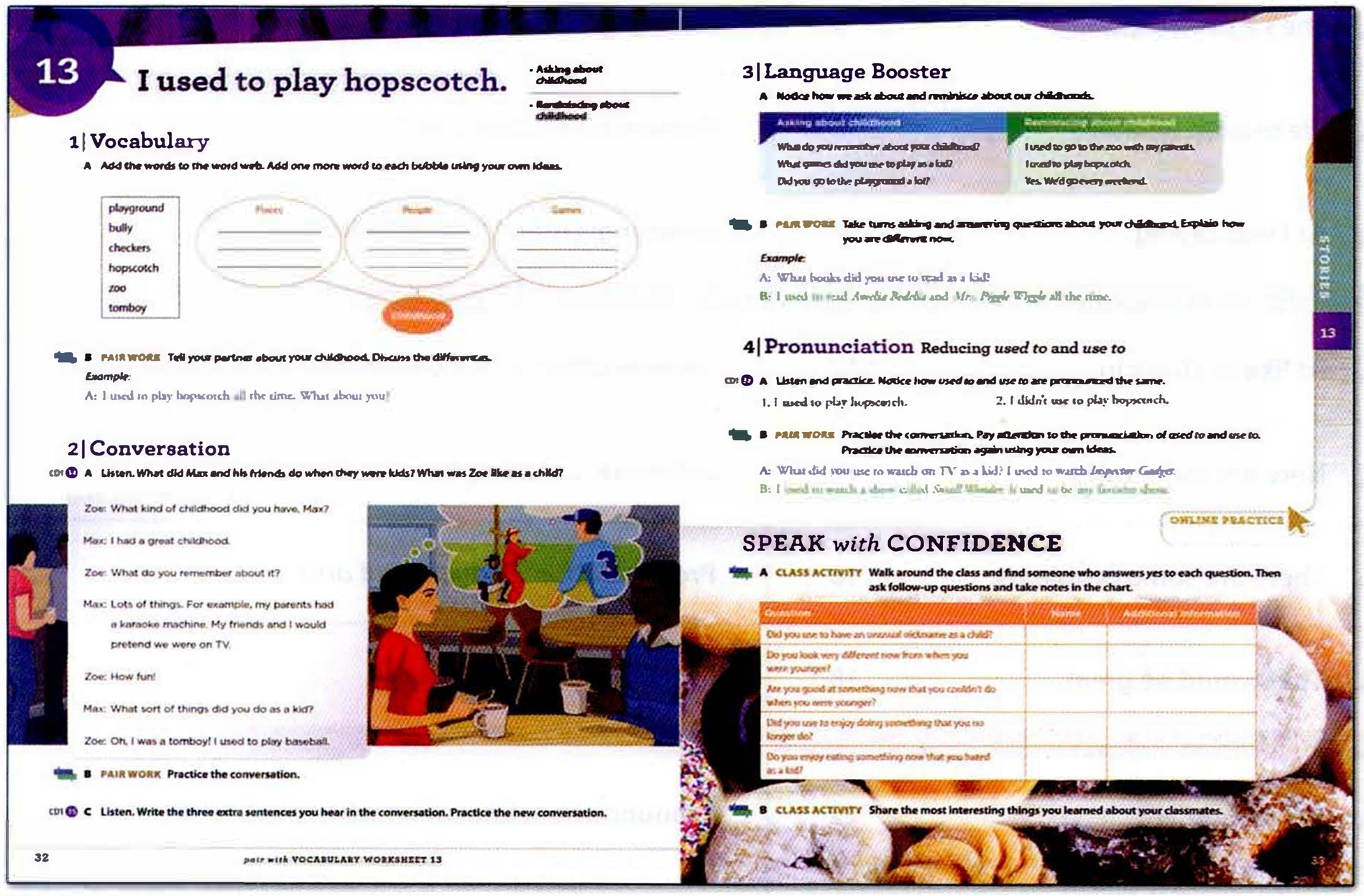
Online Practice powered by oxfordlearn

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.

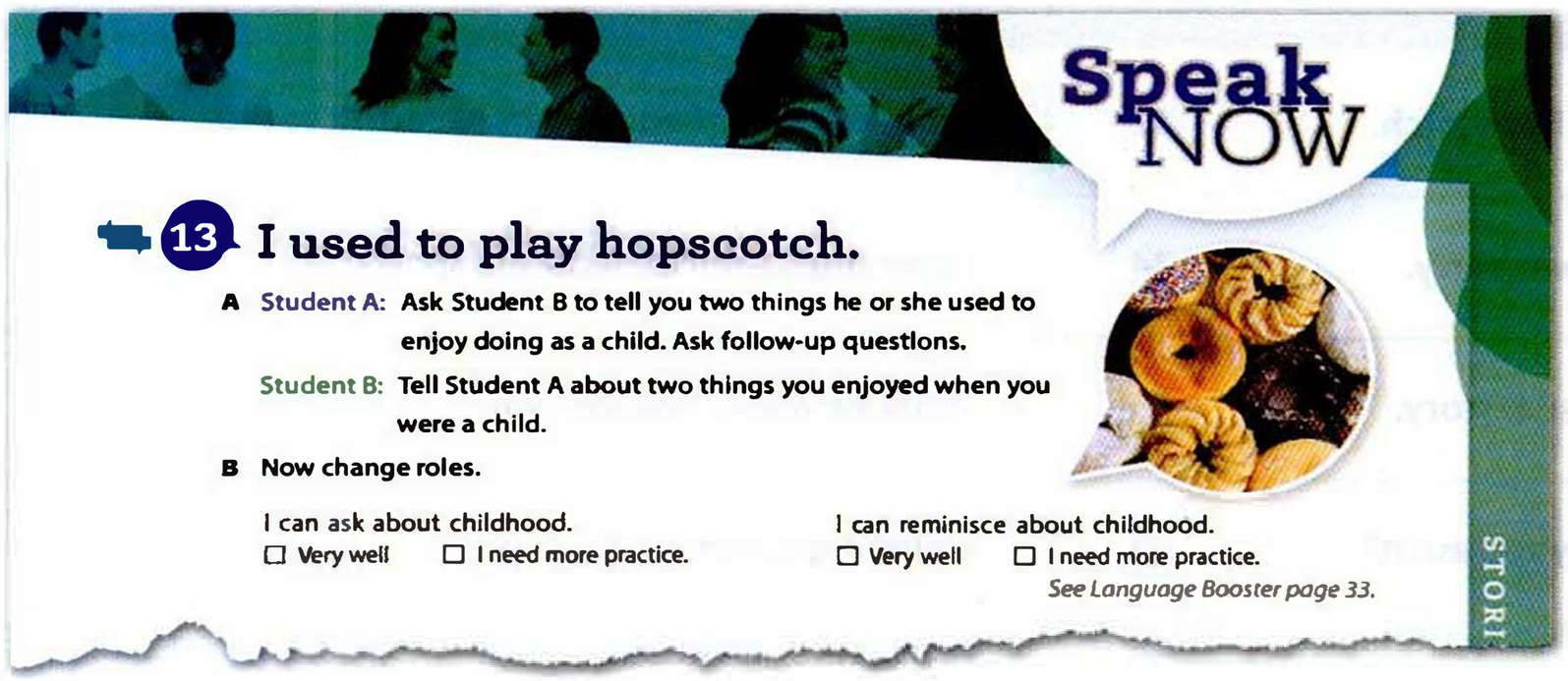
Maximize Speaking

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.



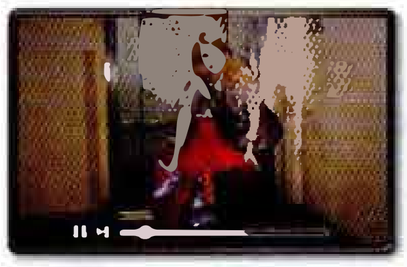
Self-Assessment

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).



Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
PEOPLE	1 **I'm an only child.**	2	**Pronunciation:** Stressing important words
	2 **She's a born leader.**	4	**Listening:** Listen for personality types
	3 **We're both reliable.**	6	**Pronunciation:** Stress shifts
	4 **As I was saying…**	8	**Listening:** Listen for interruptions
VACATION	5 **I'd like to check in.**	12	**Pronunciation:** Linking sounds
	6 **Here are some rules.**	14	**Listening:** Listening for rules
	7 **There are some problems.**	16	**Pronunciation:** Reduction of *and*
	8 **That would be great.**	18	**Listening:** Listen for offers
ERRANDS	9 **Do you know…**	22	**Pronunciation:** Intonation when requesting information
	10 **Sorry. My mistake.**	24	**Listening:** Listen for solutions to mistakes
	11 **Can I please…?**	26	**Pronunciation:** Reduction of *let me* and *give me*
	12 **I'm broke.**	28	**Listening:** Listen for recommendations
STORIES	13 **I used to play hopscotch.**	32	**Pronunciation:** Reducing *used to* and *use to*
	14 **She said she was sorry.**	34	**Listening:** Listen for reported speech
	15 **I read an unusual story.**	36	**Pronunciation:** Reduced vowel sounds
	16 **When did they release it?**	38	**Listening:** Listening for dates

CONVERSATION مرجع زبان ایرانیان	REVIEW VIDEO	SELF-ASSESSMENT
Asking about family relationships Describing family relationships Asking about someone's personality type Describing someone's personality type Describing similarities between people Describing differences between people Interrupting politely Returning to a topic	English in Action  A Weekend Away CONFIDENCE BOOSTER Giving opinions	Speak NOW Talking about people ONLINE PRACTICE
Checking into a hotel Saying what is allowed Saying what is not allowed Stating problems Addressing problems Offering help Accepting and declining help	English in Action Checking In CONFIDENCE BOOSTER Talking about rules	Speak NOW Addressing problems on vacation ONLINE PRACTICE
Asking indirect questions Pointing out mistakes politely Apologizing for mistakes Making appointments Confirming information Making recommendations Acknowledging recommendations	English in Action New York Adventures CONFIDENCE BOOSTER Asking for reasons	Speak NOW Making appointments and pointing out mistakes ONLINE PRACTICE
Asking about childhood Reminiscing about childhood Reporting what someone said Talking about news Adding information Asking when things happened Stating when things happened	English in Action The Mystery CONFIDENCE BOOSTER Talking about the past	Speak NOW Talking about the past ONLINE PRACTICE

Scope and Sequence

	LESSON		PAGE	LISTENING AND PRONUNCIATION
FRIENDS	17	**You didn't know?**	42	**Pronunciation:** Using intonation in reply questions
	18	**A good friend is loyal.**	44	**Listening:** Listening for what is important
	19	**I could do that.**	46	**Listening:** Listening for responses to suggestions
	20	**I wish I'd remembered.**	48	**Pronunciation:** Unreleased consonants
BUSINESS	21	**I'd rather not say.**	52	**Listening:** Listen for qualifications
	22	**It could be an ad for…**	54	**Pronunciation:** Linking of same consonant sounds
	23	**The main reason is…**	56	**Pronunciation:** Linking with */w/* and */y/*
	24	**It needs a good location.**	58	**Listening:** Listening for what's necessary
CULTURE	25	**You're expected to…**	62	**Pronunciation:** Thought groups
	26	**What does it mean?**	64	**Listening:** Listen for meanings
	27	**What will happen if…?**	66	**Listening:** Listen for superstitions
	28	**It must have been…**	68	**Pronunciation:** Reduction of past modals
FUTURE	29	**Cars will most likely fly.**	72	**Listening:** Listen for predictions
	30	**That's a really good idea!**	74	**Pronunciation:** Emphatic stress
	31	**I'll pick you up.**	76	**Pronunciation:** Stress in two-word verbs
	32	**What do you hope to do?**	78	**Listening:** Listen for goals

CONVERSATION www.irLanguage.com	REVIEW: VIDEO	REVIEW: SELF-ASSESSMENT
Reacting with reply questions Asking about what's important Describing what's important Commenting positively to suggestions Commenting negatively to suggestions Expressing regrets Offering solutions to problems	English in Action The Apology CONFIDENCE BOOSTER Talking about friends	Speak NOW Discussing what's important to friends ONLINE PRACTICE
Describing qualifications Avoiding answering Asking about probability and possibility Describing probability and possibility Describing trends Giving reasons Asking about what's necessary Describing what's necessary	English in Action Tom's Job Interview CONFIDENCE BOOSTER Describing a job	Speak NOW Talking about job qualifications ONLINE PRACTICE
Describing what is expected Describing what is not expected Asking what something means Saying what something means Asking about consequences Describing consequences Speculating with more certainty Speculating with less certainty	English in Action Jack of All Trades CONFIDENCE BOOSTER Asking about suggestions	Speak NOW Comparing cultural differences ONLINE PRACTICE
Making a probable prediction Making a definite prediction Adding emphasis Describing plans Making decisions and promises Asking about goals and wishes Discussing goals and wishes	English in Action The Future CONFIDENCE BOOSTER Talking about the future	Speak NOW Predicting the future ONLINE PRACTICE

Confidence Boosters 82 Audio and Video Scripts 98 Vocabulary Index 119

1 I'm an only child.

- **Asking about family relationships**
- **Describing family relationships**

1 Vocabulary

A Read about Alexa's family. Circle the words in the box that apply to her.

Alexa has an older brother and a younger sister. She is not married, but Tom recently proposed to her. They plan to get married next year.

single	only child
engaged	middle child
divorced	firstborn
fiancé/fiancée (fem.)	spouse

B PAIR WORK Tell your partner about your family relationships.

Example:

A: I'm an only child.

B: Not me. I'm a middle child. I have an older brother and a younger sister.

2 | Conversation

CD1 02 **A Listen. What is Isabel doing today? How many siblings does Isabel have?**

John: Are you waiting for someone?

Isabel: Yeah, my brother. He's going to give me a ride home. We're having a party for my grandmother. It's her 80th birthday.

John: That's nice. Do you have a large family?

Isabel: I guess. Besides my mom and dad, I have three older brothers and two sisters.

John: Wow! You have a big family.

Isabel: Do you have any siblings?

John: No, I'm an only child. It gets lonely sometimes.

Isabel: Really? Sometimes, I want to be alone!

B PAIR WORK Practice the conversation.

CD1 03 **C Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.**

3 | Language Booster

A Notice the different ways we ask about and describe family relationships.

Asking about family relationships		Describing family relationships
Do you have	a large family?	Yes. I have three brothers and a sister.
	any siblings?	Yes. I have an older brother.
Are you the firstborn?		No, I'm not. I'm the middle child.
Who are your family members?		I have my grandparents, parents, and two siblings.

B **PAIR WORK** Take turns asking about and describing these people's families.

Rachel	Sam	Tristan
☐ is engaged.	☐ is married with a daughter.	☐ is a middle child.
☐ has an older sister.	☐ has a large extended family.	☐ has a fiancée.

Example:

A: Is Rachel single?

B: No, she is engaged. She has a fiancé.

4 | Pronunciation Stressing important words

CD1 04 **A** Listen and practice. Notice how we stress the words that carry the most meaning in a sentence.

1. I have an **older brother**.
2. **Sandra** has **never** been **married**.

CD1 05 **B** Listen. Underline the stressed words. Then practice the sentences.

1. Are you an only child?
2. Roger is the baby of the family.

ONLINE PRACTICE

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A **PAIR WORK** Find out about each other's families. Ask the questions below or think of your own questions.

Do you have any brothers and sisters? How old are they?

Would you like more siblings? If so, how many?

Who are your parents' siblings? What are they like?

What kind of family would you like to have someday?

B **PAIR WORK** Discuss the similarities and differences in your families.

2 She's a born leader.

- **Asking about someone's personality type**
- **Describing someone's personality type**

1 | Vocabulary

A Complete the sentences. Match the types of people with the correct definitions.

a. role model	c. follower	e. loner	g. pessimist
b. problem solver	d. born leader	f. optimist	h. know-it-all

1. An f feels positively about the future.
2. A ____ feels negatively about the future.
3. A ____ tries to find solutions.
4. A ____ acts as an example to others.
5. A ____ thinks he or she has all the answers.
6. A ____ prefers to be alone.
7. A ____ follows the crowd.
8. A ____ guides or directs others naturally.

B PAIR WORK Tell your partner about people you know who fit the descriptions above.

Example:

A: My best friend is an optimist. She always thinks positively.

B: My dad is my role model.

2 | Conversation

CD1 06 **A Listen. Who do Andy and Kit think would be the best choice for student union president? What is Richard like?**

Andy: Who would be a good person for student union president? ____

Kit: We need someone who has lots of good ideas. How about Amy? She's a born leader. People listen to her.

Andy: And she's an optimist. I like that. ____

Kit: There's also that new student—Richard. What do you think of him? ____

Andy: Well, he's a lot of fun, but he's kind of a know-it-all. ____

Kit: I guess you're right. Let's talk to Amy and see if she's interested.

B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. I don't think he'd be a good choice.
2. Do you have any ideas?
3. We need someone who is positive.
4. Would he make a good leader?

3 | Language Booster

A **Notice how we talk about someone's personality type.**

Asking about someone's personality type	Describing someone's personality type
What is Amy like?	Amy is a born leader. She's someone who leads naturally. She is someone who people like to be around.
How would you describe Richard?	Richard is an optimist. He's always positive. Richard is a guy that others see as a know-it-all.

B **PAIR WORK** **Take turns describing the personality types of two people you know. Use the words and definitions from the Vocabulary section or your own ideas.**

4 | Listening

CD1 07 **A** **Listen. Four people are describing themselves. Write the type of person they are in the first column.**

	Type	Quality
Maya		
Roberto		
Bernadette		
Young-ho		

CD1 07 **B** **Listen again. What did they say that helped you with your answer? Complete the second column.**

ONLINE PRACTICE

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A **PAIR WORK** **Interview your partner to find out if he or she is a leader or a follower. Check (✓) your partner's answers.**

Are you a leader or a follower?	Yes	No
1. Are you usually the first of your friends to try new things?		
2. Do you ignore what's trendy and buy the things you like?		
3. Are you confident in your skills and talents?		
4. Do you feel comfortable making difficult decisions?		
5. Do you get excited by new challenges?		
6. Are you someone that others see as a role model?		

B **PAIR WORK** **For every yes answer, add one point. Then check and discuss your results.**

5–6 points: You're definitely a leader.

2–4 points: You're sometimes a leader and sometimes a follower.

0–1 points: You prefer to follow the crowd.