



3

# Speak NOW

COMMUNICATE *with* CONFIDENCE



OXFORD





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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.

The video player shows four people: Tom, Jill, Eric, and Maria. The video is titled 'مرجع زبان ایرانیان' (Persian Language Reference). To the right is a worksheet titled 'English in Action' with sections for Preview, Practice, and Discuss.

**English in Action**

**1| Preview**

A. **PAIR WORK** Look at the photos below. What do you think happens? Put them in order from 1 to 4.

**2| Practice**

A. Watch the video. Check your order in Preview. Did you guess correctly?  
B. Watch the video again. Fill in the blanks.

1. When the friend Tom calls the apartment, the \_\_\_\_\_  
2. The friend, who has been \_\_\_\_\_ while they were gone.  
3. Tom calls the \_\_\_\_\_  
4. For a grandmother gave him \_\_\_\_\_  
5. Eric's moving effort was under \_\_\_\_\_

**3| Discuss**

**GROUP WORK** Answer the questions.

1. Do you still have anything special from your childhood?  
2. What is the most valuable thing you own?

## 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.

**Speak NOW** Communicate *with Confidence*

My Home | Course Home | Content | Dictionaries | Grammar | Quizzes | Grades | Logout

**Lesson 1**

- > Vocabulary
- > Language Booster
- > Listening

**Lesson 2**

- > Vocabulary
- > Language Booster
- > Pronunciation

**Lesson 3**

**Lesson 4**

**Review 1-4**

**Lesson 5**

**Lesson 6**

**Lesson 7**

**Lesson 8**

**Review 5-8**

**Welcome to Speak Now Online Practice**

**Click here to start**

**English in Action**

**Updates**

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**Help**

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.

## 13 I used to play hopscotch.

**1| Vocabulary**

A Add the words to the word web. Add one more word to each bubble using your own ideas.

playground  
bully  
checkers  
hopscotch  
zoo  
tomboy

**2| Conversation**

CD1 A Listen. What did Max and his friends do when they were kids? What was Zoe like as a child?

Zoe: What kind of childhood did you have, Max?

Max: I had a great childhood.

Zoe: What do you remember about it?

Max: Lots of things. For example, my parents had a karaoke machine. My friends and I would pretend we were on TV.

Zoe: How fun!

Max: What sort of things did you do as a kid?

Zoe: Oh, I was a tomboy! I used to play baseball.

**3| Language Booster**

A Notice how we ask about and reminisce about our childhoods.

Asking about childhood	Reminiscing about childhood
What do you remember about your childhood?	I used to go to the zoo with my parents.
What games did you use to play as a kid?	I used to play hopscotch.
Did you go to the playground a lot?	Yes. We'd go every weekend.

**4| Pronunciation** Reducing *used to* and *use to*

CD1 A Listen and practice. Notice how *used to* and *use to* are pronounced the same.

1. I used to play hopscotch.      2. I didn't use to play hopscotch.

**5| PAIR WORK** Take turns asking and answering questions about your childhood. Explain how you are different now.

**Example:**

A: What books did you use to read as a kid?

B: I used to read *Awake Under the Moon* and *Mr. Piggie Wiggle* all the time.

**6| PAIR WORK** Tell your partner about your childhood. Discuss the differences.

**Example:**

A: I used to play hopscotch all the time. What about you?

**7| PAIR WORK** Practice the conversation. Pay attention to the pronunciation of *used to* and *use to*. Practice the conversation again using your own ideas.

A: What did you use to watch on TV as a kid? I used to watch *Inspector Gadget*.

B: I used to watch a show called *Small Wonder*. It used to be my favorite show.

**8| CLASS ACTIVITY** Walk around the class and find someone who answers yes to each question. Then ask follow-up questions and take notes in the chart.

Question	Yes	No
Did you use to have an unusual nickname as a child?		
Do you look very different now from when you were younger?		
Are you good at something now that you couldn't do when you were younger?		
Did you use to enjoy doing something that you no longer do?		
Do you enjoy eating something now that you hated as a kid?		

**9| CLASS ACTIVITY** Share the most interesting things you learned about your classmates.

## SPEAK with CONFIDENCE

**10| CLASS ACTIVITY** Share the most interesting things you learned about your classmates.

32      pair with VOCABULARY WORKSHEET 13      33

## 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).

## 13 I used to play hopscotch.

**A Student A:** Ask Student B to tell you two things he or she used to enjoy doing as a child. Ask follow-up questions.

**Student B:** Tell Student A about two things you enjoyed when you were a child.

**B Now change roles.**

I can ask about childhood.

☐ Very well    ☐ I need more practice.

I can reminisce about childhood.

☐ Very well    ☐ I need more practice.

See Language Booster page 33.

STORY



# 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 <i>and</i>
	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 <i>let me</i> and <i>give me</i>
	12 I'm broke.	28	Listening: Listen for recommendations
STORIES	13 I used to play hopscotch.	32	Pronunciation: Reducing <i>used to</i> and <i>use to</i>
	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



## REVIEW

### CONVERSATION

### مرجع زبان ایرانیان

### VIDEO

### SELF-ASSESSMENT

Asking about family relationships  
Describing family relationships

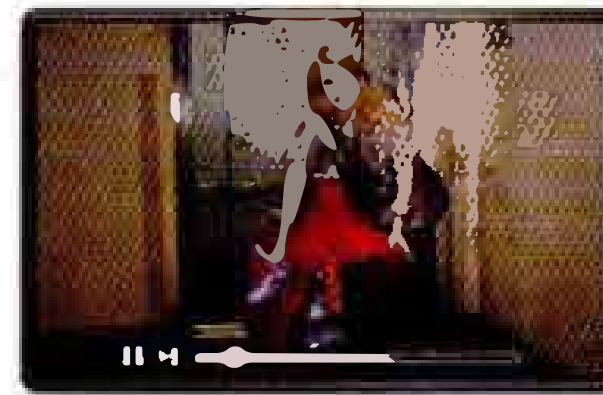
Asking about someone's personality type  
Describing someone's personality type

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

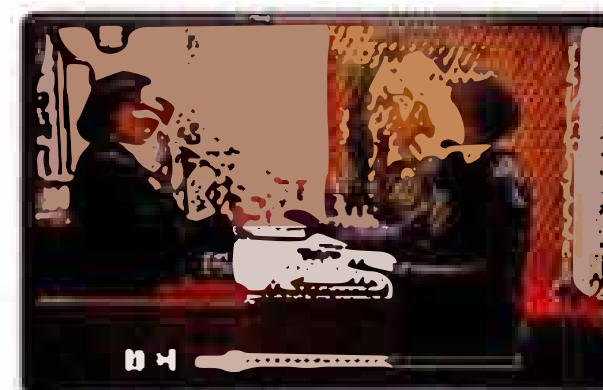
Saying what is allowed  
Saying what is not allowed

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



## REVIEW

### CONVERSATION

www.irLanguage.com

### VIDEO

### 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



- 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 80<sup>th</sup> 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? any siblings?	Yes. I have three brothers and a sister. 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
<input type="checkbox"/> is engaged.	<input type="checkbox"/> is married with a daughter.	<input type="checkbox"/> is a middle child.
<input type="checkbox"/> has an older sister.	<input type="checkbox"/> has a large extended family.	<input type="checkbox"/> 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

### SPEAK *with* CONFIDENCE

**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.





- 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. | 3. We need someone who is positive. |
| 2. Do you have any ideas?               | 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.
How would you describe Richard?	She is someone who people like to be around.
	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

### SPEAK *with* CONFIDENCE

**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.