

3 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
PEOPLE	1 I'm an only child	2	Pronunciation: Stressing important words	Asking about family relationships Describing family relationships
	2 She's a born leader.	4	Listening: Listen for personality types	Asking about someone's personality type Describing someone's personality type
	3 We're both reliable.	6	Pronunciation: Stress shifts	Describing similarities between people Describing differences between people
	4 As I was saying...	8	Listening: Listen for interruptions	Interrupting politely Returning to a topic
>>> VIDEO REVIEW AND CLOZE ACTIVITY: A WEEKEND AWAY				
VACATION	5 I'd like to check in.	12	Pronunciation: Linking sounds	Checking into a hotel
	6 Here are some rules.	14	Listening: Listening for rules	Saying what is allowed Saying what is not allowed
	7 There are some problems	16	Pronunciation: Reduction of <i>and</i>	Stating problems Addressing problems
	8 That would be great.	18	Listening: Listen for offers	Offering help Accepting and declining help
>>> VIDEO REVIEW AND CLOZE ACTIVITY: CHECKING IN				
ERRANDS	9 Do you know...	22	Pronunciation: Intonation when requesting information	Asking indirect questions
	10 Sorry. My mistake.	24	Listening: Listen for solutions to mistakes	Pointing out mistakes politely Apologizing for mistakes
	11 Can I please...?	26	Pronunciation: Reduction of <i>let me</i> and <i>give me</i>	Making appointments Confirming information
	12 I'm broke.	28	Listening: Listen for recommendations	Making recommendations Acknowledging recommendations
>>> VIDEO REVIEW AND CLOZE ACTIVITY: NEW YORK ADVENTURES				
STORIES	13 I used to play hopscotch.	32	Pronunciation: Reduction of <i>used to</i> and <i>use to</i>	Asking about childhood Reminiscing about childhood
	14 She said she was sorry.	34	Listening: Listen for reported speech	Reporting what someone said
	15 I read an unusual story	36	Pronunciation: Reduced vowel sounds	Talking about news Adding information
	16 When did they release it?	38	Listening: Listening for dates	Asking when things happened Stating when things happened
>>> VIDEO REVIEW AND CLOZE ACTIVITY: THE MYSTERY				

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>
Family	English Practice Pals	A: Uses of need B: Expressions of quantity C: Using pretty	...talk about people. ...describe family relationships.
Personality types	Student Union President Elections		
Describing people	Family drama		
Values	My Hero		
At a hotel	Where to stay	 A: Noun clauses	...address problems on vacation. ...accept or decline help.
Rules	New way to stay		
Problems and complaints	Dew Drop Inn		
Customer service	Tourism service careers		
Around town	Visit to Rio	A: Relative clauses	...make appointments and point out mistakes. ...make recommendations.
Apologies	The Secret Shopper Scoop		
Appointments	Tips for making medical appointments		
Problems	Teen Time		
Childhood	Do-overs	A: Past tenses	...talk about the past. ...state when things happened.
Reactions	Best Books		
Headlines	Weird News Stories		
Events	What makes something news?		

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Level Guide

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Student Book Lessons

	LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language
FRIENDS	17 You didn't know?	42	Pronunciation: Using intonation in reply questions	Reacting with reply questions
	18 A good friend is loyal.	44	Listening: Listening for what is important	Asking about what's important Describing what's important
	19 I could do that.	46	Listening: Listening for responses to suggestions	Commenting positively to suggestions Commenting negatively to suggestions
	20 I wish I'd remembered.	48	Pronunciation: Unreleased consonants	Expressing regrets Offering solutions to problems
>>> VIDEO REVIEW AND CLOZE ACTIVITY: THE APOLOGY				
BUSINESS	21 I'd rather not say.	52	Listening: Listen for qualifications	Describing qualifications Avoiding answering
	22 It could be an ad for...	54	Pronunciation: Linking of same consonant sounds	Asking about probability and possibility Describing probability and possibility
	23 The main reason is...	56	Pronunciation: Linking with /w/ and /y/	Describing trends Giving reasons
	24 It needs a good location.	58	Listening: Listening for what's necessary	Asking about what's necessary Describing what's necessary
>>> VIDEO REVIEW AND CLOZE ACTIVITY: TOM'S JOB INTERVIEW				
CULTURE	25 You're expected to...	62	Pronunciation: Thought groups	Describing what is expected Describing what is not expected
	26 What does it mean?	64	Listening: Listen for meanings	Asking what something means Saying what something means
	27 What will happen if...?	66	Listening: Listen for superstitions	Asking about consequences Describing consequences
	28 It must have been...	68	Pronunciation: Reduction of past modals	Speculating with more certainty Speculating with less certainty
>>> VIDEO REVIEW AND CLOZE ACTIVITY: JACK OF ALL TRADES				
FUTURE	29 Cars will most likely fly.	72	Listening: Listen for predictions	Making a probable prediction Making a definite prediction
	30 That's a really good idea!	74	Pronunciation: Emphatic stress	Adding emphasis
	31 I'll pick you up.	76	Pronunciation: Stress in two-word verbs	Describing plans Making decisions and promises
	32 What do you hope to do?	78	Listening: Listen for goals	Asking about goals and wishes Discussing goals and wishes
>>> VIDEO REVIEW AND CLOZE ACTIVITY: THE FUTURE				

Multi-Skill Bonus Pack Worksheets

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VOCABULARY	READING AND WRITING	GRAMMAR Power Point™ Support	LEARNING OUTCOMES <i>Now I can...</i>
Friends	Types of friends	A: Conditionals	...discuss what's important to friends. ...offer solutions to a problem.
Friendship traits	Welcome to English 101!		
Making friends	Miss you		
Resolutions	Cyber Billy		
Qualifications	Final candidates for Regional Sales Manager	A: Reported speech B: Reporting verbs	...talk about job qualifications. ...describe trends.
Advertisements	Advertising across cultures		
Business trends	Trendspotting		
Business reviews	Can a bookstore succeed?		
Customs	Study Abroad Culture Guide	A: Word order of adjectives B: Anything, Anyone, Nothing, No one	...compare cultural differences. ...ask about and describe consequences.
Proverbs	Proverbs about appearance		
Superstitions	Wedding plans		
News	Who made the Nazca Lines?		
The future	What may happen	A: Habitual present vs. Future time B: Future time continued	...predict the future. ...discuss goals and wishes.
Science	The Great Pacific Garbage Patch		
Chores	Weekend plans		
Goals	Graduation and beyond		

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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 3 Video Scripts	Speak Now 3 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 English 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 Expansions” 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 also help them notice the changes in Part C.

C

- Tell students that they will listen to the conversation again, but three 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.

2 Conversation with Expansions

A

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

B

- Practice the conversation in Part A.
- Have students read the sentences below the conversation. They should place the expansion