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Speak NOW

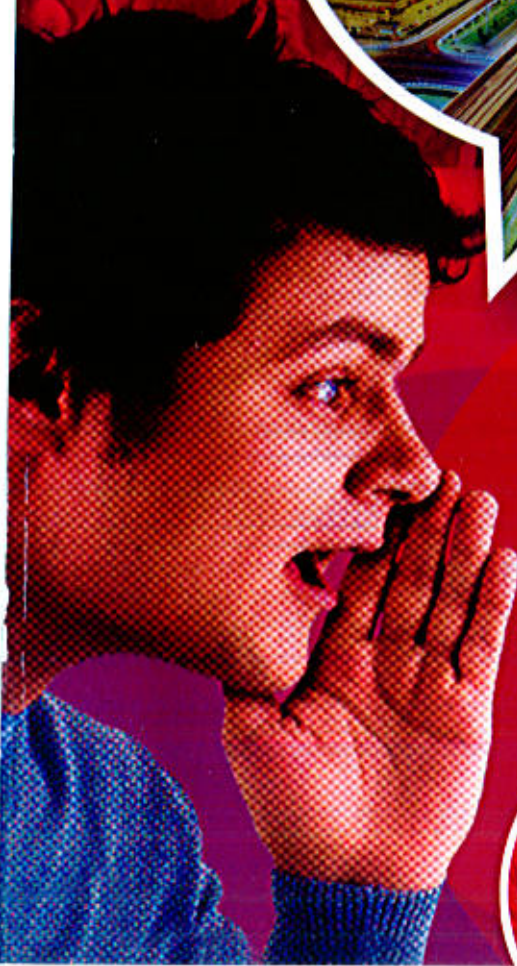
COMMUNICATE *with* CONFIDENCE



with
VIDEO
and
**ONLINE
PRACTICE**

Jack C. Richards
David Bohlke

OXFORD



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.

2 Nice to meet you.

- Introducing myself
- Introducing others

1| Vocabulary

A How well do you know these people? Check (✓) the people you talk to often.

_____ a classmate _____ a teacher _____ a friend _____ a neighbor
_____ a relative _____ a colleague _____ a boss _____ a stranger

B PAIR WORK Name your teacher and two other people you talk to often. Use the words above.

Example:
A: My math teacher is Mr. Lynn.
B: My classmate's name is Bobby. My friend's name is Alan.

2| Conversation

A Listen. Where does Jesse live? How old is Tazzy?

Jesse: Hey.

Alan: Hi. Are you new to the building?

Jesse: Yes, I just moved in.

Alan: Well, welcome neighbor! My name is Alan. I live in apartment 19.

Jesse: Nice to meet you. I'm in apartment 21.

Alan: Oh, I'd like you to meet Tazzy.

Jesse: Hi, Tazzy. How old is she?

Alan: She's four months old. But don't worry, she's very quiet!

Jesse: No problem. I love cats!

B PAIR WORK Practice the conversation.

C Listen. Write the changes you hear above the bold words. Practice the new pronunciation.

3| Language Booster

A Notice the different ways we introduce ourselves and other people.

Introducing myself	Repeating
Hi, hi. Hello. My name is...	My name is... And he...
Introducing others	Repeating
This is my friend... It'd be nice to meet my friend...	Hi, it's a pleasure to meet you. Hello, it's nice to meet you.

B GROUP WORK Introduce yourself. Then introduce the person next to you.

4| Pronunciation

A Listen. Notice how *to* is reduced in these sentences.

1. Nice to meet you. 2. I'd like you to meet my classmate. 3. It's great to meet you.

B PAIR WORK Take turns practicing the sentences in part A. Pay attention to the reduction of *to*.

SPEAK WITH CONFIDENCE

A Answer the questions.

What's your first name? _____

What's your last name? _____

Where are you from? _____

Where do you work/study? _____


B PAIR WORK Introduce yourself. Use your answers from part A.

Example:
A: Hello, I'm Carlos. I'm from San Paulo, Brazil.
B: Hi. My name is Kate Wilson. I'm from Vancouver, Canada.
A: Nice to meet you. I'm a student at City College.


C CLASS ACTIVITY Go around the class. Introduce your partner to others.

Introduce me. This is my new friend, Felix Wilson. Don't turn Carlos!

Nice to meet you, Felix! It's nice to meet you, Felix!



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).



Speak NOW

1 How are you?

A Student A: Greet Student B with his or her name. Use two different greetings. Then say goodbye.

Student B: Respond to Student A's greetings.

B Now change roles.


I can greet people.

 Very well I need more practice.

I can say goodbye.

 Very well I need more practice.

See Language Booster page 3.



NEW FRIEND

Scope and Sequence

NEW FRIENDS

LESSON	PAGE	LISTENING AND PRONUNCIATION
1 How are you?	2	Listening: Listen for formal and informal language
2 Nice to meet you.	4	Pronunciation: Reduction of <i>to</i>
3 Can you say that again?	6	Listening: Listen for repetition
4 Nice weather, isn't it?	8	Pronunciation: Intonation in question tags

INTERESTS

5 I love hip-hop!	12	Listening: Listen for differences
6 My favorite movie is...	14	Pronunciation: Contrastive stress in returning questions
7 What time is it?	16	Listening: Listen for times
8 Would you try kayaking?	18	Pronunciation: Stress in compound nouns

PEOPLE

9 Do you have any brothers?	22	Pronunciation: Final 's sounds
10 She's pretty smart.	24	Listening: Listen for personalities
11 I love your shirt!	26	Pronunciation: Sentence stress
12 What's she wearing?	28	Listening: Listen for descriptions

DAILY LIFE

13 When do you get up?	32	Pronunciation: Reduction of <i>do you</i>
14 When do you get there?	34	Listening: Listen to ask a follow-up question
15 What do you do first?	36	Pronunciation: Sequence markers
16 What are you doing?	38	Listening: Listen for activities

REVIEW

CONVERSATION

Greeting people
Saying goodbye

Introducing myself
Introducing others

Asking for personal information
Asking for repetition

Making small talk

Expressing likes
Expressing dislikes

Asking about favorites
Returning questions

Asking about time
Telling time

Asking for opinions
Giving opinions

Asking about family
Describing family members

Describing someone's personality
Comparing personalities

Giving compliments
Responding to compliments

Asking what someone is wearing
Describing what someone is wearing

Asking about routines
Describing routines

Asking follow-up questions

Asking about a sequence
Describing sequence

Asking about ongoing activities
Describing ongoing activities

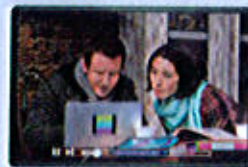
VIDEO



New Neighbors, page 10

CONFIDENCE BOOSTER

Asking for personal information



A Birthday Present, page 20

CONFIDENCE BOOSTER

Telling time



Meet the Family, page 30

CONFIDENCE BOOSTER

Asking about family

English in Action



Jill's Saturday, page 40

CONFIDENCE BOOSTER

Asking about routines

SELF-ASSESSMENT

Speak NOW

Meeting and greeting people

ONLINE PRACTICE

Speak NOW

Expressing likes and dislikes

ONLINE PRACTICE

Speak NOW

Asking about and describing people

ONLINE PRACTICE

Speak NOW

Asking about and describing routines

ONLINE PRACTICE

Scope and Sequence

MY HOMETOWN

LESSON	PAGE	LISTENING AND PRONUNCIATION
17 What's your place like?	42	Listening: Listen for things in an apartment
18 Where can I get a lamp?	44	Listening: Listen for suggestions
19 Where's the mall?	46	Pronunciation: Linking sounds
20 Take a left.	48	Pronunciation: Intonation in clarifying questions

SHOPPING

21 How much is coffee?	52	Pronunciation: Stress in numbers
22 Will you take \$20?	54	Listening: Listen for bargained prices
23 Do you ever buy books?	56	Pronunciation: Intonation in questions
24 Your phone is so cool!	58	Listening: Listen for product features

FOOD

25 Do you eat much fruit?	62	Listening: Listen for eating habits
26 We need onions.	64	Pronunciation: Reduction of <i>what do</i>
27 Do you eat a big lunch?	66	Pronunciation: Regular noun plural endings
28 How does it taste?	68	Listening: Listen for descriptions

PAST & FUTURE

29 I had a great weekend.	72	Listening: Listen for past events
30 What time did you call?	74	Pronunciation: Past tense endings
31 You won't believe this!	76	Listening: Listen to people's reactions
32 What are your plans?	78	Pronunciation: Reduction of <i>going to</i>

CONVERSATION

Asking about a place
Describing a place

Asking for suggestions
Giving suggestions

Asking about locations
Describing locations

Giving directions
Asking for clarification

Asking about prices
Giving prices

Bargaining for a lower price
Suggesting a different price

Asking about frequency
Describing frequency

Describing features

Asking about quantities
Talking about quantities

Asking about needs
Describing needs

Describing what I eat
Talking about healthy eating habits

Asking about food
Describing food

Talking about past events

Asking about past events

Introducing news
Reacting to news

Asking about future plans
Describing future plans

VIDEO

English in Action



Maria Goes Shopping, page 50

CONFIDENCE BOOSTER
Asking about locations

English in Action



Eric's Lucky Chair, page 60

CONFIDENCE BOOSTER
Giving prices

English in Action



Tom Cooks Dinner, page 70

CONFIDENCE BOOSTER
Talking about what needs

English in Action



Jill's Trip, page 80

CONFIDENCE BOOSTER
Asking about a schedule

SELF-ASSESSMENT

Speak NOW

Asking for and giving directions

ONLINE PRACTICE

Speak NOW

Asking about and bargaining prices

ONLINE PRACTICE

Speak NOW

Talking about food

ONLINE PRACTICE

Speak NOW

Talking about the past and future

ONLINE PRACTICE

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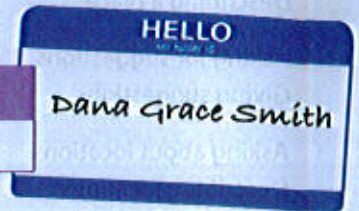
How are you?

- Greeting people
- Saying goodbye

1 | Vocabulary

A Write your first name, middle name, and last name in the chart below.

first name	middle name	last name



B PAIR WORK Ask for your partner's name. Then answer and give your name.

Example:

A: What's your name?

B: My first name is Dana. My middle name is Grace. And my last name is Smith.

2 | Conversation

CD1 02 **A** Listen. What is Steve's last name? What's Emma's middle name?



B PAIR WORK Practice the conversation. Exchange the blue and green words above with the word below and practice it again.

Steve: **How are you?**

Emma: **I'm fine, thank you.**

Steve: **Bye.**

Emma: **Have a nice day.**

3 | Language Booster

A Notice the different ways we greet people and say goodbye. (* = informal)

Greeting people		Responding	Saying goodbye	
Good	morning.	I'm fine, thank you. Everything is great.	Goodbye. Have a nice day. Good night.	
	afternoon. evening.			How are you? How is everything? How are you doing?
Hello. Hi. Hey.*		Fine, thanks.* I'm all right.* Not so well.*	See you.* Take care.*	
				How's it going?*
				How are things?*

B PAIR WORK Take turns greeting each other and saying goodbye.

Examples:

A: Good morning, Young.

B: Have a nice day, Maria.

B: Hi, Maria. How are you?

A: Goodbye, Young.

A: I'm fine, thank you.

4 | Listening

CD1 03 **A** Listen. Is each situation formal or informal? Circle the correct answer.

1. formal / informal 2. formal / informal 3. formal / informal 4. formal / informal

CD1 03 **B** Listen again. Write the expression each person uses to say goodbye.

1. _____ 2. _____ 3. _____ 4. _____

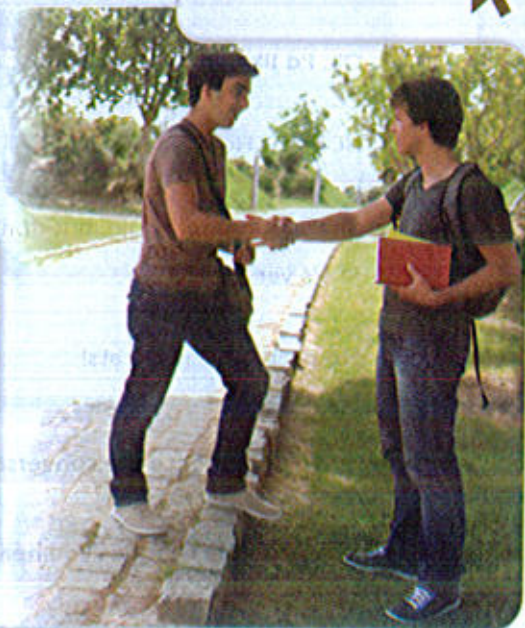
C PAIR WORK Compare your answers with a partner.

ONLINE PRACTICE

SPEAK with CONFIDENCE

CLASS ACTIVITY Go around the class. Greet your teacher and classmates, say your name, and then say goodbye.

Hi. How's it going?
Pretty good. My name's Tom.
I'm Marco. Well, take care.
You too!



2

Nice to meet you.

• Introducing myself

• Introducing others

1 | Vocabulary

A How well do you know these people? Check (✓) the people you talk to often.

a classmate a teacher a friend a neighbor
 a relative a colleague a boss a stranger

B PAIR WORK Name your teacher and two other people you talk to often. Use the words above.

Example:

A: My math teacher is Mr. Lyons.

B: My classmate's name is Bobby. My friend's name is Alan.

2 | Conversation

CD1 04 A Listen. Where does Jesse live? How old is Tizzy?

Jesse: Hey.

Alex: Hi. Are you new to the building?

Jesse: Yes, I just moved in.

Alex: Well, welcome neighbor! **My name is**
Alex. I live in apartment 19.

Jesse: Nice to meet you. I'm in apartment 21.

Alex: Oh, I'd like you to meet Tizzy.

Jesse: Hi, Tizzy. How old is she?

Alex: She's four months old, but don't worry.
She's very quiet!

Jesse: **No problem.** I love cats!

B PAIR WORK Practice the conversation.

CD1 05 C Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we introduce ourselves and other people.

Introducing myself Hi. I'm... Hello. My name is...	Responding My name is... And I'm...
Introducing others This is my friend... I'd like you to meet my friend...	Responding Hi. It's a pleasure to meet you. Hello. It's nice to meet you.

B GROUP WORK Introduce yourself. Then introduce the person next to you.

4 | Pronunciation Reduction of to

CD 06 A Listen. Notice how *to* is reduced in these sentences.

- Nice to meet you.
- I'd like you to meet my classmate.
- It's great to meet you.

B PAIR WORK Take turns practicing the sentences in part A. Pay attention to the reduction of *to*.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Answer the questions.

What's your first name? _____

What's your last name? _____

Where are you from? _____

Where do you work/study? _____

B PAIR WORK Introduce yourself. Use your answers from part A.

Example

A: Hello. I'm Carlos. I'm from São Paulo, Brazil.

B: Hi. My name is Katie Wilson. I'm from Vancouver, Canada.

A: Nice to meet you. I'm a student at City College.

C CLASS ACTIVITY Go around the class. Introduce your partner to others.

Excuse me. This is my new friend, Katie Wilson. She's from Canada.

Nice to meet you, Katie. I'm Mark. This is Raul. He's a student at...



Can you say that again?

• Asking for personal information

• Asking for repetition

1 | Vocabulary

A How do you communicate with people? Check (✓) the things you do.

___ write an e-mail

___ talk on the phone

___ write a letter

___ social network

___ instant message

___ meet in person

___ send a text

___ video chat



B PAIR WORK Tell your partner how you communicate with your friends.

Example:

A: I meet in person.

B: Really? I send texts.

A: I don't send texts.

2 | Conversation

07 A Listen. What does Matt need help with? What is Joe's e-mail?



Joe: Hello?

Matt: Hi, Joel

Joe: I'm sorry... **who is this?**

Matt: It's me. Matt! I just got a new phone number.

Joe: Hi, Matt! What's up?

Matt: Can you help me with my homework?

Joe: Sure, but I'm kind of busy right now.

Can you send me an e-mail?

Matt: **What's your e-mail address?**

Joe: It's joe@newmail.com.

Matt: Sorry, **can you repeat that?**

Joe: It's j-o-e@n-e-w-mail.com.



B PAIR WORK Practice the conversation. Exchange the blue and green words above with the words below and practice it again.

Joe: ...**who am I speaking to?** → **Give me a call later or e-mail me.**

Matt: **Can you give me your e-mail address?** → **...can you say that again?**

3 | Language Booster

A Notice the different ways we ask for personal information and ask for repetition.

Asking for personal information	Responding	Asking for repetition
What is your e-mail address? What's your phone number? Can I have your username? Can you give me your	Sure. It is joe@newmail.com. OK. It's 729-9163. My username is mar241.	Can you repeat that? Can you say that again?

B PAIRWORK Take turns asking for personal information. Ask for repetition.

Example:

A: Can I have your e-mail address?

B: Sure. It's manuel12@snmail.com.

A: Can you repeat that?

4 | Listening

CD1 08 **A** Listen. Two friends are sharing information. How many times do they ask for repetition?

a. Delia: _____ b. Andy: _____

CD1 08 **B** Listen again. Complete the chart below.

	E-mail address	Cell phone number	Work phone number
Delia			
Andy			

C PAIRWORK Check your answers by taking turns asking for Delia and Andy's information.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A CLASS ACTIVITY Go around the class. Make a list by asking five people for their names, phone numbers, and e-mail addresses. Ask for repetition as needed.

Name	Phone number	E-mail address
Ahmed Ali	267-9224	ahmed@snmail.com
Ina Perez	834-3847	iPerez@24mail.com
Junko Ota	525-0311	jo_girl@engmail.net

Excuse me, Ahmed. What's your last name?

It's Ali.

Can you repeat that?

Sure. It's A-I-I.

B CLASS ACTIVITY Share your list with the class.

1 | Vocabulary

A Look at these conversation topics. Check (✓) the ones you talk about with your friends.

- | | | | |
|---------------------------------|---------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> school | <input type="checkbox"/> movies | <input type="checkbox"/> family | <input type="checkbox"/> hobbies |
| <input type="checkbox"/> music | <input type="checkbox"/> money | <input type="checkbox"/> sports | <input type="checkbox"/> TV shows |

B PAIRWORK Tell your partner what you and your friends talk about.

Examples:

A: We talk about movies and music.

B: My friends and I don't talk about money.

B: My friends and I talk about hobbies.

A: We don't talk about sports.

2 | Conversation

CD1 09 A Listen. What do Chris and Maria talk about? Does Maria like the song?

Chris: Hi, Maria.

Maria: Hey, Chris.

Chris: **It's really nice today**, isn't it?

Maria: Yeah, it's beautiful.

Chris: **So, how are things at school?**

Maria: **They're OK**. It's a busy semester, isn't it?

Chris: I know. It is. I don't have much free time.

Maria: Me neither. What are you listening to?

Chris: Oh, it's my favorite song. Here, listen.

Maria: It's...um...interesting.



B PAIRWORK Practice the conversation.

CD1 10 C Listen. Write the changes you hear above the bold words. Practice the new conversation.

3 | Language Booster

A Notice the different ways we make small talk.

Making small talk

It's really nice today, isn't it?
It's a busy semester, isn't it?
The weather isn't so great, is it?
Pretty nice place, huh?
What are you up to these days?
How's your family?

Responding

Yeah, it's beautiful.
I know. It is.
No, it's not.
It sure is.
I am really busy these days.
They're OK.

B PAIRWORK Practice making small talk and responding. Use the pairs of words below.

sunny/cloudy beautiful/terrible school/work hot/cold

Examples:

A: Beautiful day, isn't it?

B: Yeah, it's really great.

B: Terrible weather, huh?

A: I know. It is.

4 | Pronunciation Intonation in tag questions

CD1 1 A Listen. Notice how the intonation falls in tag questions when you expect the listener to agree.

1. This pizza isn't very good, *is it?*

3. This is a really fun party, *isn't it?*

2. Beautiful day, *isn't it?*

4. This movie isn't interesting, *is it?*

B PAIRWORK Take turns practicing the sentences in part A. Pay attention to falling intonation.

ONLINE PRACTICE

SPEAK *with* CONFIDENCE

CLASS ACTIVITY You are at a class party. Walk around and greet six different people. Use the small talk expressions or think of your own.

This is a great birthday party.

It sure is! The music's really great!

Excellent food, isn't it?

I know. It's delicious.

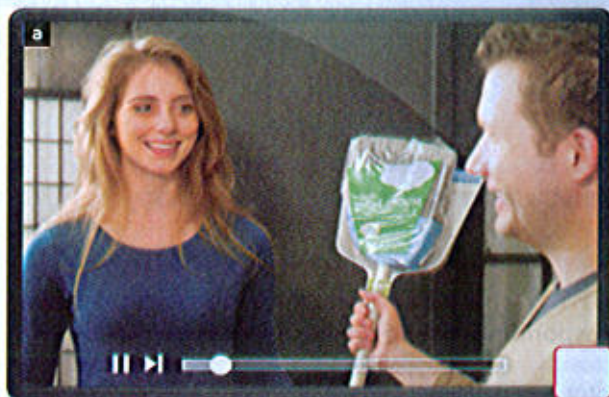
English in Action

ONLINE PRACTICE



1 | Preview

PAIRWORK Look at the pictures. What do you think will happen? Put them in order from 1 to 4.



2 | Understand

A Watch the video. Check your answers in the Preview section. Did you guess correctly?

B Watch the video again. Mark the statements **T** (true) or **F** (false).

- | | |
|--------------------------------------|---|
| ___ 1. Tom and Eric are roommates. | ___ 4. Maria is Jill's sister. |
| ___ 2. Jill is Eric's new neighbor. | ___ 5. Maria and Jill are cooking dinner. |
| ___ 3. Eric wants to borrow a broom. | ___ 6. Jill's number is 555-3922. |

3 | Discuss

GROUPWORK Answer the questions.

1. Do you know your neighbors?
2. Do you ever borrow things from people? What do you borrow?
3. Do you cook? What do you cook for other people?



1 How are you?

A Student A: Greet Student B with his or her name.

Use two different greetings. Then say goodbye.

Student B: Respond to Student A's greetings.

B Now change roles.

I can greet people.

Very well I need more practice.

I can say goodbye.

Very well I need more practice.

See Language Booster page 3.



2 Nice to meet you.

A Student A: Greet Student B. Introduce yourself, and say your first and last name.

Student B: Respond to Student A. Introduce yourself, and say your first and last name.

B Now join another pair and introduce your partner to them.

I can introduce myself.

Very well I need more practice.

I can introduce others.

Very well I need more practice.

See Language Booster page 5.



3 Can you say that again?

A Student A: Ask for Student B's name, e-mail address, and phone number.

Ask for repetition.

Student B: Answer Student A's questions.

B Now change roles.

I can ask for personal information.

Very well I need more practice.

I can ask for repetition.

Very well I need more practice.

See Language Booster page 7.



4 Nice weather, isn't it?

A Student A: Greet Student B. Use two different small talk expressions.

Student B: Respond to Student A.

B Now change roles.

I can make small talk.

Very well I need more practice.



See Language Booster page 9.

5

I love hip-hop!

- Expressing likes
- Expressing dislikes

1 | Vocabulary

A What kinds of music do you like? Mark ✓ (I like) or ✗ (I don't like).

___ rock ___ pop ___ country ___ hip-hop ___ classical
 ___ jazz ___ folk ___ techno ___ heavy metal ___ reggae

 B PAIR WORK Tell your partner what kind of music you listen to.

Example:

A: I listen to pop. I don't listen to heavy metal.

B: I listen to techno. I don't listen to folk.

2 | Conversation

CD1  A Listen. Does Peter like rock? What kind of music do Peter and Sandra like?



 B PAIR WORK Practice the conversation. Exchange the blue and green words with the words below and practice it again.

Peter: I really like them.

Sandra: I like jazz.

Peter: So do I.

Sandra: I really dislike this song.

3 | Language Booster

A Notice the different ways we talk about likes and dislikes.

Expressing likes	Same likes	Different likes
I love hip-hop. I like hip-hop (a lot). I (really) like hip-hop.	So do I. Me too.	Oh, I don't. Really? I don't. Not me.
Expressing dislikes	Same dislikes	Different dislikes
I don't (really) like jazz. I don't like jazz (at all). I (really) dislike jazz.	Me neither. Neither do I.	Oh, I do. Really? I do.

B PAIR WORK Take turns expressing likes and dislikes. Use the words from the Vocabulary section.

Example:

A: I love pop.

B: So do I. It's my favorite kind of music.


4 | Listening

CO1 13 A Listen. Number the kinds of music you hear from 1 to 5 in the order you hear them.

___ a. rock ___ b. country ___ c. hip-hop ___ d. classical ___ e. jazz

CO1 14 B Listen. Two friends are listening to music on the radio. Write **S** (they like the same kind of music) or **D** (they like different music).

___ a. country ___ b. classical ___ c. heavy metal ___ d. jazz ___ e. Latin

ONLINE PRACTICE 

SPEAK with CONFIDENCE

A Complete these sentences with your own opinion.

1. I like _____ a lot.

(a kind of music)

2. I don't like _____ very much.

(a kind of music)

3. I really like _____ a lot.

(a singer)

4. I don't like _____ at all.

(a singer)

5. I don't like _____.

(a song)

6. I don't really like _____.

(a band)

B GROUP WORK Take turns asking and answering questions about likes and dislikes. Use the answers above.



My favorite movie is...

- Asking about favorites
- Returning questions

1 | Vocabulary

A Are you interested in these things? Check (✓) your interests.

- | | | | |
|-----------------|-----------|------------|--------------|
| ___ sports | ___ food | ___ movies | ___ travel |
| ___ video games | ___ music | ___ books | ___ shopping |

B PAIRWORK Take turns asking and answering questions about interests.

Example:

A: Are you interested in movies?

B: Yes, I am. Do you like video games?

A: No, I don't.

2 | Conversation

CD1 **15 A** Listen. What is Dan's favorite movie? Who is Beth's favorite actress?



Dan: Johnny Depp has a new movie out.



Beth: He's my favorite actor. Who's your favorite actor?



Dan: I don't really have one, but my favorite actress is Reese Witherspoon. **Who's yours?**



Beth: **My favorite is** Gong Li.



Dan: What's your favorite movie?



Beth: That's a hard question. I like a lot of movies.



Dan: I'm **crazy about** *The Sound of Music*.



Beth: Are you serious? That's an old movie!



Dan: Yes, but it's great!



B PAIRWORK Practice the conversation.

CD1 **16 C** Listen. Write the changes you hear above the bold words. Practice the new conversation.