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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.

The video player shows four people: Eric, Tom, Jill, and Maria, sitting in a library. The worksheet is titled "English in Action" and contains sections for "1| Preview", "2| Understand", and "3| Discuss" with various exercises and questions.

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.

The screenshot shows the "Speak Now Online Practice" website interface. It features a navigation menu on the left with options like "Lesson 1", "Vocabulary", "Language Booster", and "Listening". The main content area displays "Welcome to Speak Now Online Practice" with a "Click here to start" button and a calendar for December 2012.

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 neighbour
 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. Lopez.
 B: My favorite game is Roblox. My friend's name is Alan.

2| Conversation

CD1 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: 'Yell, 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 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	Responding
Hi, I'm...	My name is...
Hi, my name is...	And I'm...
Introducing others	Responding
This is my friend...	Hi, it's a pleasure to meet you.
I'd like you to meet my friend...	Hello, it's nice to meet you.

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

4| Pronunciation

Reduction of to

CD1 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 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.

Hi, it's a pleasure to meet you. Hello, it's nice to meet you.



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).

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

	LESSON	PAGE	LISTENING AND PRONUNCIATION
NEW FRIENDS	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 pop!	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

VIDEO

English in Action



New Neighbors, page 10

CONFIDENCE BOOSTER

Asking for personal information

SELF-ASSESSMENT

Speak NOW

Meeting and greeting people

ONLINE PRACTICE

Expressing likes
Expressing dislikes

Asking about favorites
Returning questions

Asking about time
Telling time

Asking for opinions
Giving opinions

English in Action



A Birthday Present, page 20

CONFIDENCE BOOSTER

Telling time

Speak NOW

Expressing likes and dislikes

ONLINE PRACTICE

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

English in Action



Meet the Family, page 30

CONFIDENCE BOOSTER

Asking about family

Speak NOW

Asking about and describing people

ONLINE PRACTICE

Asking about routines
Describing routines

Asking follow-up questions

Asking about a sequence
Describing sequence

Asking about ongoing activities
Describing ongoing activities

English in Action



Jill's Saturday, page 40

CONFIDENCE BOOSTER

Asking about routines

Speak NOW

Asking about and describing routines

ONLINE PRACTICE

Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION	
MY HOMETOWN	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

1

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.

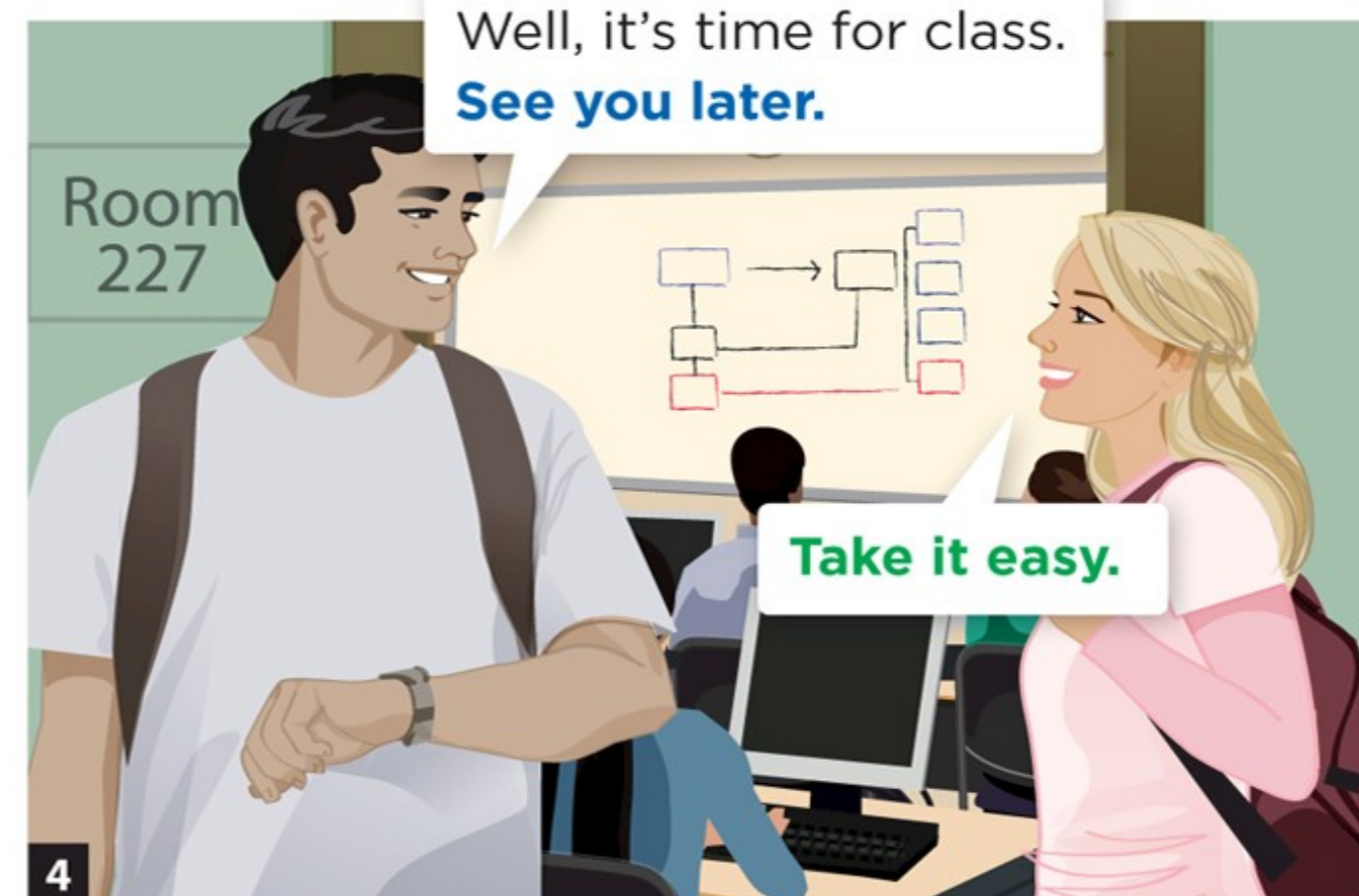
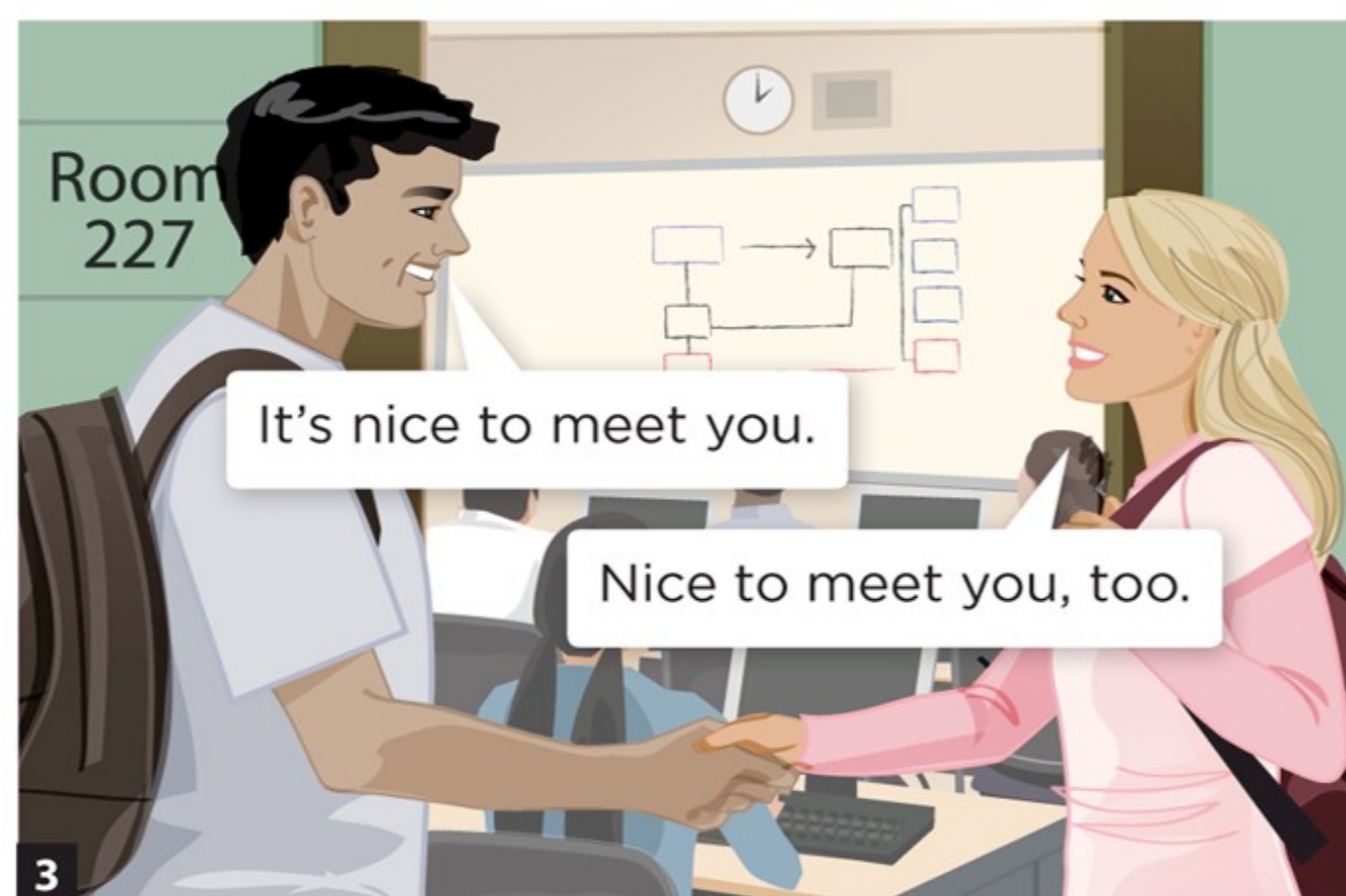
Example:

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

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.

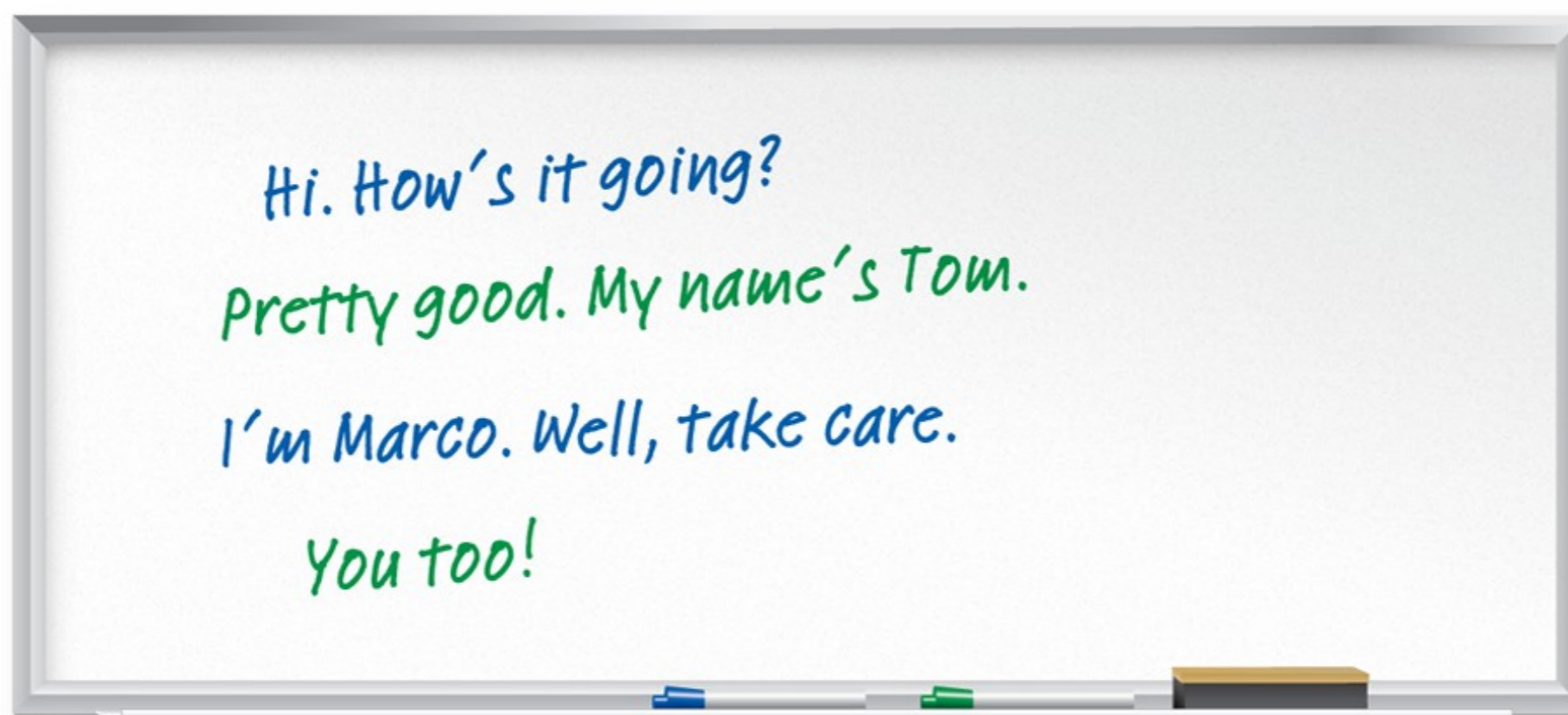
1. _____ 2. _____ 3. _____ 4. _____

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.



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 PAIRWORK 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 PAIRWORK 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

CD1 06 **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*.

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...

