

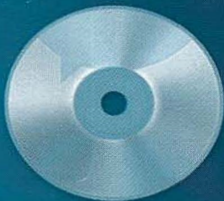
4 Speak NOW

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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Speak NOW

COMMUNICATE *with* CONFIDENCE

TEACHER'S
BOOK

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OXFORD
UNIVERSITY PRESS

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Level Guide

Student Book Lessons

| | LESSON | PAGE | LISTENING AND PRONUNCIATION | CONVERSATION Functional Language |
|---|--------------------------------|------|--|---|
| PEOPLE | 1 I learned a lot from... | 2 | Listening: Listen for significant experiences | Asking about significant experiences Talking about important events |
| | 2 Did you hear about...? | 4 | Pronunciation: Linking vowels in phrases | Introducing interesting stories Asking for details |
| | 3 I can't stand it when... | 6 | Listening: Listen for pet peeves | Describing pet peeves Sympathizing |
| | 4 You put up with a lot. | 8 | Pronunciation: Reduction of <i>have you</i> | Making suggestions Commenting on suggestions |
| >>>> VIDEO REVIEW AND CLOZE ACTIVITY: THE NEW ROOMMATE | | | | |
| SOCIALIZING | 5 How do you know...? | 12 | Pronunciation: Noun stress | Getting to know people Asking about people's jobs |
| | 6 Are you up for...? | 14 | Listening: Listen for invitations | Making invitations Declining politely |
| | 7 I had thought she was... | 16 | Pronunciation: Intonation for a change of opinion | Talking about false assumptions Summarizing |
| | 8 It's just not my thing. | 18 | Listening: Listen for opinions | Expressing a lack of understanding Expressing opinions without offending someone |
| >>>> VIDEO REVIEW AND CLOZE ACTIVITY: THE CAFE OPENING | | | | |
| LIFESTYLES | 9 What exactly is a...? | 22 | Pronunciation: Word stress in a sentence | Asking for clarification Giving clarification |
| | 10 I decided to... | 24 | Listening: Listen for reasons | Giving reasons Expressing approval |
| | 11 I spend too much time... | 26 | Pronunciation: Reduction of <i>-ing</i> endings | Talking about lifestyles Evaluating lifestyle |
| | 12 You have a point, but... | 28 | Listening: Listen for persuasions | Persuading Disagreeing politely |
| >>>> VIDEO REVIEW AND CLOZE ACTIVITY: ROOMMATE TROUBLE | | | | |
| CAREERS | 13 My short-term goal is... | 32 | Pronunciation: Adjective stress | Asking about career ambitions Talking about career ambitions |
| | 14 I'm very organized. | 34 | Listening: Listen for strengths and weaknesses | Asking interview questions Describing strengths and weaknesses |
| | 15 The first thing you need... | 36 | Pronunciation: Intonation in clarifying questions | Giving clear instructions Restating to show that you understand |
| | 16 I'm here to talk about... | 38 | Listening: Listen to a presentation | Giving presentations Asking follow-up questions |
| >>>> VIDEO REVIEW AND CLOZE ACTIVITY: ALEX'S PRESENTATION | | | | |

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> |
|-------------------------|--|---|---|
| Significant experiences | A Big Break | A: Present perfect B: Adjective clauses | ...talk about my experiences. ...share my opinion. |
| Interesting stories | The Bystander Effect | | |
| Pet peeves | Pete's Pet Peeves | | |
| Suggestions | Is this Friendship Toxic? | | |
| Relationships | The Hunger Games | A: Relative clauses B: Past perfect | ...get to know a person. ...talk about false assumptions. |
| Weekend activities | Weekend Plans? | | |
| Personalities | First Impressions | | |
| Staying connected | Facebook Addiction | | |
| Eating habits | Brazil: Moqueca and Other Regional Specialties | A: Too much B: Second conditional I | ...can ask for and give clarification. ...talk about my lifestyle. |
| Home environment | Professional Organizers Plus | | |
| Online activities | English Learners Tips Exchange | | |
| Environmental problems | Green Cities | | |
| Career ambitions | Finding Your Dream Job | A: Future tenses B: Present perfect v past tense | ...respond to interview questions. ...give a presentation. |
| Working habits | Evaluations | | |
| Making purchases | Server/Barista Procedures | | |
| Job interviews | Common Interview Questions | | |

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Speak NOW

Level Guide

Student Book Lessons

| | LESSON | PAGE | LISTENING AND PRONUNCIATION | CONVERSATION Functional Language | |
|--|--------|------------------------------|-----------------------------|--|---|
| FEELINGS | 17 | Are you afraid of...? | 42 | Pronunciation: Using a low tone to show negative emotion | Asking about fears Talking about fears |
| | 18 | I'm overworked. | 44 | Listening: Listen for causes of stress and advice | Talking about causes of stress Giving advice by talking about personal experiences |
| | 19 | If I could go anywhere... | 46 | Pronunciation: Using a high tone to show positive emotion | Talking about dreams and wishes Expressing interest and asking for reasons |
| | 20 | I wish I had... | 48 | Listening: Listen for regrets | Asking about regrets Talking about regrets |
| >>> VIDEO REVIEW AND CLOZE ACTIVITY: MARIA'S BIG BREAK | | | | | |
| POP CULTURE | 21 | It started out kind of slow. | 52 | Pronunciation: Pausing when relating stories | Relating the plot of movies Describing reactions to movies |
| | 22 | It has a really good beat. | 54 | Pronunciation: Syllable stress in longer words | Describing music Joining discussions |
| | 23 | Did you hear about...? | 56 | Listening: Listen for trends | Asking about trends Describing trends |
| | 24 | Have you heard...? | 58 | Listening: Listen for surprising news | Sharing surprising news Expressing surprise |
| >>> VIDEO REVIEW AND CLOZE ACTIVITY: THE NEW ALEX | | | | | |
| TRAVEL | 25 | Is the flight on time? | 62 | Pronunciation: Stress in two-syllable words | Checking in at the airport Confirming information |
| | 26 | I'm afraid... | 64 | Listening: Listen for bad news and advice | Reporting bad news Asking for help or advice |
| | 27 | Do you think...? | 66 | Pronunciation: Linking with -s | Comparing and contrasting alternatives Giving reasons for choices |
| | 28 | It's important to... | 68 | Listening: Listen for cultural faux pas | Describing cultural differences Explaining why something is a problem |
| >>> VIDEO REVIEW AND CLOZE ACTIVITY: ALEX WOOS THE CLIENTS | | | | | |
| IN THE NEWS | 29 | Did you see the game? | 72 | Pronunciation: Intonation to convey extreme emotion | Talking about sporting events Changing the subject |
| | 30 | Hold on. | 74 | Listening: Listen to the news | Interrupting to ask for clarification Clarifying |
| | 31 | Studies have shown... | 76 | Listening: Listen for opinions | Giving evidence to support opinions Giving examples to support opinions |
| | 32 | What's your opinion? | 78 | Pronunciation: Stress in two-syllable verbs | Asking for opinions about issues Politely giving opinions |
| >>> VIDEO REVIEW AND CLOZE ACTIVITY: BIG NEWS | | | | | |

Multi-Skill Bonus Pack Worksheets

| VOCABULARY | READING AND WRITING | GRAMMAR Power Point™ Support | LEARNING OUTCOMES <i>Now I can...</i> |
|----------------------|---|---|--|
| Fears | Fear or Phobia | A: Second conditional II B: Expressing regret | ...express my feelings. ...talk about my dreams and wishes. |
| Stress | Stress Relief Forum | | |
| Dreams and wishes | Encouraging Creativity | | |
| School lifestyles | Letter to My Teenage Self | | |
| Movies | Movie Matters | A: Present tense for narration B: Negative question: | ...relate the plot of a movie. ... talk about trends. |
| Music | What Your Taste in Music Says about You | | |
| Trends | How to be a Trendsetter | | |
| Celebrity gossip | The Gossip Gab | | |
| Traveling by plane | Making the Best of Air Travel | A: Tag questions B: Shouldn't have | ...check in at the airport. ...describe cultural differences. |
| Bad news | Common Travel Problems and Solutions | | |
| Travel options | South American Adventure | | |
| Cultural differences | Bhutanese Customs | | |
| Sporting events | Big Sports Blowouts | A: Articles B: Passives with modals |talk about the news. ...support my opinions. |
| News stories | Bringing Crime Down | | |
| Advertisements | Advertising Strategies that Work | | |
| Social problems | City Priorities | | |

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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 4 Video Scripts | Speak Now 4 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