

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

Mari Vargo
Carmella Lieske

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COMMUNICATE with CONFIDENCE

COMPACT
disc
DIGITAL AUDIO

TESTING
PROGRAM
CD-ROM
with AUDIO

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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		

4 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

sentences in the conversation by writing the number of the sentences in the correct place within the conversation.

- Check answers as a class. Provide any language support that may be needed (for example, pronunciation within the boxed text).
- Encourage students to read the new conversation aloud. Students should practice both roles and look at each other rather than their books.
- Students who finish the activities quickly can practice the conversation again with their own substitutions.

3 Language Booster

A

This activity provides students with examples of the target language. In almost every lesson, the language includes both questions and responses. You may want to have students practice the language (i.e., take turns asking and answering the questions) before going on to Part B.

B

- This activity allows students to gain confidence as they use the language in short exchanges. This will provide them with the skills to make longer dialogues later in the lesson.
- In mixed ability classes, have students with lower English levels make some notes or sentence starters before they do the activity. These aids will help them to successfully complete the activity and further increase their confidence.
- After students have finished the activity, you may want to randomly choose a few pairs and have them role-play the conversations at the front of the classroom.
- After completing Part B, if students aren't confident with the language, have them continue practicing until they have more confidence. They can even make small substitutions to do this.

4 Listening

- The purpose of this activity is to help students focus on main ideas and details in the listening. Students may listen as many times as needed.
- After students have listened several times, you may want to stop the audio at key points so students can more easily complete the task.
- The Listening sometimes concludes with a pair work or group work activity that allows students to personalize what they have heard.

4 Pronunciation

- This section begins by helping students focus on pronunciation or intonation through listening. Students then practice the Pronunciation point. Students may tend to focus on the content and quickly forget to pay attention to their pronunciation and intonation. If this happens, briefly stop the class to remind students that they are practicing both content and pronunciation and then have them continue their practice.
- Play the audio, repeating as necessary.
- Ask students obvious questions to make sure they understand the point. For example, if you are teaching stress in two-syllable words, first say some words and ask students how many syllables are in them.
- To give students more practice with the language, include all class (choral), group, individual, and substitution drills. This additional practice will give students more confidence and reinforce the pronunciation before they return to focusing more on content.

Speak with Confidence

- This activity allows students to use the target language more freely as they accomplish defined tasks.
- Part A helps students prepare for their interactions in Part B.

Lesson Expansion

Vocabulary Worksheets

- After you have completed the Language Booster activities you can use the Vocabulary Worksheets for supplementary practice.
- The worksheets provide additional opportunities for students to practice the vocabulary and language studied in each lesson.
- Take advantage of the opportunities for additional speaking by having students compare their answers in class. Example conversations are often provided on the worksheets.

Reading and Writing Worksheets

- Reading and Writing Worksheets may be found on the iTools CD-ROM or on Oxford Learn, Oxford's Learning Management System. Access Oxford Learn with the code provided in the back of this book.

How to teach a review unit

Each review unit has two sections, *English in Action*, which includes a video, and *Speak Now*, which gives students the opportunity to role-play situations and at the same time review the language of the previous four lessons.

English in Action

- Video is a great way to introduce longer dialogues to students. The video makes the long dialogues less threatening and helps students understand language that otherwise might seem overwhelming to them.
- Video is exciting and different for students, and as a result, it can be both stimulating and motivating.
- Using video is similar to teaching a listening or reading activity—there is a pre-video activity. On the *English in Action* page, this is called **Preview**. After this, there are one or more “while you watch” activities. On the *English in Action* page, this is **Practice**. These activities include comprehension questions to check students’ understanding. These activities usually require two or more viewings. Finally, there is a post-video activity. On the *English in Action* page, this is **Discuss**.
- Before class, make certain your classroom’s Internet connection, computer, and projector are working properly.

1 Preview

- Students are asked to look at one or more photos from the video that they will watch in Part 2. With a partner, they talk about what they see. They also often make predictions.
- When possible, use this opportunity to have students talk about what they see in more detail. For example, the Preview for Lessons 25–28 asks students to talk about what advice they think the article gives. You could have them brainstorm other advice than that provided on the page.

2 Practice

During Part 2, students watch a video that recycles content, vocabulary, and language they have studied during the last four lessons. This allows students to see the material used in real-world situations and apply their learning more broadly.

A

- Explain what students must do (for example, they should number photos in Part 1 or listen and decide if their predictions were correct).
- Play the video. Have students answer the questions in pairs or as a class.

B

- Part B asks students to listen for more details.
- Play the video and then have students answer the questions in pairs or as a class.
- Play the video again, as necessary, perhaps stopping to explain where an answer was within the dialogue.

3 Discuss

- The Discuss activity allows students to personalize what they saw.
- After students finish their discussions, have them do the **Confidence Booster** at the back of their books. This provides further reinforcement and review of the four units.

Speak Now

- In pairs, have students role-play each situation.
- After they have finished practicing, have some pairs role-play for the class.
- Remind students to assess their own abilities for each lesson. For any lessons that they check *I need more practice*, encourage them to review the Language Boosters. (Page numbers are provided on the Speak Now review pages.)
- For a formal assessment, a Testing Program CD-ROM accompanies this book.

Review Unit Expansion

Video Worksheets

- Video worksheets with a cloze/gap fill activity may be found on the iTools CD-ROM or on Oxford Learn. Access Oxford Learn with the code provided in the back of this book.
- These worksheets provide additional listening practice for the *English in Action* video.

Grammar Support

- Grammar PowerPoint™ presentations and Grammar Worksheets may be found on the iTools CD-ROM or on Oxford Learn.

Speak Now Testing Program Overview

The *Speak Now* series helps learners Communicate with Confidence by using language accurately, fluently, and appropriately. The *Speak Now Testing Program*, found on the CD-ROM in the back of this book, allows teachers to perform a wide range of assessments—many in the style of popular standardized exams.

Speak Now's written and oral assessment tools can be customized to fit the needs of a range of program types and learning goals.

The Testing Program offers two main sets of tools:

1. **10 paper-based tests: 8 quizzes, 1 midterm exam, and 1 final exam** with listening that measure comprehension of the vocabulary and functional language of *Speak Now*.
2. A range of different types of questions, prompts, and topics for **speaking assessment**.

Teachers may choose to use any one or more of these materials alone or in different combinations. The **Scoring Guidelines** can be found on the *Speak Now Testing Program CD-ROM*.

Written Tests with Listening

There is a quiz for each 4-lesson unit of *Speak Now*. The **quizzes** are designed to be used after students have completed each group of four lessons and *Speak Now* review section in the Student Book. The quizzes have 10 items each. There is an audio track for the listening items in each quiz on the *Speak Now Testing Program CD-ROM*.

There is also a written **midterm exam** and a written **final exam**. These are designed to measure comprehension of the target language after students have completed Lesson 16 and Lesson 32 of the book, respectively. The midterm and final exams have 20 items each. There is an audio track for the listening items in each exam on the *Speak Now Testing Program CD-ROM*.

All answer keys and audio scripts are on the *Speak Now Testing Program CD-ROM*.

Speaking Assessment: General

The *Speak Now Testing Program* offers options for speaking assessment:

- **Interview questions** (a list of teacher-led interview questions)
- **Role-play cards** (cards for students to role-play situations in pairs)
- **Presentation topics** (lists of ideas for students to prepare and deliver short oral presentations related to the unit topics)

The *Speak Now Testing Program* features one set of the three speaking-assessment options profiled above for each unit or set of four lessons. Any or all of the speaking assessments can easily be used after students have completed a unit of work. To use these materials for midterm or end-of-term speaking assessment, simply choose from this list of materials, based on the units covered in the class.

Speaking Assessment: Standardized-testing Focus

The *Speak Now Testing Program CD-ROM* also offers speaking assessment in the style of popular standardized tests of English as a foreign language. For each **midterm exam** and **final exam**, you'll find:

- **TOEFL®-style speaking tasks**
- **TOEIC®-style speaking tasks**
- **IELTS™-style speaking tasks**

The goal of these standardized-testing tasks is to prepare students for the kinds of questions they would be asked on exams such as the TOEFL®, TOEIC®, or IELTS™ tests. As these materials are preparatory in nature, the rubrics do not reflect the type of scoring or grading that a test-taker would receive in a standardized testing situation.

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Lesson 1 I learned a lot from...

Page 2

1 Vocabulary

A

Answers

Answers will vary. Sample answer.

- ✓ overcome an obstacle ✓ face a challenge
- ✓ get into (a new interest) ✓ make a change
- have a setback
- make the decision to (do something different)
- ✓ have an/the opportunity to (do something you wanted to do)
- take a risk

B

Example conversation

A: I had an opportunity to do something I've always wanted to do.

B: Really? What was that?

A: I was working at a restaurant and I met a movie producer. He asked me to audition for a small part in a movie that became really famous.

B: Really? What movie?

2 Conversation

A

[CD 1, Track 02]

Answers

Louis recently had the chance to work with a photographer, and he discovered he wants to become a professional photographer.

Kristin recently moved because she got a new job in São Paulo (after losing her previous job).

B

Answers

Louis: Yeah, I have. I just got a job as a photographer. 3

Kristin: Oh, wow! How did you get into photography? 1

Kristin: Yes, I did... I just got a much better job, and I moved to São Paulo. 4

Louis: I'm sorry to hear about your setback, but so glad to hear about your new job! 2

Page 3

3 Language Booster

A

Optional Activity

Have students brainstorm statements to use when the event isn't positive, or isn't positive at the beginning. **Examples include:**

It's the worst decision I've ever made.

At first I thought it was a bad decision, but now I've realized it was a good change.

B

Example conversation

A: I hear that something exciting happened to you recently.

B: Yes, it did. I ran a marathon. It was one of the biggest challenges I've ever faced.

4 Listening

A

[CD 1, Track 03]

Answers

- | | |
|------------|----------|
| a. Victor | c. Clara |
| b. Larissa | d. Alex |

B

[CD 1, Track 03]

Answers

1. T
2. F (Alex lost his job last year.)
3. F (Victor opened his own bakery two weeks ago.)
4. F (Larissa got married last month.)

Optional Activity

Have students correct the false statements. (Answers above.)

Lesson 2 Did you hear about...?

Optional Activity

Before students open their books, ask them how often they read newspapers, watch TV news, and read news on the Internet. Then have students talk about which news stories they are most interested in (for example, sports, entertainment, the weather forecast).

Page 4

1 Vocabulary

A

Answers

- | | |
|--------------|---------------|
| 1. witnessed | 4. reported |
| 2. responded | 5. reacted |
| 3. injured | 6. passed out |

Optional Activity

Tell students that *human interest stories* are about something that happened to people and the stories often evoke emotions in the listeners. Have students brainstorm typical human interest stories (for example, a person saves or helps someone during a natural disaster or war).

B

Example conversation

A: Yesterday I heard a story about a man who saved a boy from drowning.

B: Really? How old was the boy?

2 Conversation

A

[CD 1, Track 04]

Answers

The man fell onto the subway track because he wasn't watching where he was going.
After he woke up, he finished typing his text message.

C

[CD 1, Track 05]

Answers

Additional sentences underlined.
Adam: He was texting a friend, and he wasn't watching where he was going. He fell, hit his head, and passed out. He was just lying there, and a train was coming.

Adam: Luckily, someone witnessed the whole thing. He jumped onto the track and pulled the guy out.

Someone else called the emergency services.

Teresa: Wow! Did the guy injure himself in the fall?

People really shouldn't text while they're walking.

Page 5

4 Pronunciation

A

[CD 1, Track 06]

- Remind students that linking sounds is an important aspect of smooth speech and that they should work to say phrases smoothly rather than as individual words.
- Point out that both consonants and vowels are linked with vowels.
- Explain that when we link a consonant with a vowel, it is almost like we repeat the consonant sound twice, so *heard about* sounds like *heard dabout* and *passes out* becomes *passes sout*.
- Explain that when we link a vowel with another vowel, it may be helpful to imagine another sound linking them together. For example, when saying *to a*, our lips are round at the end of *to*. We link by almost saying *towa*, inserting a *w* sound to help create the link.

B

Answers

Answers will vary. Sample answer.

Did you hear about the woman in California who gave \$500,000 to a charity to help students study music education?

Well, this woman realized that her music teacher had encouraged her to never give up on her dreams, and she wanted to help other people become music teachers.

5 Speak with Confidence

A

Answers

Answers will vary. Sample answer.

- a dog saved a boy from a fire
- a teacher offers to pay for a student's operation
- a group of elementary school students make a charity event to raise money for the homeless
- people on the Internet give a man enough money to give his daughter her last wish

Lesson 3 I can't stand it when...

Page 6

1 Vocabulary

A

Answers

Answers will vary. Sample answer.

- ✓ when people **interrupt** me
- ✓ when salespeople are **rude**
- when a server **ignores** me
- when people **stare** at me
- when people **leave** dirty dishes
- when people are **arrogant**
- ✓ when people **chew** loudly
- when people have poor driving **etiquette**

B

Example conversation

- A: One of my pet peeves is when people interrupt me. I think it's rude because they think what they have to say is more important than what I am saying.
- B: I agree. It's one of my pet peeves, too. I try not to interrupt, and I want people to do the same.
- A: Another pet peeve is when people chew loudly...

2 Conversation

A

[CD 1, Track 07]

Answers

Marco is annoyed because a guy talked during the movie Marco went to.
Jenny and Marco are also annoyed at people who text during movies, chew their popcorn loudly, and don't throw away their trash after the movies.

B

Answers

Jenny: What's wrong, Marco? 2
Marco: Yeah, I hear you. 4
Jenny: Oh, same here! 1
Marco: Maybe we should just start watching movies at home from now on. 3

Page 7

4 Listening

A

[CD 1, Track 08]

Answers

- | | |
|------|------|
| a. 4 | c. 1 |
| b. 2 | d. 3 |

B

[CD 1, Track 08]

Answers

- | | |
|--------|--------|
| 1. no | 3. no |
| 2. yes | 4. yes |

If students have difficulties with numbers 1 and 3, point out that sympathizing does not always mean the person has the same pet peeve.

Optional Activity

Have students get into pairs and talk about whether they have the same pet peeves, providing reasons for their answers. Also ask them to discuss how they would handle each situation.

5 Speak with Confidence

A

Answers

Answers will vary. Students should complete the chart with names and pet peeves.

Encourage students to ask follow-up questions and make notes in the margins of their books.

B

Encourage students to include the details they learned when they asked follow-up questions.

Example conversation

- A: Sam said he hates getting email forwards from his parents. They are always about the president, and he doesn't want to read them.
- B: That is interesting. Natsuki said she can't stand people who only wear one color, like all black. I don't see a problem with it, though. They're just expressing themselves.
- C: Margret said she hates it when people text her in the middle of the night and it wakes her up.

Lesson 4 You put up with a lot.

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Optional Activity

After students open the book, have them get into groups and speculate on what the title means. Have a few groups share their ideas. If necessary, remind students that they must often group words together to understand a phrase. You may want to emphasize this by making comical gestures of putting something up on an imaginary shelf that has a lot of things on it.

1 Vocabulary

A

Answers

Answers will vary. Sample answer.

- | | | |
|------|------|------|
| 1. | 4. | ✓ 7. |
| ✓ 2. | 5. | |
| ✓ 3. | ✓ 6. | |

B

Example conversation

- A: What kind of problem have you had with your friend?
- B: Well, she got upset and thought I was spending too much time with my boyfriend. I think she was jealous.
- A: What did you do? Are you still friends?

2 Conversation

A

[CD 1, Track 09]

Answers

Pablo isn't with Ingrid and Robert because at the last minute he decided not to join them.
Robert is going to text Pablo to tell Pablo how he feels.

C

[CD 1, Track 10]

Answers

Additional sentences underlined.
Ingrid: Again? You put up with a lot from him. He did this last time.
Ingrid: Have you tried confronting him about it? You should talk to him.
Ingrid: If you don't feel comfortable talking to him, you might want to consider texting him about it. And you can think about what you're going to write.

Optional Activity

Have students get into groups and talk about whether they agree with Ingrid's suggestions. Encourage them to also discuss how they feel about texting about problems. Have groups think of alternative ways to deal with the problem.

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3 Language Booster

A

Optional Activity

Have students brainstorm other ways to make suggestions. Examples include:

Why don't you (confront him)?

You could (confront him).

What about (confronting him)?

If necessary, point out the different grammar constructions (i.e., confront and confronting).

4 Pronunciation

A

[CD 1, Track 11]

Emphasize that students must not only reduce *have you* but must also say the rest of the sentence fluently. Give an exaggerated example with *havya* followed by each word clearly and slowly enunciated to demonstrate the unnatural rhythm.

B

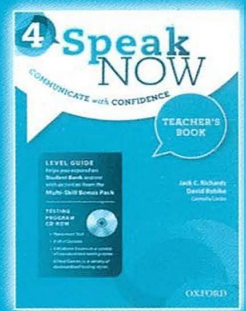
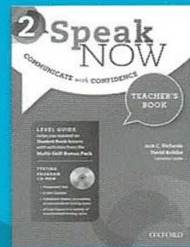
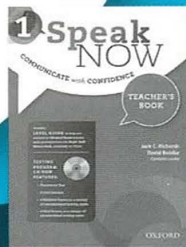
Example conversation

- A: You said your friend was ignoring you. Havya thought about telling her your friendship is important to you?
- B: That's not a bad idea. How about you? Haveya tried talking to your friend about telling your secret to others?



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