

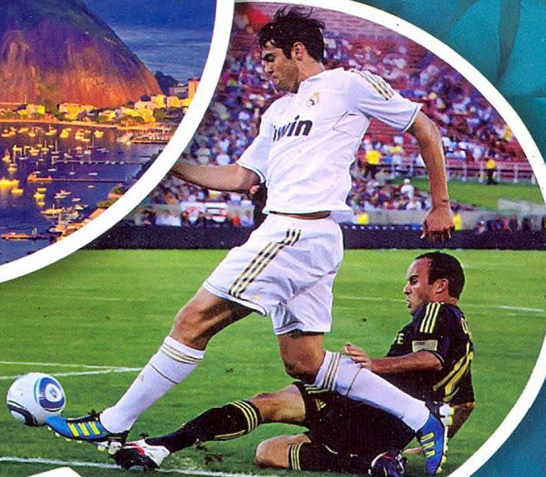
4

# Speak NOW

COMMUNICATE *with* CONFIDENCE

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Mari Vargo

with  
**VIDEO**  
and  
**ONLINE  
PRACTICE**

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# 4 Speak NOW

COMMUNICATE with CONFIDENCE

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4

# Speak NOW

COMMUNICATE *with* CONFIDENCE

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# Welcome to **Speak NOW**

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## 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.

**English in Action**

**1| Preview**

**FAIR WORK:** Tom, Maria, and Alex are watching the news on TV. What do you think they're watching in each photo? Match. Explain your choices.

a. a crime story      b. a sports story      c. a commercial      d. a political story

**2| Practice**

**A** Watch the video. Complete the sentences with the correct answers.

- The government reduced the budget for ...
- The score of the soccer game was probably ...
- Maria's house is commercial in for ...
- The woman got a million dollars from ...
- Kate is going to ...

**B** Watch the video again. Check your answers with a partner.

**3| Discuss**

**DISCUSS WORKS:** Answer the questions.

- If you were Kate, how would you spend the million-dollar reward?
- Do you ever watch the news on TV? What parts do you like best? I eat
- What's the most interesting news you heard? Why?

80      **CONFIDENCE BOOSTER**      Student 8: Turn to page 86  
Student 9: Turn to page 91

## 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.

**Speak NOW** Communicate with Confidence

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**Lesson 1**

- > Vocabulary
- > Language Booster
- > Listening

**Lesson 2**

- > Vocabulary
- > Language Booster
- > Pronunciation

**Lesson 3**

**Lesson 4**

**Review 1-4**

**Lesson 5**

**Lesson 6**

**Lesson 7**

**Lesson 8**

**Review 5-8**

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**English in Action**

**Updates**

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Today

Help

Use the **access card** on the inside back cover to log in at [www.oxfordlearn.com/login](http://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.

## 5 How do you know...?

Getting to know people  
Asking about people's jobs

### 1| Vocabulary

**A** Imagine that you wanted to invite some people to your home for dinner. Which of these people would you invite? Check (✓) your answers.

1. an acquaintance from school	5. your future sister-in-law
2. an exercise buddy	6. an old friend
3. an ex-boyfriend or -girlfriend	7. an old neighbor
4. a former co-worker	8. a prospective employer

**B PAIR WORK** Who did you choose to invite? Explain your answers to your partner.

*Example:*  
A: Would you invite an acquaintance from school to a dinner at your home?  
B: Yes, I would. I have a few acquaintances at school that I would like to get to know better.

### 2| Conversation

**CON A** Listen. How does Sarah know Eva? What is Luisa's job?

Luisa: So, how do you know Eva?  
Sarah: Well, Eva's my old neighbor. I used to live in the apartment across from hers.  
Luisa: Oh, right. I think we've met before.  
Sarah: Yes, you look familiar. You used to come over to visit Eva once in a while.  
Luisa: That's right. Eva is a former classmate of mine. We had a few classes together in college, and we used to study together a lot.  
Sarah: I see. And what do you do now?  
Luisa: I work as an assistant in an advertising firm.  
Sarah: That sounds interesting. Do you enjoy it?  
Luisa: Yes, I do.

**B PAIR WORK** Practice the conversation.

**CON C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

### 3| Language Booster

**A** Notice the expressions we can use when we're getting to know people and asking them about their jobs.

Getting to know people	Asking about people's jobs
How do you know Emma?	What do you do?
I think we've met before.	How did you get into that line of business?
Haven't we met?	That sounds interesting. Do you enjoy it?
You look familiar.	How did you get involved in [advertising]?

**B PAIR WORK** Talk with a partner as though you are meeting each other at a social event.

*Example:*  
A: Hi, I'm Erica.  
B: Hi, Erica, I'm Douglas. You look familiar...

### 4| Pronunciation Noun stress

**CON A** Listen to these phrases. Notice that the nouns in these phrases get more stress than the adjectives.

1. former neighbor	3. prospective employer	5. future sister-in-law
2. ex-boyfriend	4. old friend	6. new co-worker

**B PAIR WORK** Take turns asking and answering the question "How do you know...?" Use the cues below to answer. Pay attention to noun stress.

1. Pedro: a new acquaintance	3. Theo: a former neighbor	5. John: your future brother-in-law
2. Ana: an old co-worker	4. Karen: an ex-girlfriend	6. Angie: an old friend

### SPEAK with CONFIDENCE

**A** Write down on a piece of paper the names of four people that you know well and how you know them. Be creative. These people can be your close friends or famous celebrities.

**B CLASS ACTIVITY** Walk around the classroom and "meet" your classmates. In each conversation, imagine that you and your classmate are at a party hosted by one of the people above. Ask and answer questions about how you know that person and about what you do for a living.

How do you know Scarlett Johansson?  
Oh, we worked on a movie together.  
Really? What did you star in?

## 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).

## 5 How do you know...?


Student A and Student B: Role-play "meeting" and getting to know each other. Use the professions below and your own ideas.

television executive	lawyer
computer animator	guitar player in a band

I can get to know people.  
☐ Very well    ☐ I need more practice.

I can ask about people's job.  
☐ Very well    ☐ I need more practice.

See Language Booster page 13.



**Speak NOW**

SOCIALIZING



# Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
PEOPLE	1 I learned a lot from...	2	Listening: Listen for significant experiences
	2 Did you hear about...?	4	Pronunciation: Linking vowels in phrases
	3 I can't stand it when...	6	Listening: Listen for pet peeves
	4 You put up with a lot.	8	Pronunciation: Reduction of <i>have you</i>
SOCIALIZING	5 How do you know...?	12	Pronunciation: Noun stress
	6 Are you up for...?	14	Listening: Listen for invitations
	7 I had thought she was...	16	Pronunciation: Intonation for a change of opinion
	8 It's just not my thing.	18	Listening: Listen for opinions
LIFESTYLES	9 What exactly is a...?	22	Pronunciation: Word stress in a sentence
	10 I decided to...	24	Listening: Listen for reasons
	11 I spend too much time...	26	Pronunciation: Reduction of <i>-ing</i> endings
	12 You have a point, but...	28	Listening: Listen for persuasions
CAREERS	13 My short-term goal is...	32	Pronunciation: Adjective Stress
	14 I'm very organized.	34	Listening: Listen for strengths and weaknesses
	15 The first thing you need...	36	Pronunciation: Intonation in clarifying questions
	16 I'm here to talk about...	38	Listening: Listen to a presentation



## REVIEW

### CONVERSATION

Asking about significant experiences  
Talking about important events

Introducing interesting stories  
Asking for details

Describing pet peeves  
Sympathizing

Making suggestions  
Commenting on suggestions

### VIDEO

#### English in Action



The New Roommate, page 10

**CONFIDENCE BOOSTER**  
Talking about problems

### SELF-ASSESSMENT

Speak  
NOW

Sharing opinions and  
experiences

**ONLINE PRACTICE**

Getting to know people  
Asking about people's jobs

Making invitations  
Declining politely

Talking about false assumptions  
Summarizing

Expressing a lack of understanding  
Expressing opinions without offending someone

#### English in Action



Tom and Kate, page 20

**CONFIDENCE BOOSTER**  
Talking about people

Speak  
NOW

Getting to know people

**ONLINE PRACTICE**

Asking for clarification  
Giving clarification

Giving reasons  
Expressing approval

Talking about lifestyles  
Evaluating lifestyles

Persuading  
Disagreeing politely

#### English in Action



Roommate Trouble, page 30

**CONFIDENCE BOOSTER**  
Talking about lifestyles

Speak  
NOW

Clarifying, persuading,  
and disagreeing

**ONLINE PRACTICE**

Asking about career ambitions  
Talking about career ambitions

Asking interview questions  
Describing strengths and weaknesses

Giving clear instructions  
Restating to show that you understand

Giving presentations  
Asking follow-up questions

#### English in Action



Alex's Presentation, page 40

**CONFIDENCE BOOSTER**  
Discussing strengths and  
weaknesses

Speak  
NOW

Interviewing and giving  
presentations

**ONLINE PRACTICE**



# Scope and Sequence

	LESSON	PAGE	LISTENING AND PRONUNCIATION
FEELINGS	17 Are you afraid of...?	42	Pronunciation: Using a low tone to show negative emotion
	18 I'm overworked.	44	Listening: Listen for causes of stress and advice
	19 If I could go anywhere...	46	Pronunciation: Using a high tone to show positive emotion
	20 I wish I had...	48	Listening: Listen for regrets
POP CULTURE	21 It started out kind of slow.	52	Pronunciation: Pausing when relating stories
	22 It has a really good beat.	54	Pronunciation: Syllable stress in longer words
	23 Did you hear about...?	56	Listening: Listen for trends
	24 Have you heard...?	58	Listening: Listen for surprising news
TRAVEL	25 Is the flight on time?	62	Pronunciation: Stress in two-syllable words
	26 I'm afraid...	64	Listening: Listen for bad news and advice
	27 Do you think...?	66	Pronunciation: Linking with -s
	28 It's important to...	68	Listening: Listen for cultural faux pas
IN THE NEWS	29 Did you see the game?	72	Pronunciation: Intonation to convey extreme emotion
	30 Hold on.	74	Listening: Listen to the news
	31 Studies have shown...	76	Listening: Listen for opinions
	32 What's your opinion?	78	Pronunciation: Stress in two-syllable verbs



## CONVERSATION

Asking about fears  
Talking about fears

Talking about causes of stress  
Giving advice by talking about personal experiences

Talking about dreams and wishes  
Expressing interest and asking for reasons

Asking about regrets  
Talking about regrets

Relating the plot of movies  
Describing reactions to movies

Describing music  
Joining discussions

Asking about trends  
Describing trends

Sharing surprising news  
Expressing surprise

Checking in at the airport  
Confirming information

Reporting bad news  
Asking for help or advice

Comparing and contrasting alternatives  
Giving reasons for choices

Describing cultural differences  
Explaining why something is a problem

Talking about sporting events  
Changing the subject

Interrupting to ask for clarification  
Clarifying

Giving evidence to support opinions  
Giving examples to support opinions

Asking for opinions about issues  
Politely giving opinions

## REVIEW

### VIDEO

#### English in Action



Maria's Big Break, page 50

#### CONFIDENCE BOOSTER

Talking about fears

### SELF-ASSESSMENT

Speak  
NOW

Expressing feelings  
and emotions

ONLINE PRACTICE

#### English in Action



The New Alex, page 60

#### CONFIDENCE BOOSTER

Talking about pop culture

Speak  
NOW

Talking about trends

ONLINE PRACTICE

#### English in Action



Alex Woos the Clients, page 70

#### CONFIDENCE BOOSTER

Taking a travel survey

Speak  
NOW

Making travel plans

ONLINE PRACTICE

#### English in Action



Big News, page 80

#### CONFIDENCE BOOSTER

Summarizing the news

Speak  
NOW

Expressing and  
supporting opinions

ONLINE PRACTICE

- Asking about significant experiences
- Talking about important events

## 1 | Vocabulary

**A** Look at the phrases below. Check each thing that has happened to you in the last five years.

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

**B PAIR WORK** Take turns talking about the things that have happened to you. Ask two follow-up questions.

## 2 | Conversation

CD1 02 **A** Listen. What happened to Louis recently? What happened to Kristin?

Kristin: Hi, Louis. I hear you've made a big change recently.

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

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

Louis: I had the opportunity to work with a photographer friend of mine. I learned a lot from working with him. I also learned that I wanted to be a professional photographer.

Kristin: That's great! Congratulations!

Louis: Thanks! Oh, that reminds me, Ana tells me that you just moved.

Kristin: Yes, I did. I had a setback last month when I lost my job, but it turned out to be the best thing that ever happened to me. I just got a much better job, and I moved to São Paulo. \_\_\_\_\_

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



**B PAIR WORK** Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- |  |                                      |
|--|--------------------------------------|
| 1. I didn't realize you were a photographer. | 3. I love it!                        |
| 2. I hope I can visit!                       | 4. I've always wanted to live there. |



### 3 | Language Booster

**A** Notice the different ways we ask about significant experiences and talk about important events.

#### Asking about significant experiences

I hear that  
(Ana) tells me that | you just moved.

Oh, that reminds me, (Ana tells me that you just moved).

#### Talking about important events

It is one of the most exciting things I've ever done.

It turned out to be the best thing that ever happened to me.

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

It was one of the biggest challenges I've ever faced.

**B PAIR WORK** Take turns asking and talking about an important event in your life.

### 4 | Listening

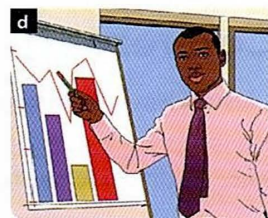
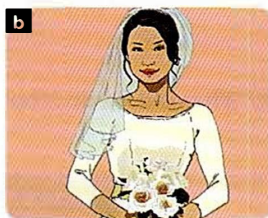
CD1 03 **A** Listen. Write the correct name under each picture.

Clara

Alex

Victor

Larissa



\_\_\_\_\_

CD1 03 **B** Listen again. Mark the statements **T** (true) or **F** (false). Then compare your answers with a partner.

\_\_\_\_\_ 1. Clara wants to be a teacher.

\_\_\_\_\_ 3. Victor is studying to become a baker.

\_\_\_\_\_ 2. Alex lost his job last month.

\_\_\_\_\_ 4. Larissa got married last year.

### SPEAK with CONFIDENCE

**A PAIR WORK** Complete each story below with your own idea. Think of the most exciting and challenging things you can. Then share and respond to stories with your partner.

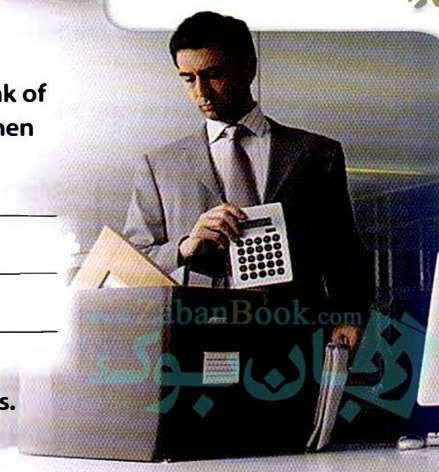
1. I faced a challenge. \_\_\_\_\_

2. I overcame an obstacle. \_\_\_\_\_

3. I took a risk. I made the decision to \_\_\_\_\_

**B GROUP WORK** Join another pair and share and respond to stories.

ONLINE PRACTICE





- Introducing interesting stories
- Asking for details

## 1 | Vocabulary

**A** Complete the paragraph with the correct form of a verb in the box.

injure	pass out	react	respond	report	witness
--------	----------	-------	---------	--------	---------

Last week, there was a fire at a local school. A lot of people \_\_\_\_\_ the scene. They were worried because the fire kept growing. Luckily, fire fighters \_\_\_\_\_ very quickly. No one was \_\_\_\_\_ from the fire, but a witness was taken to the hospital. The news \_\_\_\_\_ that a woman \_\_\_\_\_ hysterically and couldn't take the excitement. She \_\_\_\_\_ in the middle of the street!

**B PAIR WORK** Tell your partner about something interesting you recently heard about.

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## 2 | Conversation

CD1 04 **A** Listen. How did the man fall onto the subway track? What did he do after he woke up?

Subway

Adam: Hey, did you hear about the man who fell onto a subway track last week?

Teresa: No, how did that happen?

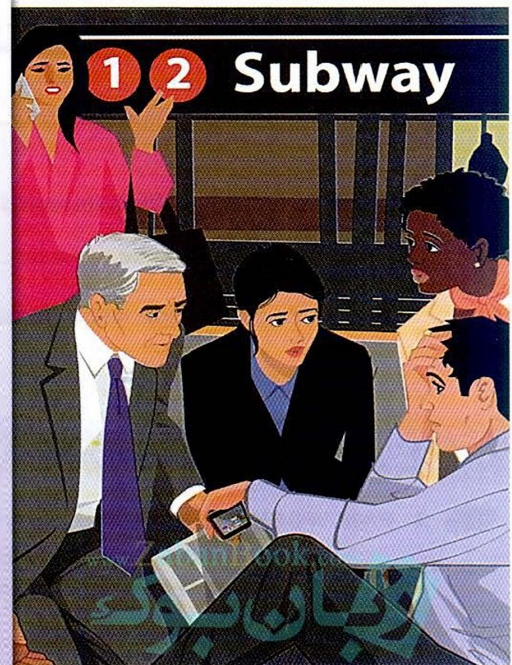
Adam: He was texting a friend, and he wasn't watching where he was going. He fell, hit his head, and passed out.

Teresa: No way. What happened next?

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

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

Adam: Not really. The guy woke up after a few minutes, and he was fine. He got up and finished typing his text message!



**B PAIR WORK** Practice the conversation.

CD1 05 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.



### 3 | Language Booster

**A** Notice the ways we introduce interesting stories and ask for details.

#### Introducing interesting stories

Did you hear about (the man who fell onto a subway track last week)?

You'll never believe what happened.

You're not going to believe the story I heard.

#### Asking for details

So what did (he) do?

How did (he) react?

How did that happen?

What happened?

**B PAIR WORK** Tell your partner an interesting story that you know.

*Examples:*

**A:** You'll never believe what happened. My neighbors and I kept losing things, like keys and shoes.

**B:** How did that happen?

**A:** It turned out that the neighbor's new cat was taking things and hiding them in the basement!

### 4 | Pronunciation Linking vowels in phrases

**CD1 06 A** Listen to these phrases. Notice that any word that begins with a vowel inside a phrase links with the word before it.

1. heard about      2. to a friend      3. the story I heard      4. passes out

**B** Complete the conversation below with your own ideas. Then circle the words that begin with vowels.

**A:** Did you hear about the woman in California who \_\_\_\_\_

**B:** What happened?

**A:** Well, this woman \_\_\_\_\_

**C PAIR WORK** Practice the conversation with a partner.

ONLINE PRACTICE

### SPEAK with CONFIDENCE

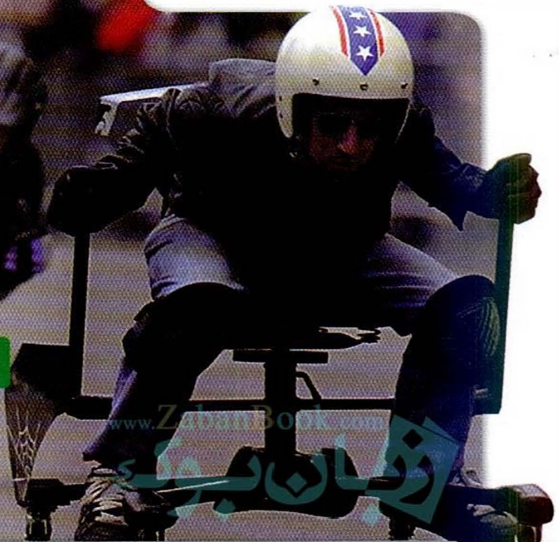
**A PAIR WORK** Work with a partner to make a list of interesting or unusual stories you've heard about recently.

**B GROUP WORK** Take turns telling the most interesting story to your group members.

Did you hear about the company who held an office chair race?

No way! What happened?

**C CLASS ACTIVITY** Present one story from your group. Choose the most interesting story from the class.



## 1 | Vocabulary

A Check (✓) the things that annoy you.

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

B PAIR WORK Tell your partner about two of your pet peeves.

## 2 | Conversation

CD1 07 A Listen. Why is Marco annoyed? What are other things that annoy Jenny and Marco?



Marco: Hi, Jenny. I'm so annoyed.

Jenny: What's wrong, Marco? \_\_\_\_\_

Marco: I was just at the movies, and there was a guy there who talked through the whole thing. I can't stand it when people talk during a movie.

Jenny: Yeah, I know what you mean. It gets on my nerves when people are rude like that. But it really gets me when people text during a movie.

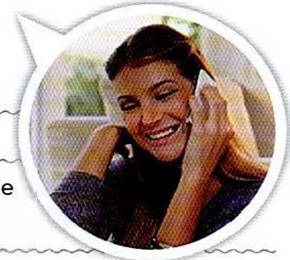
Marco: Yeah, I hear you. \_\_\_\_\_

Jenny: You know what else bugs me? I hate it when people chew their popcorn really loudly.

Marco: Me, too! Oh, and it bugs me when people leave their popcorn and sodas on the floor after the movie instead of throwing them away.

Jenny: Oh, same here! \_\_\_\_\_

Marco: Maybe we should just start watching movies at home from now on. \_\_\_\_\_



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. That's one of my pet peeves, too.

3. We might get less annoyed.

2. You look upset.

4. People should turn their phones off in the theater.



### 3 | Language Booster

**A** Notice the ways we describe pet peeves and sympathize with the other person.

Describing pet peeves		Sympathizing
I hate it when	people chew loudly. people are rude.	Yeah, I know what you mean.
I can't stand it when		I can't either.
It bugs me when		Same here.
It gets on my nerves when		Yeah, I hear you.

**B PAIR WORK** Take turns describing your biggest pet peeves.

*Examples:*

A: So what's your one of your biggest pet peeves?

B: I can't stand it when my roommate leaves her clothes all over the apartment.

A: Yeah, I hear you.

B: How about you?

A: It bugs me when people are arrogant.

### 4 | Listening

CD1 08 **A** Listen to four people describe their pet peeves. Number the pictures from 1 to 4.



CD1 08 **B** Listen again. In each conversation, does the listener have the same pet peeve or not? Write yes or no.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

ONLINE PRACTICE

### SPEAK with CONFIDENCE

**A CLASS ACTIVITY** Walk around the class. Ask your classmates, "What's your biggest pet peeve?" Write the person's name and his or her biggest pet peeve.

Name	Pet peeve

**B GROUP WORK** Share the three most interesting pet peeves you learned about your classmates.



- Making suggestions
- Commenting on suggestions

## 1 | Vocabulary

**A** Read the sentences about common friendship problems. Check (✓) the ones you have experienced.

- \_\_\_\_ 1. Your friend seems to feel **awkward** around your other friends.
- \_\_\_\_ 2. You **confront** your friend about a problem, and he or she gets angry and stops speaking to you.
- \_\_\_\_ 3. Your friend wants to **hang out with** you all the time, but you have things to do.
- \_\_\_\_ 4. Your friend **keeps** asking you to lend him or her money.
- \_\_\_\_ 5. Your friend is **pushy** around your other friends and constantly interrupts them when they talk.
- \_\_\_\_ 6. Your friend expects you to **put up with** his or her lateness, but gets upset when you are late.
- \_\_\_\_ 7. Your friend lied to you, and you are beginning to **resent** him or her because of it.

**B PAIR WORK** Describe a problem you have had with a friend. Are you still friends with the person?

## 2 | Conversation

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CD1 09 **A** Listen. Why isn't Pablo with Ingrid and Robert? What is Robert going to do?



**Ingrid:** Hi, Robert. Where's Pablo? I thought he was hanging out with us tonight.  
**Robert:** Hi, Ingrid. He canceled at the last minute.  
**Ingrid:** Again? You put up with a lot from him.



**Robert:** Yeah, he keeps doing it. I'm starting to resent him for it.  
**Ingrid:** Have you tried confronting him about it?  
**Robert:** Do you really think that's a good idea? I don't want to be pushy and have an awkward conversation.



**Ingrid:** If you don't feel comfortable talking to him, you might want to consider texting him about it.  
**Robert:** That's not a bad idea. I'll give it a try.  
**Ingrid:** Great! Let me know how it turns out.

**B PAIR WORK** Practice the conversation.

CD1 10 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.



### 3 | Language Booster

**A** Notice the ways we make and comment on suggestions.

Making suggestions		Commenting on suggestions
Have you thought about	confronting him?	Do you really think that's a good idea?
Have you tried		That might work.
You might want to consider	texting him.	That's worth thinking about.
You might want to think about		I'm not really sure that would work.
		That's not a bad idea.

**B PAIR WORK** Share and give advice about the friendship problems below.

My friend is ignoring me.      My friend told my secret.      My friend lied about me.

### 4 | Pronunciation Reduction of *have you*

CD1 **11 A** Listen. Notice the way *have you* is reduced in these sentences to sound like *havya*.

1. **Haveya** thought about asking her?
2. **Haveya** tried confronting him about it?
3. **Haveya** considered texting him?

**B PAIR WORK** Share and give advice about the friendship problems in the Language Booster section, part B. This time, pay attention to your pronunciation of *have you*.

ONLINE PRACTICE

### SPEAK with CONFIDENCE

**A PAIR WORK** Look at the friendship problems in the Vocabulary section. Think of a possible solution for each problem.

My friend expects me to put up with his lateness, but gets upset when I am a few minutes late.

That's not fair. You might want to consider saying something to him.

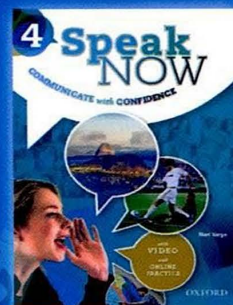
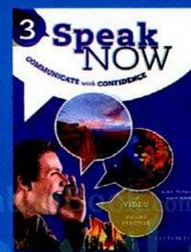
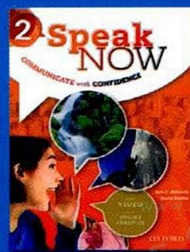
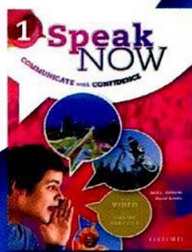
**B GROUP WORK** Describe a friendship problem to your group and respond to each person's advice. Then vote on the best piece of advice.





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# Contents

	THEMES	SKILLS	PAGES
<b>Lessons 1–4</b>	PEOPLE	Vocabulary.....	1, 3, 5, 7
		Reading and Writing .....	2, 4, 6, 8
		Video Comprehension .....	9
		Grammar .....	10, 11
<b>Lessons 5–8</b>	SOCIALIZING	Vocabulary.....	12, 14, 16, 18
		Reading and Writing .....	13, 15, 17, 19
		Video Comprehension .....	20
		Grammar .....	21, 22
<b>Lessons 9–12</b>	LIFESTYLES	Vocabulary.....	23, 25, 27, 29
		Reading and Writing .....	24, 26, 28, 30
		Video Comprehension .....	31
		Grammar .....	32, 33
<b>Lessons 13–16</b>	CAREERS	Vocabulary.....	34, 36, 38, 40
		Reading and Writing .....	35, 37, 39, 41
		Video Comprehension .....	42
		Grammar .....	43, 44
<b>Lessons 17–20</b>	FEELINGS	Vocabulary.....	45, 47, 49, 51
		Reading and Writing .....	46, 48, 50, 52
		Video Comprehension .....	53
		Grammar .....	54, 55
<b>Lessons 21–24</b>	POP CULTURE	Vocabulary.....	56, 58, 60, 62
		Reading and Writing .....	57, 59, 61, 63
		Video Comprehension .....	64
		Grammar .....	65, 66
<b>Lessons 25–28</b>	TRAVEL	Vocabulary.....	67, 69, 71, 73
		Reading and Writing .....	68, 70, 72, 74
		Video Comprehension .....	75
		Grammar .....	76, 77
<b>Lessons 29–32</b>	IN THE NEWS	Vocabulary.....	78, 80, 82, 84
		Reading and Writing .....	79, 81, 83, 85
		Video Comprehension .....	86
		Grammar .....	87, 88

# Lesson 1: Vocabulary

PEOPLE

## Part 1

Write the words from the box to complete each phrase.

get    have the    make the    overcome    take    have    make    face

1. \_\_\_\_\_ a risk
2. \_\_\_\_\_ a change
3. \_\_\_\_\_ an obstacle
4. \_\_\_\_\_ into
5. \_\_\_\_\_ opportunity to
6. \_\_\_\_\_ a challenge
7. \_\_\_\_\_ decision to
8. \_\_\_\_\_ a setback

## Part 2

Write the completed expressions from Part 1 to complete the conversations. Use each expression once. You may have to change the forms of the words. In class, practice the conversations with a partner.

1. A: I hear that Matteo overcame an obstacle last week.  
B: Yeah. He has been wanting to \_\_\_\_\_ acting, but people told him he wasn't good-looking enough. Instead of letting that stop him, Matteo worked on his facial expressions, and the same people who told him he wasn't good-looking enough hired him!
2. A: Oh, that reminds me. Wendy tells me that you \_\_\_\_\_ during your vacation.  
B: Yeah! I was on a cruise and I was really sick. I had a hard time enjoying my vacation!
3. A: Collin tells me that Steve \_\_\_\_\_ at work.  
B: That's for sure. He didn't get the promotion he was expecting. He said it was one of the biggest challenges he's ever faced because he'd been working toward the new position for two years.
4. A: I hear you are \_\_\_\_\_. What are you going to do different?  
B: Well, I'm going to move overseas. It's one of the most exciting things I've ever done.
5. A: Hi, Carlos. I hear that you \_\_\_\_\_ go back to college, and you graduated last week. I had no idea you were studying and working at the same time! Congratulations!  
B: Thanks. In my company, we \_\_\_\_\_ get part of the tuition paid, so I decided to do it. It was hard, but it turned out to be the best thing I've ever done.
6. A: I hear that you \_\_\_\_\_ a few years ago, but it's really paying off now.  
B: That's right. It was scary at the time, but it turned out to be worth the uncertainty.



# Lesson 1: Reading & Writing

PEOPLE

## Part 1

Read the article below.

### A Big Break

Have you ever had a setback turn into a big break? That's what happened to Fred R. Conrad. Conrad is a photographer. One day, he had several work assignments. First, he had to take a portrait of a chef in Manhattan. And portraits require a lot of heavy equipment. Then he had to travel to Brooklyn to photograph a diner. Both places are in New York, so he got around by taking the subway. That's when he had some bad luck. The train he boarded didn't go to Brooklyn. He got as far as the tip of Manhattan before he realized his mistake. Then he had to go back to get on another train while lugging all of his heavy photographic equipment. As he sat in the

station waiting for the correct train, now late and frustrated, he saw a wonderful sight.

Across the platform from him, waiting for a train going in the other direction, sat a man completely surrounded by balloons. Conrad couldn't even see the man, only dozens of brightly colored balloons. Fortunately, he had everything he needed to take a great photo. So he did. The photo was so good that it was published in the *New York Times* the very next day. Then the *Times* covered the story of the picture. It turned out to be the best thing that ever happened to him. Of course, making the decision to take the picture had its downside—Conrad missed his train!

Mark the statements T (true) or F (false).

- \_\_\_\_\_ 1. Conrad is a chef.
- \_\_\_\_\_ 2. You need more equipment to make a photographic portrait than you do for other kinds of photos.
- \_\_\_\_\_ 3. Conrad had to travel from Brooklyn to Manhattan.
- \_\_\_\_\_ 4. He ended up on the wrong subway.
- \_\_\_\_\_ 5. He had to go back to another station.
- \_\_\_\_\_ 6. He saw a man delivering dozens of flowers.
- \_\_\_\_\_ 7. The picture he took was published in the *Washington Post*.
- \_\_\_\_\_ 8. He missed the train he was supposed to take.

**PAIR WORK** Discuss the questions.

- 1. Do stories like this one often get in the news? Why or why not?
  - 2. Do you think people make their own luck?
- Have you ever been in the right place at the right time? What happened?

## Part 2

Write an article about a story you know when someone had a big break.

## Part 3

Exchange your article with a classmate. Are there any similarities?



## Part 1

Match the words on the left with their meanings on the right.

- |                    |   |
|--------------------|---|
| 1. <b>injure</b>   | a. to change or be affected by something                          |
| 2. <b>pass out</b> | b. to give information to someone                                 |
| 3. <b>react</b>    | c. a person who sees something happen                             |
| 4. <b>respond</b>  | d. to hurt something  |
| 5. <b>report</b>   | e. to do or say something because something else first happened   |
| 6. <b>witness</b>  | f. to not be awake so you don't know what is happening around you |

## Part 2

Write the **bold** words from Part 1 to complete the dialogue. You may have to change the forms of the words. In class, practice the conversation with a partner.

A: Hey, did you hear about the man who was saved by a bear?

B: No. What happened?

A: He was out in the woods when a wolf attacked him. Before he could \_\_\_\_\_ the wolf bit him. (1)

B: Oh, no! So what did he do?

A: Well, he doesn't really remember anything else. He must have \_\_\_\_\_ (2)

B: Because he was \_\_\_\_\_ (3)

A: Yeah, probably. I mean, the wolf attacked him!

B: Poor guy!

A: Anyway, a woman was hiking nearby. She \_\_\_\_\_ to the man's screams for help. (4)

B: You mean she ran over to the man, even though the wolf was there?

A: Yeah. She said a big bear came up at the same time the wolf was biting the man. The bear scared the wolf away and then walked away, as if nothing had happened.

B: So the woman was a \_\_\_\_\_ to everything? That's amazing. (5)

A: She's the one who \_\_\_\_\_ everything to the newspaper. She's almost as famous as the man after what happened. (6)



# Lesson 2: Reading & Writing

PEOPLE

## Part 1

Read the article below.



### The Bystander Effect

Did you ever hear the story of Kitty Genovese? It became famous overnight. She was a young woman who lived in a big city—New York City. One night she was attacked. According to the story, 38 people heard her screaming, but no one responded and no one reported it to the police.

This terrible incident led psychologists to study the “bystander effect.” Bystanders witness events, but they are not involved. They stand by while something happens. So why don’t people help? Psychologists wanted to learn more about why people decide to help or why they just watch and do nothing. They have learned that there are a number of factors determining whether we will help or not.

First, is it an emergency? People are more likely to react in a helpful way when the situation is life threatening. Second, how many people are around? The more people there are, the less responsibility each person has. If a bystander is alone, he or she is more likely to help than if something happens in a crowded place. Third, where does it happen? People are less likely to help in cities and more likely to help in small towns where people probably know each other. And finally, a related factor: how connected or similar are the people involved? If witnesses feel that the person in danger is somehow like them, they are much more likely to take action.

Complete the sentences with words from the article.

1. Kitty Genovese was attacked in \_\_\_\_\_.
2. \_\_\_\_\_ people heard the attack.
3. Bystanders are people who \_\_\_\_\_ events but are not involved.
4. People are more likely to help when the situation is \_\_\_\_\_.
5. The more people who witness an incident, the less \_\_\_\_\_ each person has to do something.
6. Bystanders are more likely to help in \_\_\_\_\_ than in \_\_\_\_\_.
7. If a witness is similar to a person in trouble, then he or she is more likely to \_\_\_\_\_.

**PAIR WORK** Discuss the questions.

1. What incidents do you know about where bystanders did not help?
2. What do you think are the most important reasons why people do not help?
3. What most influences you to take action to help someone else?

## Part 2

Think about an event in the news or in your personal experience when someone did or did not get needed help. Write a description of what happened.

## Part 3

Exchange your descriptions with a classmate. What parts of the story agree with the research? Was anything surprising?

# Lesson 3: Vocabulary

PEOPLE



## Part 1

Match the words on the left with their definitions on the right.

- |                     |  |
|---------------------|--|
| 1. <b>arrogant</b>  | a. to pretend like you don't see or hear someone or something                      |
| 2. <b>chew</b>      | b. to put something in one place for a period of time                              |
| 3. <b>etiquette</b> | c. to start talking while someone else is talking                                  |
| 4. <b>ignore</b>    | d. not polite  |
| 5. <b>interrupt</b> | e. the rules about what is good and bad behavior                                   |
| 6. <b>leave</b>     | f. to look at someone or something for a long time, often with your eyes wide open |
| 7. <b>rude</b>      | g. believing you are better than other people                                      |
| 8. <b>stare</b>     | h. to make food smaller as you eat it  |

## Part 2

Use the **bold** words from Part 1 to complete each sentence. You may have to change the forms of the words.

1. I hate it when people \_\_\_\_\_ me when I'm speaking.
2. I can't stand it when people pretend like I'm not even there, just \_\_\_\_\_ me.
3. It bugs me when people \_\_\_\_\_ dirty dishes in the sink.
4. It gets on my nerves when people \_\_\_\_\_ with their mouths open.
5. It bugs me that he is always so \_\_\_\_\_. He doesn't seem to even know that he is being impolite.
6. I can't stand it when my sister just \_\_\_\_\_ at me blankly rather than answering my questions.
7. He is so \_\_\_\_\_. He always thinks he's right and everyone else is wrong. That really gets on my nerves!
8. Most people don't have good manners anymore. They all need to go to \_\_\_\_\_ school!

## Part 3

What things bother you? Use the **bold** words from Part 1 to rank them from 1 (most annoying) to 8 (least annoying). In class, compare your ideas in small groups. Sympathize with your partners as they talk about what bothers them.

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |



# Lesson 3: Reading & Writing

PEOPLE

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## Part 1

Read the blog below.

### Pete's Pet Peeves

#### Service these days

It seems that our economy is becoming one that is more information and service based. If that is the case, we should really be emphasizing good service when we train employees. Here are my suggestions:

1. **Remember the customer.** I can't stand it when I am in a store or a restaurant and the clerk or server ignores me. I can understand if the place is very busy, but if there are only a few customers, our needs come first. Save your conversations with co-workers until your break.
2. **Be courteous.** Another thing that gets on my nerves is poor etiquette. A customer service representative should not be eating, drinking, or chewing gum when talking to me. He or she should greet me respectfully, and thank me for my business. Some service professionals think it is okay to be rude.
3. **Know your stuff.** Even if you work in a coffee shop, you need to be informed. You should know what the business sells, whether it is coffee beans, sushi, cars, or shoes. It bugs me when I ask a server what is in a particular dish on the menu and he or she has no idea. I am not being arrogant when I tell you that I can tell the difference between Brazilian coffee and Kenyan coffee. Please do me the courtesy of answering my questions.

Write the number of the suggestion after each detail.

- |  |                                   |
|--|-----------------------------------|
| 1. the difference between coffee beans _____ | 5. say thank you _____            |
| 2. chewing gum _____                         | 6. the customer comes first _____ |
| 3. be informed _____                         | 7. answer questions _____         |
| 4. conversations with co-workers _____       | 8. poor etiquette _____           |

#### PAIR WORK DISCUSS THE QUESTIONS.

1. Which suggestion do you think is the most important? Why?
2. What can you tell about the writer from his suggestions?
3. What kind of problems have you had with people in the service industry? How do you think the problems can be avoided?

## Part 2

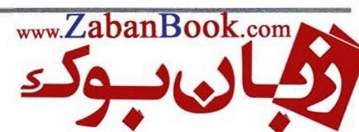
Write about one of your pet peeves with service people. Give suggestions.

## Part 3

Exchange your writing with a classmate. Did you write about the same problems? What is similar and what is different?

# Lesson 4: Vocabulary

PEOPLE



## Part 1

Unscramble the words below to match the correct words in the box.

awkward    confront    hang out with    keeps    pushy    put up with    resent

1. suyhp \_\_\_\_\_
2. fonroctn \_\_\_\_\_
3. epsek \_\_\_\_\_
4. utp pu ihtw \_\_\_\_\_
5. sernet \_\_\_\_\_
6. angh otu iwht \_\_\_\_\_
7. waradwk \_\_\_\_\_

## Part 2

Write the words from Part 1 and your own advice to complete the conversations. You may have to change the forms of the words in Part 1. In class, practice the conversations with a partner.

1. A: My friend \_\_\_\_\_ lying about me. It never seems to stop.  
B: Have you thought about \_\_\_\_\_ her? Maybe you could talk to her sometime when it's just the two of you.  
A: Hm, I'm not really sure that would work. She's really \_\_\_\_\_ and likes to be in control.  
B: Well, have you tried \_\_\_\_\_ ?  
A: That's not a bad idea. Thanks.
2. A: I don't know what to do. I told my friend a big secret, but she told everyone.  
B: It must have been really \_\_\_\_\_ the next time you saw her.  
A: Yeah, it was. And after that I really \_\_\_\_\_ her for betraying me.  
B: Did you ever tell her? You might want to think about talking to her about it.  
A: I can't talk with her about it right now because she isn't \_\_\_\_\_ me these days.  
B: Well, then you might want to consider \_\_\_\_\_ .  
A: That's worth thinking about. Thanks.
3. A: I don't know how you \_\_\_\_\_ your sister. She's so controlling.  
B: I know, but I don't know what to do.  
A: You might want to consider talking with her about it.  
B: Do you really think that's a good idea? She might get even worse!  
A: You're right. Well, another idea is \_\_\_\_\_ .  
B: That might work. I'll give it a try.



# Lesson 4: Reading & Writing

PEOPLE

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## Part 1

Read the letters below.

### Is this friendship toxic?

Dear Smartypants,

I have just about had it with one of my friends; let's call her Queen Bee. I have known Bee since we were little girls. When we got to high school, she began to change. She became very popular because she is pretty and outgoing. However, I am not as successful socially. I feel awkward in large groups of people. Because of this, Bee doesn't hang out with me as much as she used to. She spends most of her time with the other cool kids. She used to be really nice, but now she is unkind to the less popular kids, and that sometimes includes me. I'd like to talk to her about our friendship, but I don't want to be pushy. I'm starting to resent her.

*Discouraged*

Dear Discouraged,

Friendships can change over time. It is not uncommon for people to find new social circles when they move on to high school or college, or even when they are out in the professional world. For friendships to last, the people involved must work at it. You say you don't want to be pushy, but have you tried confronting Bee? You don't have to be angry or unkind, just tell her how you feel. Her reaction can show you a lot about what kind of friend she is. If she takes your concerns seriously and makes more of an effort, she may be a friend to keep. However, you don't have to put up with Bee just because you were friends long ago. If she reacts negatively, you might want to consider finding some better friends.

*Smartypants*

Answer the questions.

1. Who is Discouraged having a problem with? \_\_\_\_\_
2. How long have they known each other? \_\_\_\_\_
3. Why is Bee popular? \_\_\_\_\_
4. Who does Bee spend time with? \_\_\_\_\_
5. How has Bee changed? \_\_\_\_\_
6. What does Smartypants suggest? \_\_\_\_\_
7. What should Discouraged do if Bee reacts negatively? \_\_\_\_\_

**PAIR WORK** Discuss the questions.

1. Do you think the writer describes a common problem? Why or why not?
2. Which girl would you rather be friends with? Why?
3. Have you ever had a similar problem with a friend? What happened?

## Part 2

Write a letter about a problem you have had with a friend. Ask for suggestions.

## Part 3

Exchange letters with a classmate. Write a response and make suggestions.

# Lessons 1-4: Video Cloze

PEOPLE

Watch *The New Roommate* and fill in the blanks.

**Maria:** Hi...Kate, right? I'm Maria.

**Kate:** Nice to meet you in person.

**Maria:** Come on in...take a look around.

**Kate:** Wow, this place is really nice! Big, and light... and so neat!

**Maria:** Yeah, I'm kind of a neatnik.

**Kate:** Oh, I know what you mean. I'm totally the same way.

**Maria:** Really?

**Kate:** Yeah, I \_\_\_\_\_ when people \_\_\_\_\_ their stuff all over the place, or, you know, leave dirty dishes in the sink.

**Maria:** That's great to hear! So, have a seat. Can I get you anything to drink?

**Kate:** Oh, no thanks. I stopped for coffee on the way here. So, how long have you been looking for a new roommate?

**Maria:** Oh, for a couple of weeks or so. I've talked to about five people, but no one has seemed quite right. So, in your profile you said you're new to the city, right?

**Kate:** Yeah, I lost my job a few months ago. I couldn't find another job near where I lived, so I \_\_\_\_\_ in a different city. At first I was pretty upset about losing my job, but then I \_\_\_\_\_

\_\_\_\_\_ was one of the biggest challenges I've ever faced, but it turned out to be the best thing that ever happened to me.

**Maria:** Well that's great! I'm still looking for a job. I'm not really sure what I want to do...

**Kate:** I'm sure you'll figure it out.

**Maria:** Yeah. I hope so. So, did you live with roommates before, or your parents, or...

**Kate:** Yeah, I lived with a couple of roommates. I got along great with one of them. But the other...well... she was basically a nice person, but we were just really different.

**Maria:** Oh? In what way?

**Kate:** Well, like I said, I'm really neat, and she was pretty messy. And she was noisy—you know, she was always watching TV and talking on the phone and having her friends over. She just \_\_\_\_\_

**Maria:** Oh, no! I can't stand messy people. Did you hear about the woman who sued her roommate?

**Kate:** No. What happened?

**Maria:** Apparently, the woman had asked her roommate to clean up. She never did. The house got so messy that the woman sued her roommate.

**Kate:** What a nightmare!

**Maria:** Yeah, I \_\_\_\_\_. I'm lucky... my old roommate was wonderful. The only thing that \_\_\_\_\_ about her was that she was always late.

**Kate:** Oh, I \_\_\_\_\_ when people are late! I always try to be on time. A lot of times I arrive at places early, actually.

**Maria:** So, it sounds like we're the perfect match! When can you move in?

[Later that day...]

**Maria:** Okay, so Tom, \_\_\_\_\_

**Tom:** What happened?

**Maria:** Well I just got home, and Kate's not here, and...well, just take a look at this.

**Tom:** Wow. Oh, no.

**Maria:** Yeah! Kate said she was really neat! What am I going to do?

**Tom:** Well, uh, \_\_\_\_\_ the direct approach. You know, just \_\_\_\_\_ her about it when she gets home.

**Maria:** I don't know... Do you \_\_\_\_\_ I mean, she just moved in. I'm not sure how she'd \_\_\_\_\_ it could be pretty \_\_\_\_\_



## Present perfect

**The present perfect is used with actions that happened sometime before now, at an unspecified time. The exact time when the action happened is not important.**

I **have been** to Spain.

Jake **has heard** that story before.

Marta **has had** a tough time recently.

**To make questions with the present perfect, we change the order of the subject and verb. Questions do not refer to a specific completed time.**

Statement: You **have spoken** to her about the problem.

Question: **Have** you **spoken** to her about the problem?

Have you spoken to her **since** yesterday?

**Since** shows that the time is still ongoing (not complete).

**The present perfect is also used to describe or ask about experiences. The experiences described are not specific in time.**

You **have told** me this story before. (at some time in the past)

## Part 1

Complete the sentences with the present perfect form of the verbs in parentheses.

- Greta isn't happy. In fact, she has complained to the manager a few times. (complain)
- A: Bernard has a new job. B: Yes, he \_\_\_\_\_ some big changes recently. (make)
- A: Do you speak Spanish? B: Yes. In fact, I \_\_\_\_\_ Spanish lessons. (take)
- A: Your friend keeps asking me for money! B: I \_\_\_\_\_ telling her to stop. (try)
- A: Where's Jamie? B: We don't know. We \_\_\_\_\_ him since yesterday. (not/see)
- I don't know that story. I \_\_\_\_\_ it before. (hear/never)

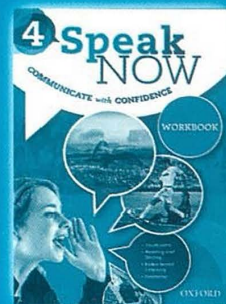
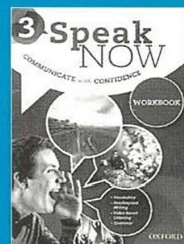
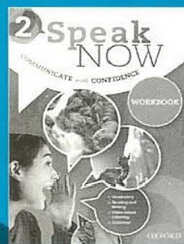
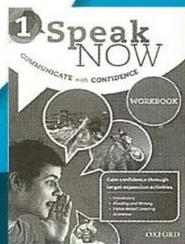
## Part 2

Use the prompts to make present perfect questions.

- you / make a decision / about your roommate Have you made a decision about your roommate?
- Rachel / consider / texting her friend \_\_\_\_\_?
- James / speak / to the manager \_\_\_\_\_?
- Alisha / find / a new place to live \_\_\_\_\_?
- you / confront / your neighbors yet \_\_\_\_\_?
- you / try / telling Ana about the problem \_\_\_\_\_?

# Speak NOW

COMMUNICATE with CONFIDENCE



“Time spent on speaking tasks is the single most important factor in developing confident and fluent speaking.”

– Jack C. Richards

## All-skills expansion

- Review vocabulary from the Student Book
- Extend speaking practice outside of class
- Build language skills with reading and writing activities
- Enhance accuracy with grammar practice
- Expand listening skills with additional video activities

## COMPONENTS

- Student Book with Online Practice
- Workbook
- Audio Download through Oxford Learn
- Teacher's Book with Testing Program CD-ROM
- iTools Classroom Software with Video and PowerPoint™ presentations
- Class Audio CDs
- DVD

Includes  
**Multi-Skill  
Bonus Pack!**

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