



1

# Speak NOW

COMMUNICATE *with* CONFIDENCE

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# 1

## How are you?

• Greeting people

• Saying goodbye

### 1 | Vocabulary

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

first name	middle name	last name



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

*Example:*

A: What's your name?

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

### 2 | Conversation

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



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

Steve: **How are you?** Emma: **I'm fine, thank you.** Steve: **Bye.** Emma: **Have a nice day.**



### 3 | Language Booster

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

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

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

*Examples:*

A: Good morning, Young.

B: Have a nice day, Maria.

B: Hi, Maria. How are you?

A: Goodbye, Young.

A: I'm fine, thank you.

### 4 | Listening

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

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

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

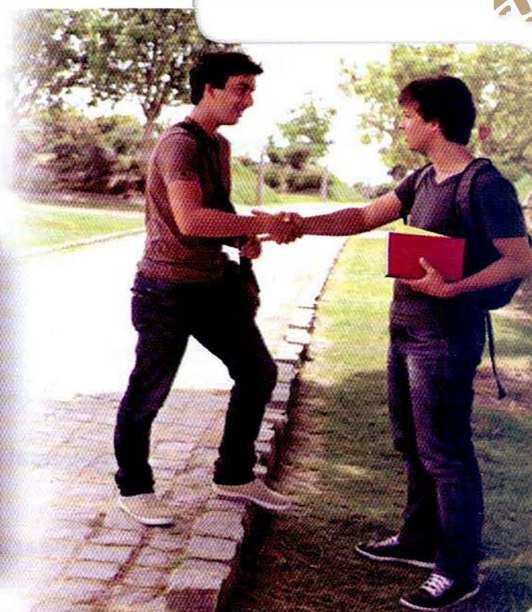
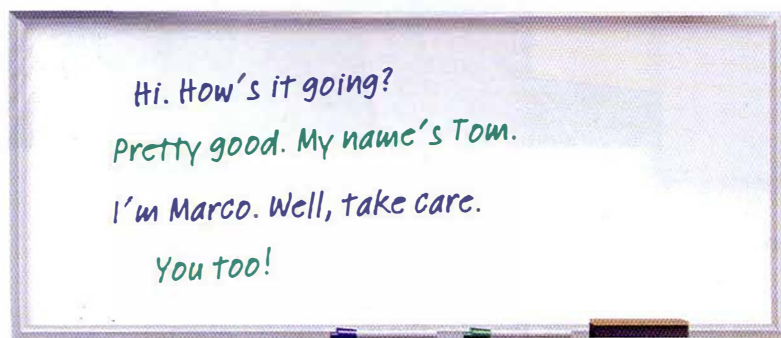
1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_

**C PAIR WORK** Compare your answers with a partner.

ONLINE PRACTICE

### SPEAK with CONFIDENCE

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





## 1 | Vocabulary

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

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

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

*Example:*

A: My math teacher is Mr. Lyons.

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

## 2 | Conversation

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

Jesse: Hey.

Alex: Hi. Are you new to the building?

Jesse: Yes, I just moved in.

Alex: Well, welcome neighbor! **My name is**

Alex. I live in apartment 19.

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

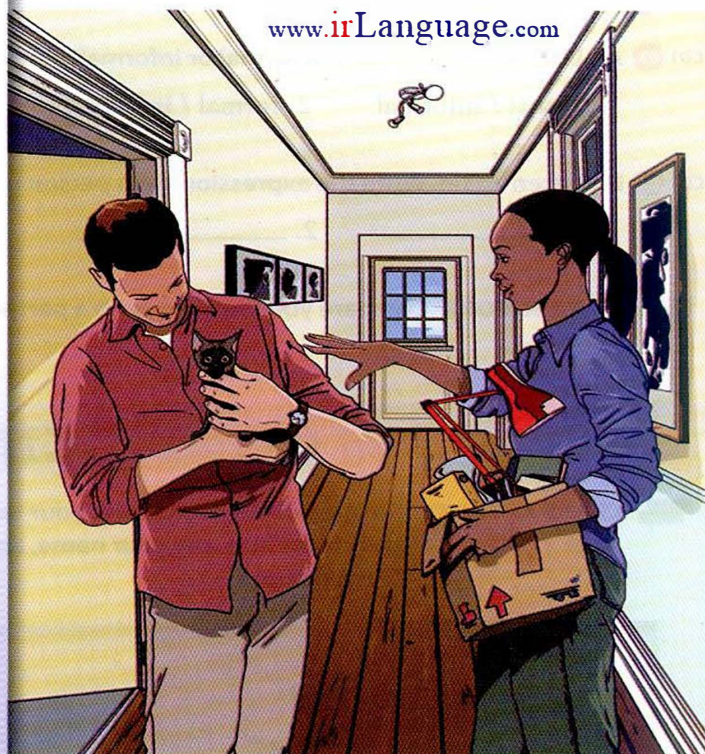
Alex: Oh, **I'd like you to meet** Tizzy.

Jesse: Hi, Tizzy. How old is she?

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

She's very quiet!

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



**B PAIR WORK** Practice the conversation.

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



### 3 | Language Booster

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

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

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

### 4 | Pronunciation Reduction of to

CD1 06 **A** Listen. Notice how *to* is reduced in these sentences.

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

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

ONLINE PRACTICE

## SPEAK with CONFIDENCE

**A** Answer the questions.

What's your first name? \_\_\_\_\_

What's your last name? \_\_\_\_\_

Where are you from? \_\_\_\_\_

Where do you work/study? \_\_\_\_\_

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

*Example:*

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

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

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

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

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

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



# Can you say that again?

• Asking for personal information

• Asking for repetition

## 1 | Vocabulary

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

\_\_\_\_\_ write an e-mail

\_\_\_\_\_ talk on the phone

\_\_\_\_\_ write a letter

\_\_\_\_\_ social network

\_\_\_\_\_ instant message

\_\_\_\_\_ meet in person

\_\_\_\_\_ send a text

\_\_\_\_\_ video chat



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

*Example:*

A: I meet in person.

B: Really? I send texts.

A: I don't send texts.

## 2 | Conversation

CD1 07 **A** Listen. What does Matt need help with? What is Joe's e-mail?



Joe: Hello?

Matt: Hi, Joe!

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

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

Joe: Hi, Matt! What's up?

Matt: Can you help me with my homework?

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

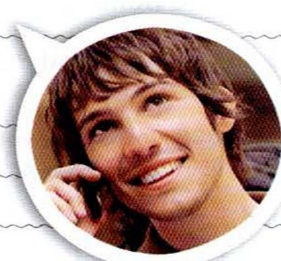
**Can you send me an e-mail?**

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

Joe: It's joe@newmail.com.

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

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



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

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

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



### 3 | Language Booster

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

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

**B PAIR WORK** Take turns asking for personal information. Ask for repetition.

*Example:*

A: Can I have your e-mail address?

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

A: Can you repeat that?

### 4 | Listening

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

a. Delia: \_\_\_\_\_ b. Andy: \_\_\_\_\_

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

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

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

ONLINE PRACTICE

## SPEAK with CONFIDENCE

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

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

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

It's Ali.

Can you repeat that?

Sure. It's A-I-i.

**B CLASS ACTIVITY** Share your list with the class.

## 1 | Vocabulary

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

\_\_\_\_\_ school

\_\_\_\_\_ movies

\_\_\_\_\_ family

\_\_\_\_\_ hobbies

\_\_\_\_\_ music

\_\_\_\_\_ money

\_\_\_\_\_ sports

\_\_\_\_\_ TV shows

**B PAIR WORK** Tell your partner what you and your friends talk about.

*Examples:*

**A:** We talk about movies and music.

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

**B:** My friends and I talk about hobbies.

**A:** We don't talk about sports.

## 2 | Conversation

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

Chris: Hi, Maria.

Maria: Hey, Chris.

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

Maria: Yeah, it's beautiful.

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

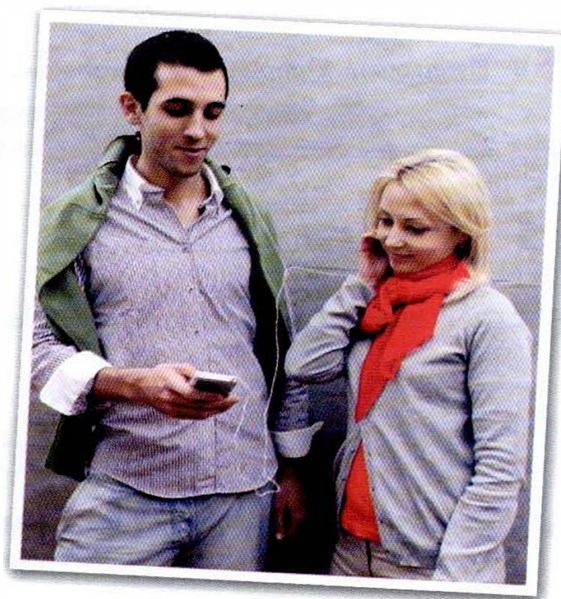
Maria: **They're OK.** It's a busy semester, isn't it?

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

Maria: Me neither. What are you listening to?

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

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



**B PAIR WORK** Practice the conversation.

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



### 3 | Language Booster

**A** Notice the different ways we make small talk.

Making small talk	Responding
It's really nice today, isn't it?	Yeah, it's beautiful.
It's a busy semester, isn't it?	I know. It is.
The weather isn't so great, is it?	No, it's not.
Pretty nice place, huh?	It sure is.
What are you up to these days?	I am really busy these days.
How's your family?	They're OK.

**B PAIR WORK** Practice making small talk and responding. Use the pairs of words below.

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

**Examples:**

A: Beautiful day, isn't it?

B: Yeah, it's really great.

B: Terrible weather, huh?

A: I know. It is.

### 4 | Pronunciation Intonation in tag questions

**CD1 11 A** Listen. Notice how the intonation falls in tag questions when you expect the listener to agree.

1. This pizza isn't very good, is it?
2. Beautiful day, isn't it?
3. This is a really fun party, isn't it?
4. This movie isn't interesting, is it?

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

ONLINE PRACTICE

## SPEAK with CONFIDENCE

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

This is a great birthday party.

It sure is! The music's really great!

Excellent food, isn't it?

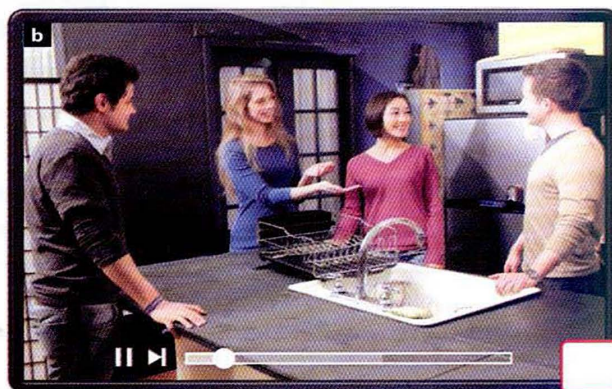
I know. It's delicious.





## 1 | Preview

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



[www.irLanguage.com](http://www.irLanguage.com)

## 2 | Understand

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

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

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

## 3 | Discuss

**GROUP WORK** Answer the questions.

- Do you know your neighbors?
- Do you ever borrow things from people? What do you borrow?
- Do you cook? What do you cook for other people?





# Do you have any brothers?

• Asking about family

• Describing family members

## 1 | Vocabulary

**A** What do we call our family members? Write the letter of the correct definition next to the words.

- |                     |                                   |
|---------------------|-----------------------------------|
| ___ 1. niece        | a. mother and father              |
| ___ 2. aunt         | b. grandmother and grandfather    |
| ___ 3. nephew       | c. father's or mother's sister    |
| ___ 4. grandparents | d. father's or mother's brother   |
| ___ 5. uncle        | e. brother's or sister's son      |
| ___ 6. parents      | f. brother's or sister's daughter |
| ___ 7. cousins      | g. aunt's and uncle's children    |

**B PAIR WORK** Take turns asking and answering the question "How many...do you have?" Use the words above.

*Example:*

A: How many brothers do you have?

B: I have one brother. How many brothers do you have?

A: I don't have any brothers.

## 2 | Conversation

CD1 25 **A** Listen. How many sisters does Teresa have? How old is Teresa's brother?



Nate: Hi, Teresa! Did you get gifts for your family, yet?

Teresa: No. I **have no idea** what to get my sisters.

Nate: How many sisters do you have?

Teresa: I have three sisters.

Nate: **Why don't you get them** key chains?

Teresa: That sounds good. And now something for my brother.

Nate: You have a big family! How old is your brother?

Teresa: He's 12.

Nate: What's **his** name?

Teresa: His name is Sebastian.



**B PAIR WORK** Practice the conversation.

CD1 26 **C** Listen. Write the changes you hear above the bold words. Practice the new conversation.

### 3 | Language Booster

**A** Notice the different ways we ask about and describe family members.

#### Asking about family

Do you have any brothers or sisters/siblings?  
How many brothers and sisters do you have?

Is your cousin single?  
How old are your sisters?  
Do you have any children?

#### Describing family members

No. I'm an only child.  
I have one brother. I don't have any sisters.  
I have two older sisters.  
I have an older sister and a younger sister.  
No, he isn't. He's married.  
One sister is 15 and the other is 24.  
Yes, I have one son and one daughter.

**B PAIR WORK** Take turns asking about and describing your family members.

*Example:*

A: Do you have any brothers or sisters?

B: No, I'm an only child.

### 4 | Pronunciation Final 's sounds

CD1 27 **A** Listen and practice. Notice the final 's sounds.

1. My father's father is my grandfather.
2. My parents' daughter is my sister.
3. My brother's brother is my brother.
4. My cousin's parents are my aunt and uncle.

**B PAIR WORK** Practice the questions below. Pay attention to the final 's sounds. Try to answer them.

1. What family member is your mother's mother's son?
2. What family member is your father's mother's daughter's son's sister?

ONLINE PRACTICE

## SPEAK with CONFIDENCE

**GROUP WORK** Say three things about your family. Take turns asking one follow-up question each.

My brother's name is Juan.

How old is he?

He's 19.

Is he married?

No, he's single.

Does he have a job?

Yes, he does.





- Describing someone's personality
- Comparing personalities

## 1 | Vocabulary

**A** Check (✓) the words that describe you and your best friend.

	You	Best friend
patient		
friendly		
serious		
shy		

	You	Best friend
quiet		
smart		
funny		
confident		

**B PAIR WORK** Tell your partner which two words best describe you and your best friend.

*Example:*

A: I think I'm friendly and confident.

B: My best friend is patient, but shy.

## 2 | Conversation

CD1 28 **A** Listen. How are Lily and her sister similar? How are they different?

Kelly: Is that your sister?

Lily: Yeah, that's Jennifer. She's 15.

Kelly: Is she like you?

Lily: Yes, in some ways. She's very funny.

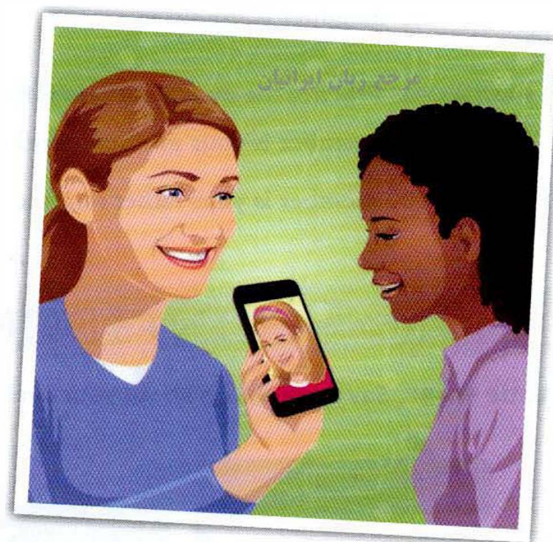
**And she's friendly, like me.**

Kelly: **That's good.**

Lily: But we're really different in some ways.

Kelly: **How are you different?**

Lily: Well, she's very patient. **I'm not patient at all.**



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

Lily: **And we're both friendly.** Kelly: **That's nice to hear.**

Kelly: **Like how?** Lily: **I'm very impatient.**

### 3 | Language Booster

**A** Notice the different ways we describe and compare people's personalities.

Describing someone's personality		Comparing personalities
My sister is	friendly.	She's very friendly, like me.
She is very	shy.	We're both shy.
She's really	serious.	She's serious, but I'm not.
She isn't very	patient.	I'm very patient. She isn't patient at all.

**B PAIR WORK** Take turns describing and comparing personalities of people you know. Use the ideas below.

a little shy    funny and confident    quiet and serious    not patient at all

*Example:*

A: My cousin Adam is a little shy sometimes.

B: So are you!

### 4 | Listening

**A PAIR WORK** Are these personalities positive or negative? Write **P** (positive) or **N** (negative).

\_\_\_ 1. calm    \_\_\_ 2. creative    \_\_\_ 3. forgetful    \_\_\_ 4. generous    \_\_\_ 5. strict

**CD1 29 B** Listen. Mick and Katy are talking about the people below. Check (✓) the words that describe the person's personality. Then compare your answers with a partner.

- |               |                                   |                                    |                                   |                                   |
|---------------|-----------------------------------|------------------------------------|-----------------------------------|-----------------------------------|
| 1. Mr. Lewis: | <input type="checkbox"/> serious  | <input type="checkbox"/> strict    | <input type="checkbox"/> friendly | <input type="checkbox"/> patient  |
| 2. Vanessa:   | <input type="checkbox"/> friendly | <input type="checkbox"/> smart     | <input type="checkbox"/> shy      | <input type="checkbox"/> quiet    |
| 3. Joey:      | <input type="checkbox"/> calm     | <input type="checkbox"/> forgetful | <input type="checkbox"/> funny    | <input type="checkbox"/> creative |

ONLINE PRACTICE

### SPEAK with CONFIDENCE

**A** What kind of personalities do you think these people need? Write two words for each person.

Personalities		
a babysitter		
a parent		
a best friend		
a teacher		

A babysitter needs to be friendly and patient.

I agree. But a babysitter also needs to be strict.

**B PAIR WORK** Compare your answers with a partner.