

English Now!

Listening and Speaking in *Everyday Life*

2

- ENJOY learning!
- EMPLOY new language!
- EMPOWER your English!



+



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NTV

Công ty TNHH
Nhân Trí Việt



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

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LISTENING	GRAMMAR	SPEAKING	PRONUNCIATION
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<ul style="list-style-type: none"> ♦ Checking in and reserving a seat ♦ Identifying information on your boarding pass ♦ Listening to boarding announcements 	<ul style="list-style-type: none"> ♦ Too ... to; so ... that 	<ul style="list-style-type: none"> ♦ Checking in ♦ Asking and answering questions at immigration 	<ul style="list-style-type: none"> ♦ Introduction to intonation

Introduction

What is *English Now*?

English Now! is a listening and speaking book designed to introduce students to the basics of English conversation. The exercises in this book have been created to help students gain confidence and understanding in the aspects of English that are crucial for interacting with native speakers.

How will *English Now!* develop your English?

- *English Now!* makes sure that you will feel comfortable interacting with native speakers on a day-to-day basis by using real-life situations and scenarios.
- Tons of useful new vocabulary is made easy to learn with vivid, illustrative pictures.
- Grammar is presented clearly and simply, with plenty of examples.
- Lots of spoken grammar practice means that you will learn to convey information accurately and avoid misunderstandings in real-life conversations.
- Tasks which require listening for main ideas as well as supporting details and other specific information will develop your ability to understand not only the bare bones of a conversation but the broader, contextual meanings as well.
- Exercises that require listening for key phrases and textual details will build your knowledge of English and trigger further language development.
- You will become adept at using the language acquired in the vocabulary, listening, and grammar sections by participating in topic-related speaking exercises.

- The easy-to-follow models and supportive speech frameworks will allow you to speak creatively without feeling pressured.
- You will gain plenty of experience speaking to others through the book's many paired activities and group-work exercises.
- Plentiful pictures and suggested topics make sure that there will never be a shortage of things to talk about.
- The thorough phonic section will familiarize you with the basic sounds of English, give you plenty of opportunities to practice different sounds, and get you sounding more like a native speaker.

How is *English Now!* organized?

- *English Now!* has 16 units.
- Each unit is divided into 6 parts.

Each unit consists of:

- I. **Topic Preview** introduces you to the topic via short sample dialogues.
- II. **Vocabulary and Phrases** provides you with the tools you need to listen and speak effectively.
- III. **Now, Time to Listen!** develops your listening skills with a variety of dialogues, monologues, and listening exercises.
- IV. **Now, Grammar Time!** formally introduces the grammar encountered in parts I, II, and III and gives you a chance to practice it.
- V. **Now, Time to Speak!** provides speaking activities for both groups and pairs based on the unit topic.
- VI. **Now, Time to Pronounce!** introduces several sounds and offers exercises to help you produce and recognize them.

How to teach *English Now!*

- Start each unit with the Topic Preview. Model and practice the dialogues and familiarize students with the situations. Use this section to generate ideas about the topic and assess any areas of potential difficulty.
- Introduce the new vocabulary for the unit. Then look at the Sentence Patterns section. Have students use the new vocabulary in these sentence patterns. This will familiarize students with the new vocabulary items and the types of sentences in which they can be used.
- Before you begin each listening exercise, ask your students to predict what kind of vocabulary and phrases they're likely to hear. This will give them an idea of what they should be listening for.
- After finishing the listening component, encourage your students to listen to one (or more) of the dialogues again very carefully. Tell them to remember as much of it as they can, and then have them practice it with a partner. This will give them good practice for the speaking section and help them to remember common sentence structures and conversation patterns.
- Having encountered the grammar in the listening section, students should already have some idea of how to use the grammatical structures introduced in the unit. Have them read the sample sentences and try to come up with their own examples. Remember to check for understanding often by asking them relevant questions.

- Many of the grammar exercises are speaking exercises to be done in pairs. In order to encourage speaking, don't correct the students as they speak. Rather, if you hear a mistake being made, note it down and stop the exercise after a few minutes. Go over the mistakes as a class, correcting any misunderstandings. Then begin the exercise again, making sure they are using the grammar correctly this time.
- The speaking section of these books attempts to make speaking as stress free as possible by providing plenty of structure and support for the students. If you feel they are ready for freer practice, encourage them to create their own dialogues based on the situations in the Topic Preview or any of the numerous pictures in the book.
- During the phonic section, allow the students to first listen to the sounds as spoken on the CD. Then listen a second time and repeat the words after the speaker. When you feel they're ready, test the students individually.
- Encourage the students to pronounce words as naturally as possible and not to put any undue emphasis or stress on a particular sound.



Talking About
the Past

I.

Topic Preview

001

1 Talking about yourself when you were little

This is me when I was a baby.



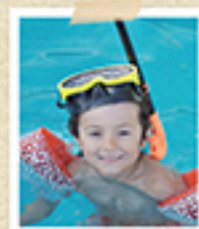
You were so cute.

Look! I had blond hair back then.

2 Talking about childhood experiences



I went to Disneyland when I was seven.



When I was seven, I learned how to swim.



3 Talking about history



This is Henry VIII.



Who was he?



He was King of England.



When was he king?



He was king from 1509 to 1547.

4 Talking about your vacation

Where did you go on your vacation?
Did you do anything fun?I went to Malaysia.
I rode an elephant!

5 Talking about your weekend



What did you do on Saturday night?



I just stayed home and watched a movie.



On Sunday I played soccer with my friends.



I made dinner for my boyfriend.



writer



actor



leader/politician



musician



philosopher



queen king



athlete



soldier/warrior



artist



scientist



go bungee jumping



go sightseeing



sunbathe



go diving



buy souvenirs

Sentence Patterns

003

Some expressions that you can use when talking about the past:

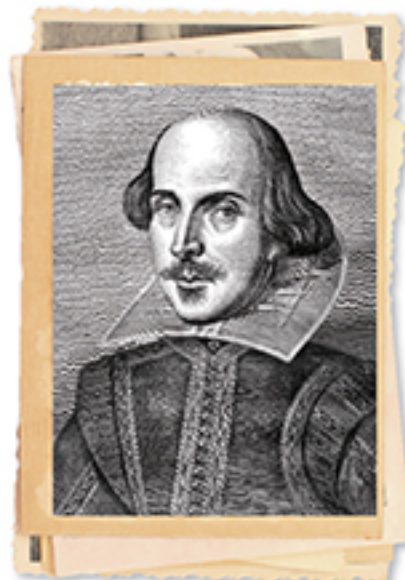
- I stayed at home and watched TV yesterday/last night/last week.
- I went to Malaysia last summer/two weeks ago/five years ago/ten years ago.
- He lived over 100 years ago/2,000 years ago.
- I learned how to swim when I was four/seven/ten.
- I graduated in 2007/1975.





Now, Time to Listen!

Look at the four famous people below. Do you know who they are? If not, ask your teacher. When you know who they are, complete Exercise 1.



William Shakespeare



Abraham Lincoln



Confucius



Michael Jackson

- 1 Peter and Janet are playing a guessing game. Listen to their conversation and guess the person they're describing. Write the person's name in the space given.



1 Person A

2 Person B

3 Person C

- 2 Listen to Angela and Paul talk about their weekend. Then check ☒ the correct box.

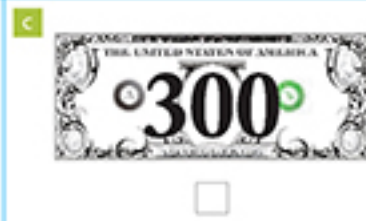


A

1 Paul bought ...



2 Paul spent ...



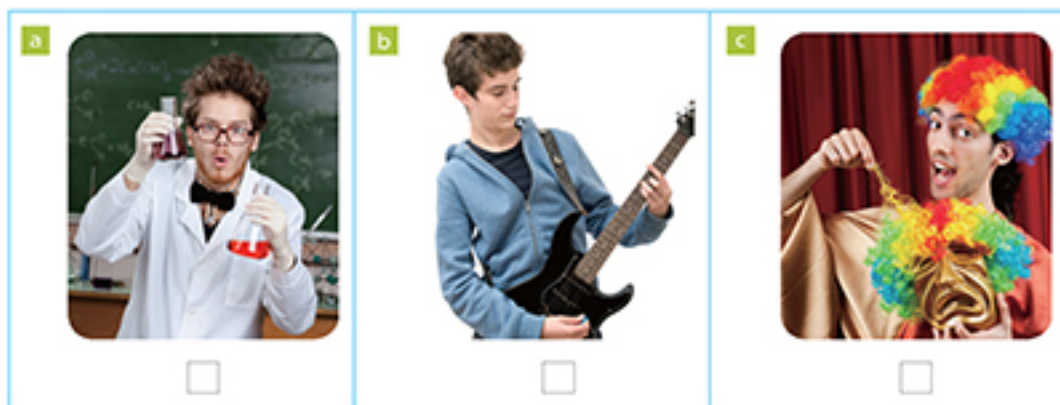
006 Now, listen to the second part of the dialogue.

B

3 On Saturday, Angela went to a ...



4 Angela met Dan, who is a/an ...



5 Angela and Dan did NOT talk about ...



3 Listen to the following people talk about their childhoods. Then match the names to the correct pictures and time expressions. The first one has been done for you.

007

1 James

2 Laura

3 Maurice

4 Sarah

5 Robert



1

when he/she
was five

2

in 1987

3

in 1996

4

when he/she
was 10

5

when he/she
was 15

IV. Now, Grammar Time!

The Simple Past Tense Regular and Irregular Verbs

	"Be"	Regular Verbs	Irregular Verbs
Affirmative Statements	I was thin when I was a child. You were a very happy baby.	I watched TV last night.	I went sightseeing in Paris last year. (<i>go</i>)
Negative Statements	She wasn't a musician. (She was a writer.)	He didn't study English at school.	He didn't read any books last month.
Yes/No Questions	Was it sunny in England last week? Yes, it was . / No, it wasn't .	Did it rain last Monday? Yes, it did . / No, it didn't .	Did we beat the Korean basketball team? Yes, we did . / No, we didn't .
WH-Questions	Why were they late to the party? They missed the bus.	When did they arrive at the restaurant? They arrived at 7 o'clock.	Who did you speak to on the phone last night? I spoke to Jim.

- 4 Write the simple past forms of the following regular and irregular verbs. You may need to check a dictionary for the correct spellings.

Regular Verbs: Rules for Verb Endings

walk	+ed	walk ed
study	y+ied	stud ied
play	+ed	play ed
lie	+d	li ed
stop	+_ed	stop ped



Regular Verbs



- 1 jump _____
- 2 clean _____
- 3 hike _____
- 4 sunbathe _____
- 5 visit _____
- 6 rest _____

Irregular Verbs



- 1 buy _____
- 2 go _____
- 3 drink _____
- 4 see _____
- 5 meet _____
- 6 swim _____

- 5 Look at Drew and Lena's holiday photos. Write what they did on each day. You can use some of the verbs from Exercise 4 to help you. The first sentence has been completed for you.

Day 1



drink cocktails

Day 2



go hiking

Day 3



go diving in the ocean

Day 4



go shopping

Day 5



rest on the beach

1 On day one, Lena and Drew drank cocktails.

2 On day two, _____.

3 On day three, _____.

4 On day four, _____.

5 On day five, _____.

- 6 Pair work! Imagine you went on an amazing vacation last summer. Write what you did each day in the chart. Then tell your classmate about what you did.

Day 1	Day 2	Day 3	Day 4	Day 5
I went ...	I had / ate ...			

- 7 Choose a famous person from history who you know something about. Your classmate must try to guess who he/she is in fewer than 10 questions. Use WH-QUESTIONS and YES/NO QUESTIONS.

First, listen and practice the dialogue as an example.

- A OK. I'm ready.
 B First question: Was this person a man?
 A Yes, he was.
 B Did he play sports?
 A No, he didn't.
 B OK. What did he do?
 A He was an artist, but he also invented many things.
 B Hmm. Did he come from Italy?
 A Yes, he did.
 B Did he paint the *Mona Lisa*?
 A Yes, he did.
 B Is it Leonardo da Vinci?
 A Yes, it is!



- 8 Listen to the dialogue and practice it with your partner.

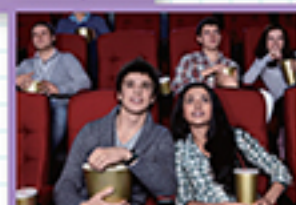
- 009 Mike Where did you go last night?
 Tina I went to a friend's birthday party. Why?
 Mike I called your house, but you weren't home. Was it fun?
 Tina Yes, it was great. Did you do anything exciting last night?
 Mike Not really. I just made dinner and read a book.



a concert



an amusement park



a movie

Now, role-play with your classmate.

- A Where did you go _____?
 B I went to _____. Why?
 A I called your house, but you weren't home. Was it fun?
 B Yes/No, it was _____. Did you do anything exciting _____?
 A Not really. / Yeah. I _____.

VI. Now, Time to Pronounce!

Verbs Ending with "ed"

[d]

[t]

[ɪd]

9 Listen and repeat these past tense verbs.

010

[d]

tried glued called lied cried played

[t]

liked hoped laughed asked coached dressed

011

Listen and circle the words with the [d] sound.

1 allowed 2 washed 3 begged 4 buried 5 jumped 6 cooked

012

Now, listen and circle the words with the [t] sound.

1 braked 2 beamed 3 chewed 4 confused 5 watched 6 forced

10 Some past tense verbs have an extra syllable. This is pronounced [ɪd]. Listen and repeat.

013

[ɪd]

wanted faded dusted alerted avoided melted

11 Listen to the words. Then write the correct phonetic symbol—[t], [d], or [ɪd]—

014

underneath each word.

1 attached
[t]

2 managed

3 amended

4 licked

5 killed

6 ended

7 amused

8 argued

9 added

10 missed

Talking About Likes and Dislikes



Topic Preview

015

1 Discussing food in a restaurant



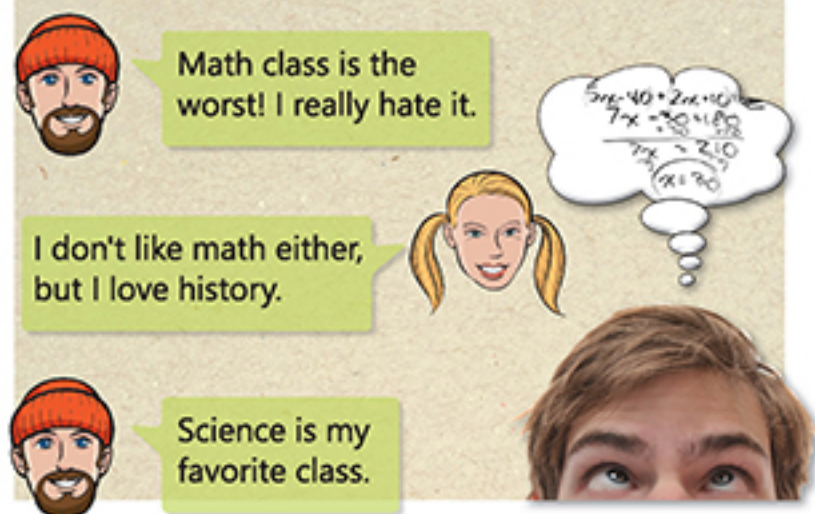
2 Expressing dislike



3 Asking someone's opinion about clothes



4 Talking about subjects at school



5 Discussing movies

