

English Now!

Listening and Speaking in *Everyday Life*

3

• ENJOY learning!

• EMPLOY new language!

• EMPOWER your English!



+ MP3

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NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

CONTENTS MAP

UNIT	FUNCTION	VOCABULARY
page_ 08 1 Talking About Learning Experiences 	- Discussing what you have and haven't studied in the past - Discussing what you've learned so far on a course - Expressing length of study up to the present - Expressing accomplishments over time - Discussing difficulties and challenges	- Courses - Skills - Mistakes
page_ 16 2 Recalling Past Events 	- Recalling changes up to a time in the past - Talking about your preparations for an event - Providing explanations for past behavior - Recalling a series of events leading up to a result	Past participles of irregular verbs
page_ 24 3 Talking About Life Changes and Memories 	- Talking about your childhood memories and habits - Talking about how your life has changed since childhood or a specific event - Discussing changes in your personality, preferences, or habits	- Childhood activities and habits - Significant or life-changing events
page_ 32 4 Chatting and Telling Personal Stories 	- Sharing personal stories or news with a group - Joining an existing conversation - Maintaining and ending conversations - Reacting to what someone has said	- Joining a conversation and getting up to speed - Showing you follow - Expressing interest, surprise, or disbelief - Ending and starting your turn - Continuing a conversation
page_ 40 5 Having an Argument 	- Complaining about someone's behavior - Defending yourself against an accusation - Passing the blame - Ending an argument	- Common accusations - Complaining and passing the blame - Defending yourself and ending the argument
page_ 48 6 Talking About Regrets 	- Regretting bad decisions - Regretting past behavior - Regretting unperformed actions - Talking about how things could have been different	Regrettable and preferable actions
page_ 56 7 Relationships 	- Talking about what relationships need to thrive - Discussing the qualities of a good relationship - Talking about your circle of friends - Discussing compatibility	- Things you should/shouldn't do in a good relationship - Qualities needed for a good relationship - Types of relationships
page_ 64 8 Learning How to Balance Your Budget 	- Balancing your income and your outgoings - Saving money	- Ways to make extra income - Expenses and bills

LISTENING	GRAMMAR	SPEAKING	PRONUNCIATION
- Listening to people's learning experiences - Identifying difficulties, challenges, and mistakes - Assessing improvements over time	The present perfect tense	- Talking about your own language-learning experiences - Asking and answering questions about different learning experiences	Reduction of auxiliary verbs (have, has, am, is, are)
- Identifying what changed between two points in time - Talking about past errors, preparations, and unfortunate events - Listening to a series of events in non-chronological order	The past perfect tense	- Describing changes to a place over time - Giving reasons for strange past behavior - Recounting a series of events in non-chronological order	Reduction of auxiliary verbs (had)
- Exchanging childhood memories - Identifying how people have changed since childhood - Describing someone before and after specific events	- Used to vs. be used to - Would	- Expressing differences between your childhood and the present - Discussing changes in your personality or habits - Talking about how your life has changed since a specific event	Sentence stress: part 1
- Chatting - Sharing news - Identifying conversational features	Transitional expressions	- Creating extended conversations about various topics - Practicing turn-taking, responding, and maintaining a conversation	Sentence stress: part 2
- Arguing with colleagues and relatives - Listening for accusations, defensive phrases, and counter arguments	Causative verbs (let, have, make, get)	- Brainstorming subjects for an argument - Role-playing an argument between two people - Defending yourself, passing the blame, and ending an argument	Tonic stress
- Listening to people talk about their childhoods - Identifying people's regrets - Predicting how things could be different	Third conditional: if	- Talking about regrets and the consequences of past actions - Asking the class about their personal regrets	Linking sounds
- Identifying the relationship between two people - Making notes on the history of a relationship - Listening for what people think is important in a relationship	Too, also, so, either, neither	- Talking about your best friend - Discussing the qualities needed in different kinds of relationships	Contrastive stress
- Listening to people explain their financial situations - Noting someone's income and outgoings - Finding solutions to someone's financial problems	That-clause	- Talking about spending, saving, and balancing your budget - Giving advice to someone on balancing their budget	Pitch

CONTENTS MAP

UNIT	FUNCTION	VOCABULARY
page_ 72 9 Asking Someone out 	• Flirting • Asking someone on a date • Describing yourself • Turning someone down	• Star signs and their qualities • Pickup lines • Asking someone out
page_ 82 10 Deadlines 	• Talking about meeting or missing your deadline • Estimating a finishing time • Negotiating a deadline extension	• Types of projects • Excuses for missing a deadline / needing an extension
page_ 90 11 Getting Rid of Bad Habits 	• Telling someone about their bad habit • Giving advice to people with bad habits • Giving someone an ultimatum for quitting their habit • Admitting you have a bad habit	• Bad habits • Ways of quitting a habit
page_ 98 12 The Technology Craze and Problems 	• Reporting and finding solutions to problems with your computer • Discussing your Internet habits • Describing electronic devices • Talking about the negative effects of technology	• Common computer problems and solutions
page_ 108 13 Going on a Diet 	• Expressing why you want to go on a diet • Stating your goals • Discussing dieting methods • Talking about challenges and frustrations	• Weight issues • Desired outcomes • Food and nutrition
page_ 116 14 Dilemmas 	• Weighing up pros and cons • Narrowing down your choices • Asking for someone's advice	• Important decisions • Reasons for making a particular choice
page_ 124 15 Going for an Interview 	• Talking about your education and work experience • Talking about your strengths and weaknesses • Discussing work conditions (salary, work hours, etc.) • Talking about your goals and expectations	• Work skills and personal attributes • Common managerial job titles
page_ 132 16 Getting a Pet 	• Deciding on a pet • Describing a pet (breed, history, personality, etc.) • Asking about long-term care	• Cat and dog breeds • Caring for a pet

LISTENING	GRAMMAR	SPEAKING	PRONUNCIATION
- Flirting, asking someone on a date, and turning someone down - Listening to a voicemail message from a potential date	Relative clauses	- Role-playing asking someone out - Using pickup lines - Accepting a date or turning someone down - Talking about your dating history	Stress with compound nouns
- Setting and meeting deadlines - Asking for an extension - Identifying the consequences of missing a deadline - Reporting on one's progress	Take, spend, cost, pay	- Stating your deadline, reporting on your progress, and giving an estimated finishing time - Making excuses for being behind	Vowel sequences
- Listening to people admit their bad habits - Listening to people be accused of having bad habits - Identifying any advice or ultimatums given - Looking for ways to quit one's habit	Reflexive pronouns	- Accusing someone of having a bad habit - Giving advice on how to quit a bad habit - Expressing your feelings about a habit and giving someone an ultimatum	New-information stress
- Identifying computer problems and solutions - Discussing Internet habits - Identifying a device by its specifications - Listening to people express annoyance at technology	Indirect questions	- Asking for and giving help with a computer problem - Talking about your Internet activity and habits - Describing a smartphone to a friend	Unstressed words
- Identifying people's dieting goals, weaknesses, and current lifestyle patterns - Overcoming dieting challenges - Making notes on different types of diets	Conjunctions of time: when, while, as	- Describing a fad diet to a partner - Role-playing a dieter, expressing your goals and the challenges you're facing - Asking and answering questions about your own dieting experiences	Pitch boundaries
- Listening to people deliberate a decision - Noting the pros and cons of different options - Taking on board advice	Correlative conjunctions	- Narrowing down your choices - Weighing up pros and cons - Deciding on a course of action - Giving advice on choosing a course of action	Consonant sequences
- Listening to someone recounting their education and work experience - Listening to someone expressing their employment goals - Identifying someone's personal attributes - Identifying someone's preferences regarding salary and work conditions	Two-part verbs	- Role-playing an interview between an employer and a job candidate - Talking about your goals, salary, and work conditions	Stress with phrasal verbs
- Choosing a pet - Identifying a pet by its description - Asking about long-term care	- Adjective-preposition combinations - Phrasal-prepositional verbs	- Asking and answering questions about your pet history - Adopting a pet from a shelter	Starting pitch

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 Learning Experiences



Topic Preview



1 Talking about what you've learned



What have you learned so far on your cookery course?

Well, so far we've learned how to make the perfect scrambled eggs and how to make French fries.



2 Talking about the learning process

How long have you studied Japanese?

I've studied for two years altogether.

Have you ever been to Japan to study?

Yes, I studied in Japan for a few months last year.



3 Talking about difficulties and challenges

I find keeping my balance really difficult.



Keep at it. I practiced for a long time before I could do it.



4 Learning from your mistakes and overcoming difficulties

The first time I drove, I almost crashed!

Why did that happen?

Because I didn't use my mirrors.

What about now?
Have you improved?

Definitely. I've learned a lot in a short time.





cooking course



dance classes



language course



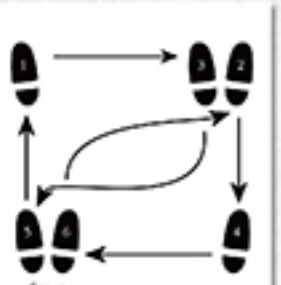
singing lessons



driving lessons



chop / slice / dice



memorize steps


talk about (a topic) /
pronounce new words

breathe /
project your voice

steer / use the gears /
park


burn the food



dance out of sync


accidentally say
something rude


sing out of tune



crash

Sentence Patterns

003

- What have you learned so far in your dance classes?
So far we've learned how to do the salsa!
- How long have you studied French cooking?
I've studied for six months (altogether).
- Have you ever studied singing?
Yes, I have. I studied singing when I was younger.
- I find memorizing dance steps quite difficult/
challenging.
- The hardest thing about singing is trying to sing in tune!



- I need to work on projecting my voice.
- Keep at it! / Hang in there. / Keep practicing.
- I studied for a long time before I could do it.
- The first time I sang, I sang out of tune.
Why did that happen?
Because I didn't know how to breathe properly.
- Have you improved? /
How have you improved?
(Yes.) I've learned how to breathe and control my voice.





Now, Time to Listen!

- 1** Listen to Jack talk about his learning experiences. Correct the mistakes in the sentences below.



- 1** Jack learned how to ~~ride a motorcycle~~ when he was 17.

drive

- 2** Jack passed his test the first time he drove.

- 3** Jack almost crashed because he couldn't park properly.

- 4** Jack is now learning how to fly a plane.

- 5** Jack thinks steering is difficult.

- 6** Jack has been practicing how to ride for a long time.



- 2** Look at the topics below. Then listen to Maggie and Jim discuss their learning experiences and check ☒ what each person talks about.



Jim

Maggie

- 1** What he/she has learned so far

☐
☐

- 2** How long he/she has been studying

☐
☐

- 3** Difficulties he/she is having now

☐
☐

- 4** Reasons for having difficulties

☐
☐

- 5** First-time mistakes

☐
☐

- 6** How he/she has improved

☐
☐


- 3 Listen to the following people describe difficulties and mistakes. For each one, check ☒ the pictures that illustrate their experiences most accurately.

006

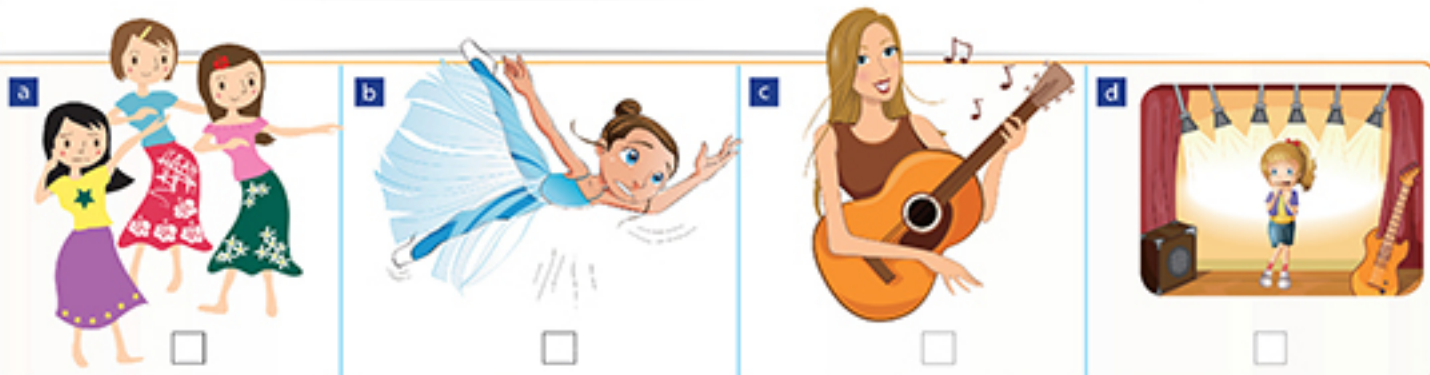
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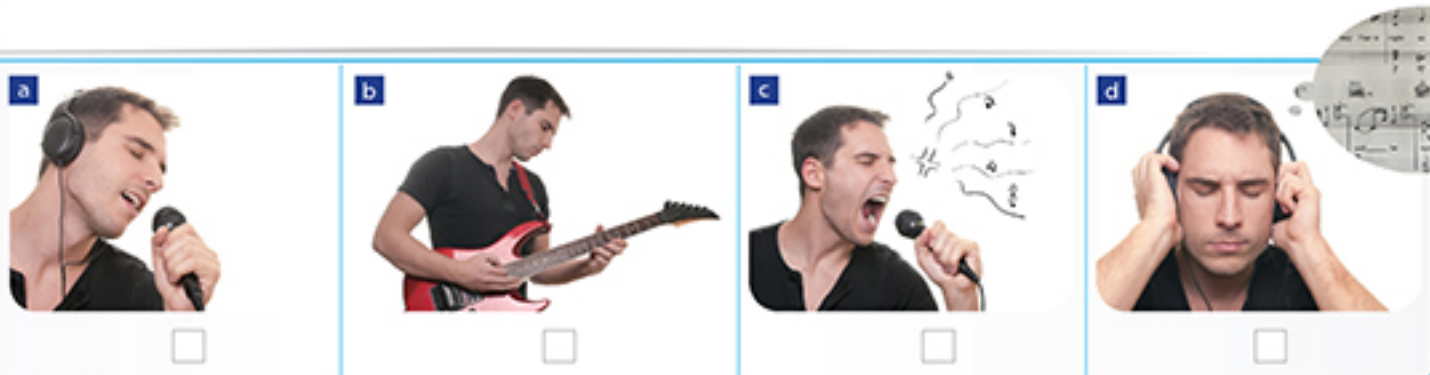
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3



4



- 007 Now listen again and complete the sentences below.

- 1 The _____ French cooking, I _____ everything I cooked!
- 2 I've _____ German _____ 10 years _____, and I'm quite fluent now.
- 3 I still _____ dancing _____ with others very _____.
- 4 I need to _____ more _____ my _____ as well.

IV. Now, Grammar Time!

The Present Perfect Tense
have / has + past participle

Experiences	- I have studied Spanish, French, and Japanese, but I have never studied German. Have you ever studied salsa dancing? Yes, we have. / No, we haven't.
Changes and accomplishments over time (up until now)	- It's only the first day, and I have already learned how to slice, dice, and chop. - He hasn't improved much <i>during this course</i>. - What have you learned <i>so far</i>? <i>So far</i> we have learned how to pronounce new words.
Uncompleted actions (expecting completion)	- I've been studying German for two weeks, but I still haven't learned how to say "hello." - He hasn't mastered salsa dancing yet, <i>but I think he will soon</i>. Have you studied French cooking yet? No, we're going to start next week.

4 Look at the class schedules for the adult education center. Then look at the prompts, and fill in the blanks. The first one has been partly done for you.

Course Name	Week 1	Week 2	Week 3	Week 4	Week 5
 French Cooking	basic knife skills	sautéing	poaching	flambéing	sauces
 International Dance	salsa dancing	swing dancing	tap dancing	English folk dancing	belly dancing
 Oil Painting	brush techniques	perspective	light and shadow	still lifes	landscapes

1 **French Cooking, Week 3** This week the students are studying poaching. The students have already studied basic knife skills and. The students _____ studied _____ or _____ yet.

2 **International Dance, Week 4** This week the students are studying _____ dancing. The students haven't _____ belly dancing _____. they _____ studied salsa dancing, _____ dancing, and _____ dancing.

3 **Oil Painting, Week 2** The students are studying perspective this week. They _____ studied brush techniques. They _____ haven't studied _____, still lifes, or _____.

The Present Perfect Tense

have / has + past participle

Duration from the past until now

How long **have** you **studied** English?

I have studied English for two years.



Usage note

When we talk about *short-term situations*, we often use the *present perfect continuous*.

→ I **have studied** Chinese for 10 years, but I **ve only been studying** Japanese for a few weeks.

- 5 Pair work! Look at the pictures below. Use the present perfect or present perfect continuous to create a short dialogue.

Examples

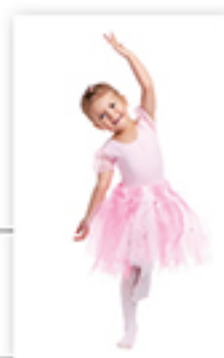
A



Student A How long **has** she **studied** ballet (for)?
Student B She **has studied** ballet for **10 years**.

B

Student A How long **has** she **been studying** ballet (for)?
Student B She **has been studying** ballet for **two weeks**.



study French



work in a kitchen



ride a motorcycle



paint portraits



do magic



learn to drive

6 Pair work! Take turns asking and answering the following questions.

1 Have you studied any languages other than English?

(If yes: Which other languages have you studied? What did you find difficult about those languages?)

2 How long have you been studying English?

3 What have you learned so far in this English class?

4 Do you think your English has improved? How?

5 What's the hardest thing about learning English?

6 Have you ever studied abroad? (If yes: Where have you studied?)

7 Have you ever made any embarrassing mistakes while learning another language?

(If yes: Tell me about one of your embarrassing mistakes.)



7 Pair work! Make a list of questions to ask the people in the pictures. Compare your list with those of your classmates. Add any questions you don't have.



Questions

- How long have you studied French cooking?
- Have you ever made any mistakes in the kitchen?



Questions

- How long ...
- What do you find ...



Questions

- How many languages ...
- What's the hardest language ...



Questions

➔ Now pretend to be one of the people in the pictures and answer your partner's questions.



VI. Now, Time to Pronounce!

UNIT
01

Talking About Learning Experiences



The auxiliary verbs **have** and **has** are often shortened to **'ve** and **'s** when they come after a subject pronoun.

8 Listen and repeat the phrases that you hear.

008

I've

[aɪv]

you've

[juv]

he's

[hɪz]

she's

[ʃɪz]

it's

[ɪts]

we've

[wɪv]

they've

[ðev]

009

Now listen to the words on the right and **circle** the one that rhymes with the word on the left.

1	she's	peas	pits
2	they've	waif	cave
3	I've	life	five
4	it's	sits	meets

5	we've	grief	leave
6	you've	prove	hoof
7	he's	knits	knees



The "be" verbs **am**, **is**, and **are** are also often shortened to **'m**, **'s**, and **'re** after a subject pronoun.

9 Listen and repeat the phrases that you hear.

010

I'm

[aɪm]

you're

[jɔr]

he's

[hɪz]

she's

[ʃɪz]

it's

[ɪts]

we're

[wɪr]

they're

[ðer]

011

Now listen to the words on the right and **circle** the one that rhymes with the word on the left.

1	they're	star	stair
2	I'm	mime	slim
3	we're	care	beer

10 Listen to the following sentences. Pay attention to whether the speaker uses the full

012

form or the shortened form of the verb. Write (F) full or (S) short in the space provided.

1

2

3

4

5

6

7

8

9

10

Recalling Past Events



Topic Preview



1 I didn't realize things had changed so much.



I visited my hometown last summer.



Oh yeah?
Had anything
changed
since your
last visit?

Yes. They had built a new hotel next to the beach and taken down the statue in the town square.



2 Preparations, preparations, preparations



Tell me about John's party last week.

OK. We'd already hidden and turned off the lights when John opened the door. Then we all shouted, "Surprise!"



3 I can explain what happened.



I saw you limping
yesterday, Kim.

I was limping because
I'd crashed my scooter
into a tree.



You look very tanned in this
photo, Brian.

Yeah. I'd just come
back from a vacation.



4 I missed something important.

Sorry I'm late for the meeting. I forgot
to set my alarm clock last night. By the
time I got to the station, my train had
already left.

