

Long time no see

NOTE

To limit the amount of repetition, complete guidance is provided for Unit 1 only. When teaching subsequent units, please refer to Unit 1 as necessary.

Conversation strategies

Getting someone's attention / Starting a "catch-up" conversation / Pre-closing a conversation / Closing a conversation

Likes and dislikes

Page 7

This warm-up section is designed to personalize the topic for the student. You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson. Either way, it is recommended that you encourage your students to visit the Web site www.nicetalkingwithyou.com, where they can share opinions with people around the world.

Words and phrases

Page 7

This section serves to introduce the target vocabulary items for the unit. There are typically 30 items, arranged alphabetically. You can do this in class or assign it for homework. You may want to have students group the lexical items into nouns, adjectives, verbs, etc.

Match it / Fill it in / Put it together

Page 8



These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework. If assigned for homework, direct students to check their homework with each other. (This is a good opportunity to check who has done the homework.)

- Have the students write the question number on the line.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students. We recommend that answers be given by reading the entire sentence in which the word is found.
- For **Put it together**, you can also play the recording and have students check their answers.

Conversation questions

Page 9

- Chorus the sentences. Listen for correct pronunciation. Students often benefit from seeing a phonetic example written on the board. For example, you can write "Whaddav you been doing?"
- Make sure students understand the meaning of each sentence. Remind them to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch.
- Have students ask their partners the questions. Remind them to close their books. The time for this section will vary. Two minutes for each set of partners in their group should be enough. Students can use conversation strategies from previous units as appropriate.
- If class time allows, ask students to find a partner from outside their group to practice with. Encourage students to get up from their seats to find a partner as quickly as possible and to sit down as soon as they are finished.

Watch out!

Page 9

This section is designed to raise students' awareness of common mistakes.

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners and then chorus the correct version.

Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have the students check.

Language point**Page 9**

This section provides a one-point focus on form. As I believe in teaching by doing, not by explaining, I do not attempt to provide grammatical explanations here nor recommend you do so. Tell the students they will come to understand as they read the example and do the exercises.

- Read the examples aloud. If necessary, write the key words on the board.

PRACTICE

- Have students circle the correct words to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answer.

Conversation strategies**Pages 10 and 11**

The presentation and practice of conversation strategies are the most important parts of *Nice Talking with You's* integrated design. The primary goal of the text is to guide students through progressive mastery of these. The number of strategies and related expressions has been limited in a deliberate attempt to get learners to “do more with less,” and by keeping the number down, students are more likely to internalize them. The strategies on these pages are introduced and practiced on these pages and subsequently used to perform the role play which students perform during the timed conversations of the **Do it!** section.

Teaching tip**Internalization**

To encourage students to internalize what they are practicing, tell them to turn their books over as quickly as they can. For example, let students use their books during practice with their first and second partners; on their third partner practice, tell the student who must respond with a conversation strategy to turn over their book.

Getting someone's attention

- Explain that the phrase *Excuse me* is commonly used to attract someone's attention, and that it's used to make a soft beginning to a “long time no see” conversation.
- Chorus the phrase with your students.
- Model the example dialogue with a student. Switch roles if you feel further practice is necessary.

PRACTICE

- Tell students to read the questions and responses.
- Model the questions and responses with a student. Switch roles.
- Direct the students to practice as in the model. Ask Student A to read the questions and Student B to respond from memory. Then have them switch roles.
- Ask students to change partners and encourage them to form both questions and responses from memory, rather than looking at the book.

Starting a “catch-up” conversation

This conversation is a great semester opener, whether classmates know each other or not. To maximize the fun, it is recommended that students pretend to be 10 years or so older than they are.

- Chorus the expressions.
- Model the example dialogue with a student. Switch roles if necessary.

PRACTICE

- Tell students to read the topics and match them to the sentences on the right. Have students compare their answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or pairs of students.
- Use the first two sentences to model the conversation with a student:
 Teacher:
Wow, long time, no see! It's been a while. How have you been?
 Student:
Great! I'm living in Tokyo now. I'm married now and we have two kids!
- Then switch roles and use the third and fourth sentences:

Student:

Wow, long time, no see! It's been ages. How are things?

Teacher:

Pretty good. These days I'm working for Google. You haven't changed a bit! You look great!

- Have the students practice with a partner. Encourage them to use their own ideas.

Pre-closing a conversation

- Explain that these phrases are used by speakers to signal that they soon want to end a conversation, and that these phrases are used to avoid sounding too abrupt. Mention that they can be used for many conversations, not only the “long time no see” type in this unit.
- Chorus the expressions.
- Model the example dialogue with a student.

PRACTICE

- Tell students that when speakers pre-close a conversation, they often add a short explanation and that this sounds more polite. Have students use their own ideas to write short sentences on the lines.
- Direct students to practice using their ideas with a partner, as in the example dialogue.

Closing a conversation

- Chorus the expressions.
- Model the example dialogue with a student.

PRACTICE

- Ask students to find a new partner. Explain that they will now use all the strategies on pages 10 and 11 to create a complete conversation.
- Move around the room, helping students as necessary. Encourage them to use the expressions from memory, rather than looking at them in the book.
- After the students have finished, you might want to congratulate them on finishing their first role play in their new class. (You may prefer to call this a scene.) This will help you to set the stage for the role plays or scenes they'll perform throughout the course.

NOTE: The role play in Unit 1 forms the entire conversation, but in most subsequent units the role play takes place within the context of a larger conversation.

Teaching tip

Modeling

Students often enjoy this activity: it's not often that they get a chance to be deliberately unclear! Picking a very outgoing student to help you to model the activity will help a lot to make the activity fun.

Conversation listening (A, B, and C)

Page 12  Track 3

These dialogues are scripted conversations performed mostly by native-English-speaking voice actors. See pages 53–63 for the scripts.

- Have students read along silently while you read the instructions. Check that students understand the directions.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner.
- Review the answers by either giving them to the class or eliciting them from individual students or groups of students.

Get ready!

Page 13

This section allows students to plan their conversations and focus on the words and expressions they will use. While the speaking activities of the unit focus on developing fluency, the **Get ready!** section gives students time to focus on form. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able. It is recommended that you assign the **Get ready!** work for homework.

Assigning the Get ready! work

- Tell students to imagine a conversation and write down some of the things they would like to say under the **Things to say** heading. When they come across words or expressions they don't know in English, they should write these down in their own language and look them up after they have finished, instead of disrupting their train of thought.
- Tell students to look up any words they don't know and write them in English under the **Words to use** heading. Encourage them to look back at the **Words and phrases** section

Teaching tip

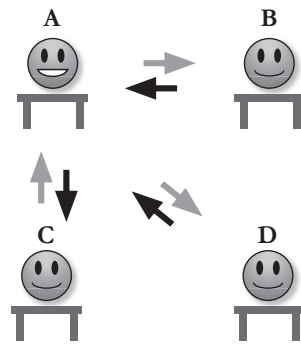
Classroom Management

Timed conversations and Four Friends Practice

To become fluent in any language you need a lot of practice. Timed conversations help students practice speaking efficiently, and this technique is used throughout *Nice Talking with You*.

I recommend emphasizing the value of doing timed conversations with your students. Giving students plenty of opportunity to have real conversations will help provide the practice necessary to build fluency skills; talking about the same topic, but with new partners, will increase their confidence.

To make timed conversations as successful as possible, you should organize the class into groups, so that changing partners is quick and easy. It is important to set up this up carefully, so each student understands what to do. One method I recommend is called Four Friends Practice. Students form groups of four. Each student practices with their three partners – firstly with the person next to them, then the person behind or in front of them, and finally with the person diagonally to them. You may want to draw the picture below, which illustrates Student A practicing with Students B, C, and D.



at the beginning of the unit and write down any vocabulary items they want to try to use.

- Then tell them to think of questions they could ask their partners about the topic in order to have them ready for use during conversation practice to expand upon the topic. (Students should be reminded not to rewrite any questions from the **Conversation listening** section.)

In the class

- If you assigned the **Get ready!** work for homework, direct students to compare what they have written with their partners.
- Walk around the classroom to answer questions on how to say things or to help individuals say certain things more naturally. Make certain that all students have looked up at least a few new vocabulary words.

The **Get ready!** section in the textbook is just one version of how students can prepare for their conversations. Giving preparation time

is very important, especially at lower levels.

Encourage the lower-level students to write complete sentences at first; higher-level students can focus on expressions and new vocabulary.

Do it!

Page 13

This is the part of the lesson where students put it all together (questions, vocabulary, language points, and conversation strategies) and have conversations and perform role plays within a timed conversation framework.

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal (e.g., “Ready? Go!”) and start the stopwatch.
- Move around the room, listening for conversation strategies and other language

items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.

- Signal the end of the conversation (e.g., beeper sound from timer, ringing a bell, turning off classroom lights) and let students say *Nice talking with you*.
- Encourage students to reflect on the language used (noticing) during the conversation and to make a note of it in the text. (e.g., “She said *Oh yeah?* I never say that.”) Elicit answers from one or two students. (e.g., “Kaori, you talked to Irene. What did you notice in the conversation?”)
- Get students to find a new partner in their group and begin the cycle again.

Noticing my partner's English

Initially, students need training to focus on the language they hear from their partners. When students can do that comfortably, they should begin training to notice features of their own output. How quickly the change in noticing focus (from input from the partner to one's own output) should occur in the classroom is a decision that must be left up to each individual teacher, since every classroom situation varies.

In the first few units of the text, as students are training in the art of noticing, the teacher should decide what students should focus on. After students become comfortable with noticing, their teacher should allow them a freer hand. At this point, students will rise to their own challenges: extremely able speakers, who might have less to gain from focusing on input from others, will focus instead on their own output; less able students who labor to output will benefit more from input from others. Regardless of whether it's input from a partner or one's own output, regardless of what the language feature is, the point is to get students to take something away from their practice that they can remember.

Features to notice

It is recommended that students begin by noticing the conversation strategies that they're practicing, then vocabulary, then larger chunks of language, such as grammar or lexical-phrase structures. Included in the list of language features that learners can notice about their output should be gaps in their language knowledge, such as “I want to say ‘XX’.” “How can I say that in English?” or “I said ‘Almost boys like baseball.’ Is that OK to say?”

Real conversations (A and B)

Page 14  Track 4

Real conversations are a collection of short, unscripted dialogues between native speakers (British, Australian, and North American) and selected non-native English speakers. These dialogues are based on the unit topic and recycle the conversation strategies presented in the unit. See teaching suggestions for **Conversation listening**, above.

Thinking about . . .

Page 14

This section wraps up the unit with a tightly controlled activity that invites students to think critically about the topic. Task activities are carefully scaffolded to ensure that even low-level students succeed. Although students may lack the fluency to discuss the points presented in detail, in my experience students enjoy the opportunity to consider the deeper aspects of a topic.

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

PRACTICE

- Get them to compare their answers with a partner or other classmates, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded. (e.g., “Raise your hand if you agree with statement 1.”)



Global Voices

Remind students to go to the Global Voices part of the Web site www.nicetalkingwithyou.com to see how people around the world feel about the topic and to challenge themselves to listen to Global Voices, which features short clips of monologues on the unit topic from native and non-native English speakers.

Unit 1 Answers**Match it**

1. c) 3. f) 5. d)
 2. e) 4. a) 6. b)

Fill it in

1. living
2. remember, proposed
3. promotion
4. graduate, full-time job
5. traveling
6. looking great, haircut
7. new baby
8. at home, surgery

Put it together

1. Tell me, are you seeing anyone special?
2. I don't really like change. I've lived in the same city since birth.
3. I want to teach at a college level, so I am applying to grad school.
4. When you have some time, why don't you come over to my house?
5. I haven't spoken with Britney at all since graduation.

Language point

1. are 4. have been
 2. is 5. were
 3. was

Conversation listening**A. First listening**

- | | |
|-------------|------------|
| 1. married | 2 children |
| 2. divorced | 1 child |
| 3. single | 0 children |
| 4. married | 0 children |

B. Second listening

1. a) T b) F
 2. a) F b) F
 3. a) T b) F
 4. a) F b) F

C. Listening for conversation strategies

- | | |
|----------|-------------------------|
| Not used | meeting someone |
| 3 | not being late for work |
| 2 | going home for dinner |
| 1 | going to the gym |
| 4 | catching a train |

Real conversations**A. Listening**

- | | Married? | Children? |
|----|----------|-----------|
| 1. | Y | ? |
| 2. | Y | 1 |
| 3. | Y | 3 |

B. Vocabulary

Conversation

- a) 3
 b) 1
 c) 2
 d) 1
 e) 3
 f) 2

My place

Conversation strategies

Introducing a new idea / Making a general invitation /
 Accepting a general invitation

Likes and dislikes

Page 15

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site www.nicetalkingwithyou.com, where they can share opinions with people around the world.

Words and phrases

Page 15

You can do this in class or assign it for homework. Students can work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v* (verb), *adj.* (adjective), etc.

Match it / Fill it in / Put it together

Page 16  Track 5

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have the students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

Conversation questions

Page 17

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

Watch out!

Page 17

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

Language point

Page 17

- Read the examples aloud. If necessary, write the key words on the board.

PRACTICE

- Have students circle the correct words to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answer.

Conversation strategies

Pages 18 and 19

Introducing a new idea

The first strategy of this unit and most subsequent units serves to introduce a new idea or change the focus of the conversation in some way, paving the way for the role play. In such units, you have the option to introduce the strategies for the role play before this first strategy. If you exercise this option, I suggest the first strategy be focused on just before the timed conversations, so that when students come to use it, they are able to continue smoothly into the role play.

Making a general invitation

- Explain that during the timed conversations about the students' homes, they will invite their partner to visit their home or neighborhood. Explain that the purpose of the general invitation is to be polite and build rapport with a partner: it is not a specific invitation (covered in Unit 4).
- Chorus the expressions.
- Model the example dialogue with a student.

PRACTICE

- Ask students to read the five examples and to add one or two of their own ideas.
- Model the conversation with a student:
 Teacher:
You should come over sometime. There's a nice park near my house.
 Student:
That sounds nice.
 Teacher:
Yeah, we can have a picnic.
- If further modeling is necessary, switch roles and use another example. Then direct students to practice with a partner.

Accepting a general invitation

- Introduce the expressions as alternatives to *That sounds nice.*
- Chorus the expressions.
- Model the example dialogue with a student.

PRACTICE

- Explain that students will now combine all

the strategies they have practiced to make a complete role play.

- Focus on the steps of the role play and review the extra information. (Step 1 is optional at this stage.) Ask students to write three or four sentences using their own ideas.
- Model the conversation with a student. Switch roles if further modeling is necessary.
- Have students find a new partner and practice the complete role play. Move around the room, helping students as necessary. Encourage them to speak from memory, rather than referring to the book.

Conversation listening (A, B, and C)

Page 20  Track 6

- Have students read along silently while you read the instructions. Check that students understand.
- Play the recording and let students perform the task.
- Ask students to compare their answers with a partner before giving them the correct answer.

Get ready!

Page 21

Tell students this is the time to plan for their timed conversations. Encourage them to review the unit and to write words, questions, and notes in the spaces. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able.

Do it!

Page 21

- Put students in appropriate groups or direct students to move about the classroom to talk with partners outside their groups.
- Chorus the target expressions for the practice.
- Tell students to begin the conversation at your signal. Start the stopwatch.
- Move around the room, listening for conversation strategies and other language items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.
- Signal the end of the conversation (e.g., beeper sound, ringing a bell) and let students say *Nice talking with you.*
- Encourage students to reflect on the language used (noticing) during the conversation and to make a note of it in the text.

- Get students to find a new partner in their group and begin the cycle again.

Real conversations (A and B)

Page 22  Track 7

See suggestions for **Conversation listening**, above.

Thinking about . . .

Page 22

- Have students read along silently while you read the instructions.
- Ask students to read the statements and perform the task.

PRACTICE

- Have students compare their answers with a partner or other classmates, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.
- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded.



Global Voices

Remind students to go online to hear what people around the world have to say about the topic.

Unit 2 Answers

Match it

1. e) 4. f)
 2. c) 5. d)
 3. a) 6. b)

Fill it in

- apartment, doorman
- gym, elevator
- ground floor
- campus, multicultural
- studio, cramped
- swimming pools
- old fashioned
- bright

Put it together

- I think country life is peaceful, but it would be hard to live without convenient shopping.
- I don't want a big house; I'd rather have just a few cozy rooms.
- I used to live with a girl who was really messy and never did her dishes.
- Having a dog makes me feel more secure than having an electronic security system.
- I live close to a lot of tech companies, so a lot of my neighbors are yuppies.

Language point

- on
- in
- with
- at
- in

Conversation listening

A. First listening

(pictures numbered from left to right, top to bottom)

- Picture 1 Conversation 4
 Picture 2 Conversation 1
 Picture 3 Not used
 Picture 4 Conversation 3
 Picture 5 Conversation 2

B. Second listening

- A
- B
- B
- A

C. Noticing the conversation strategies

- B
- B
- A
- A

Real conversations

A. Listening

(pictures numbered from left to right, top to bottom)

	lives alone	lives with family
1.		✓
2.		✓
3.	✓	
4.		✓

B. Vocabulary

- T
- F
- T
- F

Money

Conversation strategies

Introducing a new topic / Giving a present / Accepting a present

Likes and dislikes

Page 23

You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson.

- Encourage students to visit the Web site www.nicetalkingwithyou.com, where they can share opinions with people around the world.

Words and phrases

Page 23

You can do this in class or assign it for homework. Have students work on their own or in small groups.

- Tell the students that this is a list of key words and phrases for the unit topic.
- Have students focus on the vocabulary items and check any they do not know.
- Encourage students to compare and guess meanings if they are not sure.

Option

Ask students to group the lexical items into nouns, adjectives, verbs, etc. They can mark these *v.* (verb), *adj.* (adjective), etc.

Match it / Fill it in / Put it together

Page 24  Track 8

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework.

- Have students complete the exercises and compare answers with a partner.
- Review the answers either by giving them to the class or eliciting them from individual students or groups of students.
- For **Put it together**, you can also play the recording and have students check their answers.

Conversation questions

Page 25

- Chorus the sentences. Listen for correct pronunciation.
- Make sure students understand the meaning of each sentence. Remind students to ask their partners when they don't understand.
- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.
- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch.
- Have students ask their partners the questions. Remind them to close their books.
- If class time allows, ask students to find a partner from outside their group to practice with.

Watch out!

Page 25

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners, then chorus the correct version.

Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have students check their answers.

Language point

Page 25

- Read the examples aloud. If necessary, write the key words on the board.

PRACTICE

- Have students circle the correct words to complete the sentences.
- Ask students to compare their answers with a partner before giving them the correct answer.