

Introductions

NOTE

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

Conversation strategies

Starting a conversation / Ending a conversation /
 Letting your partner talk / Asking to repeat

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, we recommend 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 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.

Teaching tip

Elicitation

In many of the sections throughout the book, we recommend that you elicit answers from students. When eliciting, go directly to a pair or group of students. Have them tell you the answers individually and then report them to the rest of the class. This is usually more successful than trying to elicit answers at random.

Conversation questions

Page 9

- Chorus the sentences. Listen for correct pronunciation, especially the pronunciation of the words that contain an apostrophe “s” because students will often miss this. Students often benefit from seeing a phonetic example written on the board. For example, you can write “Whaddaya like 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 students check.

Language point

Page 9

This section provides a one-point focus on form. As we believe in teaching by doing, not by explaining, we 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. These strategies help learners solve communication problems, give feedback to their partners, and keep their conversations going. 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." By keeping the number down to a select few and recycling them in later units, we believe that students are more likely to internalize them.

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.

Teaching tip

Classroom management

A quick way to get students to begin their controlled conversation strategy practices is by inviting them to play rock-paper-scissors (*janken* in Japanese). Tell them that the winner goes first and begins the practice or the conversation. This kind of culturally ingrained way of deciding something serves as a very useful teacher's tool to eliminate wasted class time.

Starting a conversation

- Chorus the expressions as many times as you are comfortable with. Chorusing focuses the student's attention and provides them with a model for pronunciation and intonation. You might mention that these phrases are more natural than the *How are you?* / *Fine, thank you, and you?* expressions that they have probably learned previously.
- Read the examples to the class. Then pick a student to model them with you.
- Tell the student to ask you *How's it going?* five times and then *How are you doing?* five times, each time counting off with his or her fingers, until all 10 questions are asked. Each time, answer with a different response from the page.
- Switch and let the partner respond.
- Direct students to practice the phrase with a partner as in the model above, progressively encouraging students to use the expressions from memory, rather than looking at them in the book.

Ending a conversation

- Repeat the first two steps above.
- Tell student to ask you *How are you doing?* or *How's it going?*, while you give responses.
- Switch roles, but tell students to turn over their books and give new responses from memory, then finish with *Nice talking with you!* and *You too!*
- Have students practice with their partners.

Letting your partner talk

- Repeat the first two steps above.

Teaching tip

Intonation and pronunciation

Check the students' intonation. Although most students are familiar with the phrase *How about you?*, they may have an intonation problem with it, saying *How aBOUT you?* instead of *How about YOU?* You might want to write this phonetically: How bow CHU?

- Write the following words on the board:
 NAME
 FROM
 I LIKE
 I DON'T LIKE
- Tell students that, without writing any notes, they must get ready to talk about themselves, following the example in the book.
- Read the example to the class. Then pick a student to model it with you. Give your information followed by *How about you?* and let the student give his or her information.
- Have students form small groups. This time, tell them to begin their practice with *How are you doing?* or *How's it going?* Also, tell them that when they hear the timer alarm (or the sound you have chosen to signal the end of all timed conversations) to quickly finish the conversation by saying *Nice talking with you / You, too.*
- Let them practice this with a few partners. Monitor as they practice. When you see that most students are able to open and close their books successfully, tell them to sit down.

Teaching tip

Classroom management

- Saying to students *Now practice with each partner in your group*, might cause them to stray a bit off task. If your class is large, and smooth management is an important issue for you, it might be better to start this activity with something like this:

With your FIRST partner, rock-scissors-paper. (Students play janken)

Winners, raise your hand.

(So you know that they know who begins)

All right? NAME / FROM / LIKE / DON'T LIKE / How about you?

Switch. Ready? 3-2-1 Go!

Wait until most of the class is finished and then start it again:

OK, with your SECOND partner, . . .

- Depending on the students' levels, a 30- to 45-second conversation will probably be long enough at this point.

Asking to Repeat

- Repeat the first two steps above.
- Tell students that they will practice the same NAME / FROM / I LIKE / I DON'T LIKE / *How about you?* conversation again, but that this time they will use the expressions *Pardon me?* and *Excuse me?* several times in their practice.
- Read the example to the class. Where "XXXXXXXX" is printed, cover your mouth with your hand so that no one will understand what you are saying. Then pick a student to model it with you. Switch.
- With the same student, begin a short timed conversation to practice the NAME / FROM / LIKE / DON'T LIKE / *How about you?* conversation again. Where appropriate, cover your mouth with your hand, so that the student is forced to say *Pardon me?* to make you repeat yourself.

- Direct students to practice it with a partner like in the model above. Monitor as they practice.

Teaching tip

Modeling

Students often enjoy this activity: it's not often when 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. We recommend 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 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, while 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 within a timed conversation framework.

- 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 (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*.

Timed conversations

Timed conversation practice is the cornerstone of *Nice Talking with You*, which was developed with the idea that all students *can* have spontaneous conversations in English, provided that they are given a structured environment.

Classroom management tool

Timed conversation practice is also an ideal classroom management tool for teachers with large groups of students: teachers can use a stopwatch or a similar device to direct students to begin and end at the same time, so there is no waiting around for some students to finish a task, while other students become bored or lapse into their native language. In a sense, timed conversation provides a stage upon which students perform in English.

Clear goals

Timed conversation also provides students with a goal for their “language exercise.” On the first day of class, tell students that by the end of the semester, they will be required to speak English only in fluent, four-minute conversations. For many students, this may seem like an unattainable goal. However, we have found it to be within the reach of nearly every student we have taught. Certainly, a fluent conversation doesn’t mean a perfect conversation; we don’t expect our students to sound like native speakers in one semester. By fluent, we mean that students are able to keep a conversation going, without silence and without speaking in their native language for four minutes. Presenting students with a concrete goal to work toward makes students more effective learners. They become more motivated and cooperative.

Review

We recommend that in every lesson, a set of timed conversations should be prefaced with a choral repetition of conversation strategies that have been introduced up until that point. For example, before beginning the timed conversations in Unit 2, get the students to repeat the expressions they have already done:

All right, class, repeat! Hi, how's it going? How are you doing? Pretty good. OK. Great. Not bad. How about you? Pardon me? Hmm . . . Let me see. Let me think. That's a difficult question. Nice talking with you! You, too!

- 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 partner to one’s own output) should occur in the classroom is a decision that must be left up to each individual teacher, as 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 on 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

We recommend 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 actually discuss the points presented, in our 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. e) 3. f) 5. b)
 2. a) 4. c) 6. d)

Fill it in

1. part-time job 5. by myself
 2. born 6. rural
 3. free time 7. favorite
 4. am interested in 8. school (or work)

Put it together

1. My name is Veronica. It's nice to meet you.
2. I was born in Australia, but I'm from Hong Kong.
3. My name is Kazutoshi, so please call me Toshi.
4. I'm interested in travel and playing the piano.
5. I like TV and watching sports like soccer and tennis.

Language point

- | | | | |
|-------------|---|-------------|---|
| <i>have</i> | 3 | <i>are</i> | 2 |
| <i>is</i> | 5 | <i>will</i> | 4 |
| <i>am</i> | 1 | | |

Conversation listening

A. First listening

- a) 1 c) 5 e) 4
 b) 3 d) 2

B. Second listening

1. B 3. A
 2. A 4. B

C. Listening for conversation strategies

1. B 3. A
 2. A 4. A

Real conversations

A. First listening

1. c) 3. d)
 2. e) 4. a)

B. Second listening

1. T
2. F (10 months not 10 years)
3. T
4. T

Family

Conversation strategies

Repeating / Getting time to think

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

Repeating

- Chorus the conversation strategies as many times as you are comfortable with.
- Read the model dialogue to the class and play both roles. Change your voice or turn your body to indicate a different role.

PRACTICE

- Next tell the students to read – in chorus – the sentences. Repeat the key words from each.

Students say:

*My name is Susan Yang.
 There are seven people in my family.
 My mother is very friendly and funny. She's like a friend.
 My father is handsome, but a little bald.*

Teacher repeats:

*Susan Yang
 Seven people
 Friendly and funny
 Handsome but bald*

- Direct students to practice this with their partners.

Teaching tip

Repeating is one of the most important conversation strategies that students should learn; that's why we've included it so early in the syllabus. In our experience, learners tend to internalize repeating rather quickly. It may be helpful to tell students that repeating is very useful for a few reasons:

- ♦ It helps them with their overall listening comprehension by encouraging them to concentrate and focus on syntax along with meaning.
- ♦ It gives learners with very low original output a chance to hear themselves generating some kind of output, creating an "affective fluency" and thus building confidence.
- ♦ It shows their partners that they are interested in and really paying attention to their partners. It is an easy way to back-channel and fill silence between turns.
- ♦ It can show a native speaker how well the student can understand the English the native speaker is using. This will help the native speaker to grade his/her speech appropriately.

Remind students that repeating, like all of the conversation strategies they will learn, can be used in any conversation.

Getting time to think

The phrases in this strategies section will be demonstrated in this order:

1. *Hmm . . . Let me see* and *Hmm . . . Let me think*
2. Repeating the question
3. *That's a good question* and *That's a difficult question*

If your students are more advanced you may choose to teach all three phrase types at once instead of one by one.

- Chorus *Hmm . . . Let me see* and *Hmm . . . Let me think* as many times as you are comfortable with.
- Read the first example to the class. Pick a student to model it with. Switch.

- Direct students to practice with their partners.
- Tell students to look at the bottom of page 18, at the "repeat the question" example. Emphasize that they need to change the possessive pronouns: "in your family?" will become "in my family?" when the question is repeated.
- Read the example to the class. Pick a student to model it with you. Switch.

PRACTICE

- Tell students to choose five questions to ask their partners and write them on the lines.
- When they are finished, pick a student to read each question to you. Answer each question by a) repeating the question, and b) saying *Hmm . . . Let me see* or *Hmm . . . Let me think*. Then switch. Make sure that the student uses

these expressions at the beginning of his or her answer.

- Direct the students to practice with their partners.
- Tell students to look again at the phrases at the bottom of page 18 and at the *That's a difficult question* example. Read it to the class, replacing it with *That's a good question*. Pick a student to model it with you. Switch.
- Tell students to stand up. Direct students to practice this phrase with partners outside their group. Tell them to sit down when they are finished.

Teaching tip

If you see that your students are able to use these phrases easily in free conversation practice, try introducing variations on *That's a difficult question* with other frequently used words such as *good*, *interesting*, or *strange*.

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

Fill it in

- an only child
- is like
- am different from
- the middle child
- talkative
- strict
- easygoing
- pets

Put it together

- There are five people in my family.
- I have a big family.
- My father is not so tall and a little bit fat.
- I get along well with my mother.

Language point

- There are
- There is
- There are
- There are
- There is

Conversation listening

A. First listening

(pictures numbered clockwise from top left)

- Picture 1 (grandmother): 2
 Picture 2 (bald dad): 4
 Picture 3 (brother): 1
 Picture 5 (smart sister): 3

B. Second listening

1. average 3. smart
 2. sweet 4. bald

C. Noticing the conversation strategies

- a) 2 d) 3
 b) 1 e) not used
 c) 4

Real conversations

A. Listening

- a) 6 e) 5
 b) 4 f) 1
 c) 2 g) 7
 d) 3

B. Vocabulary

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