

may need your guidance at first, but as their skill develops, they will be able to do this on their own. Explain that guessing the meaning of a word from its context involves:

- looking in the text or at the other words in the vocabulary box for clues
- thinking about what they know about similar words
- using their knowledge of the world

If students figure out meanings for themselves, they're more likely to remember the new words than if you define the words for them in English or translate them.

Students may ask about other words that are not listed in the glossary for a particular activity. It's a good idea to preview the activities and the audio scripts of the recorded material so you can answer questions about any potentially difficult or unfamiliar words.

### **How can the teacher help students build their vocabulary?**


Recommend that students circle or underline new and /or important words and expressions in their Student's Book. Highlighting is particularly effective because it makes the language students want to remember "jump off" the page, reminding them of the key vocabulary items and showing the words in contexts. Moreover, going over previous lessons will help students review vocabulary easily and effectively.

Students should be encouraged to record new vocabulary in other ways as well. Suggest that they keep a vocabulary notebook, organized in one of two ways: alphabetically (like a dictionary) or by topic or subject matter.

### **What is the role of writing in *Let's Talk, Second Edition*?**

Although this course focuses on speaking and listening skills, you may also want your students to do some writing. To facilitate this, there is a **Writing option** activity at the end of the teaching notes for each unit. You may want to give students some class time to prepare for this activity; however, the actual writing should be assigned as homework. When the assignment is due, have students work in groups to take turns reading and commenting on one another's work. Then collect the assignments and add your comments before handing them back. (See the suggestions above in *What should the teacher do when students make mistakes?* for ways to give corrections and comments.) Answer any questions students may have.

I hope you enjoy using *Let's Talk*!



# Contents

Introduction	iv
Scope and sequence	xii

## Teaching notes

<b>Getting started</b>	2
<b>Unit 1</b> Communicating in English	4
<b>Unit 2</b> All kinds of people	10
<b>Unit 3</b> Free time	16
<b>Unit 4</b> People	20
<b>Unit 5</b> Money	26
<b>Unit 6</b> Travel and tourism	31
<b>Unit 7</b> Food and drink	36
<b>Unit 8</b> Entertainment	41
<b>Unit 9</b> Health	46
<b>Unit 10</b> Self-improvement	50
<b>Unit 11</b> In the city	55
<b>Unit 12</b> Customs	59
<b>Unit 13</b> Famous people	63
<b>Unit 14</b> Home, sweet home	67
<b>Unit 15</b> Then and now	71
<b>Unit 16</b> The future	76

## Additional notes

Expansions	82
Self-study	83

## Student's Book audio scripts

84

## Photocopiables

Model conversations	112
Talking points	146

## Assessment program

<b>Quizzes</b>	167
Audio scripts	184
Answer key	186
Class score sheet	188
<b>Tests</b>	190
Test score sheet	195
Speaking section evaluation guide	196
Test 1, Units 1–8	
Multiple-choice section Version A	198
Multiple-choice section Version B	202
Speaking section Speaker A	206
Speaking section Speaker B	208
Speaking section sample answers	210
Audio scripts	212
Answer key	214
Multiple-choice section answer sheet	215
Test 2, Units 9–16	
Multiple-choice section Version A	216
Multiple-choice section Version B	220
Speaking section Speaker A	224
Speaking section Speaker B	226
Speaking section sample answers	228
Audio scripts	230
Answer key	232
Multiple-choice section answer sheet	233

Quizzes and tests track listing	236
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# Level 1 scope and sequence

**Working together** (pages vi–vii) **Getting started** (pages 2–3)

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 1</b> (pages 4–7) <b>Communicating in English</b> <b>1A Let's get to know each other!</b> <b>1B Personal information</b>	Introducing yourself and others; asking for and giving personal information	Introductions; a radio interview; conversations about personal information	Phone numbers; addresses; e-mail addresses; ages; birthdays
<b>Unit 2</b> (pages 8–11) <b>All kinds of people</b> <b>2A What do they look like?</b> <b>2B Your personality</b>	Describing personal appearance; describing personality characteristics	Descriptions of physical appearance; descriptions of personality characteristics	Adjectives to describe appearance and personality
<b>Unit 3</b> (pages 12–15) <b>Free time</b> <b>3A What are your interests?</b> <b>3B What sports do you like?</b>	Talking about hobbies; describing sports characteristics; discussing extreme sports	Conversations about hobbies and interests; a description of an unusual sport	Hobbies and sports
<b>Unit 4</b> (pages 16–19) <b>People</b> <b>4A Families</b> <b>4B Friends</b>	Talking about families; discussing living arrangements; describing a good friend	A description of a family; conversations about best friends	Family members; characteristics of living arrangements and friends
<b>Units 1–4 Expansion</b> (pages 20–21)			
<b>Unit 5</b> (pages 22–25) <b>Money</b> <b>5A Shopping and clothing</b> <b>5B Saving and spending</b>	Talking about shopping habits and preferences; giving compliments; suggesting gifts; discussing spending habits and attitudes	Conversations about shopping; descriptions of recent purchases; interviews about spending habits	Places to shop; clothing; ways to save money; gifts
<b>Unit 6</b> (pages 26–29) <b>Travel and tourism</b> <b>6A How was your trip?</b> <b>6B Travel near and far</b>	Describing past trips; taking a vacation survey; discussing famous places; talking about things to take on a trip	Descriptions of trips; conversations about travel experiences	Adjectives to describe trips; vacation activities; famous places; things to take on vacation
<b>Unit 7</b> (pages 30–33) <b>Food and drink</b> <b>7A Eating out</b> <b>7B Food around the world</b>	Talking about food; describing eating habits; planning a meal; describing traditional meals and unusual foods	Mealtime conversations; descriptions of experiences with unusual foods	Foods and drinks; adjectives to describe food; places to eat
<b>Unit 8</b> (pages 34–37) <b>Entertainment</b> <b>8A Let's see a movie!</b> <b>8B What's on TV tonight?</b>	Discussing movies and TV shows; taking a TV survey; planning a TV schedule	Descriptions of movies; TV show segments	Types of movies and TV shows; adjectives to describe movies and TV shows
<b>Units 5–8 Expansion</b> (pages 38–39)			

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 9</b> (pages 40–43) <b>Health</b> <b>9A A healthy lifestyle</b> <b>9B Sleep and dreams</b>	Discussing healthy lifestyles; taking health and sleep habit quizzes; discussing sleep and dreams	A radio show about health; a talk about sleep and dreams	Adjectives to describe a healthy lifestyle; healthy activities; phrases to describe sleep habits
<b>Unit 10</b> (pages 44–47) <b>Self-improvement</b> <b>10A Improve your memory!</b> <b>10B Good advice</b>	Talking about ways to remember things; discussing problems and giving advice	Conversations about how to remember things; a radio show about problems and advice	Ways to remember things; things people forget; problems and advice
<b>Unit 11</b> (pages 48–51) <b>In the city</b> <b>11A How to get there</b> <b>11B Plenty to do</b>	Asking for and giving directions; talking about cities; recommending places; planning a fun day out	Directions; descriptions of cities and their characteristics	Prepositions of place and directions; characteristics of cities; places to visit
<b>Unit 12</b> (pages 52–55) <b>Customs</b> <b>12A Holidays</b> <b>12B Good manners</b>	Talking about ways people celebrate holidays; discussing and giving advice about manners; comparing customs	Descriptions of holidays in three countries; a conversation comparing different customs	Holidays; ways to celebrate holidays; expressions about manners and customs
<b>Units 9–12 Expansion</b> (pages 56–57)			
<b>Unit 13</b> (pages 58–61) <b>Famous people</b> <b>13A Celebrities</b> <b>13B Still famous</b>	Talking about celebrities; taking a quiz about celebrities; discussing famous people from the past	A radio show about two famous writers; old radio interviews with three famous inventors	Types of famous people; words and expressions to describe celebrities and famous people
<b>Unit 14</b> (pages 62–65) <b>Home, sweet home</b> <b>14A My dream home</b> <b>14B Unusual homes</b>	Talking about typical and unusual homes; describing things in a home; taking a survey about home preferences	Descriptions of dream homes; interviews about unusual homes	Furniture and things in homes; types of homes; characteristics of homes
<b>Unit 15</b> (pages 66–69) <b>Then and now</b> <b>15A Childhood memories</b> <b>15B Fads and fashions</b>	Talking about games; sharing childhood memories; talking about fads; discussing what's in and out of style	Descriptions of three childhood memories; a conversation about fads	Games; types of fads; toys; hairstyles and fashions
<b>Unit 16</b> (pages 70–73) <b>The future</b> <b>16A Hopes and dreams</b> <b>16B The world in the future</b>	Talking about past achievements and regrets; talking about hopes and dreams; making predictions; discussing the perfect future city	A conversation about past achievements and regrets; a conversation about hopes for the future; a news report from the future	Expressions about achievements and regrets; expressions to describe predictions
<b>Units 13–16 Expansion</b> (pages 74–75)			

# Getting started

**Overview** **Getting started** focuses on useful classroom language that will help students speak English together in class. It also introduces students to the types of activities they will do in the Student's Book: *Work alone*, *Pair work*, *Group work*, *Listening*, and *Communication task*.

## **Before you begin . . .**

Spend a few minutes explaining the aims of the course. Tell students they will do some tasks on their own, and they will also work in pairs and small groups. The aim is for all students to speak English all the time. Assure them that they don't need to know a lot of English to do this. The more they speak in English, the faster their English will improve, and the more comfortable they will feel using English.

## **Getting started Model conversations – page 113**

### **Activity 1** page 2

**Objectives** To talk about different ways of practicing English; to speak English in pairs

#### **Vocabulary**

**audio program** a recording on cassette or CD  
**compare** to decide how things are similar or different

### **A Work alone**

1. Tell students they are going to think about the types of activities they like to do in English class.
2. Read the instructions aloud; then read the eight options aloud to the class. Explain any unfamiliar vocabulary.
3. Give students about two minutes to complete the chart.
4. Go around the class as students work, helping as needed.

### **B Pair work**

1. Have students form pairs.
2. Read the instructions aloud, and point out the model language in the speech balloon.
3. Go around the class as students work, making sure students understand the task and encouraging them to speak in English.

### **Activity 2** page 2

**Objective** To learn useful classroom language and when to use it

#### **Vocabulary**

**explanation** a description or instructions that make something easy to understand  
**pronounce** to say a word or letter in a certain way or in the correct way  
**What are we supposed to do?** *What do we have to do?*

### **A Work alone**

1. Read the instructions aloud; then read the questions and the situations aloud. Explain any unfamiliar vocabulary.
2. Give students about two minutes to complete the task.
3. Go around the class as students work, helping as needed. Tell students they will check their answers when they do part B.

### **B Pair work**

1. Have students form pairs.
2. Read the instructions aloud. Tell students not to show each other their answers from part A, but to discuss them in English. Write an example on the board for students' reference. For example:  
*A: What can you say when you don't understand what to do?*  
*B: You can say, "What are we supposed to do?"*
3. When students have finished, check answers by taking the role of speaker A in the example conversation in step 2 above and having students respond as speaker B. This will give students additional practice with the classroom language.