

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?

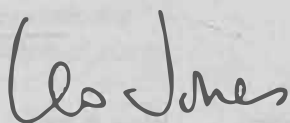
Recommend that students circle or underline new and / or important words and expressions in their Student's Book. Highlighting is particularly effective because it makes the language students want to remember "jump off" the page, reminding them of the key vocabulary items and showing the words in contexts. 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 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*!



Level 2 Scope and sequence

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

Units / Lessons	Speaking	Listening	Vocabulary
Unit 1 (pages 4–7) Getting to know you 1A What are you like? 1B Breaking the ice	Talking about favorite places and colors; describing personalities; discussing and using icebreakers	A conversation about color and personality; conversations of people meeting for the first time	Adjectives to describe places; colors; expressions to keep a conversation going
Unit 2 (pages 8–11) Making a good impression 2A Meeting new people 2B On the phone	Talking about first impressions; role-playing meeting new people and phone conversations; giving and taking messages	An article about first impressions; answering-machine messages	Ways to greet people; phone behavior; expressions for using the phone
Unit 3 (pages 12–15) Food and cooking 3A That sounds delicious! 3B Going out to eat	Discussing foods and cooking techniques; talking about restaurant meals; role-playing restaurant conversations	Recipe instructions; conversations in a restaurant	Types of food; cooking techniques; food measurements; international foods; foods on a menu
Unit 4 (pages 16–19) Weather 4A What's the weather like? 4B Extreme weather	Talking about weather and seasons; describing extreme weather experiences; giving advice about extreme weather	A weather forecast; advice on what to do in a thunderstorm	Types of weather; adjectives to describe moods; times of day; extreme weather
Units 1–4 Expansion (pages 20–21)			
Unit 5 (pages 22–25) Working for a living 5A In the workplace 5B Unusual jobs	Talking about job likes and dislikes; describing job experiences; discussing unusual jobs; talking about what's important in a job	Conversations on the first day of work; interviews with people with unusual jobs	Jobs; workplaces; job features
Unit 6 (pages 26–29) Leisure time 6A Hobbies and interests 6B If I had more time, . . .	Describing hobbies and interests; discussing chores; talking about typical activities; making weekend plans	Interviews about leisure activities; a conversation about how people spend their time	Adjectives to describe hobbies; leisure activities; everyday activities and chores
Unit 7 (pages 30–33) Sports and games 7A Playing and watching sports 7B How about a game?	Talking about participation in sports; conducting interviews about sports; discussing and playing games	Interviews about sports people play and watch; instructions on how to play games	Sports and games; game categories
Unit 8 (pages 34–37) Transportation and travel 8A Getting around town 8B Going places	Discussing traffic and transportation problems; talking about different ways to travel; planning a trip	Interviews about traffic and transportation problems and solutions; descriptions of memorable trips	Ways to travel; traffic and transportation problems; traffic signs
Units 5–8 Expansion (pages 38–39)			

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Units / Lessons	Speaking	Listening	Vocabulary
Unit 9 (pages 40–43) Vacation time 9A A great vacation 9B World travel	Talking about past vacations; describing perfect vacations; discussing tourist attractions	Descriptions of vacations; a conversation about overseas vacations	Vacation activities; geographical features
Unit 10 (pages 44–47) Inventions and gadgets 10A I want one of those! 10B Great ideas?	Describing gadgets and their uses; discussing product features; explaining a new invention	Conversations of people shopping for electronic products; a TV show about new products	Gadgets and everyday items; uses for gadgets; features and functions of electronic products
Unit 11 (pages 48–51) The environment 11A Animals and nature 11B Protecting our environment	Talking about animals and plants; discussing environmental problems and solutions	A tour of a zoo; a tour of a nature preserve	Animals and animal species; environmental problems; ways to help the environment
Unit 12 (pages 52–55) News and current events 12A Good news! 12B Did you hear about . . . ?	Talking about news stories and sources; telling a story; discussing a current-events survey	TV news reports; a conversation about funny news stories	News sources; newspaper sections
Units 9–12 Expansion (pages 56–57)			
Unit 13 (pages 58–61) City life 13A The best place to live 13B Better safe than sorry!	Comparing city and country life; talking about safety habits and tips; telling stories about dumb or unlucky criminals	Conversations about cities people used to live in; news stories of unlucky and dumb criminals	City and country features; types of crimes; ways to stay safe
Unit 14 (pages 62–65) Entertainment and art 14A What do you enjoy? 14B But is it art?	Discussing favorite activities; talking about music and movies; discussing art and artists	Styles of music; descriptions of DVDs; an art museum tour	Types of music; types of art; words associated with art
Unit 15 (pages 66–69) The past 15A Remembering 15B Historical places	Describing how someone has changed; talking about childhood memories; discussing historical places and events	A conversation about memories; tours of popular tourist sites	Past actions and events; countries; tourist attractions; periods of time in the past
Unit 16 (pages 70–73) Comedy and humor 16A What's so funny? 16B That's hilarious!	Discussing funny pictures and stories; talking about comics and cartoons; telling jokes	Funny stories; true funny stories	Words to describe humor; types of humor
Units 13–16 Expansion (pages 74–75)			

Communication tasks (pages 76–92) **Answers** (page 93)

Self-study grammar, listening, vocabulary, and answer key (pages 94–129)

Getting started

Overview *Getting started* focuses on encouraging students to speak English together in class by introducing useful language they can use when working together in pairs and groups. It also introduces them to the types of activities they will do in the Student's Book: *Work alone*, *Pair work*, *Group work*, *Listen*, *Join another pair*, 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 121

Activity 1 page 2

Objectives To talk about ways of participating in English conversations; to speak English in pairs

Vocabulary

compare to consider or suggest how things are similar or different

native speaker someone who speaks the language he or she learned as a baby

partner one of two people who do something together

plan to think about and decide how you will do something

2. Read the instructions aloud, and point out the model language in the speech balloon. Make sure all students know how to do the task. You may want to provide a model for the class by asking one pair of students to compare their answers to the first item in the chart while the rest of the class watches and listens. Remind students that the aim of the task is for them to speak English with a partner. Give students three minutes to complete the task.
3. Go around the class as students work, encouraging them to speak English and offering help as needed.
4. When students have finished, ask for volunteers to share their opinions with the class.

Activity 2 page 2

Objective To learn useful classroom language and when to use it

Vocabulary

statement a piece of written or spoken information

take turns to do the same thing as your partner, one after the other

A Work alone

1. Read the instructions aloud; then read the eight options aloud to the class. Explain any unknown vocabulary.
2. Have students work alone to mark their answers in the chart. Give them about two minutes to complete the task.
3. Go around the class as students work, making sure that all students understand the task and helping as needed. Allow students more time to finish if necessary.

B Pair work

1. Have students form pairs. If there is an odd number of students, form one group of three.

A Work alone

1. Tell students they are going to learn some useful expressions that they can use to help them speak English in class.

9 Vacation time

Overview Unit 9 focuses on vacations and world travel. In **Lesson 9A**, students talk about vacations they have taken and trips they would like to take. In **Lesson 9B**, they discuss international travel and tourist attractions in their own countries.

Before you begin . . .

1. If you assigned the Self-study activities from Unit 8, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 9 Model conversations – pages 138–139

9A A great vacation

Activity 1 pages 40–41

Objectives To understand people describing their vacations; to share opinions about people's vacations

Vocabulary

alternate able to be used instead of something else

cover to travel

hut a small house with only one or two rooms

inn a small hotel

opera a musical play in which all the words are sung

pick to take fruit from trees

recover to get better after an illness, injury, etc.

research study of a subject in order to find new information about it

ripe ready to eat

stuff things (informal)

tour guide someone whose job is to show and explain attractions to tourists

A Pair work

1. Have students form pairs.
2. Read the instructions aloud, and point out the model language in the speech balloons.
3. Give students about two minutes to discuss the vacation activities shown in the pictures.
4. Go around the class as students work, encouraging them to give reasons for their opinions.

B Listen (CD, Track 29)

1. Tell students they are going to hear three people describing the vacations in the pictures in part A.
2. Read the instructions aloud.
3. Play the audio program, pausing after each speaker.
4. Check answers with the class.

Answers

Michael, Charlie, Julia

C Listen again (CD, Track 30)

1. Read the instructions aloud; then call on several students to read the information in the chart aloud. Answer any questions students may have about vocabulary.
2. Make sure students understand that this time they are listening for the specific vacation activities or events each person mentions.
3. Play the audio program. If necessary, pause between speakers to give students time to mark their answers.
4. Have students compare answers in pairs. If there is disagreement, play the audio program again before you confirm the correct answers.

14 Entertainment and art

Overview Unit 14 focuses on different kinds of entertainment and the arts. In **Lesson 14A**, students talk about their preferences in music and movies. In **Lesson 14B**, they discuss visual arts and learn about some famous painters and their work.

Before you begin . . .

1. If you assigned the Self-study activities from Unit 13, answer any questions students may have about them.
2. If you assigned writing, ask students to read one another's work in small groups before handing in their assignments.

Unit 14 Model conversations – pages 148–149

14A What do you enjoy?

Activity 1 page 62

Objective To share opinions of different types of leisure activities

A Work alone

1. Before students begin the task, elicit the names of the activities shown in the pictures. (*Top row*: watching TV, going to museums, playing video games; *bottom row*: playing guitar and singing, going to the movies, reading)
2. Read the instructions aloud. Give students about two minutes to rank the six activities in order of preference.

B Pair work

1. Have students form pairs.
2. Read the instructions and the discussion questions aloud.
3. Give students about three minutes for their discussions. Go around the class as students work, helping with vocabulary as necessary.
4. When students have finished, ask for volunteers to talk about their favorite leisure activities. Take a class poll to find out the most popular leisure activities.

Activity 2 pages 62–63

Objectives To identify different types of music; to talk about different types of music

A Listen (CD, Track 43)

1. Have the class brainstorm different types of music, and write the music genres on the board. Ask for volunteers to say which types of music they listen to most often, and which ones they never listen to.
2. Read the instructions aloud, and make sure students understand the grades described in the box.
3. Play the audio program, pausing after each music clip to give students time to decide on their ratings.
4. Have students compare answers with a partner, and encourage them to say what they liked or disliked about each music clip.

B Listen again (CD, Track 44)

1. Explain the task, and make sure students understand each of the music genres. Elicit an example of a song, a musician, or a group for each genre.
2. Play the audio program, pausing between music clips.
3. Have students compare answers in pairs; then check answers with the whole class.

Answers

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