

them. Moreover, before they begin, tell students how much time they should spend on them. These tasks should be seen as an important and integral part of the units – and not “optional extras.”

Self-study

The two-page Self-study material for each unit appears in a separate section on pages 94–125 of the Student's Book. These exercises and activities provide valuable additional practice in grammar, listening, and vocabulary. The first page contains a grammar paradigm, followed by a controlled exercise and an open-ended, personalized activity. The second page contains a listening task, where students listen for missing words in order to complete a conversation or set of instructions, and a vocabulary puzzle (crossword, word search, or scrambled word). Using key language that students have encountered in the units, these activities are intended to encourage independent learning and can be assigned as homework. During the next lesson, you may want to ask students to discuss any difficulties they experienced with this material. The answers to these exercises are included in the Student's Book so that students can check their own work and correct it as necessary. Recordings of the grammar paradigms and listening texts appear on the Self-study audio CD included in the Student's Book. For more information about how to use the Self-study section, see page 80 in this manual.

Using Let's Talk, Second Edition: Frequently asked questions

About how long should a lesson take to complete?

Generally speaking, one lesson should take approximately 60 to 90 minutes to complete, depending on variables such as:

- how much preparation students may need
- how challenging students find the activities
- how much interest is generated by the activities
- how many of the activities you choose to teach
- how many questions students ask
- how much follow-up work you may need to do

Why is it necessary to give students a time limit for completing a task?

It is important that students know how long their pair or group work is supposed to take. This allows them to pace themselves better and deal with questions in more depth. Without a time limit, some groups may finish quickly and have nothing to do, while others may take longer and feel frustrated if they are interrupted before they have finished. If everyone has the same time limit, the discussions will be more interesting and satisfying, because students will feel encouraged to stay on task and share their ideas and opinions in a more relaxed way.

Accordingly, the **Teaching notes** in this manual include suggested time limits for all activities. These are meant to serve as general guidelines, however. With a talkative class, for example, you may discover that the suggested three-minute limit will shortchange your students, who will need at least four minutes; on the other hand, a less talkative class may need only two minutes. Your own judgment and knowledge of your students will help you determine when to shorten or lengthen the time for an activity.

What is the teacher's role during pair or group work?

While students are working in pairs or groups, move around the class and listen to each pair or group for a few moments. When helpful, you may wish to join in occasionally and offer encouragement, advice, or suggestions. Make notes on any important mistakes you hear while walking around -- but don't spend time correcting students' mistakes while they're trying to express themselves.

The teacher has three main responsibilities in doing pair or group work:

- getting things started (making sure every student knows what to do and has the necessary vocabulary to do it -- and explaining how long the activity should take)
- monitoring the pairs or groups as they work and deciding when to stop the activity
- leading a short follow-up discussion after each activity (answering questions, pointing out significant mistakes, and giving additional practice)

If your class does not have an even number of students, you will need to place some students in groups of three with two members of the group doing the same task. Rearrange pairs and groups frequently so that students are exposed to different conversation styles and ideas. For some activities, you may want to place more outgoing learners together so they don't intimidate others. In other situations, you may want to pair the shy or less proficient students with more outgoing or proficient partners so they can be exposed to more language input.

What if an activity doesn't seem to be working?

Some of the more open-ended activities in *Let's Talk, Second Edition*, are quite challenging. Students may not possess all the language they need to participate easily and fluently. There are several ways of preparing for this situation, not all of which will be necessary at the same time:

- Quickly go through a few vocabulary items students can use in the activity.
- Model or demonstrate the task so students understand what has to be done.
- Make sure students read the instructions or information carefully, and ask questions before they begin the activity (and as necessary during the activity).
- Sometimes it may be helpful to give students a few moments to think about what they are going to say, and perhaps make a few notes. Students should not write down full sentences, however.
- Photocopy and hand out the **Model conversations**. (See pages 113-145 of this manual.) Have students practice the conversation in pairs or groups, and then try the task again, using their own words.

- If an activity proves difficult, give students some helpful feedback and then have them try it again. This will help students feel they have made progress.
- Remind students that in real life, they may not have anyone to help them out and may have to cope by using their limited English resources in similar situations. The activities in this course will build their confidence in real-life situations.

How can students be encouraged to speak only in English?

If students are tempted from time to time to use their native language, remind them that every member of the class has a common aim: to improve his or her English. Indeed, the activities in this course were created to foster a spirit of cooperation and friendship in the class and to give students the feeling that they are all members of a team with a common purpose and a role to play in the success of the course. Accordingly, ask students to agree on this rule: “Only English may be spoken in our class.”

These ideas may help students who find it difficult to follow the English-only rule:

- Remind students that your class may be their only opportunity to use English.
- Demonstrate what to do before students are split into pairs or groups, using one of your more confident students as your partner while the others listen. This modeling will help everyone get into the discussion or activity more quickly.
- If you overhear students using their native language, remind them of the rule.
- Separate students who persistently use their native language, and put them with students who do use only English in class.
- Make sure all students know basic transactional language that they can use to manage their conversations. Many of these useful statements and questions appear in the *Working together* pages of the Student’s Book (pages vi–vii). Go over these pages carefully to help students learn and remember this important language before you begin the units in the Student’s Book. You may also want to make a list of this language on the board (or create a poster for the classroom) and add further transactional language as the need arises.

What should the teacher do when students make mistakes?

Although most students using *Let’s Talk, Second Edition*, probably already have a basic knowledge of English grammar, they will still make mistakes. Although accuracy is an important aspect of language learning and should never be ignored, it is more important for students to be able to communicate effectively. Many grammatical mistakes don’t seriously affect communication. For example, the meaning of what a student is trying to say – his or her message – may be clear to others in spite of an incorrect verb tense or article. Moreover, students should not be corrected every time they make a mistake. If that happened, most students would become inhibited and afraid to speak at all. Actually, mistakes play an important role because they are an essential indicator of what still needs to be learned. On the basis of the mistakes you overhear, together with the types of questions students ask you, you can plan any additional practice your class may require.

Students should certainly be corrected when they make serious errors. However, it’s usually better not to interrupt students while they are doing an activity but to

point out any mistakes *after* they have completed it. This allows students to focus on communicating with each other. While you are listening to students working in pairs or groups, you might make the occasional discreet correction without interrupting the flow of the conversation. It's usually better, however, to take notes on some of the important or frequent errors you overhear and point them out to the class later. Then individual students won't feel singled out for making mistakes, and all students can learn from one another.

In writing, where errors are more noticeable and may interfere more seriously with communication, accuracy is more important. When marking students' written work, you can't really overlook some of their mistakes as you might if they were talking. However, it's helpful to show students which of their mistakes in writing are more serious or less serious, and to distinguish among different kinds of mistakes.

When students submit written work, ask them to leave a wide margin so that there's sufficient room for you to add comments later. Give students a chance to correct their own mistakes by underlining the incorrect parts and showing in the margin whether there's a mistake in grammar (*G*), word order (*WO*), vocabulary (*V*), punctuation (*P*), or spelling (*Sp*). If there's a clearer way of saying something or a better word to use, you may want to write a comment to indicate that in the margin as a suggestion.

And don't highlight only mistakes. A checkmark (✓) is a nice way of showing that an idea has been well expressed. Words of encouragement are even more appreciated – especially if a student seems to have put a lot of effort into his or her work.

How should the teacher handle new vocabulary?

As students work through *Let's Talk, Second Edition*, they will be learning more and more vocabulary. Some items are presented in vocabulary boxes, while others occur in context in the recordings and the activities.

The teaching notes for most activities include a glossary that highlights the important new vocabulary students will encounter in that activity. It is important to limit definition of vocabulary to those words that are essential to the task. Students can often complete an activity successfully without understanding every word. In fact, learners should be encouraged to develop a tolerance for ambiguity so that they don't panic when they see an unfamiliar word. By focusing on essential vocabulary, you can use class time more efficiently.

Before presenting the definition of a word, ask the class if anyone can explain the word. If no one can, give the meaning provided in the Teacher's Manual. Alternatively, ask students to look up the word in a good learner's dictionary such as the *Cambridge Dictionary of American English*. Whenever possible, encourage students to guess the meaning of a word from its context – an important reading and listening skill. Students 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*!



9 Mind and body

Overview Unit 9 focuses on health and fitness and ways to deal with stress. In **Lesson 9A**, students talk about activities and treatments people use to stay fit and healthy, and advice for staying in good health. In **Lesson 9B**, they discuss different ways of coping with stressful situations.

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 130–131

9A Staying healthy

Activity 1 page 38

Objective To talk about ways of staying fit and healthy

Vocabulary

fatty containing a lot of fat
pointless without any purpose or meaning
strenuous using a lot of energy or strength
tedious boring and continuing for a long time
vitamin supplement a pill you take to make your diet healthier
worthwhile worth all the time, effort, or money you have used

A Pair work

1. Ask students, "What are some ways that you try to stay healthy?" Elicit several ideas, and tell students that in this unit they are going to talk about how to stay in good health.
2. Have students form pairs.
3. Read the instructions aloud; then read the words in the box aloud, and have students repeat them. Answer any questions about vocabulary.
4. Give students about three minutes to talk about the activities in the pictures. Go around the class as students work, reminding them to use the new vocabulary. Stress that students' answers will depend on their own opinions of the activities; there are no right or wrong answers.

B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions aloud, and ask for a volunteer to read the discussion questions aloud.
3. Give students about three minutes for their discussions.
4. When students have finished, ask the questions to the whole class and elicit responses from several volunteers.

C Pair work

1. Have students change partners.
2. Read the instructions aloud; then call on students to read the advice aloud. Answer any questions about unfamiliar vocabulary.
3. Tell students to first add one more idea each and then work together to rank the advice. Make sure students understand that they should rank the advice in order of importance from 1 (most important) to 10 (least important). Encourage students to discuss their answers and give reasons for their opinions.

D Join another pair

1. Have pairs combine to form groups of four.
2. Read the instructions and the discussion questions aloud.
3. Give students about four minutes for their discussions.
4. Go around the class as students work, offering help and encouragement and making sure all group members are participating.

14B Success and happiness

Activity 1 page 62

Objective To understand people talking about their jobs

Vocabulary

all the gory details an informal expression meaning someone is going to tell you all about something bad that happened
neat great or interesting (slang)
presentation a formal talk about a specific topic
proactive taking necessary action without delay
take more initiative to judge what needs to be done and take action without suggestions from other people
thus far until now

A Pair work

1. Tell students that in this lesson they are going to think and talk about what it takes to be successful.
2. Read the instructions aloud, and have a student read the model language in the speech balloon.
3. Have students form pairs.
4. Give students about two minutes to discuss the pictures and decide which person is the best employee. Encourage them to give reasons for their opinions.
5. When students have finished, continue the discussion with the whole class.

B Listen (CD 3, Track 11)

1. Read the instructions aloud.
2. Give students time to read through the questions silently before they listen.
3. Play the audio program, pausing between conversations to give students time to write their answers.
4. Have students compare answers in pairs; then check answers with the whole class.

Answers

1. a friend
a party Sarah went to
2. happy with his work
take a break
3. efficiently
be proactive / take more initiative

C Pair work

1. Have students work with their partners from part A again.
2. Read the instructions aloud.
3. Give students about two minutes for their discussions.
4. When students have finished, ask for a few volunteers to share their opinions with the class. Encourage the volunteers to explain their reasons.

Activity 2 page 62

Objective To talk about the qualities needed for achieving success

Vocabulary

give orders to tell people with less authority what they must do
multi-task to do more than one thing at once
ruthlessness the quality of being determined to do whatever necessary to succeed
think on your feet to make decisions quickly

A Work alone

1. Read the instructions aloud; then call on students to read the qualities aloud. Answer any vocabulary questions that may arise.
2. Give students about two minutes to mark the qualities according to how important they think they are.