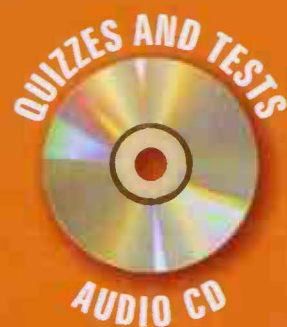


CAMBRIDGE



Let's **Talk 1**

Second Edition

Leo Jones

**Teacher's
Manual**

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press

32 Avenue of the Americas, New York, NY 10013-2473, USA

www.cambridge.org

Information on this title: www.cambridge.org/9780521692823

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First published 2002

Second Edition 2008

Printed in Hong Kong, China, by Golden Cup Printing Company, Limited

A catalog record for this publication is available from the British Library

ISBN 978-0-521-69281-6 student's book and self-study audio CD

ISBN 978-0-521-69282-3 teacher's manual and audio CD

ISBN 978-0-521-69283-0 CDs (audio)

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Art direction, book design, and photo research: Adventure House, NYC

Layout services: TSI Graphics

Audio production: Full House, NYC

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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?

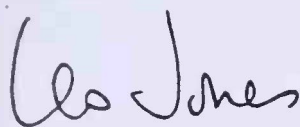
Recommend that students circle or underline new and /or important words and expressions in their Student's Book. Highlighting is particularly effective because it makes the language students want to remember "jump off" the page, reminding them of the key vocabulary items and showing the words in contexts.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



Teaching tip

Have students write in pencil.

Students are often hesitant to write answers if they're unsure, especially if they're filling out a chart in their books. If they use pencil, they can easily change their minds and make corrections. It's better for students to write a guess or an answer they aren't completely sure of, rather than wait until the teacher tells them the correct answers. Also, if students use a separate piece of paper instead of writing in their textbooks, they may feel less worried about making mistakes.

Possible answers

Appetizers

chicken wings
onion soup
dumplings

Side dishes

mixed salad
mashed potatoes
French fries

Main courses

beef curry
kebabs
spaghetti
pizza

Desserts

cheesecake
fruit salad
ice cream
chocolate cake

C Group work

1. Have students stay in their groups from part B.
2. Read the instructions aloud; then read the words in the box aloud, and have students repeat them. Use examples to explain any unfamiliar vocabulary, for example: "Black coffee is bitter. Lemons are sour. Chili peppers are spicy. White bread is bland."
3. Give students about three minutes to complete the task. Go around the class as students work, offering help with vocabulary as necessary.
4. When students have finished, ask the class for ideas for each category. Point out that describing tastes is sometimes difficult. Some foods and drinks can be described in different ways; people sometimes disagree about tastes, and some dishes have a combination of tastes. For example, some curries can be sweet, sour, and spicy.

Possible answers

bitter: black coffee, strong tea, dark chocolate
bland: mashed potatoes, white bread, milk
creamy: cheesecake, hot chocolate, milk shakes
greasy: chicken wings, French fries, hamburgers
salty: onion soup, soy sauce, potato chips
sour: plain yogurt, lemons, grapefruit juice
spicy: curry, chili peppers, salsa, hot sauce
sweet: fruit salad, honey, apple pie, ice cream

Extension activity

Lead a brief class discussion about the following questions:

- What are your favorite foods and drinks? Why?
- What foods and drinks don't you like? Why not?

Activity 2 page 31

Objectives To talk about places to eat; to understand people talking about what they're going to eat

Vocabulary

buffet restaurant a restaurant where you serve yourself from food dishes on a table, for a fixed price
cafeteria a restaurant where you are served food at a counter, and pay before you eat
deli a store specializing in cooked meats, cheeses, and sandwiches
fast food food prepared and served quickly – for example, hamburgers and pizza
food stall a small shop, stand, or table where food is sold
pie a baked dessert, often with fruit inside
recommend to say that something is good
upscale luxurious; expensive

D Group work

1. Have students form groups of four.
2. Read the instructions aloud, and point out the model language in the speech balloons.
3. Give students about three minutes to compare their ideas.
4. When students have finished, ask for volunteers to share some of their responses with the class.

Activity 2 page 71

Objectives To understand people talking about their future aspirations; to talk about future aspirations

Vocabulary

ambitious having a strong wish to be successful or powerful

graduate to finish your high school or university studies

idealistic having high standards or goals, even if they may be very difficult or impossible to achieve

kids children

meaningful useful or important

optimistic believing that good things will happen

practical making decisions and behaving in ways that relate to the realities of the world

retire to stop working, usually because of old age

A Listen (CD 3, Track 18)

1. Tell students they're going to learn more about the two people they heard in Activity 1: Mark and Susan.
2. Read the instructions aloud, and call on students to read the phrases aloud. Answer any questions students may have about vocabulary.
3. Play the audio program once or twice.
4. Have students compare answers in pairs or small groups; then check answers with the class. Tell students they will find out even more about Mark and Susan later in this lesson.

Answers

S travel to Europe	M travel to Australia
M get an interesting job	S get a well-paid job
S get married soon	M get married later
S have two kids	M have four kids
M buy an apartment in the city	S buy a house by the ocean
M start his or her own company	S make a lot of money and retire early

B Listen again (CD 3, Track 19)

1. Read the instructions; then read the adjectives aloud, and have students repeat them.
2. Explain that students should listen for the adjectives that the speakers use to describe each other and themselves.
3. Play the audio program.
4. Have students compare answers in pairs before checking answers with the class.

Answers

M optimistic	S practical
S ambitious	M idealistic

Activity 3 page 71

Objective To talk about personal hopes and dreams

A Pair work

1. Have students form pairs.
2. Read the instructions aloud; then read the words in the box aloud as students listen. Encourage students to ask each other questions about unfamiliar vocabulary.
3. Give students about three minutes to make their lists. Go around the class as students work, helping with vocabulary as needed.

Next, Grant.

Interviewer: Wow, Grant, uh...you have a fantastic home! This is a perfect location!

Grant: Thanks, mate. I really love it.

Interviewer: So, tell me something: What do you think are the best things about it, huh?

Grant: It's such a relaxing place to be.

Interviewer: I'll say.

Grant: You arrive, open the front door, and walk in – and immediately feel free and relaxed. (Yeah.) Such a contrast from the city apartment where we used to live. The living room and the bedrooms are really big – we love that!

Interviewer: Man, they sure are big.

Grant: And the other thing that surprised us when we came here, is how friendly all the other people are around here.

Interviewer: Oh, really?

Grant: They're so helpful and generous. We spend a lot of time visiting with our neighbors – having barbecues, just hanging out together.

Interviewer: That's great. So, uh...how about in the winter? I mean, I'm guessing you get a lot of bad storms, right?

Grant: We do, but we enjoy them!

Finally, Nicole.

Interviewer: Wow, Nicole, so this is where you live all year round?

Nicole: Yes, of course. We sold our apartment in the city, and this is our home now. We love it! Our home on wheels!

Interviewer: That's...uh...that's great. Uh...so, what do you love about it? It seems pretty small for a family of four.

Nicole: Absolutely not! Everything is arranged so efficiently that we have just enough room. We all agreed to give away all our unnecessary possessions when we left our apartment. We just have what we need. This means we can live really simply and cheaply. The low cost is a big plus. And we can travel anywhere we want. When the school vacation comes, we just drive off to explore different places – no expensive air fares or hotels to pay for.

Interviewer: So, you, I mean, you-you have no regrets about your new lifestyle? What do your kids think about it?

Nicole: Regrets? Ha-ha-ha! You love this home of ours, don't you, kids?

Boy and girl: Yeah, we love it. It's great!

Nicole: See?

15A *Childhood memories*

page 66 **Activity 2A & 2B (CD 3 Tracks 13 & 14, 4 minutes 20 seconds)**

First, Cindy.

Man: When did this happen?

Cindy: Oh, in the summer. (Yeah?) We were all playing together one evening – there were six of us, I think. The game was: One person had to find somewhere to hide where the others couldn't find him.

Man: All right.

Cindy: And then the others counted to one hundred, and then they started looking for the hidden person. It was Kevin's turn to hide, and...we...he went off and hid somewhere. Well, we counted to a hundred and shouted, "Ready or not! Here we come!" (Uh-huh.) And, well...then we started looking, but we didn't find him. And then we realized it was almost bedtime, so . . .

Man: Uh-oh.

Cindy: Yeah, w...we all went home.

Man: Oh-ho, no!

Cindy: Well, Kevin went on hiding and didn't go home. His parents were worried and started looking for him but, you know, they couldn't find him, either.

Man: Oh, man!

Cindy: Yeah, well, then, at midnight, Kevin went home and said to his parents, "I won! Nobody found me!"

Man: Were his parents angry?

Cindy: Oh, yes! When his parents saw him, they were very angry.

Man: I'll bet.

Cindy: Yeah, and they wouldn't let Kevin play with us ever again, which, you know, wasn't fair because we didn't tell him to hide . . .