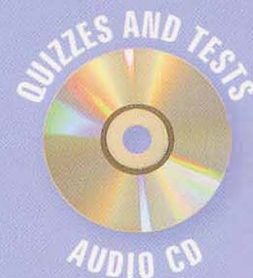


CAMBRIDGE



Let's Talk₃

Second Edition

Leo Jones

**Teacher's
Manual**

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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*!



8 Technology

Overview Unit 8 focuses on ways to describe products and how they work. In **Lesson 8A**, students describe everyday products and talk about practical skills. In **Lesson 8B**, they think of inventions to solve everyday problems, and they give and follow instructions.

Before you begin . . .

1. If you assigned the Self-study activities from Unit 7, 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 8 Model conversations – pages 128–129

8A What is it exactly?

Activity 1 pages 32–33

Objectives To talk about useful products; to understand people talking about problems with technology; to talk about technology-related frustrations

Vocabulary

ATM *Automated Teller Machine* (a cash machine)

couch a long piece of furniture with two or more cushions for sitting on, a sofa

customer service the department of a store or other business that deals with customers' problems and complaints

nifty clever, ingenious

nuts crazy

option a choice you can make in a particular situation

out of hand impossible to control

peel to remove a thin outside layer from the surface of an object

PIN *Personal Identification Number*

remote *remote control*, a device that allows you to change the settings on electronic equipment from a distance

remote-controlled managed by remote-control devices

rub off to remove something by moving your hand, a cloth, etc., over a surface while pressing against it

voice-activated controlled with the sound of the voice

A Pair work

1. Have students form pairs.
2. Read the instructions aloud.
3. Give students about four minutes to look at the pictures and try to guess what they show. Tell them not to look at the answers until you tell them to. Go around the class as students work, helping with vocabulary as needed.
4. When the time is up, tell students to check their answers on page 92 in their Student's Books. Give them about two minutes to discuss their reactions.
5. Reassemble the class, and tell students they are going to have a chance to discuss the products more in the next activity.

B Pair work

1. Have students stay in their pairs from part A.
2. Read the instructions aloud; then have a student read the discussion questions aloud.
3. Give students about four minutes for their discussions.
4. When students have finished, ask the class which products they think are the most useful and why.

C Listen (CD 2, Track 4)

1. Before you begin the task, elicit an example of a frustrating experience one might have when trying to use technology (for example, working on a document on a computer, having the computer crash, and losing all of one's work).
2. Read the instructions aloud.

- To check answers, ask for volunteers to write their answers on the board. Then play the audio program again, and have students confirm the answers.

Answers

Vanessa:

- sports, history, and geography
- office work
- enthusiastic, sociable; good at organizing, encouraging, and helping people
- wants to visit Australia, would be good at job, job would be rewarding and fun
- to go into banking
- When does the job start? What is the pay?

Jeremy:

- literature and music
- record store, lifeguard
- plays guitar, sings folk and pop songs
- would like to meet new people, see Australia, try something different
- hotel management
- When does the contract start? Can I delay my return flight?

C Listen again (CD 3, Track 19)

- Have students look back at the list of tips in Activity 1B.
- Read the instructions aloud.
- Play the audio program, pausing after each speaker.
- Have students compare answers in pairs. Then go over the answers with the whole class.

Possible answers

Vanessa followed: Dress for success. Arrive early for the interview. Be positive about the negative.

Vanessa didn't follow: Prepare a list of questions to ask. Listen carefully and think before answering. Be confident, but not overly confident. Don't talk about money too soon. Relax and just be yourself.

Jeremy followed: Prepare a list of questions to ask. Be prepared, but not rehearsed. Listen carefully and think before answering. Be confident, but not overly confident. Don't talk about money too soon. Relax and just be yourself.

Jeremy didn't follow: Dress for success. Arrive early for the interview.

D Group work

- Read the instructions and the discussion questions aloud.
- Give students about five minutes for their discussions. Go around the class as students work, listening in and making sure all group members are participating.
- When students have finished, continue the discussion with the whole class.

E Communication task

- Have students form groups of four.
- Read the instructions aloud, and tell students to turn to the appropriate pages in their Student's Books. Two students look at Task 19 on page 82, and the other two at Task 37 on page 90.

Part A

- Read the instructions for part A aloud.
- Give students about two minutes to choose the job they want to interview for.
- Have the two pairs tell each other the jobs they have chosen.

Part B

- Read the instructions for part B aloud.
- Give students time to read the questions in the chart and prepare their answers. Tell students they should each think of their own answers.

Part C

- Reassemble the groups.
- Read the instructions aloud. Have two students read the model exchange aloud.
- Give students about five minutes for each job interview. Encourage them to ask follow-up questions and add extra information.
- Ask each pair to decide who will get the job.
- When students have finished, ask them to talk about their experiences. Ask them what they would say or do differently if they had an opportunity to do the interviews again.

Student's Book audio scripts

1A Successful conversations

page 2 Activity 1B & 1C (CD 1 Tracks 2 & 3, 2 minutes 25 seconds)

One.

Sally: Hi, Max! When did you get back?

Max: Late last night - around midnight.

Sally: Was your vacation fun?

Max: Yeah, it was. But I can't talk now. Can I call you later?

Sally: Sure.

Two.

Hannah: Sarah, it's been a long time.

Sarah: Yes! It's so nice to see you again, Hannah.

Hannah: Are you still living downtown?

Sarah: Yes, but I have a different apartment now.

Hannah: Really? What's your new apartment like?

Sarah: Oh, it's just beautiful . . .

Three.

James: Will, good to see you again.

Will: Hey, James! How's it going?

James: Great, thanks. You?

Will: I'm OK. Ready for classes?

James: I guess. How was your summer?

Will: Well, it . . .

Four.

Mark: Hello, I'm Mark.

Jenny: Hi, Mark. I'm Jenny. It's nice to meet you.

Mark: Nice meeting you, too, Jenny. Are you new here?

Jenny: Yes, it's my first day.

Mark: Mine, too.

Jenny: Oh! So we're both new!

Mark: Yeah. Do you know anyone here?

Jenny: Yes, I know that . . .

Five.

Mr. Lee: Excuse me. Mr. Tanaka?

Mr. Tanaka: Yes?

Mr. Lee: May I introduce myself? My name is Jeremy Lee.

Mr. Tanaka: Ah, I'm Hiroshi Tanaka. It's very nice to meet you.

Mr. Lee: Nice to meet you, too. Are you enjoying your visit?

Mr. Tanaka: Oh, yes. I'm enjoying . . .

Six.

Oscar: Bob?

Bob: Oscar! How are you? It's been ages.

Oscar: Great. You haven't changed a bit.

Bob: Neither have you. Well, except for the suit.

Oscar: Yeah, I know. I have to wear a suit for my new job.

Bob: New job? What's your new job?

Oscar: Well, I'm actually working . . .

1B Solving problems

page 4 Activity 1D (CD 1 Track 4, 3 minutes 30 seconds)

Part A.

Woman: Hey,...uh...let's...let's look at the secret message.

Man: Uh, what do you think it means? Any ideas?

Woman: Well,...uh...it looks as if each number stands for a different letter.

Man: Yeah, you know, I think you're right. Twenty-three is W and...5 is E.

Woman: Hmm. Let's see. Ah...oh, boy...ah...oh, and E is the fifth letter of the alphabet.

Man: Mm-hmm. So...so the first word is *W₅*. Well, that makes sense.

Four.

Woman: I'm curious to know a little more about your background. Is it OK if I ask you a few questions about your family?

Man: Uhh. . . . What exactly would you like to know?

page 61 Activity 4A (CD 3 Track 10, 1 minute 50 seconds)

One.

Woman 1: I like this story. A little boy comes home from his first day at school, and he looks really unhappy. (Ohh.) Yeah! So his mother asks him, "What did you learn today?" The little boy says, "Not enough. I have to go back tomorrow." (Ha-ha!)

my gosh.) When the fence was four meters high, a camel in the next enclosure asked the kangaroo, "How high do you think they'll go?" The kangaroo said, "Oh, maybe 20 meters – unless somebody locks the gate at night!" (Ha-ha!)

Two.

Man: I heard this story about a kangaroo at the zoo. (Uh-huh.) One night, the kangaroo got out of his enclosure. (Oh, no.) So the zookeepers caught him and put him back. Knowing that he could jump high, the zookeepers put up a two-meter fence. The kangaroo was out the next morning, just (Wow!) roaming around the zoo. (Oh!) So they put up a three-meter fence. Again he got out. (Oh,

Three.

Woman 2: So, this story made me laugh. This man stopped a taxi and asked the driver, "How much to take me to the station?" The taxi driver answered, "About \$20, sir." And then the man said, "OK. And how much for my suitcase?" The taxi driver answered, "Oh, there's no charge for the suitcase." So the man said, "OK, just take the suitcase and I'll walk."

Woman 1: Ha-ha! Take the suitcase. . . .

14_B Success and happiness

page 62 Activity 1B (CD 3 Track 11, 2 minutes 30 seconds)

First, Sarah.

Sarah: And after that, all of us ended up going to that party. Oh, man, there were a lot of neat people there. You would have really liked to have gone there. . . . Yeah, well, of course you should have gone. I kept telling you that. I mean, it was *really* a lot of fun. . . . Yeah, that would be fun. Oh, uh-oh, I...I think the boss is coming. Uhh! I...I'd better get back to work. I'll call you after lunch, and I'll tell you all the gory details.

lot of extra time. I wish we had more people like you around here. You must be exhausted. Um... why don't you take a little break?

Hank: Well, thanks. I...I'd like to take a long weekend, if that's OK.

Woman: Sure! Just tell me when. And I want to say again that I really appreciate what you did. It was way out of the call of duty. . . .

Next, Hank.

Hank: I was just curious. I wanted to know, what did you think of the presentation?

Woman: Well, Hank...um...I want you to know, I'm really happy with your work on the project. And... not just the presentation, but all the...the great research you did. And...I noticed that you put in a

Finally, Amanda.

Man: I feel that thus far you've done quite well.

Amanda: Oh, thanks!

Man: Uh, there's just one thing I'd like to say. I know you do your work efficiently, but...uh... sometimes, I...I don't know, I have the feeling that you need to be a bit more – uh...what's the word? Proactive. You know what I mean?

Amanda: Proactive? No, not exactly.