

Nice Talking with You 1



Student's Book

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Welcome to **Nice Talking with You**

What's different about *Nice Talking with You*?

Nice Talking with You is different from other books that you may have used before. There are no dialogues to memorize. Instead, this book will help you to have **real conversations**: conversations about you and your friends, that help you make and keep relationships with other people. This kind of conversation is very common in all languages, because making and keeping relationships with others is the most important function of spoken language.

How will *Nice Talking with You* help improve my English?

- You'll review **vocabulary** you have probably learned before, but have probably never used in conversation.
- You'll **practice speaking** with easy topics, using basic questions, in **timed conversations**.
- You'll learn how to **Get ready** for conversations, and get practice **noticing** the English you and your partners use.
- You'll hear a **wide variety of English** – native speakers from around the world, even non-native speakers of English.
- Most of all, you'll master some important phrases and expressions that will make your conversations smoother and more natural. We call these **conversation strategies**.

What is the goal of the unit?

You will speak English using the new conversation strategies you've learned.

What is the goal of the course?

By the end of this book, you'll be able to use all the conversation strategies you've learned naturally and automatically.

Good luck and have fun!

Tom Kenny and Linda Woo

How a unit works

Each unit contains a carefully controlled sequence of activities, which build upon each other. The different sections and their functions are shown below.



Likes and dislikes

This is a short, personalized, warm-up activity to focus students' attention on the topic. Typically, students read the statements and check the boxes.



Words and phrases

Between 20 and 30 key words and phrases related to the unit topic are introduced here. Students first get a chance to check if they understand them, and then are given focused practice by doing the activities **Match it**, **Fill it in**, and **Put it together** on the following page.



Conversation questions

Commonly used questions related to the topic are introduced and practiced in this section. **Watch out!** raises students' awareness of common mistakes; the **Language point** provides a short, one-point Focus on Form; and **PRACTICE** gives students the opportunity to check their understanding of the **Language point**.



Conversation strategies

Key conversation strategies that help students manage conversations more effectively are introduced and practiced on these two pages. For each strategy introduced, several high-frequency expressions are highlighted in model conversations. Students are then given a chance to practice these in a controlled manner.



Conversation listening

Students listen to three or four short conversations on the unit topic, which feature the conversation strategies and vocabulary previously introduced. There are three listening stages:

- A First listening** This provides listening for gist
- B Second listening** This focuses students' attention on key details
- C Noticing the conversation strategies** This last stage is designed to raise students' awareness of the strategies used by the speakers.



Get ready!

This section serves to consolidate the vocabulary, question patterns, and conversation strategies highlighted in the unit. Students are given a chance to plan for their conversation by writing notes and relevant language in the boxes provided.

 **Do it!**

Students are now ready to put it all together and practice one or more timed conversations with their partners. They are also encouraged to write down expressions and/or word and phrases they notice their partner using.

 **Real conversations**

Real conversations gives students addition listening practice on the topic. These feature unscripted conversations between native and non-native English speakers from around the world, giving students exposure to a variety of English accents.

 **Thinking about . . .**

This last section of the unit encourages students to think critically about aspects of the unit topic. Activities are carefully scaffolded to ensure that even low level students are able to succeed.

More resources

Web site www.nicetalkingwithyou.com

Free additional resources for students and teachers can be found on the Web site. The complete audio program in MP3 file format is available to download and listen to. Students are also able to listen to Global Voices. These are authentic, unscripted monologues related to the unit topics, spoken by native and non-native speakers of English.

Teacher's Manual

The Teacher's Manual offers comprehensive, step-by-step teaching notes for all sections of the book, as well as providing a wealth of practical teaching tips. It also contains the answers to all exercises and audio scripts of the Conversation listening sections.

Music



Likes and dislikes

What music do you like?

Put checks (✓) next to the genres you like and crosses (✗) next to the genres you don't like.

I listen to . . .

- | | | | |
|-----------|--------------------------|--------------|--------------------------|
| pop | <input type="checkbox"/> | jazz | <input type="checkbox"/> |
| rock | <input type="checkbox"/> | traditional | <input type="checkbox"/> |
| R&B | <input type="checkbox"/> | classic rock | <input type="checkbox"/> |
| classical | <input type="checkbox"/> | rap/hip-hop | <input type="checkbox"/> |
| punk | <input type="checkbox"/> | | |



Share your likes and dislikes with other people like you.

Words and phrases

Check the meaning of these words and phrases. Then use them to do the activities on the next page.

background	find out about	lyrics	recommend	smooth
vocals	harmony	melody	relaxing	soft
ballad	heavy metal	moving	rhythm	sold-out
band	impressive	musical	salsa	songwriter
composer	live concert	instrument	singer	soothing
download	loud	performance	slow	soundtrack

Match it

Match the word on the left with the meaning on the right. Write the letter on the line. Then check your answers with a partner.

- | | |
|---------------------|---|
| 1. _____ moving | a) get something from the Internet |
| 2. _____ composer | b) when all tickets to an event have been bought |
| 3. _____ sold-out | c) the words to a song |
| 4. _____ download | d) something you admire and think is very good |
| 5. _____ lyrics | e) a person who writes music |
| 6. _____ impressive | f) cause to have strong feelings, such as sadness or sympathy |

Fill it in

Use the words and phrases on page 39 to complete the sentences. Then check your answers with a partner.

1. Can you turn down the volume, please? The music is too _____.
2. I think that he is much better as a songwriter than a _____. His voice just doesn't sound very good.
3. The movie was just OK, but the music from the _____ was impressive.
4. My sister plays piano, but I can't play any _____.
5. I love going to a _____ _____. It's more exciting than just listening to CDs.
6. My brother likes heavy metal and rock music, but I like more _____ and relaxing music.
7. My favorite kind of music is salsa. The upbeat _____ and background vocals are so much fun to listen to and dance to.
8. How do I _____ _____ _____ new music? I read recommendations on the Internet and _____ songs. Or my friends and I exchange CDs.

Put it together

Draw a line to put the sentences together.

- | | |
|---------------------------|---------------------------------|
| 1. I love hip-hop | music – I think it's boring. |
| 2. I practice guitar | Beyoncé – I have all her music. |
| 3. I listen to | and I like playing rock music. |
| 4. I don't like classical | music – it's great to dance to. |



Listen to check your answers.



Conversation questions

What kind of music do you like?
 Who's your favorite group/singer?
 Who/What don't you like?



Practice asking and answering the questions above with different partners.



Watch out!

Be careful not to make these common mistakes!

~~When I listen her, I am exciting.~~

~~I know only his name.~~

~~I want to go to their live.~~

When I listen to her, I get excited.

I've heard of him, but I've never listened to him.

I want to go to their concert.

Practice saying these out loud so you can remember them.



Language point

him her them it

I like Plasma Touch. Do you know *them*?

I love Nikki Pink. Do you know *her*?

I think "Way to Your Heart" is great. Have you heard *it*?

PRACTICE

Fill in the boxes below with names of your favorite singers or groups and songs. Then ask if your partner knows that song, singer, or group. Use *him, her, them, or it*.

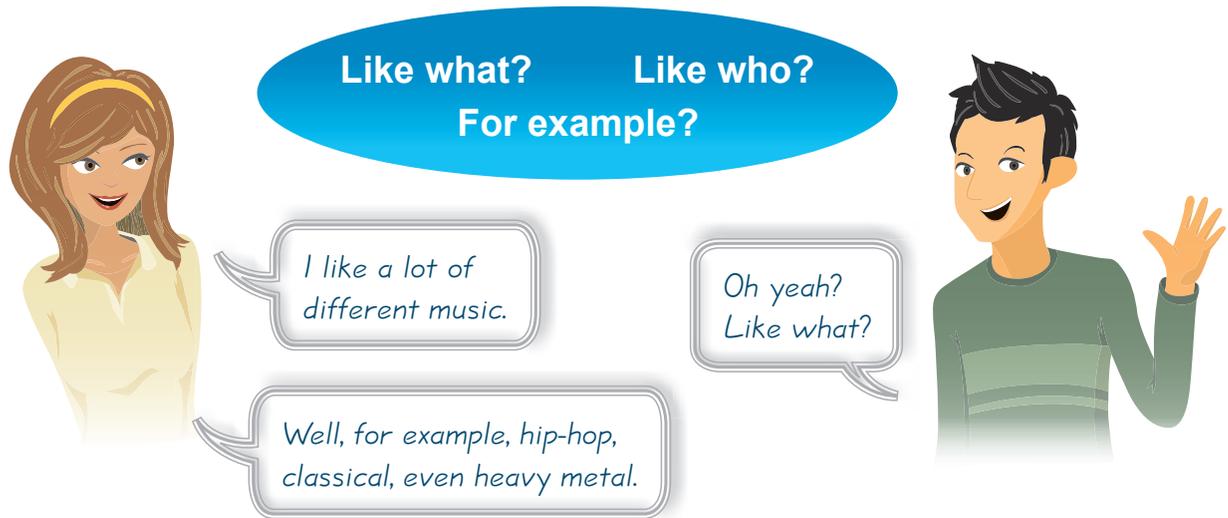
Group	Male singer	Female singer	Song



Conversation strategies

Asking for examples

Sometimes your partner will say something interesting and you want to know more. When you ask for examples, use these expressions to ask for more information.



PRACTICE

Read the statements about music below. Choose six that you like and put a check (✓) next to them. Then write an example for each statement.

✓	Statement	Your example
	I like different kinds of music.	
	I like lots of different groups.	
	I like songs by . . .	
	I like songs that cheer me up.	
	I like music that relaxes me.	
	I don't like listening to loud music.	
	When I go driving, I listen to my favorite CDs	
	I don't like some of the songs on the radio these days.	
	I don't like the music my father listens to in the car.	

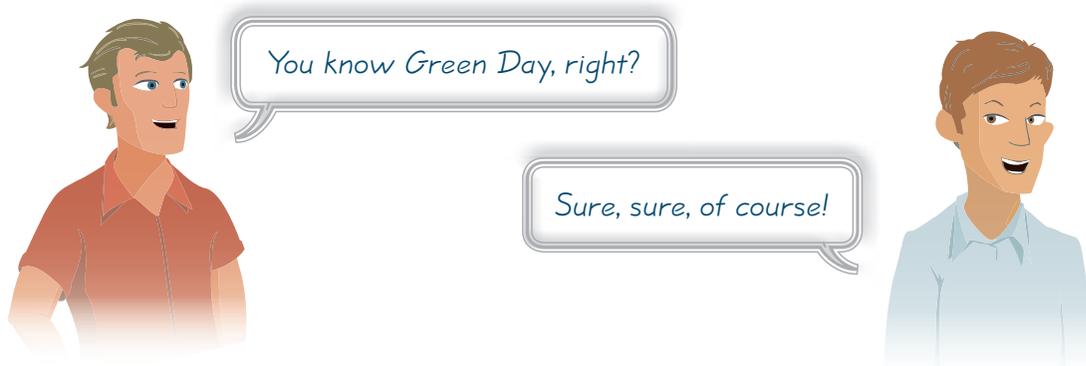
Now compare with a partner. Remember to use the expressions above.

Tripling your reaction

You can show your excitement in English by repeating a word or phrase. When you repeat it three times, this is called tripling.



You can also use different words and phrases.



PRACTICE

Make your own list of triples by combining some of these common expressions.

Absolutely

Yes

Yeah

Right

Exactly

All the time

Great

Of course

No

Sure

My triples

1. _____

2. _____

Share your triples with the class. Then practice them in a conversation about music with a partner.



Conversation listening

A First listening

What are the speakers doing? Number the pictures in the order you hear about them. One is not used.



B Second listening

Why do the speakers like the music they talk about? Match the types of music with the reasons they give.

Types of music

Ballads

Classic rock

Classical

Dance music

Pop

Punk and metal

Rap

Reason

lets me be creative

relaxing

cheers you up

gives me energy

C Noticing the conversation strategies

The speakers use the expressions *Like who*, *Like what?* and *For example*. What do the expressions refer to? Circle A or B.

- | | |
|---|------------------------------------|
| 1. A the kind of ballads she likes | B the kind of rap she doesn't like |
| 2. A new ways to dance | B new music videos |
| 3. A other kinds of music he listens to | B other songs he likes |
| 4. A an example of a Web site | B an example of an instrument |

Get ready!

Organize your questions, answers, and vocabulary here to get ready for your *Music* conversation.

Words to use

Questions to ask

Things to say



Do it!

Practice some timed conversations with partners. When you hear something good, write it on this page after your conversation so you can remember it!

Noticing my partner's English

.....

.....

.....

.....

.....

.....



Real conversations

A Listening

Look at the list of music types. Listen to the conversations and decide if the speakers mostly like or don't like the kinds of music. Write L if they like it and D if they don't like it.

- | | |
|-----------------------------|-----------------|
| _____ R&B and hip-hop | _____ K-Pop |
| _____ house | _____ classical |
| _____ Japanese visual music | _____ rock |
| _____ British indie music | _____ rap |

B Vocabulary

Match the part of the phrase in italics with its meaning.

- | | |
|---|--------------------------------|
| 1. _____ <i>it's all about the beat</i> | a) having fun |
| 2. _____ when you're <i>partying</i> | b) difficult to understand |
| 3. _____ clothes are very <i>flashy</i> | c) try to understand |
| 4. _____ video is very <i>complex</i> | d) the music is most important |
| 5. _____ <i>analyze the meanings</i> | e) bright and expensive |



Thinking about . . .

Music

“No music, no life” is a common saying. It's hard to imagine a life without music. Why is music so important to us? Read the statements below. Number the reasons. (1 = most important; 5 = least important)

Music . . .

- _____ gives us a chance to become rich and famous.
- _____ lets us be creative.
- _____ helps us enjoy our lives.
- _____ is social – it draws people together.
- _____ is easy – anyone can sing/dance/play to it.

PRACTICE

Share your opinions with your partner. Remember to use the conversation strategies on pages 42 and 43.

I think music helps us enjoy our lives.

Really? For example?

For example, if we're sad or lonely music can cheer us up. Don't you think so?

Yeah, yeah, yeah! You're right!



www.nicetalkingwithyou.com

Share your opinions with people your age. Listen to Global Voices to hear what English speakers around the world have to say.

