CAMBRIDGE

Nice Talking with You 2

Teacher's Manual

Tom Kenny

Plan of the Student's Book

Introduction

Why we wrote this textbook

Conversation strategies are powerful tools, yet simple for students to understand. I tell my students:

> Use these words/phrases/strategies when you need them. They'll help you keep the conversation going, fix communication problems, and react in English. Use them and you'll be able to speak English in short conversations on simple topics.

Using *Nice Talking with You 1*, my students get their first training in English fluency practice. The next step is to encourage them to extend their discourse, and there are of course many ways to do that. *Nice Talking with You 2* achieves this by focusing on two key goals, both within the reach of students who have completed basic fluency training:

- Learning to *say more*
- Learning to *do more* in a conversation than just talk about a topic

To push students toward these goals, students need practice extending the length of their turns and performing simple interpersonal or transactional functions. Let's look at how this text does this.

Learning to say more

To encourage learners to say more, students will learn discourse markers like *Speaking of, You know what?, By the way, Can I ask you something?, Hey,* and *I have an idea.* These phrases serve to introduce a new segment of discourse within a conversation. For example, *Can I ask you something?* can be used to signal a shift from chatting generally about a topic to asking a personal question related to the topic. It's especially helpful for students to have a small repertoire of such phrases and expressions to replace the over-used (and widely misused) phrase *By the way.*

Students will also acquire phrases that are open-ended and demand clause- or sentence-length utterances to complete, such as *I guess, I think, I mean, It sounds like,* and *So, in other words.* In this way, students who learned in level 1 of *Nice Talking with You* to respond with the formulaic phrase *That sounds good* are now challenged to take it to the next level by saying something like *It sounds like that's a good way to stay healthy.*

Learning to do more in a conversation than just talk about a topic

Students who have experienced their first taste of fluency by mastering basic conversation strategies, such as those presented in *Nice Talking with You 1*, are ready to internalize the conversation strategies they need to perform the short role plays introduced in *Nice Talking with You 2*. Unlike dialogues, the language to be used for role plays is not dictated. Role plays add a new dimension to the students' conversations by providing them with tangible tasks but the freedom to use their imagination to perform them.

In my experience with teaching English-speaking skills to university students, I've found that learners are familiar with role-play dialogues from their earlier study of English. They quickly pick up the idea that there are different kinds of role plays: some are transactional; some are interpersonal. Transactional role plays include ordering food in a restaurant and booking a hotel room; interpersonal role plays include asking for help, permission, advice, and invitations. There is little discourse before and after transactional role plays because the speakers have only a temporary business relationship. Interpersonal role plays, on the other hand, are suited for people who know each other, and constitute a small scene to be performed within a larger discourse picture. These are the role plays that *Nice Talking with You 2* focuses on.

My goal with *Nice Talking with You 2* is therefore to give teachers a text that will help their students both say more and do more than before. It builds on language students know but have not yet used in spoken form. Most of all, it follows the style of level 1, with conversation strategies clearly at the forefront of instruction, so that all the students in the classroom know that these strategies are the tools that help them achieve the goal of speaking English naturally and with confidence.

Conversation strategies

Conversation strategies form the focal point of *Nice Talking with You*. On each double-page Conversation strategies section, several strategies and related expressions are presented. In level 1, they function by guiding the flow of conversation around a specific topic. In level 2, the first strategy serves to introduce a new topic or change the focus of a conversation in some way, while subsequent strategies usually guide a role play related to the unit topic. For example, the topic of **Unit 2, My place**, is about students' homes and neighborhoods. The first strategy shows how to introduce a new idea, in this case an invitation to visit a student's home. The subsequent strategies focus on how to make and accept such general invitations.

The first strategy does not always have to be taught first. In my experience, it is often easier to have students practice this after they have practiced the conversation strategies that guide the role plays, which students perform as part of the timed conversations of the **Do it!** section. In most units, you will have the option of introducing the first strategy after the others, in which case I recommend this be done just before students begin the timed conversations.

Why "Noticing"?

In each of the units, I have included noticing activities. I believe that training students to notice is an important role of a language-learning class. The following is a very basic and simplified explanation of why I train my students to notice features in language. I have kept the terms and concepts intentionally simple. Please refer to the bibliography if you would like to learn more about this essential issue in second-language acquisition.

Krashen's Input Hypothesis was for many years the predominant framework within which explanations for how learners learn a language were made. The basic premise of the hypothesis is that learners acquire language unconsciously by listening to language just beyond their ability. If they receive enough language at the right level and in the right environment, then they are on the route to becoming successful speakers. Language learning researchers, however, are finding evidence contrary to Krashen's theory. They feel, as does the author, that consciousness plays a much larger role in learning a language than was previously thought. In order to learn a language, we must notice features in the language. What we don't notice, we cannot learn. This is true for pronunciation, vocabulary, grammar, and cultural aspects of the language.

Although higher-frequency occurrence of a language item can increase our chances of noticing it, frequency doesn't always dictate what we come to be able to say. What we are able to notice has more significance. Here are two findings that have contributed to the conclusion that learning is a conscious process and thus that training in noticing is an important skill that students need in order to be successful speakers:

- In a comprehensive study of a beginner learner of conversational Portuguese, researchers found that the learner, an adult male, used what he was taught if he heard it and noticed it. It wasn't enough for the form to be taught and drilled in class. Unless the form was consciously noticed in the input, the learner was unable to use it in his output.

- Native English speakers in French immersion schools start taking their classes in French from as early as kindergarten. The students are able to understand their teachers, gain knowledge in individual subjects in French, but they do not reach native-like production competency despite 12 years in an ideal acquisition environment. Researchers have pointed out that one reason for their failure to do so is because the learners are not conscious of language to the point of noticing forms in the language. Getting the gist of what someone says will allow learners to retrieve meaning but not many other important features of the language, such as pronunciation, vocabulary, and grammar. They can understand something by putting vocabulary together and guessing, but this level of understanding is not enough to be able to speak.

Until quite recently, the concept of noticing had been confined to research dealing with native input. Although it is very important to provide students with a large amount of native-speaker "correct" input, research now shows that noticing one's own output also has benefits. When students produce language, it can help them notice what they can say and what they can't say. They notice the gaps in their language, and this leads them to work on removing these gaps by learning new words and testing their hypotheses

about forms that are beyond their present level of ability. An additional benefit that comes from focusing on production is that structures become more automatic and easily produced.

As we learn more about the active role speaking has in learning a language, I have become convinced that students have much to benefit from even when they speak with their non-native-speaking classmates. These findings have resulted in the introduction of many activities in *Nice Talking with You 2*.

Do it! Timed conversations

We must provide students with opportunities to produce language. In this way, they can test their hypotheses about language. With no opportunities to produce, students will not know what they can say and what they cannot say.

Do it! Noticing my partner's English

We need to design activities that encourage students to notice their own language and the language of their partners. This noticing provides immediate benefits for their interactions with partners in the classroom. Students can learn many things about language from their classmates. Also, since their classmates are near-peer role models, their language often provides the optimal level of input.

Conversation listening: Noticing the conversation strategies

After we present a conversation strategy, students engage in a listening activity that has them notice the use of the strategy. They then practice conversations with the goal of using the strategy in their conversation. This leads to noticing practice, where they use the conversation strategies and notice the use of the strategy in their partners' language or their own.

The most important point of all these activities is to provide students with consciousness-raising activities. I believe that explaining the importance of noticing and training students to perform this skill will allow them to heighten their learning in the classroom and learn more from any input.

Tom Kenny

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Long time no see

NOTE
To limit the amount of repetition, complete guidance is provided for Unit 1 only. When teaching subsequent units, please refer to Unit 1 as necessary.

Conversation strategies

Getting someone's attention / Starting a "catch-up" conversation / Pre-closing a conversation / Closing a conversation

Likes and dislikes

Page 7

This warm-up section is designed to personalize the topic for the student. You can do this in class as a warm-up or assign it for homework and have students review it in pairs at the beginning of the lesson. Either way, it is recommended that you encourage your students to visit the Web site www.nicetalkingwithyou.com, where they can share opinions with people around the world.
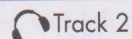
Words and phrases

Page 7

This section serves to introduce the target vocabulary items for the unit. There are typically 30 items, arranged alphabetically. You can do this in class or assign it for homework. You may want to have students group the lexical items into nouns, adjectives, verbs, etc.

Match it / Fill it in / Put it together

Page 8   ∩ Track 2

These three sections provide controlled practice of the words and phrases on the previous page. You can do these in class or assign them for homework. If assigned for homework, direct students to check their homework with each other. (This is a good opportunity to check who has done the homework.)

- Have the students write the question number on the line.

- Review the answers either by giving them to the class or eliciting them from individual students or groups of students. We recommend that answers be given by reading the entire sentence in which the word is found.

- For **Put it together**, you can also play the recording and have students check their answers.

Conversation questions

Page 9

- Chorus the sentences. Listen for correct pronunciation. Students often benefit from seeing a phonetic example written on the board. For example, you can write "Whaddav you been doing?"

- Make sure students understand the meaning of each sentence. Remind them to ask their partners when they don't understand.

- Give students 1 minute to memorize the three questions. Use a timer with a beeper if possible.

- When students are finished, pick a student to model the activity with. Let the student be A, while you are B. Then switch.

- Have students ask their partners the questions. Remind them to close their books. The time for this section will vary. Two minutes for each set of partners in their group should be enough. Students can use conversation strategies from previous units as appropriate.

- If class time allows, ask students to find a partner from outside their group to practice with. Encourage students to get up from their seats to find a partner as quickly as possible and to sit down as soon as they are finished.

Watch out!

Page 9

This section is designed to raise students' awareness of common mistakes.

- Have students read the incorrect and correct versions. Encourage students to examine the sentences with their partners and then chorus the correct version.

Option

- With books closed, write the incorrect sentences or clauses on the board. Try to elicit what is wrong from the students. Then open the books and have the students check.

Language point

Page 9

This section provides a one-point focus on form. As I believe in teaching by doing, not by explaining, I do not attempt to provide grammatical explanations here nor recommend you do so. Tell the students they will come to understand as they read the example and do the exercises.

- Read the examples aloud. If necessary, write the key words on the board.

PRACTICE

- Have students circle the correct words to complete the sentences.

- Ask students to compare their answers with a partner before giving them the correct answer.

Conversation strategies

Pages 10 and 11

The presentation and practice of conversation strategies are the most important parts of *Nice Talking with You*'s integrated design. The primary goal of the text is to guide students through progressive mastery of these. The number of strategies and related expressions has been limited in a deliberate attempt to get learners to "do more with less," and by keeping the number down, students are more likely to internalize them. The strategies on these pages are introduced and practiced on these pages and subsequently used to perform the role play which students perform during the timed conversations of the **Do it!** section.

Teaching tip

Internalization

To encourage students to internalize what they are practicing, tell them to turn their books over as quickly as they can. For example, let students use their books during practice with their first and second partners; on their third partner practice, tell the student who must respond with a conversation strategy to turn over their book.

Getting someone's attention

- Explain that the phrase *Excuse me* is commonly used to attract someone's attention, and that it's used to make a soft beginning to a "long time no see" conversation.

- Chorus the phrase with your students.

- Model the example dialogue with a student. Switch roles if you feel further practice is necessary.

PRACTICE

- Tell students to read the questions and responses.

- Model the questions and responses with a student. Switch roles.

- Direct the students to practice as in the model. Ask Student A to read the questions and Student B to respond from memory. Then have them switch roles.

- Ask students to change partners and encourage them to form both questions and responses from memory, rather than looking at the book.

Starting a "catch-up" conversation

This conversation is a great semester opener, whether classmates know each other or not. To maximize the fun, it is recommended that students pretend to be 10 years or so older than they are.

- Chorus the expressions.

- Model the example dialogue with a student. Switch roles if necessary.

PRACTICE

- Tell students to read the topics and match them to the sentences on the right. Have students compare their answers with a partner.

- Review the answers either by giving them to the class or eliciting them from individual students or pairs of students.

- Use the first two sentences to model the conversation with a student:
Teacher:
Wow, long time, no see! It's been a while. How have you been?
Student:
Great! I'm living in Tokyo now. I'm married now and we have two kids!

- Then switch roles and use the third and fourth sentences:

Student:
Wow, long time, no see! It's been ages. How are things?

Teacher:
Pretty good. These days I'm working for Google. You haven't changed a bit! You look great!

- Have the students practice with a partner. Encourage them to use their own ideas.

Pre-closing a conversation

- Explain that these phrases are used by speakers to signal that they soon want to end a conversation, and that these phrases are used to avoid sounding too abrupt. Mention that they can be used for many conversations, not only the "long time no see" type in this unit.
- Chorus the expressions.
- Model the example dialogue with a student.

PRACTICE

- Tell students that when speakers pre-close a conversation, they often add a short explanation and that this sounds more polite. Have students use their own ideas to write short sentences on the lines.
- Direct students to practice using their ideas with a partner, as in the example dialogue.

Closing a conversation

- Chorus the expressions.
- Model the example dialogue with a student.

PRACTICE

- Ask students to find a new partner. Explain that they will now use all the strategies on pages 10 and 11 to create a complete conversation.
- Move around the room, helping students as necessary. Encourage them to use the expressions from memory, rather than looking at them in the book.
- After the students have finished, you might want to congratulate them on finishing their first role play in their new class. (You may prefer to call this a scene.) This will help you to set the stage for the role plays or scenes they'll perform throughout the course.

NOTE: The role play in Unit 1 forms the entire conversation, but in most subsequent units the role play takes place within the context of a larger conversation.

Conversation listening (A, B, and C)

Page 12   Track 3

These dialogues are scripted conversations performed mostly by native-English-speaking voice actors. See pages 53–63 for the scripts.

- Have students read along silently while you read the instructions. Check that students understand the directions.
- Play the conversations and let students perform the task.
- Ask students to compare their answers with a partner.
- Review the answers by either giving them to the class or eliciting them from individual students or groups of students.

Get ready!

Page 13

This section allows students to plan their conversations and focus on the words and expressions they will use. While the speaking activities of the unit focus on developing fluency, the **Get ready!** section gives students time to focus on form. Students can refer to their **Get ready!** boxes for the initial conversations, but they should practice with their books closed as soon as they are able. It is recommended that you assign the **Get ready!** work for homework.

Assigning the Get ready! work

- Tell students to imagine a conversation and write down some of the things they would like to say under the **Things to say** heading. When they come across words or expressions they don't know in English, they should write these down in their own language and look them up <u>after</u> they have finished, instead of disrupting their train of thought.
- Tell students to look up any words they don't know and write them in English under the **Words to use** heading. Encourage them to look back at the **Words and phrases** section

Teaching tip

Classroom Management

Timed conversations and Four Friends Practice

To become fluent in any language you need a lot of practice. Timed conversations help students practice speaking efficiently, and this technique is used throughout *Nice Talking with You*.

I recommend emphasizing the value of doing timed conversations with your students. Giving students plenty of opportunity to have real conversations will help provide the practice necessary to build fluency skills; talking about the same topic, but with new partners, will increase their confidence.

To make timed conversations as successful as possible, you should organize the class into groups, so that changing partners is quick and easy. It is important to set up this up carefully, so each student understands what to do. One method I recommend is called Four Friends Practice. Students form groups of four. Each student practices with their three partners – firstly with the person next to them, then the person behind or in front of them, and finally with the person diagonally to them. You may want to draw the picture below, which illustrates Student A practicing with Students B, C, and D.
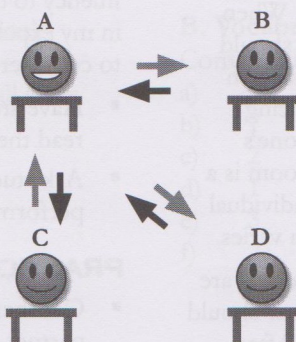
at the beginning of the unit and write down any vocabulary items they want to try to use.

- Then tell them to think of questions they could ask their partners about the topic in order to have them ready for use during conversation practice to expand upon the topic. (Students should be reminded not to rewrite any questions from the **Conversation listening** section.)

In the class

- If you assigned the **Get ready!** work for homework, direct students to compare what they have written with their partners.

- Walk around the classroom to answer questions on how to say things or to help individuals say certain things more naturally. Make certain that all students have looked up at least a few new vocabulary words.

The **Get ready!** section in the textbook is just one version of how students can prepare for their conversations. Giving preparation time

is very important, especially at lower levels. Encourage the lower-level students to write complete sentences at first; higher-level students can focus on expressions and new vocabulary.

Do it!

Page 13

This is the part of the lesson where students put it all together (questions, vocabulary, language points, and conversation strategies) and have conversations and perform role plays within a timed conversation framework.

- Put students in appropriate groups or direct them to move about the classroom to talk with partners outside their groups.

- Chorus the target expressions for the practice.

- Tell students to begin the conversation at your signal (e.g., "Ready? Go!") and start the stopwatch.

- Move around the room, listening for conversation strategies and other language

items. During the conversation, allow students to refer to their **Get ready!** notes occasionally.

- Signal the end of the conversation (e.g., beeper sound from timer, ringing a bell, turning off classroom lights) and let students say *Nice talking with you.*

- Encourage students to reflect on the language used (noticing) during the conversation and to make a note of it in the text. (e.g., "She said *Oh yeah?* I never say that.") Elicit answers from one or two students. (e.g., "Kaori, you talked to Irene. What did you notice in the conversation?"

- Get students to find a new partner in their group and begin the cycle again.

Noticing my partner's English

Initially, students need training to focus on the language they hear from their partners. When students can do that comfortably, they should begin training to notice features of their own output. How quickly the change in noticing focus (from input from the partner to one's own output) should occur in the classroom is a decision that must be left up to each individual teacher, since every classroom situation varies.

In the first few units of the text, as students are training in the art of noticing, the teacher should decide what students should focus on. After students become comfortable with noticing, their teacher should allow them a freer hand. At this point, students will rise to their own challenges: extremely able speakers, who might have less to gain from focusing on input from others, will focus instead on their own output; less able students who labor to output will benefit more from input from others. Regardless of whether it's input from a partner or one's own output, regardless of what the language feature is, the point is to get students to take something away from their practice that they can remember.

Features to notice

It is recommended that students begin by noticing the conversation strategies that they're practicing, then vocabulary, then larger chunks of language, such as grammar or lexical-phrase structures. Included in the list of language features that learners can notice about their output should be gaps in their language knowledge, such as "I want to say 'XX'." "How can I say that in English?" or "I said 'Almost boys like baseball.' Is that OK to say?"

Real conversations (A and B)

Page 14   Track 4

Real conversations are a collection of short, unscripted dialogues between native speakers (British, Australian, and North American) and selected non-native English speakers. These dialogues are based on the unit topic and recycle the conversation strategies presented in the unit. See teaching suggestions for **Conversation listening**, above.

Thinking about . . .

Page 14

This section wraps up the unit with a tightly controlled activity that invites students to think critically about the topic. Task activities are carefully scaffolded to ensure that even low-level students succeed. Although students may lack the fluency to discuss the points presented in detail, in my experience students enjoy the opportunity to consider the deeper aspects of a topic.

- Have students read along silently while you read the instructions.

- Ask students to read the statements and perform the task.

PRACTICE

- Get them to compare their answers with a partner or other classmates, using the sample dialogue as a model. Encourage them to use relevant conversation strategies.

- Let students see how their classmates answered as a whole by asking them to raise their hands according to how they responded. (e.g., "Raise your hand if you agree with statement 1.")

Global Voices

Remind students to go to the Global Voices part of the Web site www.nicetalkingwithyou.com to see how people around the world feel about the topic and to challenge themselves to listen to Global Voices, which features short clips of monologues on the unit topic from native and non-native English speakers.

Unit 1   Answers

Match it
1. c)   3. f)   5. d)
2. e)   4. a)   6. b)

Fill it in
1. living
2. remember, proposed
3. promotion
4. graduate, full-time job
5. traveling
6. looking great, haircut
7. new baby
8. at home, surgery

Put it together
1. Tell me, are you seeing anyone special?
2. I don't really like change. I've lived in the same city since birth.
3. I want to teach at a college level, so I am applying to grad school.
4. When you have some time, why don't you come over to my house?
5. I haven't spoken with Britney at all since graduation.

Language point
1. are   4. have been
2. is   5. were
3. was

Conversation listening
A. First listening
1. married   2 children
2. divorced   1 child
3. single   0 children
4. married   0 children

B. Second listening
1. a) T   b) F
2. a) F   b) F
3. a) T   b) F
4. a) F   b) F

C. Listening for conversation strategies

Not used	meeting someone
3	not being late for work
2	going home for dinner
1	going to the gym
4	catching a train

Real conversations
A. Listening

	Married?	Children?
1.	Y	?
2.	Y	1
3.	Y	3

B. Vocabulary
Conversation
a)   3
b)   1
c)   2
d)   1
e)   3
f)   2