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Nice Talking with You 2



Student's Book

Tom Kenny

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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

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

Approximately 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.

Long time no see



Likes and dislikes

When you meet an old friend, what do you like to talk about? Read the statements below and put checks (✓) in the boxes.

Topic	Like	Not sure	Don't like
Where you live			
Your family/romantic life			
Your job			
How much money you make			
Your friend's appearance			
Friends you both know			



www.nicetalkingwithyou.com

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.

- | | | | | |
|---------|---------------|------------|-----------|-----------|
| age | death | haircut | lost | special |
| anyone | fiancé(e) | house | new baby | spoken |
| at home | full-time job | illness | promotion | surgery |
| birth | grad school | kids | propose | traveling |
| college | graduate | live | remember | weight |
| dating | grown-up | look great | see | worn-out |

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. _____ fiancé(e) | a) the end of life |
| 2. _____ kids | b) when the body or mind is not well |
| 3. _____ grown-up | c) someone who is engaged to be married |
| 4. _____ death | d) not normal or usual |
| 5. _____ special | e) children |
| 6. _____ ill | f) not childish |

Fill it in

Use the words and phrases on page 7 to complete the sentences. Then check your answers with a partner.

1. I have been _____ in the same apartment for five years.
2. Do you _____ that guy I was with? He _____ to me on New Year's Eve!
3. Sarah was hoping for a _____, but her company had a bad year.
4. I was hired as a part-time worker, but once I _____ they have promised to give me a _____.
5. John has really been _____ a lot for his work.
6. You are _____! That new _____ really suits you.
7. My brother has a _____, and his wife is trying hard to exercise.
8. Max is working _____ this month because he had knee _____.

Put it together

Draw a line to put the sentences together.

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

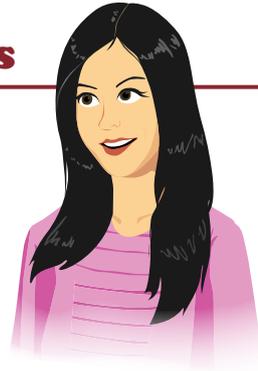


Listen to check your answers.



Conversation questions

How have you been?
What have you been doing?
How long has it been?



Practice asking and answering the questions above with different partners.



Watch out!

Be careful not to make these common mistakes.

~~I have been doing working.~~
~~I got baby girl/boy.~~
~~You look same.~~

✓
I have been working.
I have a baby now, a little girl/boy.
You look the same. / You haven't changed a bit.

Practice saying these out loud so you can remember them!



Language point

Forms of *be*: am/is/are was/were has/have been

I **am** working part-time.

We **were** in the same class at high school.

He **has been** working at a big company since last year.

PRACTICE

Write the correct form of the verb *be* on the lines below.

- We _____ going to have a baby next month.
- My daughter _____ in 4th grade.
- Her boyfriend _____ in a band for two years.
- They _____ traveling in Southeast Asia since March.
- My parents _____ very pleased when I graduated.



Conversation strategies

Getting someone's attention

Use the expression below to begin talking with someone. It's a polite way to get their attention.

Excuse me . . .

Excuse me, aren't you Jane?

Yes, I am. Do we know each other?

PRACTICE

With a partner, use *Excuse me* to get someone's attention. Then practice these questions and responses.

Question

1. Don't I know you?
2. Aren't you . . . ?
3. Haven't we met before?

Response

- Um, I'm not sure
- Yes, I am.
- Yes, I think so.



Use *Pardon me?* if you want your partner to repeat something.

Starting a "catch-up" conversation

Use the expressions below to begin a conversation to catch up on an old friend's life.

Wow, long time no see!

It's been a while. It's been a long time. It's been ages.

How are things? How have you been?

Jane! Oh my gosh, long time no see! How have you been?

Great. I've been traveling around the world.

PRACTICE

Look at the list of topics below. Match them to the sentences on the right.

Appearance

I'm living in Tokyo.

Job

I'm married now, and we have two kids.

Relationships

These days, I'm working for Google.

Where

You haven't changed a bit! You look great!

Now practice short catch-up conversations using the sentence and expressions above.

Pre-closing a conversation

Use these phrases to show that you're ready to end a conversation.



PRACTICE

Fill in the blanks with your own sentences. Then practice saying them with a partner.

I've really got to . . .

1. get home. Time to cook dinner!
2. go to work. _____
3. meet someone. _____
4. catch a train. _____



Remember to say *How about you?* if you want to ask your partner the question they asked you.

Closing a conversation

These are some useful phrases to close your conversation.



PRACTICE

Work with a partner. Use all the strategies on pages 10 and 11 to practice a complete conversation.



Conversation listening

A First listening

Listen to the conversations. Is the main speaker married, single, or divorced? How many children do they have? Put checks (✓) in the boxes and write on the lines.



- married
 single
 divorced

_____ no. of children



- married
 single
 divorced

_____ no. of children



- married
 single
 divorced

_____ no. of children



- married
 single
 divorced

_____ no. of children

B Second listening

What other information do the speakers give about themselves? Read the statements below. Write T if they are true and F if they are false.

1. a) They used to work together. _____
b) She hasn't changed her appearance. _____
2. a) He loves his job at Auto Zone. _____
b) He has been working weekends for 10 years. _____
3. a) They lived in the same neighborhood when they were children. _____
b) He exercises for 30 minutes a day. _____
4. a) They knew each other in high school. _____
b) She is working for a training company. _____

C Noticing the conversation strategies

Listen for the pre-closing phrases. What reasons do the speakers give for ending the conversation? Number the reasons in the order you hear them. One is not used.

- _____ meeting someone
_____ not being late for work
_____ going home for dinner
_____ going to the gym
_____ catching a train

Get ready!

Organize your questions, answers, and vocabulary here to get ready for your *Long time no see* conversation.

Questions to ask

Words to use

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

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