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# Let's **Talk<sub>1</sub>**

Second Edition

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# Level 1 Scope and sequence

*Working together* (pages vi–vii) *Getting started* (pages 2–3)

| Units / Lessons   | Speaking  | Listening  | Vocabulary   |
|---|---|--|--|
| <b>Unit 1</b> (pages 4–7)<br><b>Communicating in English</b><br><b>1A</b> Let's get to know each other!<br><b>1B</b> Personal information | Introducing yourself and others; asking for and giving personal information   | Introductions; a radio interview; conversations about personal information                       | Phone numbers; addresses; e-mail addresses; ages; birthdays                                  |
| <b>Unit 2</b> (pages 8–11)<br><b>All kinds of people</b><br><b>2A</b> What do they look like?<br><b>2B</b> Your personality               | Describing personal appearance; describing personality characteristics  | Descriptions of physical appearance; descriptions of personality characteristics                 | Adjectives to describe appearance and personality  |
| <b>Unit 3</b> (pages 12–15)<br><b>Free time</b><br><b>3A</b> What are your interests?<br><b>3B</b> What sports do you like?               | Talking about hobbies; describing sports characteristics; discussing extreme sports   | Conversations about hobbies and interests; a description of an unusual sport                     | Hobbies and sports   |
| <b>Unit 4</b> (pages 16–19)<br><b>People</b><br><b>4A</b> Families<br><b>4B</b> Friends   | Talking about families; discussing living arrangements; describing a good friend  | A description of a family; conversations about best friends                                      | Family members; characteristics of living arrangements and friends                           |
| <b>Units 1–4 Expansion</b> (pages 20–21)  |   |  |  |
| <b>Unit 5</b> (pages 22–25)<br><b>Money</b><br><b>5A</b> Shopping and clothing<br><b>5B</b> Saving and spending                           | Talking about shopping habits and preferences; giving compliments; suggesting gifts; discussing spending habits and attitudes | Conversations about shopping; descriptions of recent purchases; interviews about spending habits | Places to shop; clothing; ways to save money; gifts  |
| <b>Unit 6</b> (pages 26–29)<br><b>Travel and tourism</b><br><b>6A</b> How was your trip?<br><b>6B</b> Travel near and far                 | Describing past trips; taking a vacation survey; discussing famous places; talking about things to take on a trip             | Descriptions of trips; conversations about travel experiences                                    | Adjectives to describe trips; vacation activities; famous places; things to take on vacation |
| <b>Unit 7</b> (pages 30–33)<br><b>Food and drink</b><br><b>7A</b> Eating out<br><b>7B</b> Food around the world                           | Talking about food; describing eating habits; planning a meal; describing traditional meals and unusual foods                 | Mealtime conversations; descriptions of experiences with unusual foods                           | Foods and drinks; adjectives to describe food; places to eat                                 |
| <b>Unit 8</b> (pages 34–37)<br><b>Entertainment</b><br><b>8A</b> Let's see a movie!<br><b>8B</b> What's on TV tonight?                    | Discussing movies and TV shows; taking a TV survey; planning a TV schedule  | Descriptions of movies; TV show segments   | Types of movies and TV shows; adjectives to describe movies and TV shows                     |
| <b>Units 5–8 Expansion</b> (pages 38)   |   |  |  |

| Units / Lessons  | Speaking  | Listening  | Vocabulary   |
|--|---|--|--|
| <b>Unit 9</b> (pages 40–43)<br><b>Health</b><br><b>9A</b> A healthy lifestyle<br><b>9B</b> Sleep and dreams            | Discussing healthy lifestyles; taking health and sleep habit quizzes; discussing sleep and dreams                                   | A radio show about health; a talk about sleep and dreams   | Adjectives to describe a healthy lifestyle; healthy activities; phrases to describe sleep habits |
| <b>Unit 10</b> (pages 44–47)<br><b>Self-improvement</b><br><b>10A</b> Improve your memory!<br><b>10B</b> Good advice   | Talking about ways to remember things; discussing problems and giving advice  | Conversations about how to remember things; a radio show about problems and advice   | Ways to remember things; things people forget; problems and advice                               |
| <b>Unit 11</b> (pages 48–51)<br><b>In the city</b><br><b>11A</b> How to get there<br><b>11B</b> Plenty to do           | Asking for and giving directions; talking about cities; recommending places; planning a fun day out                                 | Directions; descriptions of cities and their characteristics   | Prepositions of place and directions; characteristics of cities; places to visit                 |
| <b>Unit 12</b> (pages 52–55)<br><b>Customs</b><br><b>12A</b> Holidays<br><b>12B</b> Good manners                       | Talking about ways people celebrate holidays; discussing and giving advice about manners; comparing customs                         | Descriptions of holidays in three countries; a conversation comparing different customs                                      | Holidays; ways to celebrate holidays; expressions about manners and customs                      |
| <b>Units 9–12 Expansion</b> (pages 56–57)  |   |  |  |
| <b>Unit 13</b> (pages 58–61)<br><b>Famous people</b><br><b>13A</b> Celebrities<br><b>13B</b> Still famous              | Talking about celebrities; taking a quiz about celebrities; discussing famous people from the past                                  | A radio show about two famous writers; old radio interviews with three famous inventors                                      | Types of famous people; words and expressions to describe celebrities and famous people          |
| <b>Unit 14</b> (pages 62–65)<br><b>Home, sweet home</b><br><b>14A</b> My dream home<br><b>14B</b> Unusual homes        | Talking about typical and unusual homes; describing things in a home; taking a survey about home preferences                        | Descriptions of dream homes; interviews about unusual homes  | Furniture and things in homes; types of homes; characteristics of homes                          |
| <b>Unit 15</b> (pages 66–69)<br><b>Then and now</b><br><b>15A</b> Childhood memories<br><b>15B</b> Fads and fashions   | Talking about games; sharing childhood memories; talking about fads; discussing what's in and out of style                          | Descriptions of three childhood memories; a conversation about fads  | Games; types of fads; toys; hairstyles and fashions  |
| <b>Unit 16</b> (pages 70–73)<br><b>The future</b><br><b>16A</b> Hopes and dreams<br><b>16B</b> The world in the future | Talking about past achievements and regrets; talking about hopes and dreams; making predictions; discussing the perfect future city | A conversation about past achievements and regrets; a conversation about hopes for the future; a news report from the future | Expressions about achievements and regrets; expressions to describe predictions                  |
| <b>Units 13–16 Expansion</b> (pages 74–75)   |   |  |  |

**Communication tasks** (pages 76–91) **Answers** (pages 92–93)

**Self-study grammar, listening, vocabulary, and answer key** (pages 94)



# Working together



How do you spell ... ?

What does this word mean?

How do you pronounce this word?

Can you explain the activity again?

How much time do we have?

What are we supposed to do?

We have to discuss these questions.

Yes. Let's work together.

Whose turn is it?

It's my turn.



# Let's talk!

What do you have for number 1?

My answer to number 1 is...

Can you say that again, please?

Let's take turns asking the questions.

OK. Who wants to go first?

I'll start.

I think we're finished. What should we do now?

Let's discuss the first question some more.

OK. Why do you think...?

I'm done. Let's compare answers.

Just a moment, please. I'm not quite ready.





# Getting started

## Activity 1

**A Work alone** How often do you like to do these things in English class?  
Check (✓) *often*, *sometimes*, or *never*.

| In English class, I like . . .           | Often                    | Sometimes                | Never                    |
|--|--------------------------|--------------------------|--------------------------|
| 1. to work alone                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. to talk with a partner                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. to talk in a small group              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. to talk in front of the whole class   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. the teacher to do most of the talking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. to play games                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. to listen to audio programs           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. to do homework                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B Pair work** Compare your answers with a partner.

*"I often like to work alone. How about you?"*

## Activity 2

**A Work alone** What can you say in each situation? Choose a question from the box.

- |                                    |  |
|------------------------------------|--|
| a. Can you say that again, please? | e. How do you spell that?              |
| b. What does that mean?            | f. What do you have for number 1?      |
| c. How do you pronounce this word? | g. Can you explain that again, please? |
| d. What are we supposed to do?     | h. How much time do we have?           |

- a   1. You don't understand what to do.  
 \_\_\_\_\_ 2. You don't know how to say a word.  
 \_\_\_\_\_ 3. You don't know how to write a word.  
 \_\_\_\_\_ 4. You want someone to repeat what he or she said.  
 \_\_\_\_\_ 5. You don't know how long an activity should last.  
 \_\_\_\_\_ 6. You don't understand someone's explanation.  
 \_\_\_\_\_ 7. Someone says a word you don't understand.  
 \_\_\_\_\_ 8. You want to know someone's answer for number 1.

**B Pair work** Compare your answers with a partner.





**Activity 3****A Group work** Complete this conversation with the questions from Activity 2.Hiro: What are we supposed to do?

Sara: We have to go over our answers together. Then we can go through the discussion questions.

Hiro: Can \_\_\_\_\_?

Sara: Sure. We compare our answers as a group. Then we discuss these questions.

Hiro: Oh, I see. Thanks. How \_\_\_\_\_?

Ming: About five minutes. What \_\_\_\_\_?

Hiro: I wrote "alone."

Sara: Me, too. How about you, Ming?

Ming: I wrote "co . . . ," um, "coop . . ." How \_\_\_\_\_?

Hiro: Cooperation.

Sara: I'm sorry. Can \_\_\_\_\_?

Hiro: Cooperation.

Sara: I don't know that word. What \_\_\_\_\_?

Ming: It means "working together."

Sara: Oh, good answer! How \_\_\_\_\_?

Ming: It's C-O-O-P-E-R-A-T-I-O-N.

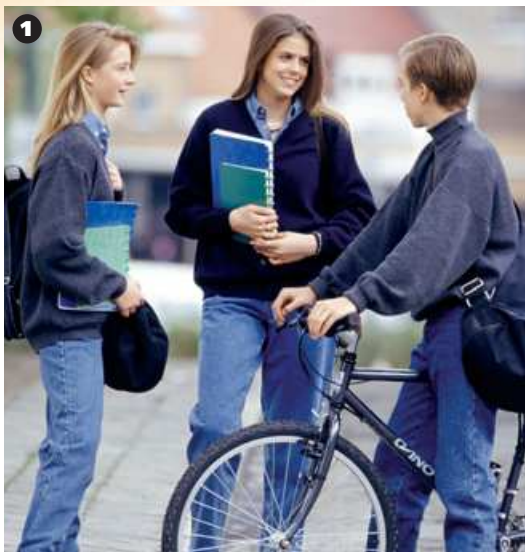
**B Listen** Check your answers. Then practice the conversation.**Activity 4****A Group work** Discuss these questions.

- How do you feel about working together in English?
- Why do you want to improve your English?

*"I think working together is easy and fun."**"I agree. We can practice our English much more."**"And it's a good way to make new friends."***B Communication task** Work in groups of three. One of you should look at Task 1 on page 76, another at Task 10 on page 80, and another at Task 18 on page 84. You're going to share ideas about how to improve your English!

# Let's get to know each other!

**Activity 1** **A Pair work** Look at these pictures. Then discuss the questions below.



Lisa

Kate

Ted



Bill

Akiko

Toby

- Which people do you think are meeting for the first time?
- Do you feel relaxed or nervous when you meet someone new?

*"I think ... and ... are meeting for the first time."*

*"When I meet someone new, I often feel nervous. How about you?"*

**B Pair work** Number the sentences in each conversation from 1 to 5.

- 1** \_\_\_\_ Ted: Fine. It's nice to meet you, Kate.  
 \_\_\_\_ Ted: Hi, Lisa. I'm good. How about you?  
1 \_\_\_\_ Lisa: Hello, Ted. How are you?  
 \_\_\_\_ Kate: Hello, Ted. How are you doing?  
 \_\_\_\_ Lisa: I'm great. Oh, Ted, this is my friend Kate.

- 2** \_\_\_\_ Akiko: Oh. Well, Bill, this is Toby. Toby, Bill.  
 \_\_\_\_ Toby: No, we don't.  
 \_\_\_\_ Bill: It's good to meet you, too, Toby.  
 \_\_\_\_ Akiko: Do you two know each other?  
 \_\_\_\_ Toby: Good to meet you, Bill.

**C Listen** You will now hear the conversations in part B. Were your answers correct?

**D Group work** Work in groups of three. Practice the conversations in part B. Use your real names.

*"Hello, Claudio. How are you?"*

*"Hi, Sharon. I'm good. How about you?"*