

From Nellie's English Books 生徒のやる気を引き出す

Nellie's Ltd. established 1989, Tokyo, Japan

EXHIBITOR
AT



FRANKFURTER
BUCHMESSE



BEIJING
INTERNATIONAL
BOOK FAIR

- five levels
- twenty books
- CEFR-graded
- innovative series designed to increase the communicative abilities of students of English
- online activities
- vocabulary builder series

Time to Talk



Nellie's
ENGLISH BOOKS

Empowering students
to say what they want to



www.timetotalk.jp

What's in a Time to Talk lesson?

14 How are things?

Introduction

The *Introduction* activity is a warm-up designed to introduce the lesson topic and new vocabulary.

Clear visual images help learners to connect with the topic and to contextualise the language in everyday life.

Increasing learners' vocabulary assists them in communicating more effectively.

Created by experienced ELT professionals and used extensively in classrooms around the world.



Introduction

1 Discuss the questions below as a class.

- Are there any small businesses in the area where you live? What are they? Do you use them?
- Do you know anyone who has a small business? What is it?

2 Complete the definitions with the words below.

staff do badly do well product set up take off

- Staff are the people who work in a business.
- Businesses _____ when they start to be popular.
- When you _____ a business, you get it ready and open it.
- Businesses _____ when they have no customers and don't make money.
- A _____ is what a business sells.
- When businesses _____, they are successful and make money.

56 lesson 14

In this lesson: Talk about what's happening in your life
Grammar: *Present continuous* for what is happening around now

Reading

3 a Work with a partner.

Look at the article about a small business. Read the title and look at the picture. Underline the best option to answer each question below.

- What kind of business do you think the article is about?
 - a bakery
 - a pet shop
 - a kitchen shop
- What kind of customers do you think the business is for?
 - people who like cakes
 - people who like dogs
 - people who like cooking

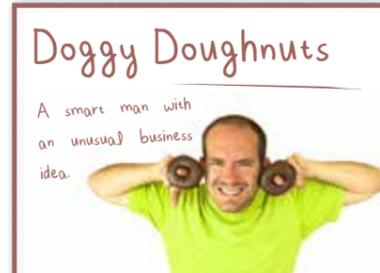
b Read the article and check your ideas.

4 Read the article again and write **T** (true) or **F** (false) next to the statements below.

- Calvin's company makes food products for dogs.
- The company is successful.
- The staff aren't very busy.
- Calvin wants a bigger shop.
- The chicken liver and honey doughnuts are not very popular.

5 Discuss the question below as a class.

- Do you think Doggy Doughnuts is a good business idea?
- If you had a dog, would you buy their products? Why?



Read about Calvin with his chicken liver and honey doughnuts!

Do you have dogs? Do your dogs like cakes? Then you might like Doggy Doughnuts, a great new bakery for dogs in London. Jane Saunders from Small Business Magazine went to speak with Calvin Brown about his business.

Jane What does your company do?

Calvin We make good, quality doughnuts for dogs. We only use natural ingredients – no added sugar and not too much salt.

Jane Is your company doing well?

Calvin Yes, it is! We only opened last year, but we're really taking off. These days we're selling between 200 and 300 doughnuts a day. The staff are working really hard and I'm looking for a bigger shop!

Jane What's your best-selling doughnut?

Calvin The chicken liver and honey. Dogs love them, so people are buying lots of those.

lesson 14 57

Lesson objectives

The communicative goal and the language point of each lesson is clearly stated.

Reading / Listening

Time to Talk's *Reading* and *Listening* activities present the target language in a realistic context.

The comprehension questions help learners with their reading and listening skills, essential for advanced communication. Students discuss their answers with the class.

Sample lesson from *Time to Talk Red 5* (pre-intermediate level)

- Each coursebook is illustrated with colourful photographs, has a CD script, a homework section with answers, communication activities, a language reference section and a CD.

- Each four-page lesson is self-contained, allowing for flexibility to suit your course curriculum.

Components for each title

- Student's Book with Student's CD
- Teacher's Book

The Time to Talk / CEFR levels correspond as follows:

- Foundation / pre-CEFR level A1
- Elementary / CEFR level A1
- Pre-Intermediate / CEFR level A2
- Intermediate / CEFR level B1
- Upper Intermediate / CEFR level B2

What's in a Time to Talk lesson?

Language focus

The *Language focus* sections outline the rules and uses of the target grammar.

As well as providing realistic examples of the target language, short comprehension exercises are also sometimes featured.

Understanding grammar helps to give students the confidence necessary for English communication.

Practice

The *Practice* exercises are controlled activities that check students' understanding of the target language and grammar.

Homework

Each lesson has a short *Homework* activity at the back of the book for consolidation of the target language. *Homework answers* are also provided.

Language focus

We can use the **present continuous** to talk about what is happening around now.

be + ing form of the verb

These days, we're **selling** between 200 and 300 doughnuts a day.
She's **studying** hard for an exam.
I'm **not smoking** because I'm **trying** to get fit.
His business **isn't doing** well.

Questions and short answers

What are you studying at school?
Who is he dating these days?
How is your team doing in the competition?
Is your business doing well? → Yes, it is. / No, it isn't.
Are you doing a lot of overtime? → Yes, I am. / No, I'm not.

We don't normally use verbs such as **be, want, like, need** and **belong** in the **present continuous**. Verbs like this are called **stative verbs**. You can find a list of common stative verbs on **page 111**.

X I'm disliking my boss. → ✓ I dislike my boss.
X She isn't wanting a birthday party. → ✓ She doesn't want a birthday party.

Practice

6 Put the verbs in brackets into the **present simple** or **present continuous** to complete the sentences below.

- She 's reading (read) a lot of books for her exam next week. She really _____ (want) to get a good result.
- I usually _____ (leave) the office at five o'clock, but this week we _____ (be) really busy so I _____ (work) late every night.
- My father already _____ (speak) French and Japanese, and now he _____ (learn) German.
- My team usually _____ (win) every match, but they _____ (not play) well this season.
- His birthday party _____ (be) tomorrow and he _____ (look) forward to it very much.
- I really _____ (need) a new car so I _____ (save) money.



58 lesson 14

Sounding natural

7 a CD - 27 Listen. How do we say the underlined words in the sentences below?

- What are you doing these days?
- What are you doing at work these days?
- What are you doing in your free time these days?

b CD - 27 Listen again and copy the pronunciation.

Time to talk

8 a Work on your own.

Use the table below to make a note of what is happening in your life these days.

what is happening at work	what is happening at home
everyone / very busy	son / studying for an exam
what I'm doing at work	what I'm doing in my free time

b Work with a partner.

Talk about what is happening in your lives these days. Ask questions to find out more information.

example - What's happening at home these days?
- Well, my son's studying very hard for an exam.
- Really? What exam is he studying for?

c Tell the class about your partner.

example Mark's very busy at work, and his son's studying hard for an entrance exam...

Homework - turn to page 99

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Sample lesson from *Time to Talk Red 5* (pre-intermediate level)

Homework

lesson 14

1 Put the verbs in brackets into the **present simple** or **present continuous** to complete the dialogue.

Laura: Hi Steve! How are you? What are you doing (you / do) these days?
Steve: Hi, Laura. I'm OK, thanks. But work _____ (be) really busy. How about you?
Laura: Oh, I _____ (not / work) at the moment. I _____ (train) for a new job and _____ (stay) with my parents.
Steve: Really?
Laura: Yeah. I _____ (look) for a new place to live, too, but I _____ (not / have) enough money for somewhere nice.
Steve: Well, I _____ (have) a spare room...

2 Write three sentences about what you are doing these days.

- _____
- _____
- _____

Homework answers

lesson 14

- Laura: Hi Steve! How are you? What are you doing these days?
Steve: Hi, Laura. I'm OK, thanks. But work's really busy. How about you?
Laura: Oh, I'm not working at the moment. I'm training for a new job and staying with my parents.
Steve: Really?
Laura: Yeah. I'm looking for a new place to live, too, but I don't have enough money for somewhere nice.
Steve: Well, I have a spare room...
Student's own answers.
-

CD script

lesson 14 CD - 27

- What are you doing these days?
- What are you doing at work these days?
- What are you doing in your free time these days?

Language reference

lesson 14

Present continuous for what is happening around now

We can use the **present continuous** to talk about what is happening around now.

be + ing form of the verb

example I'm learning Italian for my trip.

They're playing really well this season.

Is she working late tonight?

Sounding natural

The *Sounding natural* activities give learners the opportunity to improve their pronunciation skills through tasks that practise areas such as elision, weak forms, stress, rhythm and intonation.

Time to talk

The *Time to talk* activities empower learners to say what they want.

Students prepare their own ideas, discuss these ideas in pairs and, finally, present the ideas to the whole class.

Learners are encouraged to express and to share their own opinions with each other.

As a result, students can develop their discussion and presentation skills.

Teachers can develop the conversations based on the interests and abilities of the class and the length of the lesson.

Language reference

The *Language reference* section at the back of each book provides more examples of each grammar point for review.

Time to Talk Student's books + CDs

foundation



elementary



pre-intermediate



intermediate



upper intermediate



- Each course has:
- two student's books, each with an accompanying CD
 - a teacher's book
 - a vocabulary builder book
 - online activities

Time to Talk Teacher's books



Each Teacher's book lesson has:

- a lesson overview with examples of the target language
- a double-page spread of the Student book
- detailed, step-by-step instructions for each activity
- answers for lesson and homework activities
- a list of core activities for when time is short
- CD scripts

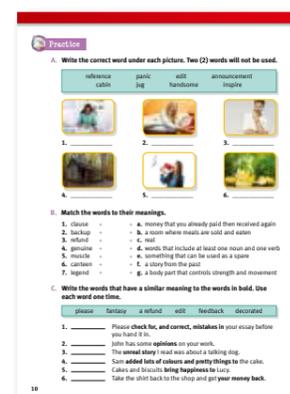
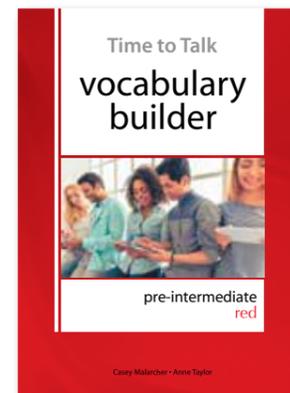
Each Teacher's book covers the content of the Student book S and A for that colour.



Sample lesson from *Time to Talk Red Teacher's Book* (pre-intermediate level)

Time to Talk Online

- interactive activities to review the content of each Time to Talk lesson
- works on PCs, tablets and smartphones



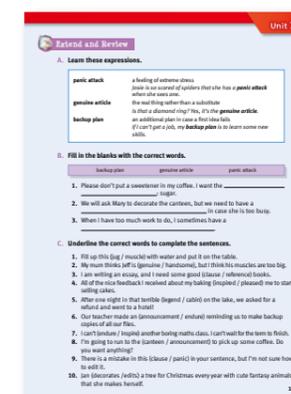
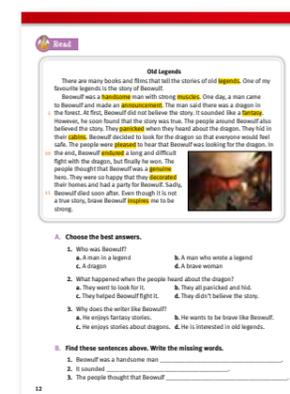
Time to Talk Vocabulary Builders

- a 5-level, 10-book series focusing on practical vocabulary for learners of English
- series is designed to assist students in their vocabulary building journey as they transition from foundation level through to upper intermediate level
- the words featured in the series are high-frequency words encountered in both spoken and written English, which students will find invaluable in their study of English
- each unit contains 20 words, meaning students will have been introduced to over 4000 words by the end of the series
- the activities in each unit provide students with extensive exposure to the target words of that unit
- activities are designed to give students the opportunity to think about the meaning and usage of the vocabulary

Features

- Clear, easy to understand definitions and example sentences
- Pictures to provide visual clues to meaning
- Activities provide challenging practice in using the words
- Original texts featuring target words in new contexts
- End-of-unit review to consolidate learning

Sample lesson from *Time to Talk Vocabulary Builder Pre-Intermediate Red*



pre-CEFR A1

foundation

green S



green A



CEFR A1

elementary

yellow S



yellow A



orange S



orange A



CEFR A2

pre-intermediate

purple S



purple A



red S



red A



CEFR B1

intermediate

silver S



silver A



blue S



blue A



pink S



pink A



CEFR B2

upper intermediate

brown S



brown A



navy S



navy A



- *Time to Talk* is a wide-ranging, communicative course, built around exciting and motivating topics.
- Each lesson concludes with a stimulating communicative task with a clear language focus.
- *Time to Talk's* contemporary design is easy to navigate and helps to make the study of English relaxing and enjoyable.
- A choice of books, *S* (Standard) and *A* (Advantage), at each level, provide the option for more comprehensive study, according to the needs and the schedule of your classes.

KEY FEATURES OF EACH BOOK:

- Short lessons (4 pages)
- Flexible sequence
- 20 lessons
- 20-40 hours of study
- Skills lessons
- Communication activities
- CD scripts
- Homework with answers
- Language reference section

COMPONENTS:

- Student's Book including Student's CD
- Teacher's Book
- Online Activities
- Vocabulary Builder Series

LESSON PROGRESSION:

- Introduction
- Reading / Listening activity
- Language focus
- Practice
- Sounding natural
- 'Time to talk' activity

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ENGLISH BOOKS

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