

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](http://www.timetotalk.jp)

# What's in a Time to Talk lesson?

## 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.

- 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

## 14 How are things?



### 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?

### Doggy Doughnuts

A smart man with an unusual business idea.



Read about Calvin with his chicken liver and honey doughnuts!

**D**o 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

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

## 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.



# 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**.

✗ I'm disliking my boss. → ✓ I dislike my boss.  
✗ 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.

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

- 1 What are you doing these days?
- 2 What are you doing at work these days?
- 3 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
<i>everyone / very busy</i>	<i>son / studying for an exam</i>
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

lesson 14 59

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.

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

### Homework answers

#### lesson 14

- 1 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.
- 2

### CD script

#### lesson 14 CD - 27

1. What are you doing these days?
2. What are you doing at work these days?
3. 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 Complete Series

## Time to Talk Student's books + CDs

foundation



elementary



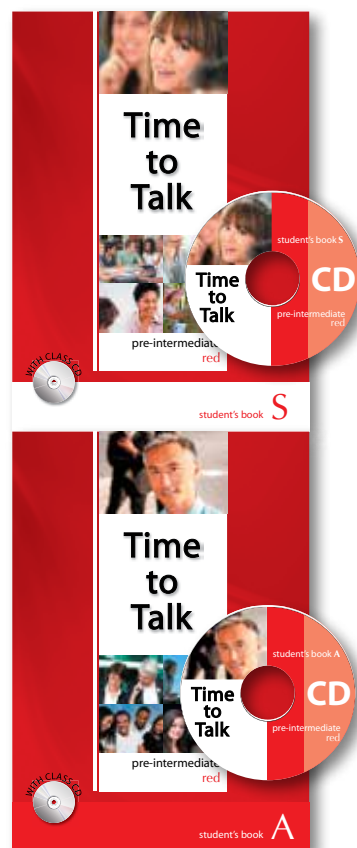
pre-intermediate



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

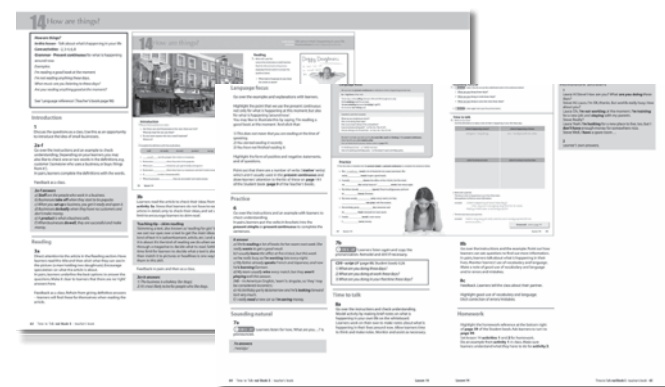
## Time to Talk Teacher's books



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

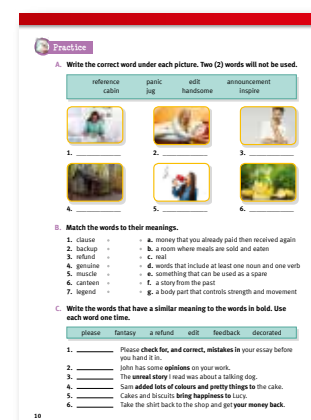
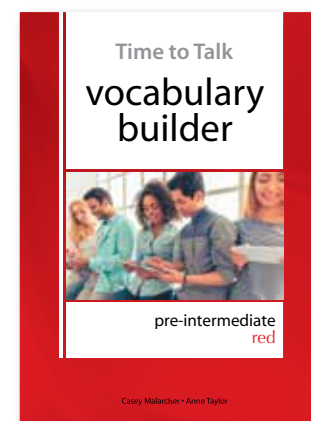
Each Teacher's book covers the content of the Student book S and A for that colour.



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



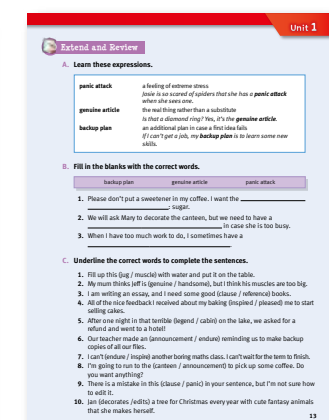
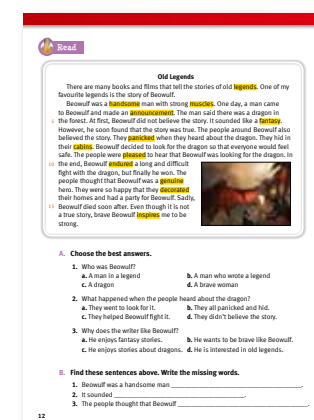
## Time to Talk Vocabulary Builders

- 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

For more information, please contact:

#### Nellie's Ltd.

Kenkyusha Fujimi Bldg. 3F,  
2-11-3 Fujimi, Chiyoda-ku,  
Tokyo 102-0071, Japan

TEL: +81 (0)3-5275-6761

FAX: +81 (0)3-3556-7326

e-mail: [timetotalk@nellies.jp](mailto:timetotalk@nellies.jp)

[www.timetotalk.jp](http://www.timetotalk.jp)

**Nellie's**  
ENGLISH BOOKS

Nellie's Ltd.

established 1989, Tokyo, Japan



Licence available for territories upon request.