Let's _____

《大学英语基础口语教程》(Let's Talk)是外教社与英国剑桥大学出版社合作出版的一套美式英语口语教材,旨在提高学习者的英语听说能力,兼顾其他语言技能和知识的培养与习得,与国家教育部最新颁布的《大学英语课程教学要求(试行)》中指出的"培养学生的英语综合应用能力,特别是听说能力"的大学英语教学目标相吻合。

本教程共分三级,由学生用书、教师用书和测试 手册组成,配有网站支持,既可用于我国大学英语听 说课或口语课教学,也可用作提高英语听说能力的自 学或培训教材。

- 以培养学生的口语表达能力为目标,兼顾学习者听、 读、写等技能的全面培养;
- 单元设计以主题为中心,适合运用交际法的教学方法,题材广泛,内容贴近生活,容易激发学生学习 兴趣;
- 课文编写独具匠心,多种形式的语言输入为学习者的语言输出作好铺垫;
- 录音真实自然,有助于学生适应真实场景的语言交际;
- 专门设置课外听力训练,帮助学生提高听力水平;
- 内容新颖,编写科学,制作精美,配套齐全,是一套高质量的多媒体立体化教材。







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大学英语基础口语教程测试手册

Donald Van Metre
With Introduction by
Leo Jones





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出版前言

教育部最新颁布的《大学英语课程教学要求(试行)》指出"大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流"。为此,上海外语教育出版社(简称"外教社")经过广泛的市场调研和需求分析,针对我国大学生亟需快速提高英语听说能力的强烈愿望,与英国剑桥大学出版社合作出版了这套《大学英语基础口语教程》(Let's Talk),奉献给我国的大学英语学生和教师。

一、教程主要特点

《大学英语基础口语教程》(Let's Talk) 是一套旨在提高英语听说能力的美式英语口语教材。她既可用于大学英语听说课或口语课的课堂教学,也可用作提高英语听说能力的自学或培训教材。本教程具有以下主要特点:

- 1. 以快速提高英语听说能力为主要目标,兼顾阅读、写作和词汇、语法等技能和知识的全面培养与习得。
- 2. 每单元设置一个主题,运用交际法的教学原则有效培养学生的语言交际能力。
- 3. 题材广泛体裁多样,内容贴近生活,容易唤起学生的学习兴趣,激发他们用英语进行口头交际的欲望。
- 4. 课文编写匠心独具,练习形式多样。以看图说话、短文阅读、听力训练等形式导入语言输入和课文学习,为学生的语言输出——口头交际作好铺垫。口语操练形式灵活多样,能有效地帮助学生较快提高口头交际能力。
- 5. 教师用书内容详尽,教学步骤清晰明确,能很好地指导教学,教师还可以通过浏览支持网站,获取更多的教学资源。
- 6. 提供专门课外听力训练,让学生自主完成,以强化提高学生听力水平,增强其自主学习能力。除学生用书、教师用书外,本教程还配有测试手册,为教师提供期中、期末考试参考试卷。
- 7. 磁带和CD录音清晰,语音语调真实自然,语速以及口音、停顿、干扰等会话特征与真实交谈一致,有助于学生适应真实场景的语言交际,提高学生的英语听说能力。
- 8. 本教程由图书、录音(磁带和CD)和网站构成,配套齐全,是一套立体化的多媒体教材。学生用书全彩印刷,制作精美,并配有众多照片和卡通插图,让学习过程变得轻松、愉悦。

二、教程框架

本教程共分三级,每级由学生用书(含自学CD)、教师用书(含课堂教学CD)和课堂教学磁带组成,并专门配有测试手册一本。

学生用书有16个单元,每单元由主题相关的A、B两篇课文组成。学完一个单元需要一到一个半小时,教师可以根据实际情况自主选择课文材料,进行有针对性的训练。自学部分(Self-study)编有节选自课文内容的听力训练,并配有CD,帮助学生尽快提高听力水平。

教师用书编有词汇讲解、教学步骤建议、练习答案、听力录音文字等内容,此外还编有供教师选用的课堂活动材料和写作练习。教师还可以登录www.cambridge.org/us/esl/letstalk/support/网站,与同行或作者就本教程进行教学经验交流,或选用网站提供的其他教学活动材料。

测试手册为本教程三册图书共用,共有六套测试试卷,供教师期中和期末考试选用,试卷听力材料附有录音CD。

最后需要说明的是,由于本教程是一套美式英语教材,有些用法和表达与英式英语不一样,如Teacher's Manual 2第22页 "… an herb with sweet-smelling leaves/… an herb whose dried leaves are used in cooking"两处中, herb前面的不定冠词是an,而不是a,就是因为它在美式英语中的发音是/3:rb/而不是/h3:b/的缘故。以上用法我们在与剑桥大学出版社沟通后,决定保留不变。在此特别提出,敬请老师和同学们留意。

Let's Talk是剑桥大学出版社的一套畅销教材,内容新颖,编写科学,制作精美,配套齐全。外教社衷心希望她能满足我国大学生提高英语听说能力,尤其是口语表达能力的需要。

上海外语教育出版社

Introduction

The Course

Let's Talk is a three-level course in speaking and listening for students of American English. It can also be used as the oral/aural component of any course that concentrates mainly on reading and writing skills, or as the basis for an intensive refresher course for learners who need to develop their fluency in English. Let's Talk 1 is intended for high-beginning/low-intermediate students, Let's Talk 2 for intermediate-level students, and Let's Talk 3 for high-intermediate students.

Let's Talk Testing Packet

This testing packet consists of six complete tests, two for each level of *Let's Talk*. The "Midterm" test covers Units 1 to 8 of each level, while the "Final" test covers Units 9 to 16.

Each Midterm and Final test is composed of two parts: a Multiple-choice section and a Speaking section. The Multiple-choice section can be given to the whole class. The Speaking section can be given to students working individually with a teacher, in pairs, or in groups.

All of the tests are designed in such a way that you can examine students at any particular point in the book. A chart on the Multiple-choice answer pages identifies the unit to which each question corresponds. By using only the questions that relate to the unit or units that you have most recently completed, you can choose to give several short tests instead of two long tests (Midterm and Final).

Multiple-choice section

Each Multiple-choice section consists of three parts: Vocabulary, Language in context (grammar and vocabulary), and Listening.

There is an alternate version for each section, in which the questions are the same, but the answers are arranged differently. Using both versions during the testing process helps prevent students who have already taken the test from communicating the answers to other students who haven't taken the test.

Scoring

(See page 120 for a chart you can use to record your students' scores.) The Multiple-choice section is scored according to the following point breakdown:

Vocabulary		
12 items @ 1 point per item		= 12 points
Language in context 14 items @ 1 point per item		= 14 points
Listening 16 items @ 1.5 points per item		= 24 points
Total: 42 questions	Total:	50 points

How long will each test take?

The Multiple-choice section will take about an hour to complete -30 minutes for Parts A and B (Vocabulary and Language in context) and 30 minutes for Part C (Listening).

In some cases, the time needed for the Listening part might be slightly less than 30 minutes, but you should still allow 30 minutes. The Listening part consists of eight conversations that are each recorded once. The students will hear the conversation and the two corresponding questions. They should then be given enough time to read the questions again and to choose the best answer. You may pause the CD if you feel that students require more time to complete the questions. You may also choose to play the conversation a second time, if necessary.

The Speaking section should be administered separately, and the amount of time it requires will vary, depending on the number of students to be tested and the amount of time you can devote to each student. The inclusion of two separate sets of questions provides more tasks from which to choose, giving you as much flexibility as possible.

Speaking section

The purpose of the Speaking section is to evaluate how well students have developed their communication skills in five areas: communication, interaction, accuracy, fluency, and pronunciation. (See page x for descriptions of appropriate language at each level.) The tests are intended for assessing a student's progress, rather than for purposes of placement.

There are two sets of questions or pictures, labeled "Speaker A" and "Speaker B." Each set offers more questions or pictures than you may require, so that you can select among them for different students, as necessary. (See below for different methods of using these questions.) The goal is to have the students talk about some of the topics they've already covered in the book, so that the teacher can listen to and assess the students. There are no "right answers" to the questions the students are asked – they are discussion questions, not tests of knowledge.

There are two types of tasks in the Speaking section:

Discussion questions

This task type uses questions that are modeled on material from the book. The questions are designed to encourage discussion.

Picture description

This task type asks students to describe, compare, and answer questions about what they see in a picture or set of pictures. The pictures are modeled on material in the book.

Before beginning the Speaking section, you should first become familiar with the tasks and the level descriptions (see page x). You will also need to decide how you will test students – individually, in pairs, or in groups. The method of testing students will depend on the number of students in your class, the amount of time you have available, and the administrative requirements of your institution.

The best place for a test is a quiet, private place, where students are unlikely to be overheard or distracted. An office would be an ideal location, but an unused classroom or a quiet corner of the classroom would also be suitable.

Scoring

(See page 121 for a chart you can use to record your students' scores.)

The Speaking section is scored according to the descriptions provided for each level beginning on page x. These descriptions allow you to assign a score from 1 to 5, based on a student's performance in each of the five assessment areas. Using this numerical evaluation system, a possible maximum score of 25 points may be derived by adding a student's scores in each assessment area. (See page x for the complete level descriptions.)

As students are assessed based on what is taught at a particular level of *Let's Talk*, students using any level could expect to get the maximum possible score on the Speaking section. A maximum score suggests that a student has mastered the content, structures, and vocabulary specific to that unit or level. Aspects of language proficiency or communicative competence that are not level-specific, including pronunciation and the ability to interact with a partner, will also be measured. When measuring pronunciation or communicative competence, the scores are based on the kinds of speech and levels of communication that are modeled in the book.

Administering the Speaking section

Alternatives for administering the Speaking section are described below:

Method 1 - Student-student pairs (1 teacher + 2 students)

Student-student pairs are the most effective way of using this section. Each student is given a different set of questions to look at. They then ask each other the questions while you listen to and assess their communication according to the level descriptions. You may need to interrupt the discussion in order to encourage a less talkative student to say more or discourage an overtalkative student from dominating the conversation. Your role is that of a facilitator in the conversation. You should focus your attention on assessing each student. (See Method 5 for an alternative to student-student pairs.)

Matching partners

When arranging the students in pairs, try to match students who are friendly with each other and are similar in ability. Alternatively, if you are testing two separate classes that are both using the *Let's Talk* series, you could work with another teacher and pair students from different classes together.

If you have an odd number of students, the "extra" student can work in a group of three, or you can test him or her individually (Method 2 or 4). This extra student should not be one of your weaker students.

Adding follow-up nacessessors

Asking follow-up questions/encouraging fuller answers

Once the conversation is under way, you may need to ask follow-up questions to encourage fuller answers. Students who answer questions with just a short phrase or "I don't know" aren't showing you how much they know. Ideally, the students will encourage each other to give more complete responses. Sometimes, however, it might be necessary for you to provide clarification or ask follow-up questions.

Putting students at ease

Everyone is nervous during a test, but it's difficult for students to show how well they can speak English if they're afraid of making mistakes. Here are some things you can say to students to put them at ease:

I'm just going to listen to you while you have a conversation in English.

There are no right answers to the questions I'm going to ask.

Try to relax, concentrate on your conversation, and have fun!

Please talk to each other, not to me. Pretend that I'm not even here.

I'm going to listen to the way you communicate, and not look for mistakes.

Getting started

Before students actually start speaking, give them a few moments to read over the questions that they will ask each other. They should not immediately begin reading the questions out loud to each other without having thought about them.

Dealing with errors

The mistakes that students make during the Speaking section don't matter very much unless they lead to misunderstandings. If there is a communication problem, you may need to intervene to help the students understand each other. A well-matched pair who already know each other are less likely to have communication problems.

Method 2 – Teacher-student pairs (1 teacher + 1 student)

This method resembles Method 1, except that one member of the pair is the student and the other is the teacher. The student looks at "Speaker A" material, and the teacher refers to "Speaker B" material. The advantage of this method is that a more fluent conversation may develop, with the student feeling that he or she is an equal partner in the interaction.

Method 3 – Pair or group interview (1 teacher + 2, 3, or 4 students)

The teacher chooses questions from either "Speaker A" or "Speaker B" material to ask each student in turn. In using this method, be careful that students do not focus their attention only on the teacher and his or her questions, responses, and reactions. Encourage students to ask each other questions and react to one another rather than you.

Speaking section Level descriptions

Communication

(ability to make himself/herself understood)

- **5** Able to make himself/herself understood while performing tasks; listener does not ask for repetition or clarification.
- **4** Able to make himself/herself understood while performing most tasks; listener rarely asks for repetition or clarification.
- **3** Able to make himself/herself understood while performing at least half the tasks; listener sometimes asks for repetition or clarification.
- **2** Unable to make himself/herself understood while performing most tasks; listener frequently asks for repetition or clarification.
- 1 Unable to make himself/herself understood while performing tasks, even when listener asks for repetition or clarification.

Interaction

(ability to listen to and interact with a partner)

- **5** Able to listen attentively to another person and respond appropriately while performing tasks; interacts very well with a partner.
- **4** Able to listen attentively to another person and respond appropriately while performing most tasks; interacts well with a partner.
- **3** Able to listen to another person and respond reasonably well while performing at least half the tasks; interacts adequately with a partner.
- **2** Unable to listen attentively or respond appropriately while performing most tasks; interacts poorly with a partner.
- 1 Unable to listen attentively or respond appropriately while performing tasks; fails to interact with a partner.

Accuracy

(grammar, syntax, general structures)

- **5** Grammar and syntax are controlled while performing tasks; demonstrates knowledge of general structures with a few minor errors.
- **4** Grammar and syntax are controlled while performing most tasks; demonstrates knowledge of general structures with few errors.
- **3** Grammar and syntax are controlled while performing at least half the tasks; demonstrates knowledge of general structures with frequent minor errors.
- **2** Grammar and syntax are uncontrolled while performing most tasks; demonstrates limited knowledge of general structures with frequent errors.
- 1 Grammar and syntax are uncontrolled while performing tasks; lacks knowledge of general structures.

Fluency

(vocabulary, speed, naturalness, lack of hesitation)

- 5 Speech is smooth and natural while performing tasks; occasional hesitation on low-frequency vocabulary words, phrases, or structures.
- **4** Speech is smooth and natural while performing most tasks; occasional hesitation on vocabulary words, phrases, or structures.
- **3** Speech is smooth and natural while performing at least half the tasks; some hesitation on vocabulary words, phrases, or structures.
- **2** Speech is labored and unnatural while performing most tasks; frequent hesitation on common vocabulary words, phrases, or structures.
- 1 Speech is labored and unnatural while performing tasks; frequent hesitation on even high-frequency vocabulary words, phrases, or structures.

Pronunciation

(stress, rhythm, intonation patterns)

- **5** Easy to understand while performing tasks; very clear articulation and intonation.
- **4** Easy to understand while performing most tasks; clear articulation and intonation.
- **3** Easy to understand while performing at least half the tasks; slightly unclear articulation and intonation.
- **2** Difficult to understand while performing most tasks; unclear articulation and intonation.
- 1 Very difficult to understand while performing tasks; very unclear articulation and intonation.

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Midterm test

Multiple-choice section

Vocabulary (12 points)
Choose the best word(s) to complete each sentence.

1.	You need a to	visit a foreign country.
	a. passport	c. time
	b. major	d. zip code
2.	I want to call you. Ca	n I have your?
	a. home address	c. first name
	b. street name	d. telephone number
3.	You use a to b	buy something on the Internet.
	a. credit card	
	b. price	d. beeper number
4.	You need an umbrella	when it's outside.
	a. sunny	c. dry
	b. windy	d. rainy
5.	What's the weather _	for tomorrow?
	a. storm	c. smog
	b. forecast	d. lightning
6.	It was difficult to see t	he road because it was
	a. hot	c. cold
	b. warm	d. foggy
7.	I don't have a lot of n	noney, so my personal style is
	a. duty-free	c. expensive
	b. high style	d. low budget
8.	To save money, I usua	ally buy things
	a. on sale	c. new
	b. at a boutique	d. with a credit card
9.	I try to things	around the house to save money.
	a. fix	c. buy
	b . borrow	d. spend
10.	I laughed a lot becaus	e the movie was very
	a. classic	c. exciting
	b. sad	d. funny
11.	I don't like m	ovies very much because they're too scary.
	a. romantic	c. horror
	b. animation	d . silly
12.	Go to the sect	ion in a bookstore if you want to find a dictionary
	a. self-improvement	c. magazine

Part B Language in context (14 points)

Choose the best answers to complete each paragraph.

My friend Jane is very(13)	She's only 14 years old. She ha	s long, <u>(14)</u> brown
(15) and dark eyes.		Fredt 2
13. a. young	b . elderly	c. middle-aged
14. a. curly	b. tall	c. fair
15. a. skin	b. eyes	c. hair
Robert is a very artistic person. He	likes(16) and making _	He also likes outdoor
sports, especially(18)	O C	
16. a. drawing	b. fishing	c. chess
17. a. yoga	b. pottery	c. the Internet
18. a. skiing	b. pool	c. bowling
I went to a festival last week. There the world. I bought some Indian cut for me. I was still hungry, so I ate s 19. a. cafeterias	arry, but it had a lot of pepper i	n it, and it was too(21)
20. a. traditional	b. bland	c. American
21. a. spicy	b. sour	c. sweet
22. a. appetizer	b. beverage	c. dessert
I love to drive. When I travel, I usu I decided to(24) They live so I stopped to(26) It was a 23. a. car 24. a. visit relatives 25. a. new foods 26. a. go on a safari	in another city. While I was dr	iving, I saw a lot of(25),

Part C Listening (24 points) Ω

Listen and choose the correct answer for each question.

Listening 1 Track 2

- **27.** What is true about Fumiko?
 - **a.** She can't go to the party.
 - **b.** She moved to the U.S. when she was young.
 - **c.** She has a class with John and Steve.
 - d. She and Steve are good friends.
- 28. Where does John live?
 - a. 8 Oak Street
 - b. 125 Oak Street
 - c. 8 Claperton Street
 - d. 125 Claperton Street

Listening 2

- **29.** What does Anne say about Don?
- Track 3 a. He's tall.
 - b. He's thin.
 - c. He's muscular.
 - d. He has curly brown hair.
 - **30.** How does Katy describe Don's wife?
 - a. She's quiet.
 - b. She's creative.
 - c. She's careless.
 - d. She's talkative.

Listening 3 Track 4

- **31.** What does Susan like to do?
 - a. Play golf
 - b. Go fishing
 - c. Take pictures
 - d. Collect coins
- **32.** What is true about Dave?
 - a. He likes all sports.
 - **b.** He wants to go fishing with Susan.
 - c. He and Frank have the same hobbies.
 - d. He doesn't like outdoor activities.

Listening 4 Track 5

- **33.** What was the weather like yesterday in the town where the man lives?
 - a. Rainy
 - **b.** Snowy
 - c. Sunny
 - d. Cloudy
- **34.** What does the man say about the wind?
 - a. It was warm.
 - **b.** It happens in the spring.
 - c. It started in the morning.
 - **d.** It's stronger than a typhoon.

Let's Talk 1 Midterm test