

Let's Talk 3



大学英语基础口语教程
教师用书 3

Leo Jones

Teacher's Manual



上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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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。

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Introduction

The Course

Let's Talk is a three-level course in speaking and listening for students of American English. It can be used as the oral/aural component of any course that concentrates mainly on reading and writing skills. It can also be used 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.

Each of the *Let's Talk* units focuses on a different topic, and the activities are designed to stimulate students to share their ideas, opinions, and experiences with one another. The topics are practical and interesting – the kinds of things that students want to talk about in any language – and the activities are realistic, motivating, and challenging.

Course components

Student's Book

Each level of *Let's Talk* consists of 16 units, with each unit containing two thematically related lessons. The units cover a wide range of topics. Since the emphasis of the course is on generating discussion and promoting fluency, rather than on following an established syllabus, it is not absolutely necessary to complete every activity in the book. You may wish to select activities depending on the needs and interests of your students. For example, if your course has a strong emphasis on listening, you may wish to spend more time on the listening exercises and do fewer speaking activities. One lesson will take approximately an hour to an hour and a half to do, depending on:

- how difficult a class finds the activities,
- how much interest is generated, and
- how many of the activities are selected.

Most units in *Let's Talk* contain a communication task. The purpose of these communication tasks is to simulate real-life conversations. There is also a self-study section and accompanying CD at the back of each Student's Book that contain activities intended to give students an opportunity to work on their listening skills at home. In addition, a grammar section provides students with valuable guidance and support.

Class Audio Cassettes or CDs

The Class Audio Cassettes or CDs that accompany the Student's Books feature interviews, conversations, news reports, and other interesting listening texts. Many of the recorded monologues and dialogues are unscripted to ensure that they reflect English as it is actually spoken in a variety of realistic situations. The speakers have a variety of accents, and their speech contains the normal hesitations, pauses, and interruptions that occur naturally in spoken language.

Teacher's Manual

A Teacher's Manual is available for each of the three levels of *Let's Talk*. For each unit in the Student's Book, the Teacher's Manual contains:

- vocabulary glossaries listing important words that students will encounter in the activities,
- procedures suggesting how to use the material,
- answers or possible answers to many of the activities,
- tapescripts of the recorded material,
- optional and extra activities, and
- a writing activity.

Using *Let's Talk* in the classroom

The notes in the Teacher's Manual are intended to be merely suggestions for ways to teach each activity. Please don't feel constrained by the suggested teaching procedures for each activity. You may be able to think of better ways of doing some activities with your class, according to their needs and interests.

The majority of the activities in *Let's Talk* are most effective when learners work together in pairs or small groups of three to five students. The larger the class, the more these student-centered activities make sense because:

- they give everyone a chance to speak;
- they allow meaningful conversations to develop, as opposed to isolated language practice; and
- they free learners from the fear of losing face in front of the whole class.

It's true that learners are more likely to make mistakes in less-structured situations. However, it's much more productive for all class members to be participating in conversations, even if they are making mistakes, than for them to be listening to the teacher and taking turns answering questions one at a time.

What is the teacher's role during pair or group work?

While students are working in pairs or groups, move around the class and listen to each pair or group for a few moments. If you think it would be helpful, join in occasionally and offer encouragement, advice, or suggestions. Make notes on any important mistakes you hear while you're walking around – but don't spend time actually correcting students' mistakes while they're trying to express themselves.

The teacher has three main responsibilities in getting students involved in pair or group work:

- getting things started (making sure everyone knows what to do and has the necessary vocabulary to do it – and telling them approximately how long the activity should take);
- monitoring the pairs or groups at work and deciding exactly when to stop the activity;
- leading a short follow-up discussion after each activity (answering questions, pointing out significant mistakes, and giving additional practice).

If your class does not have an even number of students, you may need to place some students in groups of three with two members of the group doing the same task. Rearrange pairs and groups frequently so that students are exposed to different speech styles and ideas. For some activities, you may want to place outgoing learners together so they don't intimidate others. In other situations, you may want the shy students paired with more outgoing partners so they can learn from them.

What if an activity doesn't seem to be working?

Don't worry if an activity fails to take off with a particular class. Open-ended exercises are inherently unpredictable. Bear in mind the attitudes and prejudices of your class when you are selecting activities, and be prepared to "sell" an activity to your students if you believe it to be a particularly worthwhile one. Some activities are easier than others. The ease in which students complete an activity may have more to do with the opinions, imagination, experience, versatility, and knowledge they bring to class than with the level of English required for the activity. Above all, though, the activities are designed to be enjoyable so that students will be motivated to continue improving their English.

Some of the more open-ended activities in *Let's Talk* are quite challenging. Students won't possess all the language they require to participate easily and fluently. There are several ways of getting around this problem, not all of which will be necessary at the same time:

- Quickly go through a few vocabulary items students can use in the activity.
 - Act out or demonstrate what has to be done.
 - Make sure students read through the role information carefully, and ask questions before they begin (and as necessary during the activity).
 - Encourage students to rehearse role plays before starting them. This may take a few extra minutes, but it is preferable to the students' struggling hesitantly through the activity.
 - If any role plays go badly, give helpful feedback and then have students run through them again. This will help students feel they have made progress.
 - Remind students that in real life, they won't have anyone to help them out and they'll have to cope by using their limited English resources in similar situations.
- The activities in this course will build their confidence in real-life situations.

How can students be discouraged from using their mother tongue – and encouraged to speak only in English?

While using *Let's Talk*, students will be participating in enjoyable speaking activities. The problem is that their enjoyment may tempt them to lapse into their mother tongue from time to time. When this happens, you might find it helpful to remind them that every member of the class has a common aim: to improve his or her English. Indeed, one of the guiding principles of the material offered here is to foster a spirit of cooperation and friendship in the class and to give students the feeling that they are all members of a team with a common purpose and a role to play in the success of the course. Agree together on this rule: "Only English may be spoken in our class." That may sound like a tall order, but it's something everyone should aim for.

Here are some ideas that may help if your students are finding it difficult to follow the English-only rule:

- Remind them that your class may be their only opportunity to use English during the week.
- Demonstrate what to do before the students are split into pairs or groups, using one of your more confident students as your own partner while the others listen. This will help everyone get into the discussion or role play more quickly.
- Whenever you overhear a pair or group speaking their own language, remind them firmly of the rule.
- Separate students who persistently use their mother tongue, and put them with students who do use English in class.
- Make sure everyone knows simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the mother tongue that it's difficult to break the habit. To help everyone learn and remember this, make a list of these phrases on the board (or put them on a poster for the classroom) and add additional similar phrases as the need arises:

Who's going to begin?

Which role are you going to take?

Whose turn is it?

What are we supposed to do?

What do you think?

I didn't hear what you said.

What does this word mean?

Let's ask the teacher about this.

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

What should the teacher do when students make mistakes?

Although most learners using *Let's Talk* should already have a basic knowledge of English grammar, they will still make mistakes. Accuracy is an important aspect of language learning and should never be ignored, but it is more important for students to be able to communicate effectively. Many grammatical mistakes don't seriously affect communication. No student should be corrected every time he or she makes a mistake. If that happened, many students would become inhibited and afraid to speak at all! Actually, mistakes are an essential indicator of what still needs to be learned. On the basis of the mistakes you overhear, together with the types of questions students ask you, you can plan any additional practice your class may require.

Students should certainly be corrected when they make serious errors, but it's usually best to point out any mistakes that were made *after* everyone has completed an activity, rather than interrupting during the activity. While students are working in pairs or groups and you're going from group to group to listen in, you might be able to make the occasional discreet correction without interrupting the flow of the conversation. It's usually better, however, to make a note of some of the errors you overhear and point them out later.

In writing, where errors are more noticeable, accuracy is much more important. When marking students' written work, you can't really overlook some of their mistakes as you might do if they were talking. However, it's helpful to show students which of their mistakes are more serious or less serious, and to distinguish among different kinds of mistakes.

When your students submit written work to you, ask them to leave a wide margin so that there's plenty of room for you to add comments later. Give students a chance to correct their own mistakes by underlining the incorrect parts and showing in the margin whether there's a mistake in grammar (**G**), word order (**WO**), vocabulary (**V**), punctuation (**P**), or spelling (**Sp**). If there's a better way of saying something or a better word to use, you may want to write that in as a suggestion.

And don't only highlight mistakes: it's important to give encouragement in equal measure. A checkmark (✓) is a nice way of showing that an idea has been well expressed. Words of encouragement are even more appreciated – especially if a student seems to have put a lot of effort into his or her work.

How should the teacher handle new vocabulary?

As they work through *Let's Talk*, students will be learning more and more vocabulary. Some items are presented in special vocabulary exercises, while others occur in context in the recordings and the reading texts.

In this Teacher's Manual, the teaching notes for most activities include a glossary that defines the important new vocabulary that students will come across in that activity. The definitions reflect the meanings of the words in the contexts in which they're used in the particular activity or task, rather than their meanings in universal contexts.

It is important to limit definition of vocabulary to those words that are essential to the task. Students can often complete an activity successfully without understanding every word. In fact, learners should be encouraged to develop a tolerance for ambiguity so they don't panic when they see an unfamiliar word. By focusing on essential vocabulary only, you can use your in-class time more efficiently.

Before presenting the definition of a word, ask students if they can explain the word. If no one can, give the meaning provided in the Teacher's Manual. Alternatively, ask students to look up the word in a good learner's dictionary such as the *Cambridge Dictionary of American English*. Whenever possible, encourage students to guess the meaning of a word from its context – an important reading and listening skill. At first, students may need your guidance, but as their skill develops, they will be able to do this on their own. Explain that guessing the meaning of a word from its context involves:

- looking in the text or at the other words in the vocabulary box for clues,
- thinking about what they know about similar words, and
- using their knowledge of the world.

If students do figure out meanings for themselves, they're more likely to remember the new words than if you define the word for them in English, or if you translate it into their own language.

Students may ask about other words that are not listed in the glossary for a particular activity. For this reason, it's a good idea to preview the activities and the tapescripts of the recorded material so as to be prepared to answer questions about any potentially difficult words.

You may discover that some of the vocabulary used in *Let's Talk* is "low-frequency." These may be expressions that are not often used in everyday conversation, but students should get used to encountering and coping with such low-frequency words. In many cases, they will be able to guess their meanings from the context.

In some exercises, students are expected to use dictionaries to look up the meanings of unfamiliar words. Any kind of dictionary is suitable for these exercises, even a small bilingual dictionary, but you may prefer to recommend that your students use an English-to-English dictionary.

How can a teacher help students build their vocabulary?

Recommend that students circle or underline new and/or relevant words and expressions in their Student's Book. Highlighting is particularly effective because that way the language they want to remember "jumps off" the page, reminding them of the vocabulary items and showing the words in contexts. Just leafing back through previous lessons in their free time (on the train or bus, for example) will help them review vocabulary easily and effectively.

Students should be encouraged to record new vocabulary in other ways as well. Suggest that they maintain a vocabulary notebook – organized in one of two ways:

- alphabetically (like a dictionary) or
- by topic or subject matter.

Making the most of the *Let's Talk* activities

The Student's Book and Teacher's Manual have been designed to ensure that both students and teachers enjoy and benefit from their experience with *Let's Talk*. Here are some insights about particular aspects of the course that may be helpful.

Listening activities

The listening activities give students practice in listening to authentic English conversations and encourage them to develop skills that make them better listeners. The tasks are designed to help students understand the main points of the listening passage. Students are discouraged from listening to every single word and worrying about what they don't understand.

Listening is a skill that requires students to concentrate on what they *do* understand. For example, if a speaker does not pronounce a word clearly, there's no point in having the students worry about what the word is if it means that he or she stops listening to what the speaker says next. Just as in real life, we often have to ignore the words we don't understand and concentrate on the main points that are being made. It would be impossible for students to acquire this skill if the only English they were exposed to was slow and simple. Using the *Let's Talk* recordings and accompanying activities will help students acquire this essential listening skill.

Read/listen activities

The Student's Book contains authentic newspaper and magazine articles presented as "Read/listen" tasks. Students read a short text that has a number of words missing

from it. Their challenge involves first guessing the missing words and then listening to confirm their guesses. This kind of exercise forces students to read the text very carefully and think about the ideas it contains. The recorded reading also demonstrates how the words are pronounced and helps students make more sense of the text. Many of the Read/listen activities are followed by comprehension exercises and discussion questions that give students a chance to react to the reading.

Communication tasks

An important part of the *Let's Talk* course is the communication task, which appears in nearly every unit. The purpose of these communication tasks is to simulate real-life conversations. One characteristic of everyday conversation is that when we talk to another person, we don't usually know exactly what information the other person has or what the other person is going to say. This gap in knowledge is called an "information gap." The communication tasks in *Let's Talk* create information gaps that exist in typical conversations.

In the communication tasks, students are directed to separate sections at the back of the book. Each person is given a different set of information and can't see his or her partner's information. Students need to find out what their partners know and tell their partners what they know. You will find that students will be motivated by the desire to exchange information in the realistic situations presented. In this way, information gaps will be created and bridged – and meaningful communication will take place. There is a brief description of each communication task in its related procedure section in the Teacher's Manual. To get the most benefit from the communication tasks, allow the students enough time to complete them – and, before they begin, tell them approximately how much time they should spend on them.

Review puzzles

There are 16 vocabulary puzzles in the Student's Book, each puzzle reviewing the vocabulary introduced in the corresponding unit. Some of the crossword puzzle-type clues are more difficult than others, and students should realize that it's sometimes best to skip a difficult clue and come back to it later. The puzzle pages shouldn't present any serious problems since many students will have had experience with similar puzzles in their own language.

Many students will prefer to do the puzzles on their own. Allow time for students to check their answers during the next classroom session. However, if you have some spare time in class, students may enjoy working on the puzzles together in pairs. The answers appear in the Teacher's Manual at the end of each unit.

Self-study

The CD at the back of the book contains many of the recordings used in the classroom. There are also self-study exercises for students to do using the CD. The listening sections on the CD are taken directly from the units themselves. Students can use these pages on their own if they have difficulty with an activity in class or just want additional listening practice. It's best if students do these *after* you finish the lesson in class. The * symbol in a lesson indicates that the recording – or part of it – is on the self-study CD.

Grammar reference

There is also an eight-page grammar reference section at the back of the book. This includes much of the grammar that is taught at the particular level and will help answer any questions students may have about structure.

Options and extension activities

The Teacher's Manual often includes suggestions for warm-up or extension activities as well as alternate ways of handling a task. A teacher should feel free to use or ignore them as appropriate.

In some lessons, additional activities are suggested in the Teacher's Manual for use at a teacher's discretion. These follow-up activities are usually games or discussion tasks that will be valuable if students seem particularly interested in one of the topics.

Writing activities

Although *Let's Talk* is predominantly a course in speaking and listening skills, you may want your students to do some writing exercises as part of the course. To facilitate this, there is a suggested writing activity at the end of every unit in the Teacher's Manual. To do the activity, the students will need to spend some time preparing in class. The written work should be assigned as homework.

Here is a suggested procedure:

1. Begin by brainstorming ideas with the class, making notes of the best ideas on the board.
2. Put the students into pairs, and have them make notes on what they're going to write. (Students make their own notes but should offer their partners support and encouragement.)
3. Have students do the written assignment at their own speed outside of class.
4. Have students show their completed work to the same students they made notes with in step 2. The students suggest minor improvements and react to what they read.
5. Ask students to hand in the improved work to you for comments.
6. Comment on the written work. When commenting, try to maintain a balance between accuracy and expression. In other words, too many corrections may dampen a student's desire to communicate.
7. Hand back the work, and go around the class making sure everyone reads their corrections and has a chance to respond to the corrections.

The "To the student" page

Before you begin Lesson 1A, make sure that your students understand the contents of the "To the student" page in the Student's Book. It's important that the ideas expressed on this page don't come as too much of a surprise to the students when they begin work.

I hope you enjoy using *Let's Talk*!

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Unit 1, *Getting acquainted*, consists of two lessons:

First impressions focuses on greetings and on behavior and language that make a good impression.

Working together has students think about their own approaches to problem solving and then work cooperatively – in English – to solve some problems.

Before you begin Lesson 1A, make sure students understand the contents of the “To the student” page in the Student’s Book. It’s important that the ideas expressed in Lesson 1A don’t come as too much of a surprise to students when they begin work.

Since some of your students may not have worked in pairs or in groups before, you may want to begin by demonstrating the procedures for the discussion activities. You can do this by acting out various conversations with your more confident students.

Make it clear that most of the activities in this book are fluency activities, where the emphasis should be on communicating ideas rather than on avoiding mistakes. Students should always try to continue talking, asking for help with vocabulary or structure only when absolutely necessary. Point out that students’ sentences can be short and simple, and emphasize the value of classmates’ helping one another when working in pairs or groups.

If some students are speaking extensively in their own language, try to convince them that they *can* manage a discussion in English. Remind them periodically that the primary goal of the discussion activities is to improve their English-speaking skills.

Activity 1

page 2

Vocabulary

Some words that students will need in order to express their opinions and ideas may not be in the Student’s Book. Explain that asking questions is an important factor in building vocabulary. Also point out that trying to guess the meanings of words and expressions by examining them in context is an important reading and listening skill.

Before beginning an activity, you may want to look through the Student’s Book as well as the tapescripts of the recorded material to answer potential questions about any difficult words. Alternatively, you can ask students to look up the words in their dictionaries.

to look forward to to feel happy because an event is going to happen
in person physically present
to give someone a hug to hold someone close with your arms,
 especially to show affection
classmate another student in your class
colleague a person you work with

A Pair work

Option ➤ As a warm-up, tell students to move around the room introducing themselves to as many classmates as they can.

procedure continues on next page

Activity 1

page 2
continued

1. Have students look at the four photos. Ask for volunteers to say what's happening in each photo. Here are some examples:
In picture 1, the two men are shaking hands.
In picture 2, the two women are kissing on the cheek.
In picture 3, the two men are bowing.
In picture 4, the two women are hugging.
2. Ask the class to imagine what the people in the photos are saying to each other. Elicit ideas from a few students.
3. Read the instructions out loud and point out the speech balloon, which can help students form their answers.
4. Have students form pairs. If there is an uneven number of students in your class, one "pair" will consist of three students. Give students a few minutes to discuss the question, encouraging them to give reasons for why they think the people know or don't know each other.
5. Ask some pairs to share their answers with the rest of the class.

B Listen

1. Tell the class they are going to hear the conversations between the people in the photos in part A. Some students may not be used to hearing unsimplified, authentic English. Tell them that the conversations have the hesitations, repetitions, and speed of everyday speech. Reassure students that it isn't necessary to understand every word that is spoken. Tell them that they should listen for specific information.
2. Go over the chart with the class to make sure students know what to do. Tell them they only have to write one sentence from each conversation to answer the second question but that more than one is possible.
3. Play the recording, pausing after each conversation to give students time to write their answers.
4. Ask students to compare their answers in pairs. If there is a lot of disagreement about which answers are right, play the conversations again before you reveal the correct answers to the class.
5. Point out to students that this listening activity is also on the self-study audio CD.

Answers

Do the people know each other well?	What do you hear that makes you think that?
1. ☐ Yes ☒ No	<i>It's a pleasure to meet you.</i>
2. ☒ Yes ☐ No	<i>I haven't seen you for a while./How are you?</i>
3. ☐ Yes ☒ No	<i>May I introduce myself?/How do you do?/It's nice to meet you.</i>
4. ☒ Yes ☐ No	<i>Oh, it's good to see you again!/Give me a hug./It's great to see you, too.</i>

Tapescript 2 minutes 25 seconds

One.

MR. BROWN: Uh...Mr. Lopez?

MR. LOPEZ: Yes?

MR. BROWN: I'm Harry Brown. I'm sorry I'm late.

MR. LOPEZ: Ah...Mr. Brown! It's a pleasure to meet you.

MR. BROWN: It's a pleasure to meet you! Thank you for agreeing to meet with me this morning.

MR. LOPEZ: No problem. I've heard a lot of good things about you from the accounting department, and...well, I was looking forward to getting a chance to meet you in person...