

CAMBRIDGE

Let's Talk₃

Second Edition
(第二版)



大学英语基础口语教程

学生用书 3

Leo Jones



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出版前言

为了实践《大学英语课程教学要求》中提出的“培养学生英语综合应用能力，特别是听说能力”的教学目标，满足国内高校对培养大学生英语听力与口语能力适用资源的需求，上海外语教育出版社经过广泛的市场调研和精心筛选，从英国剑桥大学出版社引进并于2005年推出了《大学英语基础口语教程》(Let's Talk)。出版6年来，这套教材赢得了使用高校的一致好评，为学生英语听力与口语能力的提高做出了应有的贡献。

随着时代的发展，我国大学英语教学环境发生了变化。社会对人才的需求进一步提升，学生进校的英语水平较之前几年有了提高，这些都对大学英语教材的与时俱进提出了要求。鉴于此，外教社根据新的需要，对《大学英语基础口语教程》作了适时修订，推出第二版，相信升级后的新教材将在新时期继续发挥它的作用。

该套美式英语口语教材，以激发学生参与讨论、提高英语口语交际技能和表达流利度为目标。教材一共3级，含学生用书（附课堂CD、自学CD）、教师用书（附测验CD）。教材具有如下特色：

1. 单元主题与学生生活密切相关，容易激发学生学习兴趣，保证学生学习过程中充分的情感参与。
2. 每单元围绕主题分A、B两课，让学生从思考或讨论相关内容入手，逐渐过渡到听说活动，最后通过谈论生活中与主题相关话题，内化学习成果，逐步提高口语能力。
3. 每单元设计与单元主题相关的交际练习；多采用小组活动的形式，让每个学生充分参与，在同伴间自由表达，提高口语流利度。
4. 课后自学板块包括语法和语言运用范例，提供更多听力和词汇训练，帮助学生巩固课堂学习成果。
5. 听力素材含采访、对话、新闻报道等；提供真实的录音，各国口音丰富，让学

生熟悉真实的英语交际,发展听力技能,提高听力理解能力。

第二版比之第一版在以下几个方面有进一步的提升:

■ 学生用书

1. 提供更多语言范例,在语言呈现及结构和词汇的复现方面系统性更强。
2. 书中每4单元后增设一个拓展单元,提供更多互动交际练习。
3. 自学板块内容更丰富,包括语法、听力和词汇,给学生更多复习和自主学习的机会。

■ 教师用书

内容大幅扩充,除教学目标、教学步骤建议、词汇释义、练习答案、录音文字外,还包括拓展活动、对话范例、测验、可复印的活动材料等。

本套教材可用作大学基础阶段或同等水平的英语口语课教材,也可作为听说课或综合课的补充教材。教师可根据学生情况和需要灵活选择。相信《大学英语基础口语教程》(第二版)的推出,能在继承和发扬第一版优点的基础上,为我国英语学习者听力和口语能力的提高发挥更大的作用。

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Level 3 Scope and sequence

Working together (pages vi–vii)

Units / Lessons	Speaking	Listening	Vocabulary
Unit 1 (pages 2–5) Getting acquainted 1A Successful conversations 1B Solving problems	Greetings; describing successful conversations; solving problems; discussing attitudes toward problem solving	Conversations of people greeting one another; conversations of people solving problems	Expressions of what to do during a conversation; discussion topics; expressions of problem-solving attitudes
Unit 2 (pages 6–9) Expressing yourself 2A How do you feel? 2B What do you mean?	Role-playing giving advice; describing feelings; discussing meanings of gestures; reacting to and discussing accents	Conversations of friends discussing their feelings; interviews with people talking about the English they use	Adjectives to describe feelings; expressions to describe meanings; non-American English words and expressions
Unit 3 (pages 10–13) Crime and punishment 3A Breaking the law 3B Crime stories	Discussing crimes, punishments, and attitudes toward crime; discussing crime movies; speculating about a possible crime	Crime story summaries; conversations of people choosing and reacting to watching a crime DVD	Types of crime and criminals; statements on attitudes toward crime; words to describe crimes
Unit 4 (pages 14–17) Surprises and superstitions 4A That's strange! 4B Good luck, bad luck	Discussing strange pictures; creating and telling stories; talking about superstitions	A conversation about a strange picture; a strange story; stories about lucky and unlucky people	Adjectives to describe the effects of viewing optical illusions; words related to superstitions
Units 1–4 Expansion (pages 18–19)			
Unit 5 (pages 20–23) Education and learning 5A School days 5B Brain power	Talking about kinds of classes; recalling the first day of school and more recent details; discussing study techniques	A conversation about two people's first day of high school; descriptions of study techniques	Attributes and features found in schools; study techniques
Unit 6 (pages 24–27) Fame and fortune 6A Success 6B Wealth	Talking about successful and famous people; discussing sayings about money; discussing the importance of money	Biographies of successful Internet entrepreneurs; a biography of a prince	Qualities important for success; sayings about money
Unit 7 (pages 28–31) Around the world 7A Foreign languages 7B What's the custom?	Talking about languages and language problems; discussing behavior in various situations; discussing customs	Conversations about language problems and customs people experienced abroad	Languages; words related to customs
Unit 8 (pages 32–35) Technology 8A What is it exactly? 8B Can you explain it?	Discussing everyday products; talking about inventions; explaining how to make things	Descriptions of frustrations with new products; descriptions of inventions; instructions on how to make something	Words related to technology, inventions, and everyday products
Units 5–8 Expansion (pages 36–37)			

Units / Lessons	Speaking	Listening	Vocabulary
Unit 9 (pages 38–41) Mind and body 9A Staying healthy 9B Coping with stress	Talking about healthy and unhealthy situations; giving advice; explaining exercises; discussing stress and how to reduce it	Conversations of people describing health problems; descriptions of stressful situations	Adjectives to describe healthy and unhealthy activities; health treatments; words related to stress
Unit 10 (pages 42–45) Spending money 10A Advertising 10B Buying and selling	Describing impressions of ads; discussing company slogans and brands; talking about advertising and types of shoppers	Commercials; a discussion about the psychology of buying and selling	Adjectives to describe ads; corporate slogans; product selling points; types of shoppers; types of advertising
Unit 11 (pages 46–49) The news 11A What's the story? 11B People in the news	Telling stories; talking about news stories; reacting to headlines; role-playing an interview	News reports; a newspaper interview	Headlines; words related to the news and news stories
Unit 12 (pages 50–53) Relationships 12A Friendship 12B Meeting people	Describing qualities of friendship; talking about friendship; describing a perfect partner; talking about marriage	Descriptions of best friends; a conversation about high school classmates	Qualities important for friendship; relationships; sayings about friends; adjectives to describe a perfect partner
Units 9–12 Expansion (pages 54–55)			
Unit 13 (pages 56–59) Adventure 13A Please be careful! 13B Taking risks	Talking about and giving advice; discussing risky situations and behavior; telling stories	An interview with a park ranger about hiking; descriptions of frightening experiences	Potentially risky activities; words related to risk-taking
Unit 14 (pages 60–63) Self-improvement 14A Popularity 14B Success and happiness	Talking about popularity; popular discussion topics; telling stories; talking about success; giving advice	Conversations of people with different tones of voice; funny stories; conversations of people at work	Adjectives to describe tone of voice; qualities important in a friend; qualities important for success
Unit 15 (pages 64–67) Travel and tourism 15A Traveler or tourist? 15B Fantastic journeys	Giving travel advice; describing vacations; planning and describing a fantastic trip	Tour groups preparing for day trips; a description of a memorable trip	Words related to travel advice; typical vacation activities; words found in travel brochures
Unit 16 (pages 68–71) Employment 16A The ideal job 16B Getting a job	Talking about typical jobs; recommending jobs; discussing interviewing tips; role-playing job interviews	Descriptions of jobs; job interviews	Jobs; potential job skills; words related to job ads; interviewing tips
Units 13–16 Expansion (pages 72–73)			

Communication tasks (pages 74–90) **Answers** (pages 91–93)
Self-study grammar, listening, vocabulary, and answer key (pages 94–129)

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 ...?

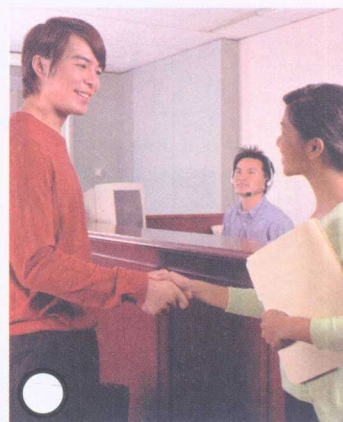
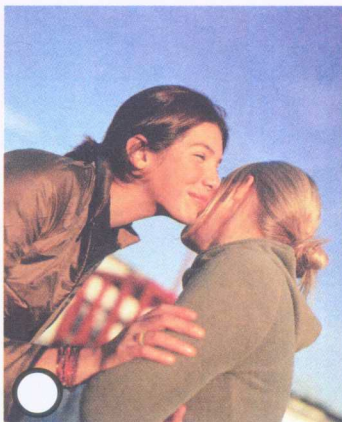
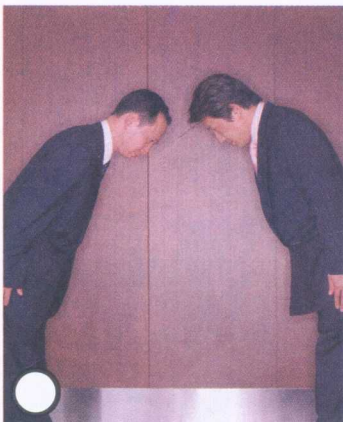
I'm done. Let's compare answers.

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



Successful conversations

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



- How are the people greeting each other?
- Which people do you think are meeting for the first time?
- How do you greet someone you've just met? What do you usually say?
- How do you greet someone you know very well? What do you usually say?

"The people in the first picture are bowing."

B Listen You will hear six conversations. Number the pictures in part A from 1 to 6.

C Listen again Write the last question of each conversation.

1. Can I call you later?	4.
2.	5.
3.	6.

D Pair work Greet your partner and begin a conversation. Then ask questions from part C to continue the conversation.

Activity 2

A Pair work Think of two conversations you've had recently. Then discuss these questions.

- Who did you talk to? Who started the conversation?
- What did you talk about? How long did you talk?
- Do you think it was a successful conversation? Why or why not?

B Pair work Read this advice. Which are important things to do during a conversation? Can you add other advice?

Address people by name.

Ask questions.

Smile and nod a lot.

Listen attentively.

Maintain eye contact.

Give compliments.

Involve everyone.

Avoid interrupting.



"It's very important to ask questions."

"I agree. If you don't, other people might think..."

Activity 3

A Pair work Check (✓) the questions you might ask someone you've just met. Put an X next to the questions you probably wouldn't ask.

- | | |
|---|--|
| <input type="checkbox"/> Where do you live? | <input type="checkbox"/> Are you married? |
| <input type="checkbox"/> Where are you from? | <input type="checkbox"/> What kinds of music do you like? |
| <input type="checkbox"/> How old are you? | <input type="checkbox"/> Where did you go to high school? |
| <input type="checkbox"/> What sports do you like? | <input type="checkbox"/> What's your religion? |
| <input type="checkbox"/> Do you have any brothers or sisters? | <input type="checkbox"/> Do you have a boyfriend / girlfriend? |
| <input type="checkbox"/> What do you do for a living? | <input type="checkbox"/> Do you have any children? |

B Pair work Circle three topics you're comfortable discussing with someone you've just met. Then write three questions for each topic.

family	music	school
future plans	politics	sports
health	relationships	travel
hobbies	religion	work

Family

1. Do you have a large family?
2. Do you have any brothers or sisters?
3. Does your family live nearby?

"I'm comfortable talking about family."

"Me, too. Do you have a large family?"

C Join another pair Greet the people in your group. Use the questions in parts A and B to have conversations.

Solving problems

Activity 1 **A Pair work** What is the message? Try to solve this problem in one minute.

23	5		8	15	16	5		25	15	21		5	14	10	15	25
W						e						e				
21	19	9	14	7		20	8	9	19		2	15	15	11		
												o	o			!

"What do you think it means?"

"It looks like each number stands for a letter."

B Join another pair Finish solving the problem. Then discuss these questions.

- Did you prefer working with a partner or a group? Why?
- What were the advantages to working with a partner? with a group?
- Do you like solving problems? Why or why not?

"I preferred working with a group. It was easier with more people."

"Actually, I preferred working with a partner because ..."

C Pair or group work What are the next two numbers or letters in each sequence? Decide if you want to solve the problems with a partner or a group.


31	28	31	30			O	T	T	F	F	S	S			Y	Y	H	L	Y	E	Y		
----	----	----	----	--	--	---	---	---	---	---	---	---	--	--	---	---	---	---	---	---	---	--	--

"We need more numbers in the first one. Any ideas?"

"Oh, I know! The next one is 31 because ..."

D Listen  You will now hear the answers to parts A and C. Did you guess correctly?

Activity 2

A Listen  Two friends are solving these problems together. When you hear a "beep," try to guess the answers. Write your guesses.

1

??
??
??
??
??
??
??
??
??
??

One very cold, windy night you find a mountain lodge. There is some wood, one match, one piece of newspaper, one stove, and one candle. Which do you light first?

Answer: _____

2

??
??
??
??
??
??
??
??
??
??

Dan has one more dollar than Don. Donna has one more dollar than Dana. Dan and Don have 10 more dollars than Donna and Dana. Together they have 60 dollars. How many dollars does Dana have?

Answer: _____

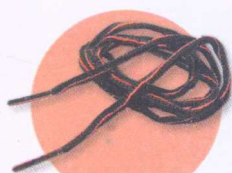
B Listen again  You will now hear the answers. Did you guess correctly?

C Pair work Try solving these problems together.

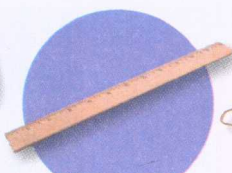
You need to measure one liter of water, but you have only a five-liter bottle and a three-liter bottle. What do you do?

Seven people arrive at a meeting. Each person shakes hands once with each of the others. How many handshakes were there?

Activity 3 A Pair work How many imaginative uses can you think of for these things? Make a list.



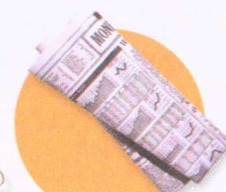
shoelace



ruler



wire hanger



newspaper



wastebasket

"You can tie a package with a shoelace."

"Good idea! You can also use it to ..."

B Pair work How many words can you make using the letters in this phrase? Make a list.

S O L V I N G P R O B L E M S

"Let's think. I know, there's 'rob,' 'some,' and ..."

"And 'live' and ..."

C Join another pair Compare your lists. Then discuss these questions.

- Who had the longest list for part A? Who had the most imaginative uses?
- Who had the most words for part B? Who had the longest word?
- Which problem was easier? Why?

D Communication task Work in pairs. One of you should look at Task 1 on page 74, and the other at Task 21 on page 83. You're going to solve a puzzle together.

Activity 4 Group work Look at these attitudes toward problem solving. Which are true for you?

I like to solve problems quickly.
I see problems as a challenge.
I'm not satisfied until I solve the problem.
I don't mind making mistakes.
I prefer to be right all the time.
I think hard before I suggest ideas.
Problem solving is fun!

"I don't like to solve problems quickly. They're more fun if they last awhile."

"Not for me. I like to finish them as quickly as possible."



Self-study For extra grammar, listening, and vocabulary practice, go to pages 94–95.

2A How do you feel?

Activity 1

A Pair work Look at these pictures. Use the adjectives in the box and your own ideas to describe how each person feels.

annoyed
anxious

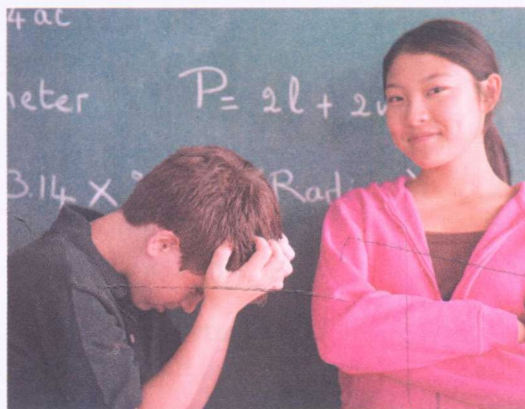
delighted
depressed

embarrassed
furious

proud
scared

shocked
surprised

tense
worried



"The man in the first picture feels annoyed."

"Annoyed? I think he's furious!"

B Pair work Discuss these questions.

- Why do you think the people in part A feel the way they do?
- Have you been in similar situations? How did you feel?

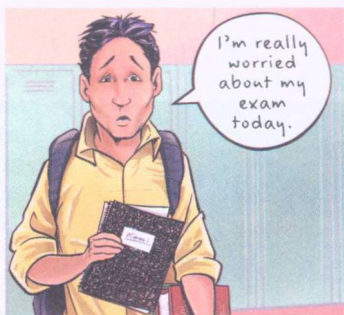
C Listen Five people are talking about their feelings. Use an adjective from part A to write how each person feels.

1. Andy feels worried because _____.
2. Maggie feels _____ because _____.
3. Justin feels _____ because _____.
4. Donna feels _____ because _____.
5. Raul feels _____ because _____.

D Listen again Why do the people feel the way they do? Complete the sentences.

Activity 2

A Pair work Imagine these people are your friends. What would you say to make them feel better?



"I'd say, 'Relax, take a deep breath, and just do your best.'"

B Pair work Role-play the conversations.

"I'm really worried about my exam today."

"Try not to worry about it. I think you should..."

C Communication task Work in pairs. One of you should look at Task 2 on page 74, and the other at Task 22 on page 83. You're going to role-play different feelings.

Activity 3

A Pair work Complete these sentences with at least three examples each.

I get really annoyed when

I always smile when

I feel very unhappy when

I often get nervous when

B Join another pair Share your ideas. Ask questions to get more information.

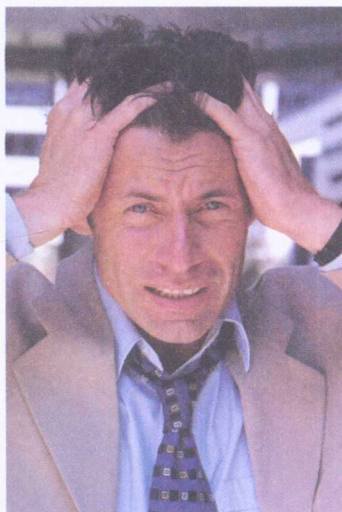
"I get really annoyed when I have to stand in a long line."

"I hate that, too. When was the last time that happened?"

"And what did you do about it?"

What do you mean?

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

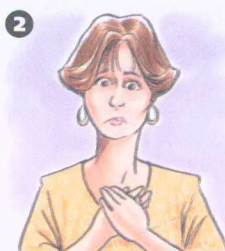
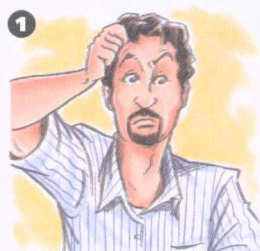


- What do the people's expressions and gestures tell you about their feelings?
- Can any expressions or gestures have different meanings?
- Do you ever use these gestures? When?
- Do you usually show or hide your feelings? Why?

"She looks a little embarrassed."

"Do you think so? She might be..."

B Pair work Look at these common gestures people use in the United States. Match the pictures with their meanings below. Then go to page 91 to check your answers.



___ I'm thinking.
___ Phone for you.

___ I'm sorry.
1 I'm puzzled.

___ It's a secret.
___ Just kidding.

___ Calm down.
___ Be quiet.

C Join another pair Discuss these questions.

- Which gestures have the same meaning in your culture?
- Which gestures have a different meaning?
- What gestures do you use to communicate these ideas?
- Are there any gestures you especially like? dislike? Why?

Activity 2

A Listen You will hear people from three countries talking about the English they use. Write what these words mean in American English.

Australia	brekkie	_____	G'day!	_____ <u>Hello!</u>
	barbie	_____	No worries!	_____
England	lorry	_____	trousers	_____
	holiday	_____	full stop	_____
	motorway	_____	petrol	_____
Ireland	footpath	_____	I'm grand!	_____
	banjax	_____	the crack	_____

B Listen We asked four different people to read these sentences so you can compare their accents. Write where each person is from.

1. _____
2. _____
3. _____
4. _____

"People who speak English come from many different countries and regions, and they have all kinds of different accents. It may be hard to understand them at first, but after a little while it gets easier. You may have to ask them to speak more slowly at first. Oh, by the way, I'm from ..."

C Listen again Try to hear some of the differences in the accents.

D Group work Discuss these questions.

- Which accent was the easiest to understand?
- Which accent was the most challenging?
- Were the accents easier to understand after the second listening?
- Does your native language have different accents or dialects? What are they like?

"For me, the speaker from ... was the easiest to understand."

"Really? I thought he sounded ..."



Self-study

For extra grammar, listening, and vocabulary practice, go to pages 96–97.