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# Let's Talk<sub>1</sub>

Second Edition  
(第二版)



## 大学英语基础口语教程

学生用书 1

Leo Jones



**W** 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
[www.sflep.com](http://www.sflep.com)

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## 图书在版编目 ( CIP ) 数据

大学英语基础口语教程 ( 1 ) 学生用书 / ( 英 ) 琼斯 ( Jones, L. ) 编 . — 2 版 .

— 上海 : 上海外语教育出版社 , 2012

ISBN 978-7-5446-2455-8

I. ① 大… II. ① 琼… III. ① 英语—口语—高等学校—教材 IV. ① H319.9

中国版本图书馆 CIP 数据核字 ( 2011 ) 第 171416 号

This is a reprint edition of the following titles published by Cambridge University Press:

Let's Talk 2<sup>nd</sup> Edition Student's Book with Self-Study Audio CD 1 (ISBN: 9780521692816)

© Cambridge University Press 2008

Let's Talk 2<sup>nd</sup> Edition Class Audio CDs 1 (ISBN: 9780521692830)

© Cambridge University Press 2008

This reprint edition for the People's Republic of China (excluding Hong Kong, Macau and Taiwan) is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

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此版本仅限在中华人民共和国境内(不包括香港特别行政区、澳门特别行政区及台湾省)销售。

图字: 09-2011-445

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 王冬梅

印 刷: 上海中华印刷有限公司

开 本: 850×1168 1/16 印张 8.75 字数 190千字

版 次: 2012年3月第1版 2012年3月第1次印刷

印 数: 30 000 册

书 号: ISBN 978-7-5446-2455-8 / H · 1143

定 价: 43.00 元 (附CD)

本版图书如有印装质量问题,可向本社调换

# 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。

上海外语教育出版社

2011年

## Author's acknowledgments

Many people contributed their hard work, fresh ideas, and helpful advice in the development of *Let's Talk, Second Edition*.

The **reviewers** using *Let's Talk* in the following schools and institutes who offered insights and suggestions:

Melissa Heritage, **ELS**, Sanggye Dong, South Korea; Chia-ying Lin, **Chaoyang University of Technology**, Wufong, Taichung, Taiwan, China; Wendy Wei-Chien Chiu, **Chinese Culture University**, Taipei, Taiwan, China; Andrew Kozelka, **David English House**, Hiroshima, Japan; Heather Girdhar, **DePaul University**, Chicago, Illinois, U.S.A.; Neil Stapley, **ECC Foreign Language Institute**, Tokyo, Japan; Len Carnochan, **E.D.L.S.**, Seoul, South Korea; Peter Frau Céspedes, **Escuela Superior Urbana**, Maricao, Puerto Rico; Wanda N. Gonzalez Rivera, **Escuela Superior Vocational**, Cidra, Puerto Rico; Juan Manuel Espinosa Gutiérrez, **FES Aragón, UNAM**, Mexico City, Mexico; Hee Jeong Park, **Hannam University**, Daejeon, South Korea; Wesley Dennis, **Hiroshima Shudo University**, Hiroshima, Japan; Patricia Veciño, **ICANA**, Buenos Aires, Argentina; Haejin Elizabeth Koh and Brian Stokes, **Korea University**, Seoul, South Korea; Christina Cho Rom Hamm, **LATT**, Seoul, South Korea; Dr. Nicholas Marshall, **Meiji University**, Tokyo, Japan; Shiow-wen Chen and Vincent Ru-chu Shih, Ph.D., **National Pingtung University of Science and Technology**, Pingtung, Taiwan, China; Giles Witton-Davies, **National Taiwan, China University**, Taipei, Taiwan, China; Su-Hui Yang, **National Taiwan, China University of Science and Technology**, Taipei, Taiwan, China; Kuei-ping Hsu, **National Tsing Hua University**, Hsinchu, Taiwan, China; Jason Moser, **Osaka Shoin Women's University**, Nara, Japan; Meaghan Taylor, **St. Dominic's Junior High School**, Kaohsiung, Taiwan, China; Ann McCrory and Barbara Raifsnider, **San Diego Community College**, San Diego, California, U.S.A.; Adriana Emilia Hernández Aldape, **School Centro de Lenguas Extranjeras**, Tampico, Mexico; Bill Rago, **Seoul National University of Technology**, Seoul, South Korea; Hsiao-I Hou and Huei-chih Christine Liu, **Shu-Te University**, Kaohsiung, Taiwan, China; Ana Helena Simões Venturelli, **Side by Side**, São Paulo, Brazil; Hilary Sprigler, **Sogang University Language Program**, Seoul, South Korea; Arthur Tu, **Taipei YMCA**, Taipei, Taiwan, China; Jia Yuh Shiau, **Takming College**, Taipei, Taiwan, China; Blanca L. Atayde-Luna, **TecMilenio**, Nuevo Leon, Mexico; and Mariza Riva de Almeida and Erika Ullmann, **Universidade Federal do Paraná**, Curitiba, Brazil.

The **coordinators** and **teachers** in the following schools who allowed us to observe their classes:

Jason Mark Ham, **Catholic University of Korea**, Gyeonggi-do, South Korea; **David English House**, Hiroshima, Japan; **ECC College of Foreign Languages**, Osaka, Japan; Deborah Shannon, **Korea University**, Seoul, South Korea; **Rikkyo University**, Tokyo, Japan; **St. Dominic High School**, Kaohsiung, Taiwan, China; Ian E. Hughes, **Seoul National University of Technology**, Seoul, South Korea; and **Taipei YMCA**, Taipei, Taiwan, China.

The **coordinators** and **teachers** in the following schools who gave us additional suggestions:

Hyun-Joo Lee, **Dong-Duk Women's University**, Seoul, South Korea; Colin McDonald, **Hong-Ik University**, Seoul, South Korea; Jong-Yurl Yoon, **Kookmin University**, Seoul, South Korea; Shawn Beasom, **Nihon University**, Tokyo, Japan; Vincent Broderick, **Soai University**, Osaka, Japan; Sun-Young Heo, **Gyeong-In National University of Education**, Gyeonggi-do, South Korea; and Thomas Brannar, **Yong-In University**, Gyeonggi-do, South Korea.

The **students** and **teachers** in the following schools and institutes who piloted the first edition of *Let's Talk*:

**Boston University**, Boston, Massachusetts, U.S.A.; **CCBEU**, Belém, Brazil; **Center for English Studies**, New York City, New York, U.S.A.; **Nagasaki Junior College of Foreign Languages**, Nagasaki, Japan; **Nanzen Junior College**, Nagoya, Japan; **Southern Illinois University**, Niigata, Japan; **University of Pittsburgh**, Pittsburgh, Pennsylvania, U.S.A.; **University of Southern California**, Los Angeles, California, U.S.A.

The **editorial** and **production** team:

Janet Battiste, Sylvia P. Bloch, David Bohlke, Karen Brock, Sylvia Dare, Karen Davy, Wesley Dennis, Brigit Dermott, Jill Freshney, Deborah Goldblatt, Yuri Hara, Louisa Hellegers, Cindee Howard, Lise R. Minovitz, Jason Moring, Sandra Pike, Bill Preston, Tamar Savir, Jaimie Scanlon, Satoko Shimoyama, Wendi Shin, Kayo Taguchi, Donald Van Metre, Jenny Wilsen, and Dorothy Zemach.

And Cambridge University Press **staff** and **advisors**:

Harry Ahn, Yumiko Akeba, Gary Anderson, Jim Anderson, Mary Louise Baez, Rita Chen, Kathleen Corley, Kate Cory-Wright, Elizabeth Fuzikava, Heather Gray, Paul Heacock, Louise Jennewine, Jennifer Kim, Robert Kim, Ken Kingery, Kareen Kjelstrup, Gareth Knight, John Letcher, João Madureira, Andy Martin, Alejandro J. Martinez, Nigel McQuitty, Carine Mitchell, John Moorcroft, Mark O'Neil, Catherine Shih, Howard Siegelman, Joseph Siu, Ivan Sorrentino, Ian Sutherland, Alcione Tavares, Koen Van Landeghem, Richard Walker, and Ellen Zlotnick.

# Level 1 Scope and sequence

**Working together** (pages vi–vii) **Getting started** (pages 2–3)

Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 1</b> (pages 4–7) <b>Communicating in English</b> <b>1A</b> Let's get to know each other! <b>1B</b> Personal information	Introducing yourself and others; asking for and giving personal information	Introductions; a radio interview; conversations about personal information	Phone numbers; addresses; e-mail addresses; ages; birthdays
<b>Unit 2</b> (pages 8–11) <b>All kinds of people</b> <b>2A</b> What do they look like? <b>2B</b> Your personality	Describing personal appearance; describing personality characteristics	Descriptions of physical appearance; descriptions of personality characteristics	Adjectives to describe appearance and personality
<b>Unit 3</b> (pages 12–15) <b>Free time</b> <b>3A</b> What are your interests? <b>3B</b> What sports do you like?	Talking about hobbies; describing sports characteristics; discussing extreme sports	Conversations about hobbies and interests; a description of an unusual sport	Hobbies and sports
<b>Unit 4</b> (pages 16–19) <b>People</b> <b>4A</b> Families <b>4B</b> Friends	Talking about families; discussing living arrangements; describing a good friend	A description of a family; conversations about best friends	Family members; characteristics of living arrangements and friends
<b>Units 1–4 Expansion</b> (pages 20–21)			
<b>Unit 5</b> (pages 22–25) <b>Money</b> <b>5A</b> Shopping and clothing <b>5B</b> Saving and spending	Talking about shopping habits and preferences; giving compliments; suggesting gifts; discussing spending habits and attitudes	Conversations about shopping; descriptions of recent purchases; interviews about spending habits	Places to shop; clothing; ways to save money; gifts
<b>Unit 6</b> (pages 26–29) <b>Travel and tourism</b> <b>6A</b> How was your trip? <b>6B</b> Travel near and far	Describing past trips; taking a vacation survey; discussing famous places; talking about things to take on a trip	Descriptions of trips; conversations about travel experiences	Adjectives to describe trips; vacation activities; famous places; things to take on vacation
<b>Unit 7</b> (pages 30–33) <b>Food and drink</b> <b>7A</b> Eating out <b>7B</b> Food around the world	Talking about food; describing eating habits; planning a meal; describing traditional meals and unusual foods	Mealtime conversations; descriptions of experiences with unusual foods	Foods and drinks; adjectives to describe food; places to eat
<b>Unit 8</b> (pages 34–37) <b>Entertainment</b> <b>8A</b> Let's see a movie! <b>8B</b> What's on TV tonight?	Discussing movies and TV shows; taking a TV survey; planning a TV schedule	Descriptions of movies; TV show segments	Types of movies and TV shows; adjectives to describe movies and TV shows
<b>Units 5–8 Expansion</b> (pages 38–39)			



Units / Lessons	Speaking	Listening	Vocabulary
<b>Unit 9</b> (pages 40–43) <b>Health</b> <b>9A A healthy lifestyle</b> <b>9B Sleep and dreams</b>	Discussing healthy lifestyles; taking health and sleep habit quizzes; discussing sleep and dreams	A radio show about health; a talk about sleep and dreams	Adjectives to describe a healthy lifestyle; healthy activities; phrases to describe sleep habits
<b>Unit 10</b> (pages 44–47) <b>Self-improvement</b> <b>10A Improve your memory!</b> <b>10B Good advice</b>	Talking about ways to remember things; discussing problems and giving advice	Conversations about how to remember things; a radio show about problems and advice	Ways to remember things; things people forget; problems and advice
<b>Unit 11</b> (pages 48–51) <b>In the city</b> <b>11A How to get there</b> <b>11B Plenty to do</b>	Asking for and giving directions; talking about cities; recommending places; planning a fun day out	Directions; descriptions of cities and their characteristics	Prepositions of place and directions; characteristics of cities; places to visit
<b>Unit 12</b> (pages 52–55) <b>Customs</b> <b>12A Holidays</b> <b>12B Good manners</b>	Talking about ways people celebrate holidays; discussing and giving advice about manners; comparing customs	Descriptions of holidays in three countries; a conversation comparing different customs	Holidays; ways to celebrate holidays; expressions about manners and customs
<b>Units 9–12 Expansion</b> (pages 56–57)			
<b>Unit 13</b> (pages 58–61) <b>Famous people</b> <b>13A Celebrities</b> <b>13B Still famous</b>	Talking about celebrities; taking a quiz about celebrities; discussing famous people from the past	A radio show about two famous writers; old radio interviews with three famous inventors	Types of famous people; words and expressions to describe celebrities and famous people
<b>Unit 14</b> (pages 62–65) <b>Home, sweet home</b> <b>14A My dream home</b> <b>14B Unusual homes</b>	Talking about typical and unusual homes; describing things in a home; taking a survey about home preferences	Descriptions of dream homes; interviews about unusual homes	Furniture and things in homes; types of homes; characteristics of homes
<b>Unit 15</b> (pages 66–69) <b>Then and now</b> <b>15A Childhood memories</b> <b>15B Fads and fashions</b>	Talking about games; sharing childhood memories; talking about fads; discussing what's in and out of style	Descriptions of three childhood memories; a conversation about fads	Games; types of fads; toys; hairstyles and fashions
<b>Unit 16</b> (pages 70–73) <b>The future</b> <b>16A Hopes and dreams</b> <b>16B The world in the future</b>	Talking about past achievements and regrets; talking about hopes and dreams; making predictions; discussing the perfect future city	A conversation about past achievements and regrets; a conversation about hopes for the future; a news report from the future	Expressions about achievements and regrets; expressions to describe predictions
<b>Units 13–16 Expansion</b> (pages 74–75)			

**Communication tasks** (pages 76–91) **Answers** (pages 92–93)

**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.





# Getting started

## Activity 1

**A Work alone** How often do you like to do these things in English class? Check (✓) *often*, *sometimes*, or *never*.

In English class, I like . . .	Often	Sometimes	Never
1. to work alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. to talk with a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. to talk in a small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. to talk in front of the whole class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. the teacher to do most of the talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. to play games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. to listen to audio programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. to do homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B Pair work** Compare your answers with a partner.

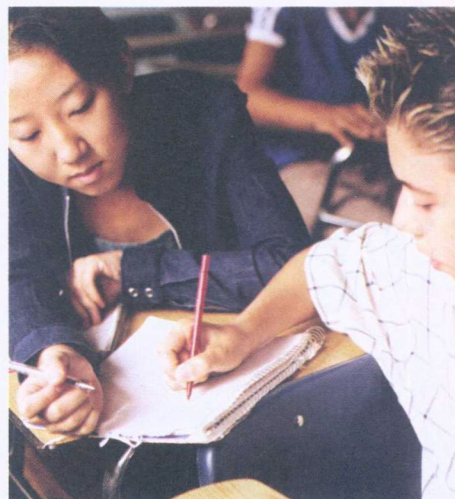
*"I often like to work alone. How about you?"*

## Activity 2

**A Work alone** What can you say in each situation? Choose a question from the box.

- |                                    |  |
|------------------------------------|--|
| a. Can you say that again, please? | e. How do you spell that?              |
| b. What does that mean?            | f. What do you have for number 1?      |
| c. How do you pronounce this word? | g. Can you explain that again, please? |
| d. What are we supposed to do?     | h. How much time do we have?           |

- d 1. You don't understand what to do.  
    2. You don't know how to say a word.  
    3. You don't know how to write a word.  
    4. You want someone to repeat what he or she said.  
    5. You don't know how long an activity should last.  
    6. You don't understand someone's explanation.  
    7. Someone says a word you don't understand.  
    8. You want to know someone's answer for number 1.



**B Pair work** Compare your answers with a partner.



**Activity 3** **A Group work** Complete this conversation with the questions from Activity 2.

Hiro: What are we supposed to do ?

Sara: We have to go over our answers together. Then we can go through the discussion questions.

Hiro: Can \_\_\_\_\_ ?

Sara: Sure. We compare our answers as a group. Then we discuss these questions.

Hiro: Oh, I see. Thanks. How \_\_\_\_\_ ?

Ming: About five minutes. What \_\_\_\_\_ ?

Hiro: I wrote "alone."

Sara: Me, too. How about you, Ming?

Ming: I wrote "co . . . , " um, "coop . . ." How \_\_\_\_\_ ?

Hiro: Cooperation.

Sara: I'm sorry. Can \_\_\_\_\_ ?

Hiro: Cooperation.

Sara: I don't know that word. What \_\_\_\_\_ ?

Ming: It means "working together."

Sara: Oh, good answer! How \_\_\_\_\_ ?

Ming: It's C-O-O-P-E-R-A-T-I-O-N.



**B Listen** Check your answers. Then practice the conversation.

**Activity 4** **A Group work** Discuss these questions.

- How do you feel about working together in English?
- Why do you want to improve your English?

*"I think working together is easy and fun."*

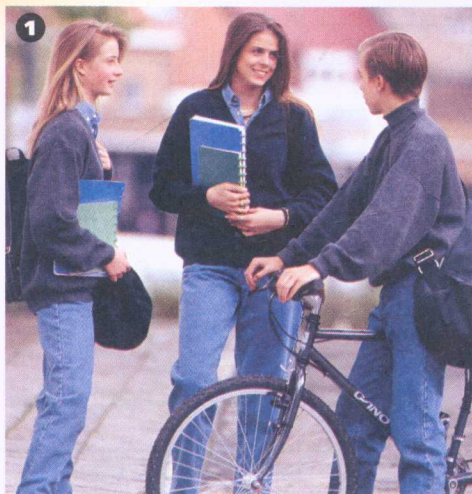
*"I agree. We can practice our English much more."*

*"And it's a good way to make new friends."*

**B Communication task** Work in groups of three. One of you should look at Task 1 on page 76, another at Task 10 on page 80, and another at Task 18 on page 84. You're going to share ideas about how to improve your English!

# Let's get to know each other!

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



Lisa

Kate

Ted



Bill

Akiko

Toby

- Which people do you think are meeting for the first time?
- Do you feel relaxed or nervous when you meet someone new?

*"I think ... and ... are meeting for the first time."*

*"When I meet someone new, I often feel nervous. How about you?"*

**B Pair work** Number the sentences in each conversation from 1 to 5.

- 1** \_\_\_\_\_ Ted: Fine. It's nice to meet you, Kate.
- \_\_\_\_\_ Ted: Hi, Lisa. I'm good. How about you?
- 1 \_\_\_\_\_ Lisa: Hello, Ted. How are you?
- \_\_\_\_\_ Kate: Hello, Ted. How are you doing?
- \_\_\_\_\_ Lisa: I'm great. Oh, Ted, this is my friend Kate.

- 2** \_\_\_\_\_ Akiko: Oh. Well, Bill, this is Toby. Toby, Bill.
- \_\_\_\_\_ Toby: No, we don't.
- \_\_\_\_\_ Bill: It's good to meet you, too, Toby.
- \_\_\_\_\_ Akiko: Do you two know each other?
- \_\_\_\_\_ Toby: Good to meet you, Bill.

**C Listen** You will now hear the conversations in part B. Were your answers correct?

**D Group work** Work in groups of three. Practice the conversations in part B. Use your real names.

*"Hello, Claudio. How are you?"*

*"Hi, Sharon. I'm good. How about you?"*



## Activity 2

**A Pair work** These questions have a similar meaning to the questions in part B. Add them to the chart.

What's your family name?


What's your favorite kind of music?

What's your address?

What's your hometown?

What do you do in your free time?

What do you do?

**B Listen**  A radio host is interviewing Stella, a fashion designer. Check (✓) the questions you hear.

Questions	Answers
1. <input checked="" type="checkbox"/> What's your last name? <input type="checkbox"/> What's your family name? _____	Kim
2. <input type="checkbox"/> Where are you from? <input type="checkbox"/> _____	
3. <input type="checkbox"/> Where do you live? <input type="checkbox"/> _____	
4. <input type="checkbox"/> Where do you work? <input type="checkbox"/> _____	
5. <input type="checkbox"/> What are your hobbies? <input type="checkbox"/> _____	
6. <input type="checkbox"/> What kind of music do you like? <input type="checkbox"/> _____	



**C Listen again**  Write Stella's answers in the chart.

## Activity 3

**A Pair work** Interview your partner and take notes. Use these questions and the questions in Activity 2.

Do you have a nickname?

Are you a college student?

What's your major?

Do you have a large family?

How many brothers and sisters do you have?

What sports do you play?

Who's your favorite singer?

What kinds of movies do you like?

*"I'd like to ask you some questions. First, where are you from?"*

*"Oh, I'm from Brazil. My hometown is ..."*

**B Join another pair** Tell your group about your partner.

*"This is Yuko Sato. She's a college student from Osaka. Her major is art. She likes to play ..."*



## Activity 1

**A Listen** You will hear a short conversation. Then complete the chart with a partner. Be creative!

A as in <u>address</u>	J as in _____	S as in _____
B as in <u>birthday</u>	K as in _____	T as in _____
C as in <u>creative</u>	L as in _____	U as in _____
D as in _____	M as in _____	V as in _____
E as in _____	N as in _____	W as in _____
F as in _____	O as in _____	X as in _____
G as in _____	P as in _____	Y as in _____
H as in _____	Q as in _____	Z as in _____
I as in _____	R as in _____	

**B Join another pair** Ask your partners to spell their names. Make a list.

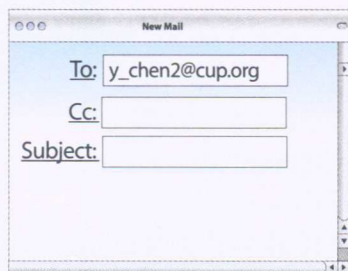
"How do you spell your last name?"

"Chen. It's C as in 'creative,' H as in ..."

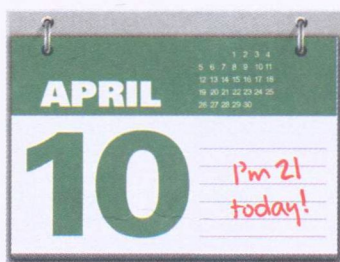
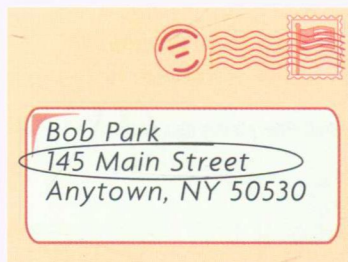
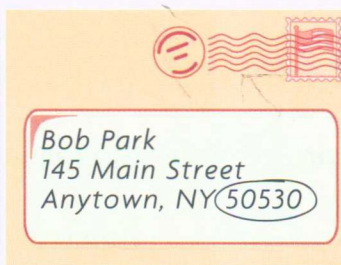
## Activity 2

**A Pair work** Label the pictures with the words in the box. Then read the information aloud.

address	cell phone number	home phone number
birthday	e-mail address	zip code



e-mail address



"How do you say the e-mail address?"

"It's Y underscore C-H-E-N  
two at C-U-P dot O-R-G."

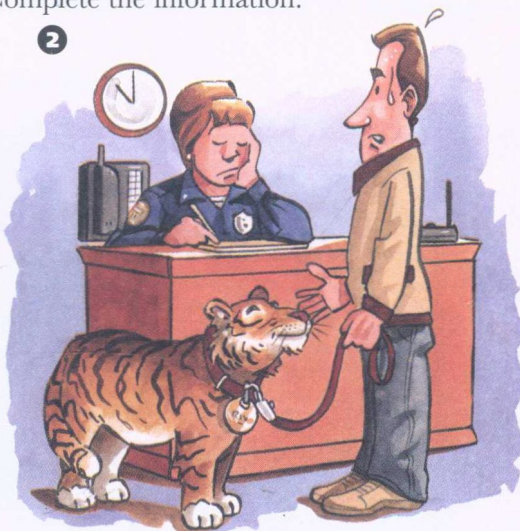
### e-mail addresses

@ = at	. = dot
- = dash	_ = underscore

**B Listen**  You will hear two conversations. Complete the information.



Home phone number \_\_\_\_\_  
 Cell phone number \_\_\_\_\_  
 E-mail address \_\_\_\_\_



Man's first name \_\_\_\_\_  
 Man's last name \_\_\_\_\_  
 Cat's name \_\_\_\_\_

**C Group work** Work in groups of three. Write your own information in the first column. Then ask your partners questions, and complete the chart.

First name			
Last name			
Home phone number			
Cell phone number			
E-mail address			
Birthday			
Address			

*"What's your home phone number?"*

*"It's 312-555-6301. How about you?"*

*"I don't have a home phone. I only have a cell phone. It's..."*

### Activity 3

**Communication task** Work in pairs. One of you should look at Task 2 on page 76, and the other at Task 19 on page 84. You're going to share some personal information about two people.

### Self-study

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



# What do they look like?

## Activity 1

**A Pair work** Describe each person. Use the words in the boxes and your own ideas.

### has ... hair

brown  
blond  
red  
gray  
long  
short  
straight  
wavy  
curly



Lucy



Jason



Wendy

### is / looks

about 16  
very young  
middle-aged  
kind of old



Adam



Maggie



Carlos

"Lucy has long brown hair and brown eyes. She looks about 20."

"Really? I think she's older, about 25 or 30."

**B Pair work** Write these words in the correct columns. Then discuss the questions below.

athletic      average height      good-looking      short      thin  
attractive      cute      muscular      tall

Height	Build	General appearance
	athletic	

- Which words describe the people in part A?
- Which words describe you and your partner?


**C Join another pair** Discuss these questions.

- Who are your three best friends? Describe them.
- Who are some people in your family? Describe them.

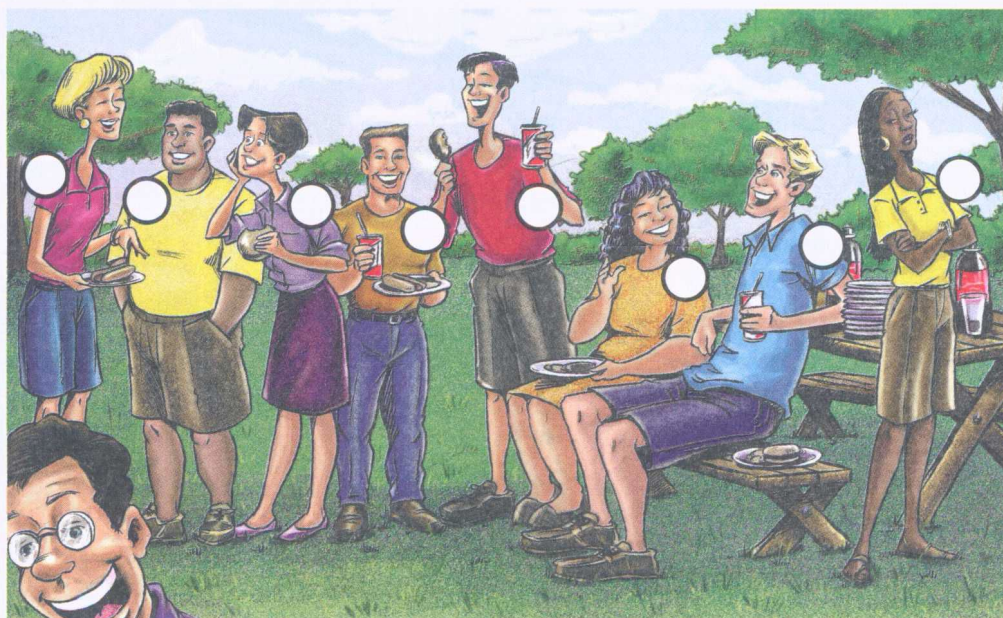
"Susan is my best friend. She's tall and has short wavy hair. She is ..."




## Activity 2

**A Listen**  Patricia and Carl are at a picnic. Who is Patricia describing? Write the numbers in the circles.

1 = Helen      2 = Sylvia      3 = Danny      4 = Ben



**B Listen again**  Complete the sentences with the names from part A.

1. \_\_\_\_\_ is a security guard.
2. \_\_\_\_\_ is Patricia's boss.
3. \_\_\_\_\_ is Helen's assistant.
4. \_\_\_\_\_ is Patricia's best friend.

**C Pair work** Describe the other people at the picnic.

## Activity 3

**A Pair work** Describe one person. Can your partner guess the person?



*"This person is good-looking. And this person is ... and has ..."*

**B Communication task** Work in pairs. One of you should look at Task 3 on page 77, and the other at Task 20 on page 85. You're going to find out how the people in part A look now!