



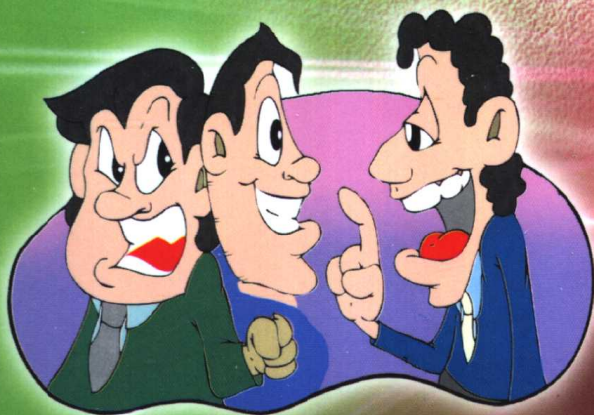
目标英语口语阶梯教材

# Dare To Open Your Mouth

## 大胆开口说英语

抛弃传统模式 省略复习时间 跟随本书 你就是语言的主人

主编 Michael J. Hughes [英] 刘树蕙



高级



西安交通大学出版社

XI'AN JIAOTONG UNIVERSITY PRESS

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## 大胆开口说英语

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西安交通大学出版社

XI'AN JIAOTONG UNIVERSITY PRESS

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## 内容提要

新版“目标英语口语阶梯教材”——《大胆开口说英语》为学习者提供了丰富的口语练习素材。《大胆开口说英语》(高级)把前3册书的若干内容与新内容融为一体,分为12个单元。每个单元给出一个话题,围绕该话题,又分别设置了相关话题,使对话、讨论和角色扮演一环扣一环,形成一种锁链结构,这样为培养学员灵活自如地表达思想创造了一种较为便利而恰当的氛围和条件。本教材可供大学英语专业、非英语专业课堂教学和课外练习使用,也可作为非英语专业研究生的教学辅助材料;也可作为参加自学考试的学员、专科学生以及英语爱好者学习英语口语的书籍。

### 图书在版编目(CIP)数据

大胆开口说英语. 高级 / Michael J. Hughes(英), 刘树蕙主编. —西安: 西安交通大学出版社, 2003. 2  
(目标英语口语阶梯教材)  
ISBN 7-5605-1611-4

I. 大... II. ① M... ② 刘... III. 英语—口语  
IV. H319.9

中国版本图书馆 CIP 数据核字(2003)第 007104 号

\*

西安交通大学出版社发行

(西安市兴庆南路 25 号 邮政编码: 710049 电话: (029) 2668315)

陕西宝石兰印务有限责任公司印装

各地新华书店经销

\*

开本: 727mm×960mm 1/16 印张: 10.5 字数: 202 千字

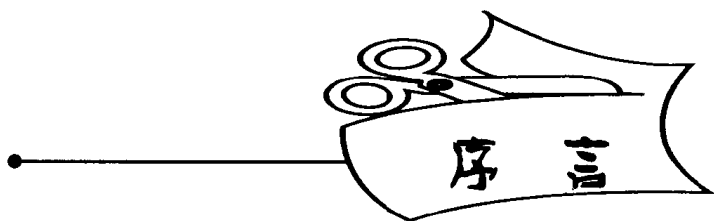
2003 年 2 月第 1 版 2003 年 2 月第 1 次印刷

印数: 0001~6000 定价: 12.50 元

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发行科电话: (029) 2668357, 2667874





中国人学习英语的主要困难之一是口头表达。口头表达既包括标准的语音语调,也包括得体、丰富的内容。在很大程度上,后者比前者更困难、更重要,因为语言是人类交际的工具,交流思想、交换信息是学习、掌握外国语的根本目的。可以说,无内容的交际在实际生活中毫无意义,正确的语音、语调和有一定语速的口头表达水平只是对英语学习者的初步和基本要求,要真正达到用英语进行交际的目的,必须言之有物,注意全面、丰富和深刻的思想内涵。

“目标英语口语阶梯教材”书正是基于以上认识编写的。该丛书作者先生是英语语言教学专家,在中国执教多年;刘树蕙女士亦长期在大学从事英语语言教学,积累了丰富的经验。他们从中国人学习英语的实际出发,跳出了同类教材以句型操练为主的框架,代之以现实生活中的交际场景和内容的方方面面,赋予教材广阔的涵盖面和丰富的内容,使其有利于激发学习者的积极性,帮助他们举一反三、言之有物,在正确运用英语语言的基础上,进行有效的的交际。

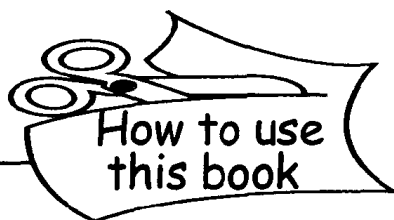
该书可供大学英语专业和非英语专业课堂教学和课外练习使用,也可作为非英语专业研究生的教学辅助材料。对千百万英语爱好者来说,本书提供了非常有用的口语练习素材。应该说,本书为近年来出版的一部集趣味性、科学性和实用性为一体的口语书籍。

西安外国语学院教授

杜瑞清







This is the first book in the series 'Dare to Open your Mouth and Speak English', and is meant for learners who may know 'ABC' in English, but can only say single words or nothing at all. It has been designed around two basic principles:

a. Modern Language Teaching theory and practice is looking to the way that children acquire language. The word acquire — means to obtain the language naturally from the environment rather than learn which means to study and memorise information given by the teacher — which is the normal way of teaching language in China. The normal order of acquisition is that a child for the first year of its life listens to the sounds around it and by one year old can say little, but can understand a lot. For the next six months or so, the child speaks in single or pairs of words together. Sometimes these words are correct, or even pronounced badly, but after going through this stage, at around the age of two or two and a half, language suddenly changes to whole sentences. Once again there may be many grammatical mistakes in their output, but by three to three and a half years old a child's grammar is approximately 95% correct.

Compare this to the method and progress of 'learning' a second language as an adult where learning usually consists of the students having to memorise lots of words, study lots of grammar and start speaking in the very first week of study. Language learning is seen as frustrating and little progress is made in oral ability, even after many years of study.

b. Children do not 'learn' lots of new words about one subject and then move on to another subject. They constantly use the words they acquire and build up on the words as they use them for normal communication. The presentation of new vocabulary in this book is therefore cyclical in that a new subject will be introduced with some basic words and structure. The student should spend an appropriate time mastering this part of the lesson and then move on to another subject. Later, the same subject is presented again, where the student can consolidate on previously studied lessons and add more complicated vocabulary and structures to what has already been studied. Thus there is a constant use of all the main language points throughout the entire book enabling the student to use the structures throughout the whole course, rather than learn everything all at once and then not use it again.

#### Teacher's Instructions

At the back of the book are detailed instructions for each activity. There are no times given for each activity as each class of students will be different, some will acquire the structures quickly and some may take a long time to practice. The teacher should therefore be sensitive to the pace of the class, but to

encourage the students to do the exercises as quickly as they can cope with. Many teachers make the mistake of speaking very slowly to new learners of a language, rather than allowing the student to 'get their ears tuned in' to natural language. Do not speak slowly or quickly, but naturally. All a child needs to acquire any language is a 'language rich environment' and this can be re-created in the classroom by the teacher.

### Vocabulary List

At the back of the book is a list of words and expressions. These words have been annotated in the unit in italic letters and are all listed alphabetically.

### Acknowledgement

The materials in this series of books have been inspired and adapted from numerous publications, numerous minds and thousands of students. All the activities have been tried in many language classes throughout China, including Dalian Maritime University, Xian Foreign Languages College, Kunming University of Science and Technology and finally in our own language school Harmony Training Centre located in Kunming. I give thanks to all the students for their patience, advice and participation in putting up with new activities, some of which totally flopped, others done under duress and others which were enjoyable and then became a part of this series.

*Michael J. Hughes*







## 前言

1997年, 当我们的著作“目标英语口语阶梯教材”——《大胆开口说英语》(1)(2)(3)册由西安交通大学出版社隆重推出后, 我们陆续接到多次重印的通知。不少读者、编辑对我们的作品给予了充分肯定和高度评价。有读者称, 该丛书是一部“大胆创新, 打破传统结构”的好教材, 其“编排形式的确是独特新颖, 内容结构别开生面”同时我们也获得了一些诚恳的建议。为了回报广大读者的厚爱以及出版社对我们的信任与期望, 我们鼓起了继续完善该丛书的信心和勇气。

可以说, “目标英语口语阶梯教材”——《大胆开口说英语》(1)(2)(3)册1997年版, 的确跳出了以编写对话句型为主的框架, 为学习者设计了从简单的以句型操练为主的日常会话过渡到比较灵活自如地表达思想, 这样一个循序渐进的学习过程。在我们的教学实践中, 从大批成功的学生身上, 我们看到这种试验的效果是非常明显的。因为, 无数例成功的经验告诉我们, 学习英语口语不能单靠背诵句型, 仅仅满足于正确的语音、语调和有一定语速的口头表达, 更重要的是在学习了解英语国家文化的基础上, 从直接、自然的交谈中主动积极地思考, 组织语言表达思想, 从而学会语言, 并且作到言之有物。这就是该系列书出版后深受读者喜爱并多次重印的原因之一。

教育创新是无限的过程。在广泛汲取读者意见的基础上, 我们结合自己多年英语教学实践的经验, 对“目标英语口语阶梯教材”——《大胆开口说英语》从内容和形式上进行了较大改动, 为英语学习者设计出了一种全新的快捷学习方式。另外增加了英语口语入门教程作为该教材的第一本, 从而更加突出其实用性。新版特点简述如下:

### 1. 循环、叠加式的全新编排方式

新版“目标英语口语阶梯教材”——《大胆开口说英语》四册书的内容彼此相融, 按循环、叠加方式设计编排。在循环中逐步叠加新内容。每册书中的话题内容也按循环叠加方式设计编排。相同话题总是伴随着新内容在书中反复以不同形式出现。这种改版中的创新, 主要考虑到英语学习的心理学规律, 使学习者在反复操练相同话题的过程

中，既巩固了前面所学的内容，又拓宽了学习的范围。事实上，这种方法已经在Mick创办的语言学校反复试验，取得了很好的效果。通过这一革新，学习者反映他们不再需要死记硬背句型，而是在反复操练中自然而然就学会了语言，感觉非常轻松。这种编写思路正是源于我们对语言习得规律的研究于实践。

新版《大胆开口说英语》(1)作为口语入门教程，没有按话题分单元，而是把学习内容融于134个练习中，旨在通过各种形式的操练，使学习者掌握日常生活以及学习、工作中最基本的英语会话。

新版《大胆开口说英语》(2)在第一册的基础上设计了18个话题，要求学习者使用更多的词汇以及功能意念就某一个话题进行会话，或在设置的情景中扮演角色。

新版《大胆开口说英语》(3)要求学习者应用第1册和第2册书学到的词汇、功能意念等就一个话题的几个不同方面自己组织对话，并在设置的情景中扮演不同角色，这样既加强了学习者灵活运用语言的能力，又达到了让学员主动思考的目的，完全符合心理语言学和神经语言学关于语言和认知的理论。

新版《大胆开口说英语》(4)把前3册书的若干内容与新内容融为一体，分为12个单元。每个单元给出一个话题，围绕该话题，又分别设置了相关话题，使对话、讨论和角色扮演一环扣一环，形成一种锁链结构。要求学习者用学过的知识和掌握的学习技能参与新问题的讨论、对话或角色扮演，这样为培养学员灵活自如地表达思想创造了一种较为便利而恰当的氛围和条件。

## 2. 内容涵盖面广

新版“目标英语口语阶梯教材”——《大胆开口说英语》为学习者提供了丰富的口语练习素材。书中设计的情景包括日常生活、工作、学习以及一些商务工作等等。这些情景给教师的教学带来了极大方便。教师可参考该书的使用说明直接就这些情景组织学习者对话。其中大多数情景是作者多年教学实践中筛选出来的。教师使用时，可根据需要任意取舍，不影响训练效果。

## 3. 练习方式实用性强

新版“目标英语口语阶梯教材”——《大胆开口说英语》中的许多

练习都是对现实生活中实际交际情景的模拟,它有利于增强学习者的参与意识和趣味性,从而提高英语口语的表达能力,最终使学习者能够准确、流利地表达思想。

#### 4. 使用方便

新版“目标英语口语阶梯教材”——《大胆开口说英语》系列书每册书后附有词汇表。

新版“目标英语口语阶梯教材”——《大胆开口说英语》配有磁带,由来自美国、英国、澳大利亚、南非等国家的外籍教师录音。磁带内容包括书中的词汇表、注释、练习以及部分对话、讨论和角色扮演,为学习者学习和模仿英语语音、语调等提供了难得的条件。为了帮助学员更好地理解录音中的对话、讨论和角色扮演,书后附有录音的原文材料。

本教材可供大学英语专业、非英语专业课堂教学和课外练习使用;可作为非英语专业研究生的教学辅助材料;也可作为参加自学考试的学生、专科学生以及英语爱好者学习英语口语的书籍。

本教材中的部分材料选自国外出版物,在此向其作者和出版社表示衷心的感谢。书中许多练习曾在大连海运学院、西安外国语学院、长安大学、昆明理工大学使用过。对众多参与练习的学生在此一并致谢。

本教材在编写过程中得到了不少热心专家的鼓励和肯定。西安外国语学院英语教授、全国高校外语专业教学指导委员会英语组成员杜瑞清博士为该书第一版写了序言;西安外国语学院英语系高年级教研室主任尹忠孝教授审阅了该书第一版初稿;长安大学贺宏斌教授对该书提出了许多宝贵意见。在此谨向他们表示衷心的感谢。

殷切期望广大读者和同仁对本教材提出更多宝贵的意见与建议,欢迎与西安交通大学出版社联系。

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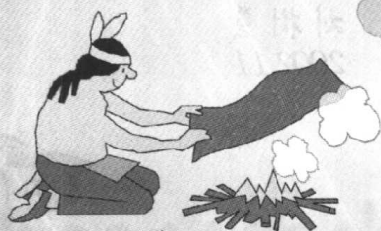
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刘树蕙  
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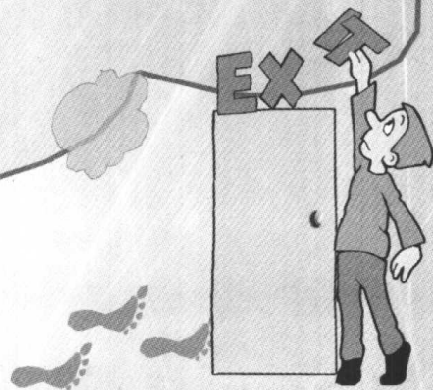




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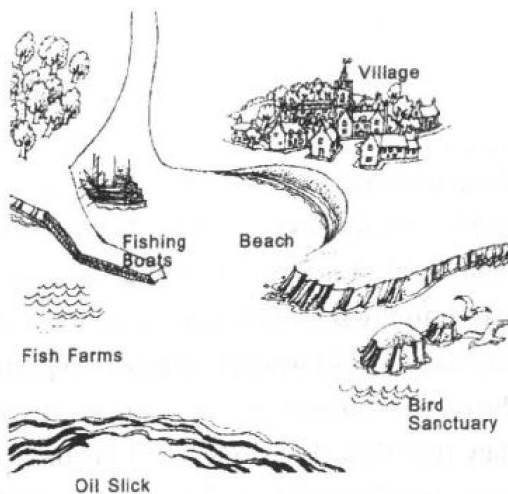
### Unit 1 Oil Pollution

#### ★ Introduction

This unit is primarily concerned with pollution and the negative effects that it has on the environment and on society. Along with a partner or in small groups, consider all the different types of pollution which are common today and think of examples, that you know of noise pollution, air pollution, water pollution etc.

#### ★ Background

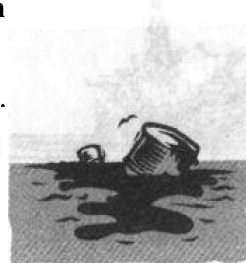
Imagine that you live in a small coastal village. It is located in a picturesque natural harbour and has golden yellow sand which attracts thousands of tourists during the holiday season between June and August every year. Furthermore there is a small island near the village which is a bird sanctuary and is the home of hundreds of species of rare sea birds. The main industry of the village is tourism in summer, but during the winter it relies on income from fishing from the sea and from a number of fish farms which breed fish for export. But yesterday you woke up to a news report:

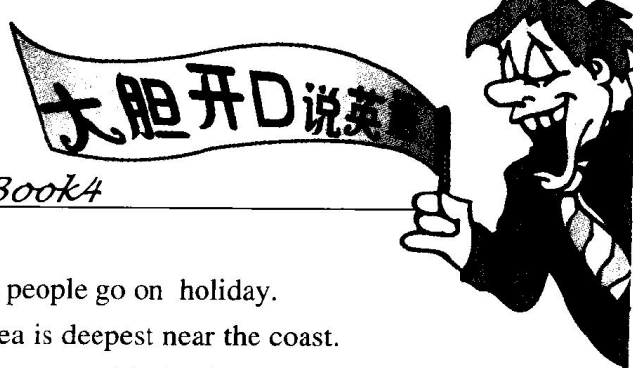


#### ★ Vocabulary

Match the words on the left with an appropriate definition on the right.

- |                       |   |
|-----------------------|---|
| a. gale force         | 1. A large black patch floating on the water. |
| b. oil tanker         | 2. An urgent and critical situation.          |
| c. spill its load     | 3. Small areas of something scattered around. |
| d. emergency services | 4. High speed gusts of winds.                 |





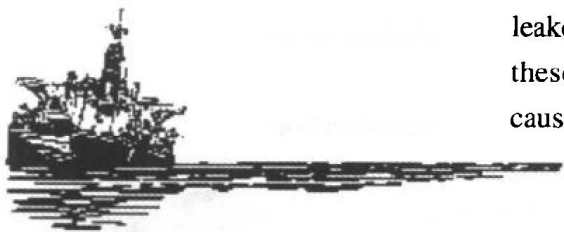
## *Dare To Open Your Mouth -Book4*

- |                     |   |
|---------------------|---|
| e. to contain       | 5. When most people go on holiday.            |
| f. oil slick        | 6. When the sea is deepest near the coast.    |
| g. isolated patches | 7. A ship used to carry black sticky liquid.  |
| h. high tide        | 8. People who help with dangerous situations. |
| i. tourist season   | 9. To lose cargo, especially if it is liquid. |
| j. life and death   | 10. To keep something under control.          |

Good morning, it is Monday 2nd of June. Here is the news. Gale force winds last night caused heavy damage along the south east coast. Several ships have been reported lost and an oil tanker has run around off the shore and is spilling its load into the sea. Emergency services are doing the best they can to contain the oil, but the high winds and tide is expected to carry a 15 km long oil slick toward the coast. Villages in the area are already reporting isolated patches of oil, but they fear that the worst is yet to come at high tide which is due this evening at 8pm. Soldiers and special cleaning equipment have been ordered, but it will be some time before they can reach the affected areas. As the busy tourist season is just about to start, this could be life and death for the coastal villages in the path of the slick.

### ★ *Discussion — Results of Oil Pollution*

Consider specific examples of oil pollution which have occurred over the past few years, such as the damage caused to Great Britain in the 1960's by the Torrey Canyon, and in the 1980's the Exxon Valdez in Canada, more recently, the Gulf War when the oil wells were blown up and tons of crude oil leaked into the sea. What were the results of these oil spills? What damage did the oil cause, to the environment, to the plants and to wildlife? What was the cost of these oil spills in terms of money, lives and environment?







### ★ Discussion — What Needs to be Done

Having heard this latest news report you are obviously concerned about the fate and future of the village. After all, the tourist season is just about to start and if no tourists come the village will lose all that income for the rest of the year. Now consider what the specific consequences will be to the village. What damage will be caused and what can you do to repair or minimise this damage. Consider what you need, to be able to act and avoid the disaster as much as possible. The government will send soldiers and equipment soon, but until then, you need to do all you can to help the village.

### ★ Alternative Discussion Points

1. You live in a rural, flat agricultural area which supports crops and farm animals. It has been raining extremely heavily for several days. The local river is starting to flood and may soon burst its banks. Consider what damage may be caused by the flood and what action may be taken to minimise the damage.
2. You live in a town which is surrounded by thick forests. The weather has been extremely dry for several months and the grass and trees around are easily inflammable. You have just heard that a fire has broken out approximately 10 kms away and the wind is blowing it towards the town. Consider the damage that may be caused by the fire and what action you may be able to take to minimise this.
3. You are driving along the road when a car overtakes you and swerves off the road into a ditch. Consider what are the possible consequences, such as people injured, danger of fire, leaking gasoline etc. Then consider what action you could take to help with each of these situations.

### ★ Pair Work — Giving Advice

Having decided what problems now face your village, you will now need to know more precisely what to do. For instance, What do you need to clean the beaches? How can you rescue and save the birds? How can you protect the fish farms? etc.

When giving advice the following phrases can be used:



## Dare To Open Your Mouth -Book4

Strong advice

Why don't you If I were you I'd I suggest you I'd advise you to		(go home)
I think	you should you ought to you'd better	

Tentative advice

Perhaps	you ought to	(apologise)
Maybe	you should	
Well	it might be a good idea to perhaps you could	
Well	you might consider you might like to try	(apologising)

A1 You want to be able to help rescue the birds from the oil, but you do not know how to do it safely.

(Partner's role card for A1 is on page 8 labelled A4)

### ★ Small Group Work — Sound Advice

Either use each of the prompts below directly from the book or cut out or copy them as cards and place them face down on the table. In a small group of four or five students, each takes a turn at turning over the top card and expressing the problem to the rest of the group. (This is your personal problem, so when the card says "you ..." then you can start with "I ...") The rest of the group listen to the problem and each in turn then offer advice as to how to help. Each one should try and use the phrases indicated previously and each one should try and use a different phrase to introduce their advice. The one who picked up the card then decides whose advice was the best and gives the card to that person. Should the one needing the advice not be happy with any of the suggestions, then they can put the card back at the bottom of the pile. The next one in the group then picks up the next card and the game starts again. The activity is over when all the cards have been turned over and the winner is the one who has collected the most cards.

