

# 大胆开口说英语

Michael J Hughes (英) 刘树蕙

Dare to Open Your Mouth

3

独特的编排风格

全新的口语材料

最佳的表达效果



西安交通大学出版社

目标英语口语阶梯系列

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## 内容简介

《大胆开口说英语》(3)共 10 个单元。本册书把前两册书的若干内容与新的内容融为一体。每个单元给出一个话题,内容涉及日常生活、社会、工作、学习、环境、健康等问题。围绕每一个话题,分别又设置了一些相关问题,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的问题的讨论、对话或角色扮演,同时每一个单元还给出了一些新的功能意念表。这就为学员快速而有效地掌握语言、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。

该书可供大学英语专业、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的学习书籍。

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Michael J Hughes(英) 刘树蕙

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## 序 言

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。

“目标英语口语阶梯系列”书正是基于以上认识编写的。该丛书作者Michael J Hughes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

## 前 言

随着中国改革开放的深入进行,英语口语人才的需求量越来越大。学习英语口语的人数近年来也逐渐增多。为了帮助这些学习者较快而有效地学好英语口语,为他们提供一种独特而有效的学习方法,我们特编写了“目标英语口语阶梯系列”书——《大胆开口说英语》(1)(2)(3)。在编写过程中,我们查阅了多年来出版的各类英语口语书,其中大多数书籍的编排形式都是以对话句型为主,目的是让学习者通过掌握句型来学习口语,训练方法比较单调。广泛的调查咨询以及多年的教学实践都使我们认识到,教授和学习英语口语,用传统的以背句型为主的方法是不太成功的。这种被动的学习往往使学员感到枯燥乏味,逐渐丧失学习兴趣。即使有些学员熟记了若干句型,但在实际交际场合仍然不能自如地用英语进行交流。因此,我们认为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,从而学会使用语言,并且做到言之有物。

本系列书正是基于这种目的而编写的。主要特点有：

1. 编排形式和结构独特新颖。本系列书打破了传统的以编写对话句型为主的框框。其编排形式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。《大胆开口说英语》(1)共16单元，不但给学习者提供了若干话题所需的基本词汇及功能意念表，而且还给出了许多相关词汇以及不同的表达方式，便于初学者进行替换练习，从而达到熟练应用的目的。《大胆开口说英语》(2)共16单元，较第1册书上上了一个台阶。书中设置了许多新的练习形式，其中包括讨论、情景对话等。要求学习者应用第1册书上学到的词汇、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的角色。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识的理论。《大胆开口说英语》(3)把第1册和第2册书的若干内容与新的内容融为一体，分为10个单元。每个单元给出一个话题。围绕该话题，又分别设置了一些相关话题，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的问题的讨论、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,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。此外,书中就每一个话题列举了大量的相关词汇(例如肤色、长相、天气等)和表达方式,为学习者灵活自如地表达思想,提供了必要的条件。

3. 练习方式实用性强。许多练习都是对现实生活中实际交际情景的模拟,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,最终使学员能够准确、流利地表达思想。

4. 使用方便。本系列书每个单元后附有词汇表,书后附有练习答案。语言难点地方配有注释。

本系列书配有磁带,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。

本系列书可供大学英语专业、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员、专科学生以及英语爱好者学习英语口语的书籍。

本系列书在编写过程中得到了一些专家的肯定和支持。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本书写了序言;西安外国语学院英语系高年级教研室主任尹忠孝教授和西安理工大学沈康教授审阅了本书初稿,提出了许多宝贵意见。在此谨向他们表示衷心的感谢。

恳切希望广大读者和同仁对本系列书提出更多宝贵的建议。

编者

1997.2

## HOW TO USE THIS BOOK

This is the third book in a series of three which presents oral activities for learners of English. This book is designed to be used by learners who are upper intermediate or advanced level. It is organised as a number of units which contain discussions, pair work and group work. Each unit presents a particular theme and can be used in any order depending upon the interest of the students using the book.

As stated in the preamble to book one, proficiency in oral English can never be achieved by simply reading and memorizing lists of words or dialogues. The best and most effective means is by direct communication with an interlocutor (partner). While the majority of learners will not have the facility of a native speaker or qualified English teacher to practise with, if they are to achieve any competence in the language they will have to find friends of like mind to practise with. These activities therefore are best practised with a small number of students cooperating together. The following are some suggestions as to how the activities can be best carried out.

## **Discussions**

These should be undertaken by two to five people (any more should split into two groups) who should look at the activity and each should be prepared to respond to the situations presented in the text. Do not be afraid of disagreeing with each other, or indeed disagreeing with the points presented in the book. Some of the discussion points have deliberately been made provocative so as to elicit some form of response from the participants. There is no time limit for these discussions, take as long as you need if you find the topics challenging or someone can make a contribution to the conversation.

## **Pair work**

These are usually short role plays for two people. For each pair work there are alternative scenarios so that different role plays can be carried out by many participants together. The organisation of the role plays can be in two ways. The first is for one person to play their part (A1) and their partner simply play the second part (A2). When completed simply swap roles with each other and repeat the role play. An alternative idea is that in a small group sit together in a circle and distribute the role play cards in order to each participant starting with A1, then A2, B1, B2 etc. until they are all used. Should there be more participants than role play cards then simply copy more cards and carry on the sequence until all participants have been given a card. Carry

out the role play as normal but when completed each participant should pass on their role play card to the next person on their left (or their right if you prefer). In this way each participant gets to play the role play twice, being person 1 or 2 but they also change partners each time.

### **Group Work**

The majority of the activities in this book require five participants. Most have been arranged that one person is in charge of the role play and has to make a decision based upon the other four's advice, opinions or persuasion. There is no answer to any of the role plays in that the decisions made are entirely those of the participants. For example, the Group work role cards in the court room scenario in the Man Trap section does not present the defendant of being either guilty or innocent. Guilt or innocence has to be decided by the judge, based on the skillful arguments of the participants.

### **Audio Cassette**

Accompanying this book are two audio cassette tapes which contain recordings of the new words and expressions in the book. There are also examples of how the roleplays may be conducted.

It should be noted that the language spoken during the roleplays is as near to "natural English" as possible in that it contains pauses, repetitions, etc., all of which are normal in

colloquial oral English.

Furthermore the participants in the roleplays represent a variety of different accents ranging from American, Australian, British and South African.

To assist learners in their understanding of the roleplays, we have transcribed the roleplays and put them at the back of the book.

It should be emphasised that learners should not simply try and memorize the text but should note the way the interactions are carried out, paying special attention to the intonation, stress and rhythm of the interactions.

Whilst these activities will never be a substitute for genuine interaction in English, if used earnestly and with imagination, they will contribute greatly to a learner's oral fluency ability and build up confidence in being able to use a foreign language for real communicative purposes.

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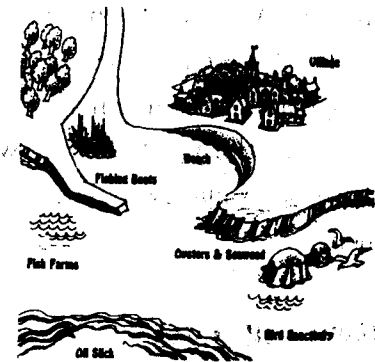
# 1. OIL POLLUTION

## 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.

## Scenario

Imagine that you are residents in a small coastal village. Your village is famous for its oysters and special seaweed which is grown in the shallows near the coast. 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 just off the coast of the village which is a bird sanctuary and is the home of hundreds of species of sea birds. The research station located on the island has won many international prizes for its contribution to ecology. The main industry of the village is tourism in summer, but during the winter it relies on income from the oysters, seaweed and a large number of fish farms which breed fish for export to Japan.

## **Discussion**

Now 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<sup>1</sup>, and in the 1980's the Exxon Valdez<sup>2</sup> in Canada, more recently, the Gulf War<sup>3</sup> when the oil wells were blown up and tons of crude oil leaked into the sea. What were the results of these oil spillages? What damage did the oil cause, to the environment, to the plants and to wildlife? What was the cost of these oil spillages in terms of money, lives and environment?

## **Reading Text**

One morning you wake up and turn on your radio to listen to the news and you hear the following report:



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"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 aground<sup>4</sup> 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 8 pm. Troops and special cleaning equipment have been ordered to the area, but it will be some time before it 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."

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## **Vocabulary**

Match the following words or phrases with the most appropriate description:

- |                       |                       |
|-----------------------|-----------------------|
| a. Gale force         | b. Oil tanker         |
| c. Spilling its load  | d. Emergency services |
| e. To contain the ... | f. Oil slick          |