

# 英国人写的英语书

没有音标、不讲语法，用对话模式开启纯正英语学习之旅

[英]大卫·布罗迪 (David Brodie) 编著

# 大卫约你 练英语

Can do English **Elementary**

提高

篇

**场景互动** 自然而然会表达

**角色扮演** 英语交流无障碍

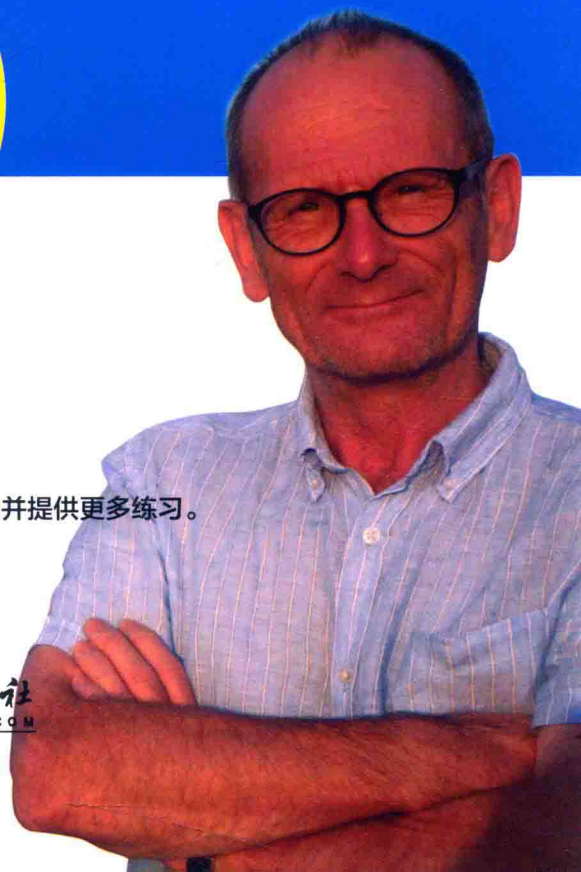
[www.daweitalk.com](http://www.daweitalk.com) 提供本书所有单词、对话音频文件和习题答案，并提供更多练习。



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教·育·出·版·中·心



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提高  
篇

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# 前 言

《大卫教你练英语》专门针对初级、中级成人学员。基于最高效的学习原理，选用易懂的内容，全面提高学员的口语表达能力和自信。

全系列分为上下两册，共 18 个章节（从 1-a、1-b、1-c 到 6-a、6-b、6-c），零基础篇包含前 9 个章节，提高篇包含后 9 个章节，每 3 个章节配合一节全面复习资料。我们的目的是提高零基础学员的听说能力，以及重建有基础但需要提高听说能力的学员开口讲英文的自信。

## 互动环节

我们最大的亮点是根据角色设计对话场景，并提供一对一或多人小组练习。在强化生词训练以及重点内容的带领下一步步掌握英文的核心语言模式。

学员们需要通过不同的训练活动，达到不同的效果，我们为此制定了不同的环节。像遣词造句环节需要学员们自己造句，一开始会很慢，逐步会越来越快，直到掌握该句型。这跟我们学习自己的母语一样，我们一点一点地输入新的词汇、句型到我们的脑海里，然后再以最自然的方式源源不断地输出。

有基础的学员会巩固曾经学过但已经记忆模糊的单词，没有基础的学员则通过高水平的活动将单词牢牢印在他们的脑海里，这不是一本专门讲词汇的书，但学员在实际的交流过程中不知不觉地记住了生词以及学会了整句表达。

我们设定了语言重点，不需要集中学习语法，但学员已经通过开口练习和角色扮演自然掌握了基础语法。

最开始的 6 个章节运用了大量不同的语境，包括在不同的场合里互动：家庭、朋友、旅游以及基础商务英语。余下 12 章节使用相同的方案，但设计了生动的故事情节，并在不同环境中使用，书中的角色会分别在中国、美国和英国出现。

## 清晰表达

英语有许多的口音，没有一个绝对的标准，有口音不重要，清晰就好。在学习母语的过程中，我们的发音和听力从小就被训练，只是我们已经忘了这个漫长的训练过程，在我们逐渐成长的过程中，我们已经能够熟练地控制我们的口腔肌肉群，在流利地表达我们的想法时不用刻意去思考如何发音，这真的是一件很神奇的事情。但这对学习一门新语言的成年人来讲绝对是一项挑战（因为不同的语言，不同的发音部位，需要我们重新训练我们的口腔肌肉群）。

学员们不需要学习国际音标，本书的职责在于给学员提供真实的对话场景，在实践中反复训练口语和听力，并清晰地强调重音：

th(thing)

th(the)

v(very)

long ee (sheep)

short i (ship)

以及在“the”“teacher”“student”中普遍存在的吞音(e)。

分享一个发短音“i”的秘籍，它跟我们汉语拼音的第四声接近，短促下降。

## 克服障碍

由于英文的书面形式和口语表达的不一致性，过分强调书面表达，以及应试教育让我们的口语变得更糟糕，我们这本书的首要目的是让学员建立起敢于开口讲英文的自信，其他的障碍包括介词、助动词，以及时态，只要跟随我们书中提供的内容，自然会一步一步地掌握。

介词通常是很短小的单词，由于很多都是习惯用法，所以我们不会采用机械式的记忆方法，只会通过大量的训练让学员自然掌握并正确运用。

助动词也是我们一个明确的训练目标，从熟悉，到举例，到运用。像“eat”“I don't eat”“do I eat”这种句式会在许多的对话以及问题和答案里反复出现。

本套书籍从初级到中级一共包含了5个基本时态：一般现在时，现在进行时，一般过去时，一般将来时，现在完成时。学员在完成本书提供的内容后，完全有能力和自信熟练运用这5种基本时态，并为之后的时态打下扎实的基础，让之后的学习变得更容易。

还有一些关于缩写的问题，英语母语人士普遍都会缩写，而且没那么正式，如果学员只接受过比较正式的书面教育，是很难听懂母语人士的口语表达的，我们这个教材从一开始就用了缩写、口语，让学员在非常自然的语境下熟悉口语表达。

## 英国，美国，澳大利亚……？

美式英语和英式英语并没有太大的差别，英美文化相互渗透，彼此影响。19世纪美国受英国文学影响，像英国大作家查尔斯·狄更斯的作品就对美国人有着深远的影响；20世纪美国电影、音乐、科技也对英语世界有着巨大影响。很小的拼写差异，词汇差异，除非是有地方口音或者使用方言，不管美语也好，英语也好，对母语是英语的人士来讲，是不会造成任何交流障碍的。

[www.daweitalk.com](http://www.daweitalk.com) 提供本书所有单词、对话及其他重要内容的音频和习题答案。

大卫·布罗迪

2018年10月

## 团队

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# Can Do English

## Introduction

Can Do English is an activity program designed specifically for adult Chinese learners, to develop confidence and skills in spoken English at Beginner and Elementary levels. It is based on the principle that learning is most effective, perhaps especially for adults, in meaningful contexts.

The program is arranged in eighteen steps (numbered 1a, 1b, 1c, up to 6a, 6b, 6c), with thorough active review after each three steps. Book One consists of nine steps, and the other nine are in Book Two. The objectives are to build confidence for learners who are new to English, and to rebuild confidence in speaking for those who have some previous formal contact with the language but little skill in speaking and listening.

## Can Do Activities

The central activity is role-play conversation, or dialog. The dialogs provide speaking practice suitable for one-to-one learning or for group classes. They are fully supported by comprehensive ‘*New word*’ lists and by ‘*Important*’ boxes that provide step-by-step guidance on essential language patterns.

Students need to approach language ‘from different directions’, through different kinds of activity. So the program has diversity built into it. Alongside the dialogs there are activities such as ‘sentence building’, which require students to construct sentences themselves, slowly at first but soon more quickly. This is based on what we do in our own first languages, where we call on the large bank of language resources that we each carry in our heads. These activities therefore lead towards competence in natural English speaking.

Some students using this program will have a foundational vocabulary half-remembered from school. Others will be true beginners, and will need a high level of review activity to imprint words in their memories. This is not primarily a vocabulary program, but is based on learning through conversational contexts, and within those contexts through whole sentences. Nevertheless, for students who require vocabulary support, it is provided.

The program highlights language patterns, but there is no intensive study of grammar. The emphasis is on speaking and practical communication, either through role-play reading (as in the dialogs), through spoken sentence building, and through free speaking.

The first six steps use a wide variety of situations, with themes including social interaction in different settings, family and friends, travel, and basic business. The remaining twelve steps use the same themes, but take a single collection of intertwined and dynamic story-lines with a group of characters, based in China, the USA and the UK.

## Clarity

The roles of the teacher include encouraging students, providing lessons with diversity, and solving problems of pronunciation. English has many accents, and none is the 'one and only' true accent. All are equally valid. Accent does not matter, but clarity does.

Our vocal and aural systems become trained when we are very young, such that we have little recollection of the learning process. It's an intensive learning process, resulting in a competence to control our muscles in a way that is so complex that human speech (in any language) is surely one of wonders of the Universe. Retraining the systems when we are adults is a challenging task. The subtle and caring teacher will give every support and encouragement in this retraining.

Students do not need to learn the International Phonetics Alphabet. It is the teacher's role, supported by the activities in this program, to provide support in practical speaking and listening, with some emphasis on pronunciations that threaten clarity. The teacher might highlight consonant word endings, as well as the following sounds:

- th (θ) (thing),
- th (ð) (the),
- v (v) (very),
- long ee (sheep)( i:)
- short i (ship)(ɪ),
- and the ubiquitous lazy sound in 'the', 'teacher', and 'student' (ə).

(A useful hint, for native Mandarin speakers, for the short i (ship)( i:) sound is to treat it as a fourth tone, making it easier to achieve a short and sharp sound.)

## Overcoming obstacles

Because of the inconsistencies of English spelling written English is a poor guide to spoken English. The problem is made worse by emphasis on written English, and written assessment, in pre-adult learning. A program based on speaking builds greater confidence. Other obstacles for students include prepositions, auxiliary verbs, and tenses. This program, of course, takes a step by step approach.

Prepositions are usually short words, but the problem is that English has so many and their use is 'idiomatic', meaning that it is difficult to learn all uses in a systematic way. This program does not take a systematic approach, such as by providing a long list of every possibility, but exposes students to prepositions through many contexts.

Auxiliary verbs also have a high profile in the program, from the early stages. For example, patterns such as 'I eat', 'I don't eat', 'do I eat?' are essential to any conversation involving basic question and answer.

Since the program is for beginner and elementary learners it deals with five 'basic' tenses:

- simple present
- present continuous

- simple past
- simple future
- present perfect

A speaker who is competent and confident in these five tenses has considerable language power available to them. Indeed, if these five are first well consolidated in the speaker's mind then learning the others at a later stage is so much easier. Of course, it would be unwise to try to learn all tenses at once, and these five are introduced in stages.

One further point involves contractions, which first language speakers of English use in almost all speaking. Contractions are 'short cuts', and considered less formal than full forms but they are used in almost all speaking. A learner who has received earlier instruction in formal writing will have a miserable experience understanding the real language as spoken by natives. Since it is a guide to speaking, and listening, this program uses contractions throughout.

### UK, USA, Australia ... ?

Most first language speakers of English agree that the differences between US and UK English are amazingly small, given that any formal link between Britain and the USA was broken when the latter became independent almost 250 years ago. In the nineteenth century, British writers such as Charles Dickens were influential in America, and in the twentieth century American movies, music and digital technologies have had a very great influence throughout the English-speaking world. The spelling differences are minor, vocabulary differences (outside of regional slang) are small, and unless a speaker has a strong regional accent from within their own country, American, British and other native speakers people have little problem of mutual understanding.

[www.daweitalk.com](http://www.daweitalk.com) provides more activity, with answers to exercises and audio of all vocabulary and dialogs.

David Brodie

2018, October

#### The team

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## 致学员：



如果能在三个月内掌握一门语言，那你绝对是天才一枚。

可对大部分人而言，精通一门语言都得经过一个漫长的过程。

在学习初期，犯错误在所难免。切莫追求一步登天，想立刻达到完美状态，能够调用既有知识实现基本交流才是王道。沟通，交流，说出来！不要因为可能出现错误而裹足不前。

一般人对于生词很难做到过目不忘，但一次，两次……多次，我们的教材将帮助学员们在句子中，在对话、故事及各种情景中不断学习，增加词汇量。书中人物包括生活在英国的 Sally，Sally 妈妈，Molly，May；以及美国的 Jerry，Candie 夫妇和他们的孩子，还有 Eryn，Brad；书中同样有中国人物：Monica，Judy，Ian，Andrew，Jessica 和他们的同事。

教材情景化、生活化，能够有效帮助学员们在原汁原味的语言浸泡中掌握重要的基本知识点。

在学习过程中，学员的造句、表达能力将被重点训练。让我们从初级水平开始，一点一点进步，直到你能说出地道、流畅的句子并实现真正地英语交流吧！

大卫·布罗迪

## Note to the students:



If you can learn a language in three months, you are a genius.

For most people, becoming really proficient in a language requires a longer journey. So take it one step at a time.

During the early steps, you will make lots of mistakes. So your priority should not be 'instant perfection', but just practical communication. Communicate, communicate, communicate. Don't be shy about mistakes.

As you work through these books your vocabulary will increase. You won't remember every new word from the first time you see it. So the books give you exposure to vocabulary once, twice ... many times. The exposure is in sentences and in the context of the stories of Sally and Mike, Sally's Mum, Molly, May, all in England. Jerry, Candie and their children, Eryn and Brad live in the USA. In China, the main characters are Monica and Judy, Ian and Andrew, and some of their co-workers.

The books use the same approach with important patterns of language. The writer knows the challenges, especially of tenses and the auxiliary verbs of English. So, again, as a student you will be exposed time and time again to the sentence structures.

So you will be trained to CREATE SENTENCES, starting at a simple level and making progress step by step. When you can make your own sentences then you really can COMMUNICATE.

David Brodie

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## Step 5

## Step 6

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# Step 4-a

I was on a business trip.

**Andrew Chen**

**Ian Bai**

Me too. We went to Chengdu by plane.

We met Judy and Monica in a coffee shop.

We wanted to take photos.

**Judy Zhang**

**Monica Zhang**

We are Chinese.

But the weather was bad. So we went to a coffee shop.

We had coffee. Then we went shopping.

We went back to the coffee shop.

We had cakes.

We met Ian and Andrew.

**We are American.**

I watched a game on TV.

**Jerry White**

I called my Mom, in Florida.

**Candy White**

I wanted to speak to Andrew.

But Andrew was at an exhibition in Chengdu.

## What happened?

**We are British.**

**Sally Williams**

**Mike Williams**

We went to Oldcastle. We went by bus.

We visited the castle and the beach.

We had lunch. Later, we had ice creams.

| Important |          |
|-----------|----------|
| PRESENT   | PAST     |
| am/are/is | was/were |
| go / goes | went     |
| have      | had      |
| want      | wanted   |
| meet      | met      |
| watch     | watched  |
| call      | called   |
| visit     | visited  |
| happen    | happened |

| New words      |        |
|----------------|--------|
| happen         | 发生     |
| What happened? | 发生了什么? |

## She didn't go

IN THE KITCHEN

Sally's Mum: Yesterday was Sunday. I usually see you on Sunday.

Sally: Yes it was the weekend. So Mike and I had a day off.

Sally's Mum: That's unusual. You're usually so busy. What did you do?

Sally: We went out for the day.

Sally's Mum: Where did you go?

Sally: We went to Oldcastle.

Sally's Mum: Really? You didn't tell me. Did you go to the castle?

Sally: Yes. We visited the castle.

Sally's Mum: The castle is so gloomy.

Sally: Some places are dark and scary. Mike and I held hands.

Sally's Mum: I'm glad I didn't go with you.

### New words

|            |          |
|------------|----------|
| weekend    | 周末       |
| gloomy     | 阴郁的, 阴沉的 |
| dark       | 黑暗的      |
| scary      | 可怕的      |
| glad       | 高兴地      |
| hold hands | 牵手       |
| tell       | 告诉       |
| unusual    | 不常见的     |

We had a day off.

She didn't come with us.

They had a day off.

They didn't tell me.

I'm glad I didn't go.

### Important

| PRESENT | PAST |
|---------|------|
| go      | went |
| have    | had  |
| do      | did  |

### Important

What did you do?

We went out.

Where did you go?

We went to ...

We didn't go out.

We didn't go to ...

Did we go out?

Did we go to ...?

| New words |     |
|-----------|-----|
| history   | 历史  |
| view      | 风景  |
| top       | 顶部  |
| good fun  | 有趣的 |
| sand      | 沙滩  |
| along     | 沿着  |
| climb     | 爬   |
| step      | 台阶  |
| whole     | 整个的 |

### We had ice creams

IN THE KITCHEN

Sally's Mum: The castle's not very interesting.

Sally: When did you go there, Mum?

Sally's Mum: Oh ... about thirty years ago.

Sally: It's better now. It's more interesting. There are new signs, with lots of information about history. It's the oldest place in Oldcastle, of course.

Sally's Mum: I'm not interested in history.

Sally: And the view from the top of the castle was beautiful. We climbed a lot of steps. It's the highest place in Oldcastle.

Sally's Mum: What did you see?

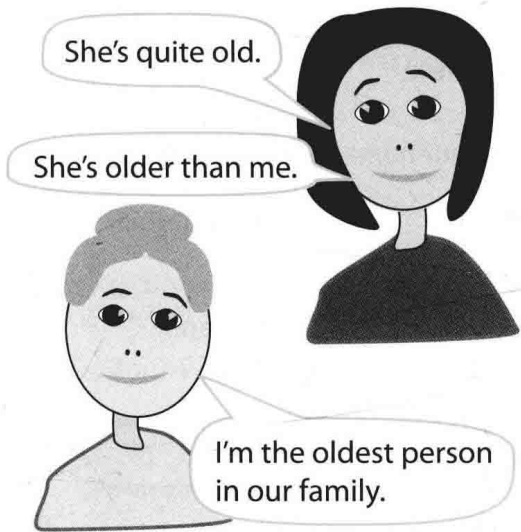
Sally: We could see the whole city, and the sea.

Sally's Mum: Did you go to the beach?

Sally: Yes. We had lunch first. Then we went there.

Sally's Mum: I don't like the beach. There are too many noisy children. And there's too much sand.

Sally: We had ice creams. Then we walked along the sand. It was so beautiful.



| Important             |                      |
|-----------------------|----------------------|
| PRESENT<br>we can see | PAST<br>we could see |

| Important   |                            |                         |
|---|----------------------------|-------------------------|
| What did you have?<br>We had ice creams.                        | We didn't have ice creams. | Did we have ice creams? |
| old   | older                      | oldest                  |
| high  | higher                     | highest                 |
| interesting   | more interesting           | most interesting        |
| beautiful   | more beautiful             | most beautiful          |
| For adjectives that are short words, we add 'er' and 'est' .    |                            |                         |
| For adjectives that are longer words we use 'more' and 'most' . |                            |                         |

|      |      |                |            |
|------|------|----------------|------------|
| It   | did  | in Jilin       | before you |
| I    | was  | a car          | yesterday  |
| They | had  | their homework | last week  |
| He   | were | a cold         | last year  |
| You  |      | a wife         |            |
|      |      | a husband      |            |
| We   |      | angry          |            |
| She  |      | our homework   |            |
|      |      | married        | happy      |

|      |         |              |                 |
|------|---------|--------------|-----------------|
| It   | learned | didn't watch | their homework  |
|      | went    |              | a movie         |
| He   | played  | didn't learn | Chinese         |
|      | watched |              | TV              |
| We   |         | didn't do    | a cold          |
|      |         | didn't want  | to our hometown |
| She  |         | had          | a piano         |
|      |         | did          | English         |
| They |         | didn't go    | basketball      |
| You  |         | didn't have  | a wife          |
|      |         |              | a husband       |
|      |         |              | to Jilin        |
|      |         |              | our homework    |
|      |         |              | in Jilin        |
|      |         |              | a car           |

|     |      |       |       |                 |                |
|-----|------|-------|-------|-----------------|----------------|
| Did | it   | go    | learn | them            | their homework |
|     | he   | like  | get   | married         |                |
|     | I    | have  |       | Chinese         | a movie        |
|     | you  | eat   |       |                 | him            |
|     | she  | buy   |       |                 | a cold         |
|     | we   | watch |       | to our hometown | her            |
|     | they | meet  |       | a piano         |                |
|     |      | do    | see   | English         | basketball     |
|     |      |       |       | a wife          | lunch          |
|     |      |       |       | to Jilin        | a husband      |
|     |      |       |       | a dress         | a book         |
|     |      |       |       | angry           | me             |
|     |      |       |       | our homework    | in Jilin       |
|     |      |       |       |                 | a car          |



## A fantastic modern city

IN THE KITCHEN

Sally's Mum: Where's Mike today?

Sally: He's out.

Sally's Mum: Where?

Sally: He's at a meeting in Ketlington.

Sally's Mum: Meeting? What kind of meeting?

Sally: Do you remember? In February we started a new business.

Sally's Mum: Really? You didn't tell me.

Sally: Yes, we did. We started a company. It's called Smilite Ltd. We import electric lights from China.

Sally's Mum: From China? That's so far away.

Sally: Yes, Mum. But in the modern world it's not really so far. We went to China last month.

Sally's Mum: I don't want to go to China. I don't want to live there.

Sally: You don't need to live in China, Mum. We went last month.

Sally's Mum: What did you do in China?

Sally: It was very interesting. We went to a city called Shenzhen. It's a fantastic modern city. We visited many factories.

Sally's Mum: Can you speak Chinese?

Sally: No. We can't. But we had a translator.

Sally's Mum: A what?

Sally: A translator. She was very nice, and very helpful. She could speak perfect English.

Sally's Mum: How did she help?

Sally: She helped us to discuss business with the factory bosses. We came home in March. Then we signed contracts with two factories.

Sally's Mum: Contracts? A contract is just a piece of paper. Did lawyers help you?

Sally: Yes. Of course.

Sally's Mum: What do these factories do?

Sally: They make modern light systems. And we sell them on the internet.

## New words

|                 |       |
|-----------------|-------|
| import          | 进口    |
| meeting         | 会议    |
| electric lights | 电灯    |
| far away        | 远, 遥远 |
| speak Chinese   | 说中国话  |
| translator      | 翻译    |
| helpful         | 有帮助的  |
| perfect         | 完美    |
| discuss         | 讨论    |
| boss            | 老板    |
| contract        | 合同    |
| lawyer          | 律师    |

## Important

I don't want to ...  
You don't need to ...

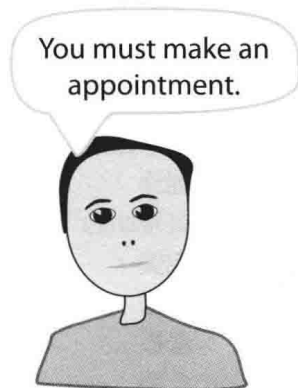
PRESENT  
She can speak English.

PAST  
She could speak English.

PRESENT  
Do they help you?

PAST  
Did they help you?

## AT THE CONSULATE OF THE REPUBLIC OF BANTINIA



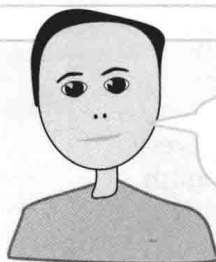
Jerry: Hello. Is this the Bantinian Embassy?  
 Official: No. It's a Bantinian Consulate. The Embassy is in Washington DC.  
 Jerry: Can I apply for a visa here?  
 Official: Yes. You can submit an application form here.  
 Jerry: Oh, good.  
 Official: Do you have an appointment?  
 Jerry: Er ... no.  
 Official: I'm sorry. You need to go online and make an appointment, and then come back.  
 Jerry: Oh. But I live 300 km away.  
 Official: I'm sorry. You must have an appointment time.

### New words

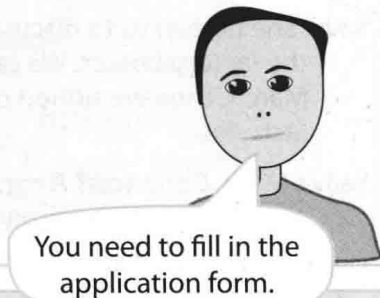
|                  |      |
|------------------|------|
| embassy          | 大使馆  |
| consulate        | 领事馆  |
| apply            | 申请   |
| visa             | 签证   |
| submit           | 递交   |
| application form | 申请表  |
| appointment      | 预约   |
| appointment time | 预约时间 |
| go online        | 网上   |
| fill in the form | 填写表格 |
| bring            | 带来   |
| pleasure         | 荣幸   |

Eryn: Good morning. I have an appointment at 9:30.  
 Official: Good morning. What's your name?  
 Eryn: Eryn White.  
 Official: Ah, yes. I see. What's your nationality?  
 Eryn: I'm American.  
 Official: Please fill in this form.  
 Eryn: I already filled it in.  
 Official: Oh. Good. Please give it to me. Did you bring your passport?  
 Eryn: Yes, here it is.  
 Official: I see that you want a tourist visa.  
 Eryn: Yes. That's right.

Official: Do you have an appointment?  
 Molly: Yes.  
 Official: What time?  
 Molly: 11:15.  
 Official: What's your name?  
 Molly: Molly Malone.  
 Official: I see. Do you want to visit Bantinia for business or pleasure?  
 Molly: I'm sorry ... ?  
 Official: Do you want a tourist visa or a business visa?  
 Molly: Oh. A tourist visa, please.  
 Official: Please fill in the visa application form.



You have to show me your passport.



You need to fill in the application form.

### Important

You need to ...

You have to ...

You must ...

You have got to ...

You've got to ...