

新英语口语教材

# GREEN CHANNEL

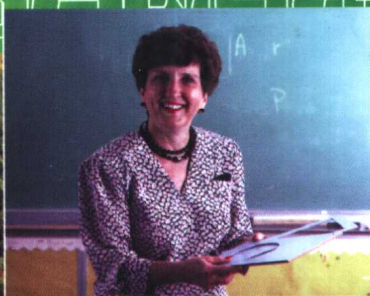
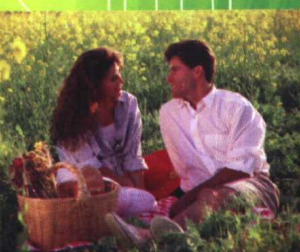
## 绿色通道

主编 吴古华

GREEN CHANNEL

GREEN CHANNEL

GREEN CHANNEL



BOOK ONE

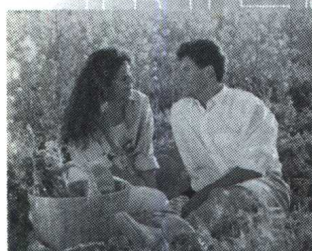


新英语口语教材

# GREEN CHANNEL

# 绿色通道

## ■ 第一册



主编 吴古华  
编者 吴古华 张小薇 苗争芝  
游秀红 翟世骏

**WU**  
外教社

上海外语教育出版社



## 图书在版编目(CIP)数据

绿色通道. 1 = Green Channel: 新英语口语教材 / 吴古华编著. - 上海: 上海外语教育出版社, 2001

ISBN 7-81080-050-7

I. 绿… II. 吴… III. 英语-口语-教材

IV. H319.9

中国版本图书馆 CIP 数据核字(2001)第 23651 号

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), 65422031 (发行部)

电子邮箱: bookinfo@sflep.com.cn

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

责任编辑: 梁泉胜

插 图: 刘 天 澍 雨

---

印 刷: 常熟市华顺印刷有限公司

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 24.5 字数 640 千字

版 次: 2001 年 7 月第 1 版 2002 年 7 月第 3 次印刷

印 数: 5 000 册

---

书 号: ISBN 7-81080-050-7 / G · 016

定 价: 26.00 元

本版图书如有印装质量问题, 可向本社调换

## 前 言

《绿色通道》(Green Channel)是一套英语口语系列教材,共三册,适用于不同年龄、不同层次、不同学历的英语学习者,旨在提高英语学习者的听说能力和口语交际能力。

进入新世纪,全球化发展步伐加快,我国经济建设和社会进步的形势发展迅速,各种对外国际交往活动愈趋频繁。在这种特定的环境下,迫切需要普及、提高全民外语水平,特别是口语水平,以便更多的人能够运用英语作为学习、交流、开拓、发展事业的重要工具。

近几年来外语教学特别是英语教学不断深化改革,改革的主要内容之一是如何提高学习者口头运用英语的能力。

多年前我们就酝酿编写一套口语教材,教材应体现有助于口语学习的各种口语教学法的特点,有较强的知识性和趣味性,易激发学习者的兴趣,难易度稳步递升,适用于我国国情,适于较大群体的口语学习者。为此我们参考了英、美等英语国家出版的数十种教程以及国内自编的多种口语教材,认真分析研究,吸取各书之长;参照国内外近几十年的语言教学理论和实践,并与国内外具有丰富口语教学和测试经验的教学人员和专家切磋交流,历时近三年,多次易稿才于2000年5月定稿编成本教材。

本教材具有以下特点:

1. 本教材由低起点开始,逐级稳步上升,适用面广,可供正规教学用,也适用于自学。
2. 教材采用主题/功能,词汇,语法,语音等模块的组合模式。各模块相对独立,又互补充实。
3. 不拘泥于某一种特定教学法,博采众长。句型训练、情景、功能、交际、综合等各种教学法有机结合,融于一体。讲实用,求实效。
4. 注重语言基本功,立足交际能力的培养。
5. 语言与文化交融,寓文化介绍于语言学习中。
6. 练习形式多样,注意实用不流于形式,以交际能力的提高为目的。
7. 练习量大,便于教学或自学时结合实际选用。
8. 全书各册及各册中各阶段,都有明确具体要求,便于自测检查。
9. 本书编选材料知识性、趣味性强,人文、科技内容兼而有之。

本教材从酝酿到编写,自始至终得到李大鹏女士真诚的支持和热情的帮助,编者愿借本书出版之机向李女士表示诚挚的、衷心的感谢。

北京教育考试院高等学校教育科技发展中心和社会考试办公室为本书编写在设备、人力、物力等方面给予大力帮助和支持,编者在此向他们表示真诚的感谢。

清华大学外语系过浩川教授、杨勇先生利用假日为各册编制词汇总表,编者对他们辛勤的劳动表示谢意。

北京联合大学郑涛女士为本教材第一册编写做了不少有益的前期准备工作,编者在此向她致谢。

本书编写过程中曾由英国友人艾伦·温奇柯姆(Alan Winchcombe)及艾伦·莫勒博士(Dr. Alan Moller)阅评部分书稿,在语言上作了润色,并提出了有益的修改意见。我们对他们的友情帮助表示由衷的感谢。

在两年多的时间中尚有不少友人为本书顺利编写给予了不同形式的关心、支持和帮助。编者在此谨向他们一并致以深切的谢意。

由于编者水平有限,定有错讹不足之处,敬希广大教师和使用本教材的学习者不吝指教,提出宝贵意见,以便修改订正。

编者  
2000 年于北京

## 使用说明

本教材共三册,由低起点阶梯状稳步上升,直至中偏高级。

### 第一册 预备级

学完本册,学习者应熟悉、理解并使用与家庭、亲朋友人等话题相关的基本词语;应能就自我情况作简单介绍,提问或回答问题;应能在语速较慢情况下与他人用英语进行交流。

### 第二册 初级

学完本册,学习者应能理解并运用英语讲述学校、工作、旅游、休闲活动等熟悉的话题;应能谈论个人的兴趣爱好;能就熟悉题目发表一些意见;应能用英语叙述过去、现在、将来发生的一些事;应能比较顺利地与他人交谈。

### 第三册 中偏高级

学完本册,学习者与他人讨论问题时应能理解较复杂的话题;应能较流畅地与他人谈论学习、工作、个人所从事的职业等话题;应能就一些较抽象的话题进行讨论,发表意见。

本教材每册共 18 单元,每五个单元构成一水平段。全册分三个水平段,共十五个单元。每五个单元后有一复习单元。

每一单元中第一模块为交际话题/情景,所选话题实用、真实。该模块中有若干对话,内容真实,语言规范、精练,各段对话包含该情景或话题中常用的句型和话语。

第二模块是各单元中的语法要点。本教材不以语法为纲,也不系统讲授语法。教材中所选的语法项目都为口语中常用的句型。该模块中的对话与练习体现了由易及难,由单项至综合,由机械练习至交际情景的特点。该模块将交际话题/情景及词汇与句型连成一体。

第三模块是词汇和句型。在整理分析大量素材基础上,教材选定口语中常用的句型,并结合各单元主题/功能模块的内容引入相关的词语。由浅入深,逐步拓宽扩展,使学习者表述某特定内容时具备基本词汇和句型。

第四模块为语音。语音模块仅限于第一册。近些年来,由于对交际法的核心思想缺乏正确、全面理解,片面强调“能说会讲”,忽视语音,因而不少学习者语音方面(包括单音、重读、节奏、语调等)存在不少问题,直接影响与他人交流的效果。本教材以相当篇幅用于语音部分,但不袭用传统语音教法。编写中突出常易出错的单音,重点在于重读、节奏、语调等影响语音整体效果的各环节。在现有的口语教材中纳入语音是不多见的,因而是本教材的特色之一。教学人员与学习者应给予足够的重视。

语言学习是一项技能学习和提高的过程,只有大量实践才能熟练掌握,因而本教材编写练习的指导思想力求符合口语学习规律,采用各类教学方法中有助于口语学习和提高的方法,强调基本功,突出实用性,以提高真实情景中的交际能力,使语言能力和交际能力互促相长,相得益彰。

本教材作为课堂教学用书时,教师需注意以下几点:

1. 最大限度调动学习者的积极性,引导学生主动参与教学活动。
2. 尽力为学习者提供实践的机会,充分利用教材中的练习,指导帮助学生开展自练、互练以及其他有益于提高口语交际的教学活动。
3. 为学习者设定情景,帮助学生运用所学的语言,指导学生自行设计情景,促进他们运用所学语言主动性。
4. 鼓励学生张口,消除学生怕犯错误的心理障碍。
5. 针对学生实际情况,可有选择地突出某些项目进行重点练习。
6. 学习一门语言是学习一种相关文化的过程,鉴于教材篇幅所限,不可能把东、西方文化的有关材料大量编入教材,在教学中可视情况结合实际适当充实。
7. 使用第三册教材时,鼓励学生从书报、杂志选取有兴趣的材料,用作口语练习的素材。

自学者使用本教材时需注意以下几点:

1. 不能抱有一蹴而就、急功近利的思想。应排除一朝一夕大幅度提高口语的浮躁情绪。只有脚踏实地,通过反复练习才能熟练运用英语进行口头交流。
2. 自学本教材时要充分利用配合本教材的录音带及练习参考答案。
3. 本教材是为提高口语编写的,教材中的练习都应以口头方式去做。
4. 初学者学习本教材时尽量按教材编排的顺序,一步步学,一步步提高。一般情况下,可由机械的句型练习开始,再进入假设情景,最后步入真实情景。
5. 本教材强调语音的重要性。谈及语音学习,不少学习者会提出学习“英国音”或是“美国音”这一问题。学习哪一种语音是个人选择,也常取决于学习的环境。不论学习哪一种语音都需求得相对的正确和一致,不应使两种语音混杂在一起。
6. 充分利用本教材练习量大的特点,尽可能多做口头练习,前后连通结合,也可自行设想各种情景运用所学的句型和词汇。
7. 学习者应利用各种场合运用所学的句型和词汇。
8. 语言学习有其规律,但学习者各有其学习方法,应在学习过程中不断总结,创造或采用适合个人情况的学习方法,以有效提高口语交际能力和水平。

## ENDORSEMENT

### Text for endorsement of Professor Wu's three books

Trinity College London has a long history of providing examinations which test the competences of learners in the areas of speaking and listening. These examinations are now available to learners of English in China. Although the examinations do not require the use of specific textbooks or teaching methodologies, Trinity welcomes the publication of any resources which may assist students in moving towards our Graded Examinations in Spoken English. Professor Wu Guhua's books are a welcome addition to the resources available.

伦敦三一学院(Trinity College London TCL)是英国官方认可的主要考试机构之一,为世界各国、各地区提供该机构开发的各类考试。Graded Examinations in Spoken English (GESE)英语口语等级考试,即是该机构设计开发的考试项目之一。该考试已有五十多年历史,目前已在世界五十多个国家和地区推广实施。

伦敦三一学院与北京教育考试院于1999年正式签署合作协议,在北京地区联合举办GESE考试。由于该考试本身具有的特点,又切合实际的需求,因而一经推出,即受到社会各方面的关注和英语学习者的欢迎。该考试旨在测试英语学习者运用英语口语交际的实际能力,凡准备参加该考试的人员可以采用任何适用的教材。

《绿色通道》是在我国编写的第一套适用GESE考试的参考教材。伦敦三一学院在本教材编写期间,以各种形式给予支持和帮助,并将本教材认可为适用此项考试的参考教材之一。在此,我们谨向他们表示真诚的谢意。



## TABLE OF CONTENT

UNIT 1	<i>Greetings</i>	1
UNIT 2	<i>Meeting and introducing people</i>	15
UNIT 3	<i>Leaving-taking</i>	32
UNIT 4	<i>Identifying and describing objects</i>	48
UNIT 5	<i>Talking about families</i>	62
UNIT 6	<i>Progress Check One</i>	78
UNIT 7	<i>Talking about time and date</i>	88
UNIT 8	<i>Apologies and excuses</i>	104
UNIT 9	<i>Talking about the weather</i>	121
UNIT 10	<i>Asking for directions</i>	138
UNIT 11	<i>Talking about activities</i>	152
UNIT 12	<i>Progress Check Two</i>	167
UNIT 13	<i>Giving instructions</i>	175
UNIT 14	<i>Talking about sports</i>	190
UNIT 15	<i>Making suggestions and giving advice</i>	205
UNIT 16	<i>Expressing how you feel</i>	221
UNIT 17	<i>Describing places</i>	234
UNIT 18	<i>Progress Check Three</i>	250
TAPESCRIPT		257
KEY		324
GLOSSARY		344

# UNIT 1 Greetings

- I Function: greetings
- II Grammatical items: to be (present tense) + n. / adj. / prep. phrase; personal pronouns
- III Vocabulary development: expressions used in greetings & getting to know people
- IV Pronunciation: /i:/ & /ɪ/; /t/ & /d/; /p/ & /b/; /k/ & /g/

## I Function:

### • greetings

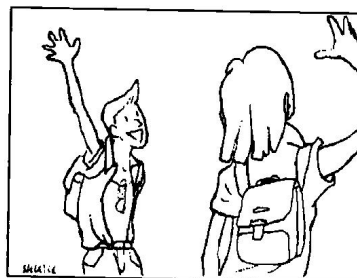
People from different countries have different cultures. They greet each other in different ways. For example, the Chinese people often say “**Have you had lunch/supper?**” or “**Where are you going?**” when we meet. How do English-speaking people greet each other?

#### 1 Listen and repeat.

- 1) Richard Owen and Michael Lane are good friends.

Richard Owen: Hi, Mike.

Michael Lane: Hi, Richard.



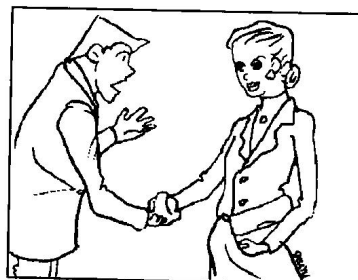
- 2) Mary and Amy are friends, but not close friends.

Mary: Hello, Amy! How are you?

Amy: Hello, Mary! I'm great, thank you.

How are things going with you?

Mary: Fine. Thanks.



- 3) Jane Bright and Susan Lee are just new friends.

Jane Bright: Good morning, Mrs. Lee.

Susan Lee: Good morning, Mrs. Bright. How are you?

Jane Bright: Very well, thank you. And you?

Susan Lee: I'm fine, thanks.

- 4) Ms. Mary Lee is a businesswoman. She comes to an office for business.

Mary Lee: Good afternoon. I'm Mary Lee from Shanghai.

Secretary: Good afternoon, Ms. Lee. What can I do for you?

- 5) When in a hurry, people greet each other in a simple way.

David: Morning, Henry.

Henry: Morning, David.

**2 Listen to the tape. You will hear only the voice of the first speaker in each dialogue. After the voice you hear, there is a pause. Complete the dialogues.**

- 1) Richard Owen: Hi, Mike.

Michael Lane: \_\_\_\_\_

- 2) Mary: Hello, Amy! How are you?

Amy: \_\_\_\_\_

Mary: Fine. Thanks.

- 3) Jane Bright: Good morning, Mrs. Lee.

Susan Lee: \_\_\_\_\_

Jane Bright: Very well, thank you. And you?

Susan Lee: \_\_\_\_\_

- 4) Mary Lee: Good morning. I'm Mary Lee from Shanghai.

Secretary: \_\_\_\_\_

- 5) David: Morning, Henry.

Henry: \_\_\_\_\_

**3 Listen to the following short dialogue and tick out the response you hear on the tape.**

— Hello, Lisa! How are you?

(        ) I'm fine, thanks.

(        ) I'm very well, thank you.

(        ) Pretty well, thanks.

(        ) Fine, thanks.

**4 Listen and complete the following dialogues.**



1) Tom: \_\_\_\_\_, Susan.

✓ Susan: \_\_\_\_\_, Tom. It's nice to see you again. How's everything?

Tom: OK, everything is OK. \_\_\_\_\_?

Susan: \_\_\_\_\_.

2) A: \_\_\_\_\_.

B: \_\_\_\_\_. How are you today?

A: Just fine, thanks. \_\_\_\_\_?

B: Wonderful. Things couldn't be better.

3) Bob Johnson: Hello, Jane.

Jane Bright: Hi, Bob. \_\_\_\_\_. How are you doing?

Bob Johnson: \_\_\_\_\_, thanks. \_\_\_\_\_?

Jane Bright: Just fine.

4) Judy Baker: Hi, Mike.

Michael Davis: Hi, Judy. How are you doing?

Judy Baker: \_\_\_\_\_. And you?

Michael Davis: So-so.

**5 Listen to these dialogues again and try to tell how close the people in each dialogue are.**

**6 Put the sentences in good order to make a meaningful dialogue. The first one has been done for you.**

( 1 ) Hi, Peter! Great to see you.

( ) Just fine, thank you. And you?

( ) Very well. She's working in a hotel now.

( ) Oh, Tom! How nice to see you here.

( ) How are you doing, Peter?

( ) I'm OK, thanks. How is Susan getting on these days?

**7 You meet a foreign colleague one afternoon in a street. She's carrying a shopping bag. Choose the proper ones in the list to greet her.**

1) Hello. How are you?

2) Hi. Where are you going?

3) Good afternoon.

4) Hello. Going shopping?

5) Hello. Lovely day, isn't it?

6) Hello. The shops are crowded today, aren't they?

7) Hello. What have you bought?

**8 Work in pairs. Think how you greet the person you meet in each of the situations. And what would he / she say?**

- 1) You meet one of your good friends in a street.
- 2) You meet Prof. Wang in front of the library at four o'clock in the afternoon.
- 3) You meet your neighbour, Mrs. Louis, in the grocery's on a Sunday morning.
- 4) You meet someone at a party. You haven't seen him/her for three or four years.
- 5) You meet in front of your school gate someone you met at a party yesterday.

## II Grammatical items:

- *to be (present tense) + noun / adjective / prep. phrase*
- *personal pronouns*

**1 What's your name?**

— What's your name?

— My name is Bob.

**Note:** what's = what is

A: What's your name?

B: My name is Bob.

A: Bob, who are they?

B: They are my parents, my sister and my brother.

A: What's your father's name?

B: His name is David. He's an engineer.

A: What's your mother's name?

B: Her name is Jane. She's a teacher.

**1) Complete the dialogue by filling in the blanks.**

A: \_\_\_\_\_ your sister's name?

B: \_\_\_\_\_ Nancy. \_\_\_\_\_ a nurse.

A: \_\_\_\_\_ your brother's name?

B: \_\_\_\_\_ Philips. \_\_\_\_\_ a student.

**2) Now, what do you know about Bob's family? Tell your partner who is who.**

- David is Bob's \_\_\_\_\_. He's an \_\_\_\_\_.
- Jane is David's \_\_\_\_\_. She's a \_\_\_\_\_.
- Nancy is Bob's \_\_\_\_\_. She's a \_\_\_\_\_.
- Philips is Bob's \_\_\_\_\_. He's a \_\_\_\_\_.

3) In pairs or small groups. Tell your partner(s) about the people in your family.

2

**Where are you / they from?**  
**Where is he / she from?**

A: Bob, where are you from?

B: I'm from the United States.

A: Where are your parents from?

B: My father is from the United States, but my mother is from Britain.

A: I see.

Make up short dialogues with the given information.

- |                  |   |
|------------------|---|
|                  | A: Hello, my name is Xiaowei. What's _____? |
| what / where     | B: _____ Li Ming.                           |
|                  | A: Where are you _____?                     |
| Li Ming / Yunnan | B: _____ Yunnan. How about you?             |
|                  | A: _____ from _____.                        |



What? / Where?  
 Adams — Ireland  
 Parker — Canada

What? / Where?  
 Liz — India





3

**What do you do?**  
**What does he do?**



**What? / Where?**  
**Judy — America**

**Note:** These questions are used to ask about a person's occupation. They are different from the greeting "How do you do?".

- 1) Henry is an accountant. He works in a travel agency. His father is a doctor. He is always very warm to his patient. Linda is asking Henry about himself and his father.

Use the information to complete the dialogue.

Linda: What do you do?

Henry: \_\_\_\_\_.

Linda: What does your father do?

Henry: \_\_\_\_\_.

- 2) Li Ming is from Yunnan. He has just come to Beijing to study English. He very much wants to know his new friends and their families. He may ask the following questions to get to know his new friends and their families. Work in groups of three or four. One of them is Li Ming. He asks the following questions.

- What's your name?
- What's your father's / mother's name?
- Where are you from?
- Where is he / she from?
- What does your father do?
- What does he / she do?

Now, Li Ming has known most of his new friends and their families. He's going to tell us what he knows about some of them. Put the answers in the box.

Name	Where ... from?	What ... do?

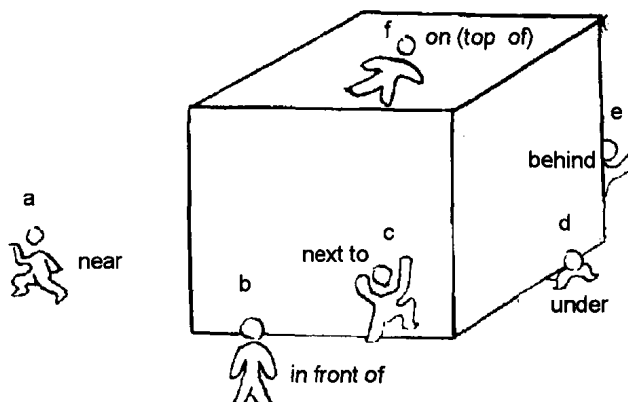
4

**Where are these people?**

Prepositional phrases can often be used to tell about places.

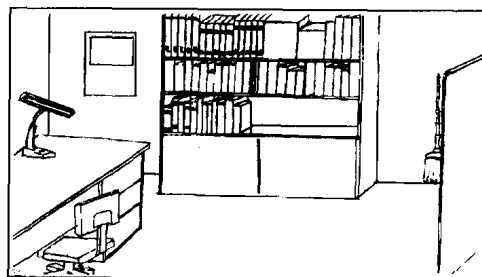
1) Look at the pictures and talk about where these people are.

- a. The man is \_\_\_\_\_
- b. The man is \_\_\_\_\_
- c. The man is \_\_\_\_\_
- d. The man is \_\_\_\_\_
- e. The man is \_\_\_\_\_
- f. The man is \_\_\_\_\_



2) Use appropriate prepositions to complete the sentences.

- The books are \_\_\_\_\_ the bookshelves.
- The broom is \_\_\_\_\_ the door.
- The chair is \_\_\_\_\_ the desk.
- The lamp is \_\_\_\_\_ the desk.
- The picture is \_\_\_\_\_ the wall.



3) Listen to the tape and answer the following questions.

- Where are the two people talking?
- Where's the apartment building?
- Where's the busy street?
- Is it in front of a park?
- Is it between a supermarket and a post office?
- What's next to the post office?

### III Vocabulary development:

- *expressions used in greetings & getting to know people*

#### Part One

1 When you see a friend or someone you know well, you could say:

*Hi!*

*Hello!*

*How are you?*

**In answer to these greetings, one could say:**

*Fine, thanks. And you?*

*Not bad. How about you?*

**2 Richard meets his old friend Bob in the cafe. How do they greet each other?**

Richard: \_\_\_\_\_.

Bob: \_\_\_\_\_.

**3 Greetings at different times of the day**

In the morning, people say: — *Good morning.*

— *Good morning.*

In the afternoon, people say: — *Good afternoon.*

— *Good afternoon.*

In the evening, people say: — *Good evening.*

— *Good evening.*

But when you want to leave somebody in the evening, you say: — *Good night.*

1) Jenny sees her neighbour Mrs. White in the morning in the street.

Jenny: \_\_\_\_\_.

Mrs. White: \_\_\_\_\_.

2) Doctor Johnson's lecture is at 7pm. He now begins to speak.

Dr. Johnson: "Good \_\_\_\_\_, ladies and gentlemen ... ."

3) It's now 11 p.m. Mary wants to go to her bedroom.

She says to her mother: " Good \_\_\_\_\_, mum."

4) In the evening, Nancy meets John Kennedy, chairman of the city club.

Nancy: Good \_\_\_\_\_. Mr. Kennedy. How \_\_\_\_\_?

John Kennedy: \_\_\_\_\_, thank you. \_\_\_\_\_?

Nancy: Just fine, thanks.

**4 When meeting someone for the first time, or on a formal occasion, people say:**

— *How do you do?*

— *How do you do?*