



教育部职业教育与成人教育司推荐教材  
高等职业教育英语教学用书(五年制适用)

# 畅通英语

Upper-Intermediate 高级教程教师参考书

Teacher's book

# Channel

your English

H.Q.Mitchell-J.Scott  
《畅通英语》改编组



高等教育出版社  
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## 内容提要

《畅通英语》是教育部规划并推荐的五年制高职高专英语教材。本套教材是在英国 MM 出版公司 2003 年出版的 *Channel your English* 的基础上, 由国内英语教学专家和教师改编而成。本套教材也可供三年制高职高专院校选用。

本书为《高级教程教师参考书》。本书针对主教材每单元给出练习目的、操作步骤、语言点注释、听力文字材料、练习答案等。同时, 本书还增编了“文化背景知识介绍”、“语言点注释”和“课文参考译文”等。

本书还包括《高级教程学生练习册》的所有练习的答案及补充练习的答案。

## 前言

为了深入贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》，进一步落实教育部等7部门《关于进一步加强职业教育工作的若干意见》，全面实施《2003—2007年教育振兴行动计划》，推动职教教材多样化发展，教育部制定了《2004—2007年职业教育教材开发编写计划》。计划内的教材出版后将向全国职业学校推荐选用。

《畅通英语》系列教材是上述教材开发编写计划中的一种，是在英国MM出版公司2003年出版的*Channel your English*的基础上改编而成的。本套教材既保留了原版教材新颖的教学设计模式和先进的教学理念，又结合国内高职高专英语教学的实际，增编了适量的辅教辅学内容和练习。本套教材可供五年制和三年制高职高专学生使用。

《畅通英语》以真实的交际型语言活动为基础，按照语言表达的难易程度分级编写，注重语言应用能力培养。从初级到中高级的英语学习全过程都有效地整合了听、说、读、写、译5种语言技能训练。该书布局系统全面、科学合理，将功能、语法、词汇、语音和跨文化交际技能尽收其中，利于教师按照语言学习和应用的规律有效地安排教学内容与进度，既提高学习者兴趣，又锻炼学习者能力，使所学内容与涉外交流、人际交往的真实话题和场景紧密结合，反复强化，达到学、练、用合一的理想效果。

本套教材的特点主要体现在如下几个方面：

教材内容贴近日常生活，真实生动，丰富有趣。学习者在生动的多元文化环境中学习语言，掌握技能。教材中阅读文章题材广泛，如不同国家的节日介绍、中国属相介绍、心理测试、神秘的UFO等；题材大多是学习者感兴趣的话题，如学习工作、休闲娱乐、求职指导、服饰打扮、饮食喜好、旅游探险、真诚友谊等。教材话题内容全面，覆盖诸多领域，如科技、网络、文化、社会、人物、经济、文摘、广告、说明等，使学习者在不同场合能够充分感知语言环境，掌握语言技能，加以强化操练，便可表达自如。

体现语言的人际、意念、语篇三大功能，实用性强。各单元的对话体现了许多常用的人际交往表达和意念功能，如介绍与陈述、赞同与反对、问题与解决方案、给予与获取、需求与允诺、推理与预测等。阅读与写作文体多样实用，主要介绍应用文体，如广告、人物、景点、论文、信件等。另外，以话题为中心归纳、学习、使用和积累词汇，也是本书的一大特色。

注重综合能力的培养。教材采用基于话题任务的交际教学法，突出强调涉外交流活动中必需的英语交际会话能力培养。使学生能以话题和情景为基础，灵活运用英语完成交际任务；强调学以致用，真正将语言学习与使用结合起来，能听会说，读写并重，达到“学好，用好，自然会考好”的目的。

教学体系完备，教学资源十分丰富。本套教材由学生用书、教师用书、学生练习册、录音带、多媒体光盘等组成，形成完备、集成、个性化、立体化的英语教学资源体系。

图文并茂，新颖实用。教材配有大量与各种功能相关的富于启发性的图片，为语言学习者提供了形象的训练情景，有效地培养学习者对语言的领悟能力。

本套教材结构科学合理，布局系统全面。主要包括以下内容：

《畅通英语》学生用书共5册，含《基础教程》2册、《中级教程》2册和《高级教程》1册。《基础教程1》适合于初学者水平，《基础教程2》适合于初中水平，《中级教程1》适合于高中水平，《中级教程2》和《高级教程》适合于高中以上水平。学习者可以根据自己的实际水平，从不同的分册开始学习。每册包括15~16个单元，每单元包括3课内容：第1课以会话引入为主，包括情景对话、词语表达、语法结构和口语实践，并结合语音语调训练；第2课重在以听读为主的接受型技能训练，包括阅读、词语表达、语法、听力和口语实践等部分；第3课重在以说写为主的产出型技能训练，包括听、说、读、写4种技能综合训练。学生用书每3~4个单元之后，还编有阶段复习题，供复习巩固所学语法结构和词语表达使用。学生用书后还附有交际活动卡片、词汇表和词组表等，供学生查阅参考。

该书各级均配有学生练习册,内含学生用书中各单元主题扩展阅读短文、各课的配套同步练习及课内外各种活动设计安排,供师生结合实际教学情况选用操练。《中级教程2》和《高级教程》的学生练习册中各单元还配有反映《高等学校英语应用能力考试大纲和样题》中所规定的项目和要求的模拟试题。学完本套教材的前4册可以参加“高等学校英语应用能力考试”的B级考试,学完全套教材可参加A级考试。

全套教材的对话、陈述、课文都配有录音带,并配有对话部分的多媒体光盘。

《畅通英语》的教师参考书提供了详细的“教法和教材说明”,还增编了“文化背景知识介绍”、“课文语言点注释”、“课文参考译文”、“听力文字材料”和“补充练习答案”等。

《畅通英语》是一套集中外英语教育工作者长期教学研究最新成果的引进改编系列教材,其新颖的教学理念、实用的教学模式和贯穿始终的培养学生语言应用能力的教学活动定会在中国英语学习者、教育者新的启迪与裨益。

本套教材由北京联合大学杨亚军教授和电子科技大学冯斗教授担任总主编。《畅通英语高级教程教师参考书》主编为湖南邵阳学院曾建湘,副主编为刘文红、刘涛、刘让强和马若飞,编者为谢王艳、李伟舵、彭俊广、肖红梅、袁红平和陈晚姑。

编者

2005年6月

# Introduction

## Outline of the course

*Channel your English Upper-Intermediate* is an innovative course, which smoothly takes teenage learners of English from intermediate to a higher level of fluency. It has been meticulously designed to boost students' existing knowledge and build their ability to communicate their ideas accurately and confidently. The main concern of the writers of this book has been to explicitly demonstrate how English is used in real-life situations, thus enabling students to use it in meaningful contexts, as well as to prepare students wishing to sit the official First Certificate in English examination. Other important factors such as the learners' age and interests have been taken into consideration in the planning and design of this book. The topics have been carefully selected to attract students' interest and motivate learning.

*Channel your English Upper-Intermediate* uses an integrated approach to all four language skills (reading, listening, speaking, writing) in a well-organised, user-friendly syllabus combining functions, structures, vocabulary and communication skills. The book is divided into 15 well-developed and carefully structured units, each of which is based on a general topic and divided into three lessons. Vocabulary and grammar are systematically categorised and presented in each lesson helping teachers to manage and organise their time efficiently. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

*Channel your English Upper-Intermediate* is suitable for upper-intermediate level students. By the end of the book, students will have mastered the functions and structures out-

lined in the contents. Additionally, they will have developed all four skills, having been given adequate practice throughout the book. The material included can be covered in approximately eighty hours. The precise time needed will vary according to factors such as school organisation, class size, learner ability and motivation.

There are certain key features in the book that add to the challenging and motivating material of the course, such as the authentic reading material and the special emphasis given to vocabulary building, including phrasal verbs, collocations, lexical sets, idioms, words easily confused and derivatives.

## Course components

### •Student's Book

The Student's Book contains:

- Table of contents presenting the topics as well as vocabulary, structures and functions presented and practised in each unit.
- Fifteen eight-page units, each divided into three lessons, arranged in five modules.
- Five four-page revision units appearing at the end of each module.
- A Grammar reference section with useful tables, examples and explanations of the grammatical structures dealt with in each unit.
- Tips for all language skills and task types.
- Glossary
- Useful expression

### •Workbook and Student's CD-ROM

The Workbook is divided into units and les-



sons in accordance with the Student's Book and contains exercises for further practice of the items dealt with in the Student's Book. The exercises may be done in class or assigned for homework. The reading texts appearing in each unit are thematically linked to the topic of each unit and offer further reading comprehension practice. There are exam-oriented tasks to give students further practice and consolidation of the structures and vocabulary practised in every unit. Each unit is rounded up with a writing section consisting of a model writing for students to elaborate on followed by a writing task.


The Student's CD-ROM includes all the dialogues in the presentations, together with the corresponding pictures from the Student's Book.


## •Teacher's Book

The Teacher's Book contains:

- An introduction.
- Teacher's Reference includes: tables with the functions, structures and active vocabulary introduced in each lesson, useful tips and notes for lesson planning, answers to all exercises and ideas for optional activities.
- The transcripts for the listening exercises.
- Additional reference consists of 3 components: culture notes, language points and translation of texts in each unit.
- Workbook (Teacher's Edition) mainly provides teachers with keys to exercises included in the workbook.
- The last part of teacher's book is Key to supplementary exercises, which gives appropriate explanation to supplementary exercises in the workbook.

## •Student's Audio Cassettes

The Cassettes include all the recorded material from the sections in the Student's Book where the symbol  appears.

 :Transcripts for the listening sections.

## The structure of the units (units 1-15)

Each of the fifteen units is divided into three lessons, which are discussed in detail below.

### •Lesson One

Lesson One is divided into three basic sections: presentation, words and phrases and grammar.

#### Presentation

The aims of this section are to present vocabulary, structures and functions in the context of a reading or listening text and to familiarise students with the topic of the unit.

The presentation can be either a reading or a listening text. It is accompanied by a variety of tasks. Initially, students have to answer questions of personal response. Thus a short discussion is generated through visual and verbal information with the aim of introducing the topic of the unit as well as that of the short text they will hear or read. Students are encouraged to get involved personally in an activity that creates expectations and motivates them to move on to the next stage. As this is usually a warm-up activity, it is advisable that students should not spend more than a few minutes doing it. Once this stage is

complete, students are asked to read or listen to a text in order to carry out a variety of task types. These cover ordering or spotting the mistakes on pictures, T/F sentences, open ended questions, matching paragraphs with pictures or headings with paragraphs, etc. Finally, students are asked questions in order to expand on the topic of the reading or listening text. These questions might appear either in the Student's or the Teacher's Book.

### **Words and phrases**

Elaborating on the presentation stage, the purpose of these activities is to familiarise Ss with a variety of lexical items (i.e. phrasal verbs, colloquial expressions, derivatives, idioms, collocations, words easily confused, prepositional phrases) introduced in the text.

### **Grammar**

The grammar section in this lesson deals with grammatical structures appearing in the presentation stage and are clearly presented, while usage is illustrated through notes and/or examples. However, Students are always actively involved in the understanding of grammar through various language awareness activities. Students are asked to refer to the text of the presentation stage in order to make inferences about the functions and usage of grammatical structures. The accompanying tasks vary, and require students to complete tables or match structures with functions or rules. The grammar section always ends with a short exercise giving students the opportunity to practise the grammatical structures in context. If time is scarce, we suggest that it be assigned for homework. In some units, there is a separate section entitled *English in Use*, which gives students further practice in structural accuracy through an

open cloze or multiple choice cloze activity. Students should rely on previous knowledge as well.

## **•Lesson Two**

Lesson Two focuses on receptive skills (reading and listening) and deals with the target language (grammar and lexis) appearing in the reading text. Lesson Two is divided into four sections: reading, vocabulary, grammar and listening.

### **Reading**

In this section, students are exposed to a wide variety of reading material, such as magazine and newspaper articles, literary texts and encyclopaedic extracts. The texts are authentic, specially adapted to suit teenage and young adult learners' needs and interests. They cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural information about the real world. The main aim is to provide intensive reading practice although they also lend themselves to presenting target vocabulary and grammar in context. Each module focuses on specific micro skills. The tasks simulate exam-type tasks (such as FCE) and are graded in terms of difficulty reaching the FCE level.

To begin with, students are asked to carry out a pre-reading task which smoothly introduces them to the topic of the reading text by relating it to their personal experience and/or preferences. This task appears in the Teacher's Book in the form of questions that generate a short discussion or visual/verbal stimuli for students to predict the content of the reading text. Following this initial stage, students skim

read the text for the first time in order to understand the gist and/or check their predictions at the same time. It is advisable that students be given sufficient time to carry out the task and that teachers point out to them that unknown words should not worry them at this stage.

Students then read the text again with a view to developing certain reading micro skills, such as skimming for the main ideas, scanning for specific information and understanding text organisation. The task types vary and include matching headings/summary sentences with paragraphs, gapped texts with missing sentences/paragraphs and multiple choice questions. These tasks also aim at familiarising students with FCE-type tasks. When classroom time is scarce, they can be assigned for homework.

A post-reading stage mainly appears in the Teacher's Book as an optional activity but it is recommended that it be done systematically to round up the reading section. Its aim is to help students expand on the topic of the reading text relating it to their personal preferences and experience. Students should be encouraged to use as much of the topic-related vocabulary in the text as possible.

### **Words and phrases**

As with the activity under the same heading in Lesson One, this activity gives students further practice with various lexical items, such as phrasal verbs, expressions, collocations and derivatives appearing in the reading text. The tasks vary and expand on the vocabulary introduced in the text.

### **Grammar**

In this section, the grammatical items introduced in the reading text are dealt with, similarly to what has been described in the corresponding section in Lesson One.

### **Listening**

The process of listening is very similar to that of reading. There is always a direct or indirect thematic link between the listening and the reading text. A variety of spoken text types and task formats have been employed, through which important listening micro skills are developed.

To start with, a pre-listening activity appearing in the Teacher's Book smoothly introduces the topic of the listening activity, activating Ss' background knowledge and preparing them for the task at hand. Then, students listen once to understand the gist. The next stage is listening for detail or specific information. Students listen to the text again and carry out the task. Task types vary and include T/F exercises, multiple choice, multiple matching, note taking, and matching speakers to what they said. All activities in this stage also familiarise Ss with exam-type tasks such as those of the FCE examination.

It is advisable that the teacher ask students to read the instructions carefully before they do each activity, making sure they fully understand what they are expected to do. After making sure that students have understood the instructions and the language included in the tasks, the teacher can play the tape. When answers are elicited from students, we suggest that students should be asked to justify their answers. Then, if necessary, the tape may be played again and any points that have not been understood can be clarified.

## •Lesson Three

Lesson Three focuses on the productive skills (speaking and writing).

### Speaking

The aim of the speaking section in Lesson Three is to enable students to use some of the vocabulary, grammar and functions introduced in the unit in a meaningful context. The activities are interesting, they closely approximate real-life tasks and there is always a goal to be achieved through the activity. Students always work in pairs and perform a variety of tasks. They discuss or exchange information, make suggestions, make decisions or express personal opinion in order to achieve their goal. Other tasks include speculating, prioritising, comparing and contrasting pictures. The speaking tasks are based on visual and/or verbal stimuli. For most speaking activities, support is provided through tables including vocabulary and/or expressions related to the topic of the speaking in order to facilitate students so as to carry out the task successfully.

To achieve optimum results, it is advisable to set a time limit for the activity. During the activity, the teacher should go round the classroom and listen to the discussions taking place and make sure that students speak only in English. Whenever necessary, help and support should be provided. As the aim of the activity is to enhance students' fluency, it is not recommended to interrupt them in order to correct their errors. It is preferable that the teacher keep a record of common or basic mistakes and comment on them at the end of the activity. There is ample opportunity to focus on accuracy and correct errors while doing other types of exercises.

### Writing

Like speaking, writing is a productive skill and one that students often have difficulty with. Students are introduced to different exam-type writing tasks: story writing, informal letters, formal letters, articles, reports and discursive compositions. This section is also divided into stages. There are two or three pre-writing stages depending on the unit. In the first pre-writing stage, students are asked questions related to the topic of the writing task. In the second stage, students are introduced to a model text and elaborate on it in a variety of ways. The tasks at this stage focus on understanding gist and identifying style, register, purpose and target reader as well as elaborating on format/layout. In the next stages, labelled either *Plan* or *Improve your style*, various activities focusing on a number of sub-skills (planning and organising ideas, editing to improve writing style, etc.) prepare students for the actual *Writing task*, the final stage, which should be assigned for homework. It is very important to make sure that students have fully understood what they are expected to do. Moreover, they should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW: wrong word
S: spelling
P: punctuation
T: tense
A: article
WO: word order
^ : something missing

## Revision Units

The five Revision Units with exam-type tasks could be done either at home or in class, depending on the time available. The exercises thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding units. Since the Revision Units are not tests, we suggest that you allow Ss to refer to the relevant units when doing the exercises if they need to.

Each revision unit consists of reading comprehension texts, also deriving from authentic sources. The aim is to consolidate the sub-

skills already practised in the module. There is also a *Use of English* section, which familiarises Ss with FCE-type tasks. Finally, there is a listening task, which helps Ss further practise their listening skills and consolidate the sub-skills already practised in the module.

## Optional activities

In the Teacher's Book there are various optional activities which help Ss get a better understanding of the presentation texts and the reading or listening texts and give them further practice with various grammatical structures or forms.

### Abbreviations used in Teacher's Book

adj → adjective  
adv → adverb  
e.g. → for example  
etc → et cetera  
n → noun  
p. → page  
pp. → pages  
prep → preposition  
sb → somebody  
sth → something  
Ss → students  
v → verb  
TB → Teacher's Book



# Contents

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## Lesson One

## Functions

Talking about lifestyles and habits  
Expressing habits in the present

## Structures

Present Simple  
Present Progressive

## Vocabulary

## Words

anniversary	gathering (n)	notice (v)
approve (of)	guarantee (n)	overturned
chat (v)	habit	pile
compliment (n)	handshake (n)	punctual
custom	helping	disrespectful
elsewhere	host (n)	volume

## Phrasal verbs

look down on	pull up	take off	throw in
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## Expressions

at the stroke of midnight	have a go
bear in mind	it's the effort that counts
be in for	it's worth a try
do the trick	Off we go ...
have a ball	

## Conversational English

Got to go.	I suppose so.
------------	---------------

- 1 Aims:**
- to interpret the title of the article in order to predict its content
  - to relate the topic of the article to Ss' personal experiences

- Ask Ss to look at the title of the article and discuss the questions.

## optional

You may also ask Ss a few more questions:

e.g. *Have you heard of any customs and habits in other countries that are different from those in your country?*

*Have you ever visited a foreign country and thought that some of the local habits and customs were strange or unusual?*

- 2 Aim:** to give Ss practice in reading for specific information

- Have Ss read the first paragraph and ask them question a.
- Elicit and check answers.
- Ask Ss to read the rest of the text paragraph by paragraph without worrying about the unknown words. After each paragraph, ask Ss the corresponding questions. (Questions b and c are about Thailand, question d is about Bolivia, question e is about Zambia.)
- Elicit and check answers.

## Key

- Spaniards eat twelve grapes at the stroke of midnight because they hope that it will bring them good luck in the coming year.
  - Thais consider it rude when a visitor doesn't take off his/her shoes before entering the house. They also consider it rude if someone touches them on the head.
  - Young people in Thailand try to keep their heads lower than those of older people at social gatherings because they don't want to give them the impression that they are looking down on them.
  - Guests at dinner parties in Bolivia should finish everything on their plates and throw in a compliment about the food during dinner.
  - No, they aren't. It is not always certain whether they will keep the appointment they have made or not.
- When this activity is over, ask Ss some more questions.  
e.g. *If you wanted to shake hands with a Bolivian whose hand is dirty, what would he most probably do?*  
*What do Zambians consider rude at dinner parties?*
  - Encourage Ss to guess the meaning of new vocabulary such as *huge*, *disrespectful* and *helping*. Provide explanations through definitions or example sentences.

## presentation

**Aim:** to present vocabulary and structures in the context of an article about different habits and customs around the world

## Background Notes:

- Spain is a country in southwestern Europe, Thailand is in southeast Asia, Bolivia is in South America and Zambia in south-central Africa.
- '*Auld Lang Syne*', meaning 'Old Long Ago', is the title of a popular song traditionally sung at midnight on New Year's Eve. It was written by the Scottish poet Robert Burns (1759-1796) and is about friendship and times gone by.

## words and phrases

### 1 Phrasal verbs and expressions

**Aim:** to give Ss practice in inferring the meaning of the phrasal verbs and expressions in the article through a matching activity

- Refer Ss to the article.
- Ask Ss to do the activity.
- Check answers.

#### Key

- |      |      |
|------|------|
| 1. h | 6. a |
| 2. e | 7. b |
| 3. g | 8. d |
| 4. i | 9. f |
| 5. c |      |

#### optional

If there is time, ask Ss to make their own sentences using the phrasal verbs and expressions and check them.

### 2 Words easily confused

**Aim:** to give Ss practice in distinguishing between words that can easily be confused

- Refer Ss to the verbs **watch** and **notice** in the article. (*If you **watch** Thais at social gatherings, you will **notice** that young people try ...*).
- Encourage Ss to work out the difference in meaning.

*watch* = look at sb/sth for a long time, paying attention to what is happening

*notice* = become aware of sb/sth

*look* = turn your eyes in a particular direction

- Ask Ss to do the rest of the exercise, one set at a time. For each set, explain the difference through definitions and/or examples. You can also refer Ss to the article whenever necessary.

*consider* = think of sb/sth in a particular way (*They **consider** it extremely rude.*)

*judge* = form an opinion about sb/sth, based on certain information or evidence

*think (about sth)* = examine carefully all the possibilities before making a decision

*allow* + full infinitive/*let* + base form = give permission to sb to do sth

*approve (of)* = think that sb/sth is good  
(... *Zambians don't **approve** of that, either!*)

*escape from sth* = get away from an unpleasant or dangerous situation

*prevent (sb from doing sth)* = stop sb from doing sth

*avoid* + -ing form = not let sth unpleasant or embarrassing happen (... *to **avoid** giving an impression of looking down on them.*)

- Check answers.

#### Key

- |            |                    |              |
|------------|--------------------|--------------|
| a. noticed | b. watched         | c. looked    |
| a. judge   | b. is/was thinking | c. considers |
| a. let     | b. allow           | c. approve   |
| a. escape  | b. prevent         | c. avoid     |

#### optional

If there is time, ask Ss to make their own sentences using the words presented above and check them.

## Teacher's Notes

## grammar

### 1 Aim: to revise some uses of the Present Simple and present some new ones through a matching activity

- Ask Ss to read through the rules. Ensure that Ss understand the terms used. If necessary, provide explanations.
- Ask Ss to read through the examples.
- Have Ss do the activity.
- Elicit and check answers.

#### Key

a. 4      b. 5      c. 3      d. 2      e. 1

### 2 Aim: to revise some uses of the Present Progressive and present some new ones through a matching activity

- Ask Ss to read through the rules. Ensure that Ss understand the terms used. If necessary, provide explanations.
- Ask Ss to read through the examples.
- Have Ss do the activity.
- Elicit and check answers.

#### Key

a. 3      b. 4      c. 2      d. 1

### 3 Aim: to give Ss practice in using the Present Simple and the Present Progressive in context

- Ask Ss to read through the conversation taking place in an *Internet chat room* (= an area on the Internet where people from all over the world can communicate with each other) and complete the blanks.
- Check answers and ask Ss to provide justification.
- If time is scarce, assign the exercise for homework.

#### Key

- (1) have
- (2) 's/is
- (3) 'm turning/am turning
- (4) 's/is
- (5) listen
- (6) 're organising/are organising
- (7) 'm going/am going
- (8) 'm taking/am taking
- (9) needs

## Teacher's Notes