



普通高等教育“十一五”国家级规划教材

畅通英语

2

Intermediate

中级教程 (第二版)

Student's book (2nd Edition)

Channel

your English

H.Q.Mitchell-J.Scott

《畅通英语》改编组



高等教育出版社
HIGHER EDUCATION PRESS



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Changtong Yingyu Zhongji Jiaocheng

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H.Q.Mitchell-J. Scott
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第二版前言

《畅通英语》(第二版)系列教材是普通高等教育“十一五”国家级规划教材开发编写计划中的一种,是在引进改编英国MM出版公司2003年出版的*Channel your English*形成的第一版的基础上进一步修编而成的。本系列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和助考的内容和练习。本系列教材可供五年制和三年制高职高专学生使用。

《畅通英语》(第二版)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。

本系列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、世界体坛名人和户外极限运动介绍、性格测试、不同国家书信日期写法介绍等;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、经济等,使学习者在不同场合能够充分感知语言环境,通过语言操练掌握语言技能。

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。阅读与写作用文体多样实用,主要介绍应用文体,如广告、个人简历、景点介绍、论文、信件等。另外,以话题情景为中心归纳、联想、即学即用的词汇积累建档法,也十分有效,很值得推荐。

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,考好”的目的。

图文并茂,新颖活泼。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。

教学体系完备,教学资源丰富。本系列教材由学生用书、教师参考书、学生拓展练习册、MP3听力光盘、DVD视频光盘和电子教案等组成,形成完备、集成、立体化的英语教学资源体系。

本系列教材包括初、中、高各级的学生用书、学生拓展练习册和教师参考书各5册,含《基础教程》1、2册,《中级教程》1、2册和《高级教程》1册。《基础教程1》适合初学者水平,《基础教程2》适合初中起点水平,《中级教程1》适合高中水平,《中级教程2》和《高级教程》适合高中以上水平。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12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,并配有语音语调训练;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个单元之后,还编有阶段复习测试题,配有单元主题扩展阅读短文及同步练习,供复习巩固所学语法结构、词语表达及阅读技能之用。学生用书后还附有英文歌曲、词汇表和词组表等,供学生查阅参考。

本系列教程各级均配有学生拓展练习册,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和针对“高等学校英语应用能力考试”大纲中所规定的项目和要求设计的模拟试题,供师生结合实际教学情况选用操练。学完本系列教材的前4册可以参加“高等学校英语应用能力考试”的B级考试,学完全系列教材可参加“高等学校英语应用能力考试”A级考试和大学英语四级考试。

本系列教材的对话、陈述、课文都配有MP3光盘,并配有电子教案。《畅通英语》(第二版)的教师参考书提供了详细的“教法和教材说明”,还增编了各单元的“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”。

《畅通英语》（第二版）是一套汇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给中国英语学习者、教育者新的启迪。

《畅通英语》（第二版）系列教材由四川大学石坚教授和电子科技大学冯斗教授担任总主编。《畅通英语中级教程2》主编为涂开益教授（西南财经大学），副主编为周军教授（四川大学）、乔影副教授（集宁师范高等专科学校）和任雪花讲师（电子科技大学成都学院），编者为李丹讲师（四川师范大学文理学院）、李苟讲师（四川师范大学文理学院）、王卫红讲师（四川师范大学文理学院）、李颖讲师（四川师范大学文理学院）、刘慧玲讲师（四川师范大学文理学院）和段炜讲师（太原科技大学化学与生物工程学院）。

编 者

2011年2月

第一版前言

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，又结合中国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；其次，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、经济等，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。

图文并茂，新颖实用，词汇学习尤有特色。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。以话题为中心归纳、学习、使用和积累词汇，有趣而实用。

体现语言的人际、意念、语篇三大功能，实用性强。各单元的对话包罗许多常用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。阅读与写作主要介绍应用文体，如广告、论文和信件等。

注重综合能力培养。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。使学生能通过话题、情景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，考好的目的。

教学体系完备，教学参考资料十分丰富。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、立体化的英语教学体系。

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，分为《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。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6个部分；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。在学生用书中每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。学生用书之后还分别附有全书词表，中学英语基础词表及中文释义，供学生使用此书时查阅参考。

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和各课的配套同步练习及课内外各种活动设计安排，供师生结合各自的教学情况选用操练。《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》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》提供了详细的英文原版“教材和教法说明”，还增编了“文化背景知识介绍”、“课文语言点注释”和“课文参考译文”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给中国英语学习者、教育者新的启迪与裨益。

本套教材由电子科技大学冯斗教授和北京联合大学杨亚军教授担任总主编。《畅通英语中级教程2》主编为张东昌（北京联合大学师范学院），编者为汤华明（北京联合大学师范学院）、赵雪（北京联合大学师范学院）、李娜（北京联合大学师范学院）、陈建华（北京联合大学文理学院）和封婧超（北京联合大学文理学院）。

编 者
2005年5月

Channel your English (2nd Edition)

Intermediate

Student's Book

Contents

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Contents

MODULE 3

UNITS	TOPIC	VOCABULARY	STRUCTURES	FUNCTIONS
07 PAGE 49 That's spooky!	Mystery	<ul style="list-style-type: none"> Phrasal verbs Prepositional phrases including the word <i>time</i> Collocations with <i>make</i> Idioms 	<ul style="list-style-type: none"> Past Perfect Simple Past Perfect Progressive Time linkers 	<ul style="list-style-type: none"> Sequencing past actions and events Reacting positively or negatively to what is being said
08 PAGE 55 Teen age	Teenagers	<ul style="list-style-type: none"> Expressions with <i>go</i> Verbs + prepositions 	<ul style="list-style-type: none"> Had better Would rather Should + present and perfect infinitive 	<ul style="list-style-type: none"> Expressing preferences Expressing opinions Making suggestions Asking for and giving advice
09 PAGE 61 What a laugh!	Humour	<ul style="list-style-type: none"> Collocations with <i>do</i> Word building Similes with <i>as... as...</i> 	<ul style="list-style-type: none"> May, might, could, must, can't, couldn't + present and perfect infinitive Clauses of concession 	<ul style="list-style-type: none"> Expressing possibility Making deductions about present and past Expressing contrast

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MODULE 4

10 PAGE 73 That's life!	Culture and lifestyles	<ul style="list-style-type: none"> British and American English Compound nouns 	<ul style="list-style-type: none"> Passive Voice I Present Participle Participle clauses 	<ul style="list-style-type: none"> Making and accepting apologies
11 PAGE 79 Job-hunting	Employment	<ul style="list-style-type: none"> Collocations with <i>get</i> Words easily confused Word building (noun suffixes referring to people) 	<ul style="list-style-type: none"> Infinitives and -ing forms Passive Voice II 	<ul style="list-style-type: none"> Asking for clarification and clarifying
12 PAGE 85 Hi-tech	Technology	<ul style="list-style-type: none"> Phrasal verbs Idioms Collocations (adjective + noun) 	<ul style="list-style-type: none"> Causative Infinitive of purpose, for + -ing form 	<ul style="list-style-type: none"> Expressing and accepting thanks Expressing purpose

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presentation

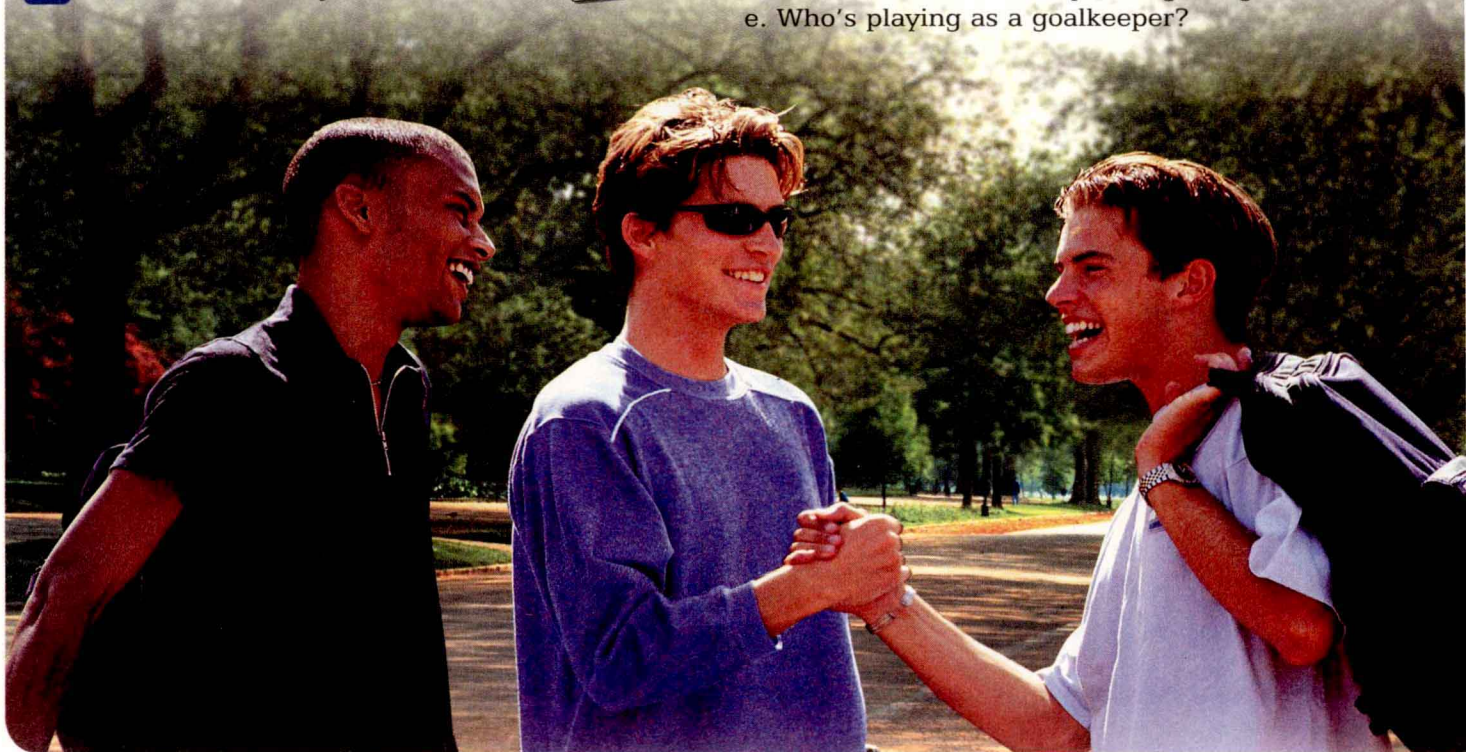
1 Before you read the dialogue, look at the picture and discuss the following:

- What do you think the boys are talking about?
- Why are they happy?

2 Listen and check your answers in 1. 

3 Read the dialogue and answer the following questions.

- What does Paul want to do?
- What day is it?
- Who can't play football tonight? Why?
- What are the three boys doing tonight?
- Who's playing as a goalkeeper?



Paul Hey guys! What are you up to?
Stuart Not much. We're talking about what to do tonight.
Paul Listen, I'm glad I ran into you two. I'm thinking about joining the football team. How can I find out more about it?
Stuart Ask Steve. He's the captain.
Paul Really?
Steve Just turn up at training with your boots, Paul.
Paul OK, when's training?
Steve On Mondays, and we play matches on Wednesdays.
Paul Are you playing tonight then?
Stuart No, the match has been called off because one of the players is... Hang on a minute! What position do you play?

Paul I'm a goalkeeper.
Stuart Are you?
Steve You're kidding! We need a goalkeeper. Can you play for us tonight?
Paul Tonight! Why? What's up with your goalkeeper?
Stuart He's ill. I think he's got the flu or something.
Steve He's a load of rubbish, anyway. He always drops the ball.
Stuart That's true. The only thing he can catch is a cold!
Steve So Paul, what do you think?
Paul Ha-ha. What time's kick-off?
Stuart Nice one!

4 Discuss the following:

- How popular is football in your country?
- Do you like it? Why/Why not?

intonation 

The expressions below show interest or surprise. Listen and repeat them.

Really?	Are you serious?	You're kidding!
Are you?	Do you?	How interesting!

words and phrases

1 Phrasal verbs

A phrasal verb consists of a verb (e.g. give, make) and an adverb (e.g. forward, back) and / or a preposition (e.g. for, to). The meaning of the phrasal verb is different from the meaning of the verb it includes.

Find five phrasal verbs in the dialogue and match them with the meanings given.

- a. meet by chance _____
- b. learn _____
- c. appear _____
- d. cancel _____
- e. wait _____

2 Conversational English

Look at the examples of conversational English from the dialogue and match them with the meanings on the right.

- | | |
|---------------------|------------------------|
| Nice one! | What's wrong with... ? |
| What are you up to? | very bad |
| You're kidding! | Great! |
| a load of rubbish | What are you doing? |
| What's up with...? | Are you serious? |

grammar

PRESENT SIMPLE – PRESENT PROGRESSIVE

1 Look at the dialogue and answer the following questions.

- What are Stuart and Steve doing at the moment? Which tense is used? Why?
- When do they play matches? Which tense is used? Why?
- When is Paul playing his first game with the new team? Which tense is used? Why?
- When do Stuart and Steve need a goalkeeper? Which tense is used? Why?

2 Read about the uses of the Present Simple and the Present Progressive and think of one more example of each use.

The Present Simple is used for:

- permanent situations
e.g. *Stuart and Steve live in the same town.*
- routines / habitual actions
e.g. *They usually play matches on Wednesdays.*
- general truths
e.g. *People play football all over the world.*

The Present Progressive is used for:

- actions happening now
e.g. *Stuart, Paul and Steve are talking about the game.*
- temporary situations
e.g. *They're playing for the same team this season.*
- future arrangements
e.g. *Paul is playing with the team tonight.*

3 Read the note below and find two examples of stative verbs in the dialogue.

stative verbs

The following verbs are not normally used in progressive tenses:

- see, hear, smell, taste, notice, seem, look (= seem)
- like, dislike, love, hate, want, need, prefer, mind
- believe, think (= believe), know, understand, remember, forget, hope, mean, imagine
- be, have (= possess), belong, cost

4 Read the e-mail Stuart has sent to the team's goalkeeper. Complete the blanks with the Present Simple or the Present Progressive of the verbs in brackets.



Page 1 of 1

From: Stuart2222@yahoo.co.uk
Sent: Wednesday, 2 May
To: Davidslkg@yahoo.co.uk

Hi David,
I'm really sorry to hear that you caught the flu.
I (1) _____ (understand) how you feel.
Guess what! (2) _____ (you know) Paul
Watson who (3) _____ (live) next door to
Steve? He (4) _____
(play) in goal as well and he (5) _____
(play) with us in tonight's game. At the moment he's
with Steve and they (6) _____
(train) for the match. I (7) _____
(hope) that you (8) _____ (not mind), and
that you'll be better soon.
See you around,
Stuart

Lesson Two

reading

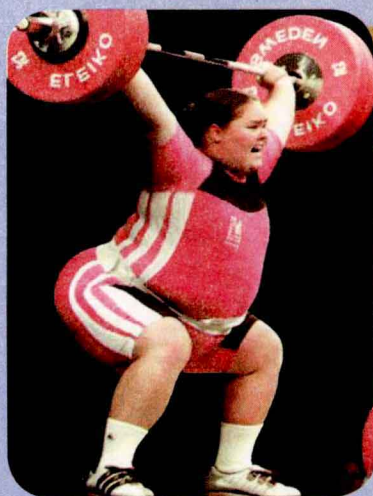
1 Before you read the text answer these questions.

- Do you know of any teenage sports champions?
- What sports do they do/ play and what awards have they won?
- What sort of person do you think you need to be to become a champion?

2 Read the text quickly and decide which of the two headings *a* or *b* is more suitable for each of the paragraphs 1–5.

- | | |
|------------------------------|----------------------------|
| 1 a. An unhappy girl | b. Heavier but stronger |
| 2 a. Great achievements | b. Just another teenager |
| 3 a. Training and relaxation | b. A talented artist |
| 4 a. Dieting habits | b. Family support |
| 5 a. Rich and famous | b. Appearances don't count |

tip Read the text quickly. You don't need to understand every detail, just the main point of each paragraph. Find the key words/phrases in each paragraph and choose the heading which includes words similar in meaning or refer to the same topic.



When Cheryl Haworth was younger, everybody used to tease her for being chubby! Well, she's found a way to make the whole world look beyond her size...

Worth her Weight in GOLD!

1 When Cheryl was at primary school, nobody ever called her by her real name. There was always someone making fun of her size. But one day, when she was eleven, as she was building a tree house in her garden, she realised she had more physical power than all the boys. She could lift heavy logs and do things that other kids couldn't. So, she decided to go to the gym and try weightlifting.

2 Cheryl was really good at weightlifting, so her coach encouraged her to take part in competitions. She soon became a weightlifting phenomenon. She holds every American record in her class and she also won a bronze medal at the 2000 Olympic

Games, when she was only sixteen.

3 Cheryl is not only strong but also very dedicated to her sport. She usually works out for three hours a day including Saturdays. However, this doesn't mean that weightlifting is her only interest. Just like other teenagers Cheryl enjoys spending her free time with friends and her two sisters. They don't always go out, but when they do, they often go to the cinema or a seafood restaurant. Cheryl also likes drawing and painting and she's a very talented artist. Her portraits made in pencil have won prizes in contests.

4 One reason why Cheryl has become the kind of person she is today

is her upbringing. Her mother says: "I never made food an issue when Cheryl was a young girl. She was born to be big. The important thing is that she is self-confident and feels good about herself."

5 Cheryl's fame and international success have made her an idol, especially among oversized teenagers. She says: "Hopefully, I can set an example to other people who feel they are far from normal and encourage them to do things that are challenging. We're not all going to be supermodels. I don't want to look like that. What's important is how you feel and how you act towards others."

3 Read the text again and answer the following questions.

- | | |
|---|---|
| a. How did people behave towards Cheryl when she was younger? | d. How does Cheryl's mother feel about her daughter's size? |
| b. What has she achieved so far? | e. What does Cheryl think is more important than a person's size? |
| c. What does Cheryl do in her free time? | |

words and phrases

Words easily confused

Circle the word that best completes each sentence.

- She has **won** / **beaten** several championships this season.
- Italy **won** / **beat** Germany in the final.
- I don't really **understand** / **realise** this exercise.
- I'm sorry, I didn't **understand** / **realise** you were still here.
- Some people think that weightlifters need to be **big** / **great**, but that's not true.
- Anatoliy Karpov was a **big** / **great** chess player and world champion.
- Our son is **taking part** / **taking place** in a swimming competition.
- Several sporting events **take part** / **take place** in our town every year.

grammar

ADVERBS OF FREQUENCY

1 Complete the chart below with the following words.

occasionally hardly ever never usually always

		often			

2 Read the following extracts from the text.

There was always someone making fun of her size. They don't always go out, but when they do, they often go to the cinema or a seafood restaurant.

What do you notice about the position of the adverbs of frequency in these sentences? Complete the rules.

Adverbs of frequency appear:

- _____ the main verb (e.g. play, go)
- _____ the verb be (e.g. is, are, was)
- _____ the auxiliary/modal verb (e.g. don't, will)

3 Tick the boxes which are true for you. Then, make sentences using the information from the table.

	often	not often	usually	not usually	never
be late for school					
go to the cinema					
tell a lie					
watch football on TV					
argue with my mum					

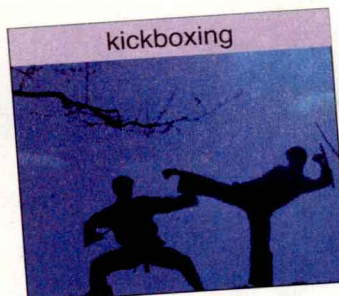
listening

1 Discuss the following:

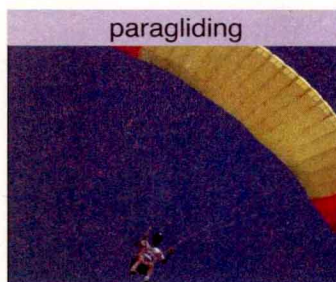
- Can you think of some sports which are generally believed to be more suitable for men than for women?
- Do you agree with this? Why/Why not?

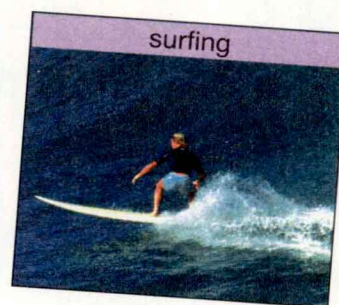
2 You will hear three teenage girls Nicole, Laura and Sarah talking about extreme sports they do. Listen and write the correct name under the pictures. You will not use one of the pictures.

tip While listening to the tape try to understand the main points, not every single word. Listen for key words or phrases which can guide you to the correct answer.









3 Listen again and decide if the sentences a-f are True or False. Write T or F in the boxes.

- Nicole started this sport recently. ☐
- Nicole likes to show the boys that she's as good as they are. ☐
- Laura was a little scared when she had her first lesson. ☐
- Laura is pleased because a lot of people at her age are interested in the sport she does. ☐
- Sarah has taken part in competitions. ☐
- Sarah has hurt herself a few times. ☐

Lesson Three

words and phrases

1 Collocations

A collocation is a combination of two words (e.g. verb + noun, adjective + noun) which are often used together.

Complete the collocations using the verbs in the box. Sometimes more than one verb can be used.

do go join play take part in win

win/play a game _____ skiing _____ windsurfing _____ a championship
 _____ a competition _____ a cup _____ a club _____ a prize
 _____ swimming _____ gymnastics _____ a medal _____ a tournament
 _____ athletics _____ a race _____ jigsaw puzzles _____ for a team

2 Lexical sets

Complete the table below using the appropriate places and equipment from the boxes. You will need to use some of the words more than once.

SPORT	PLACE	EQUIPMENT
football	<i>pitch</i>	<i>ball, boots, shorts, shirt</i>
tennis		
boxing		
water polo		
snowboarding		
basketball		
windsurfing		

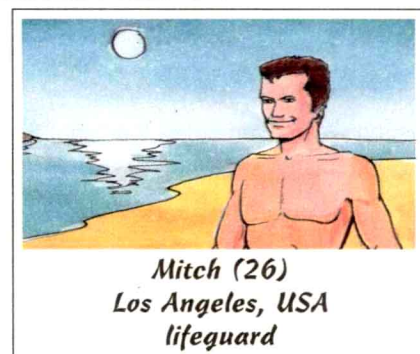
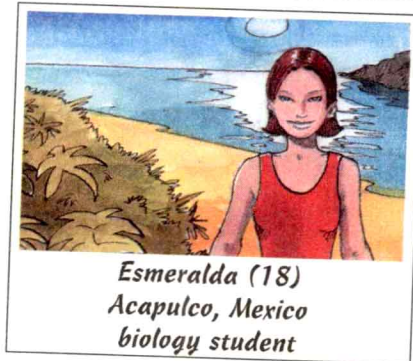
PLACES
 slope
 court
 pitch
 ring
 sea
 pool

EQUIPMENT
 ball boots board gloves
 goggles net racquet
 shirt shorts swimwear
 T-shirt trainers vest

speaking

Work in pairs. The three people in the pictures below want to take up a new sport / hobby. Look at the pictures and the notes and discuss which sports / hobbies would be suitable for each of them and why. Use the ideas and the expressions in the boxes.

tip When you do pairwork, look at your partner, listen carefully, show interest in what he/she is saying, express your opinion and ask him/her questions.



ideas

bird-watching
 jet-skiing
 gardening
 beach volleyball
 basketball climbing
 windsurfing
 skydiving

expressions

The most suitable sport / hobby for... would be..., because... What do you think?
 ... is/lives..., so I think... Do you agree?
 In my opinion,... should take up... I agree, but I also believe...