C

The New CAMBRIDGE English Course

STUDENT

新剑桥英语教程

第二册

(学生用书)

多数音出版於

MICHAEL SWAN CATHERINE WALTER

CAMBRIDGE UNIVERSITY PRESS

Infinitive
learn /la:n/
leave /li:v/
lend /lend/
lie /lai/
lose /lu:z/
make /meik/
mean /mi:n/
meet /mi:t/
must /mest, mast/
pay /pei/

pay /pei/ put /put/ read /ri:d/ ring /rin/ rise /razz/ run /rʌn/ say /sei/ see /si:/ sell /sel/ send /send/ show /Jəu/ shut /snt/ sing /srn/ sit /srt/ sleep /sli:p/ speak /spi:k/ spell /spel/ spend /spend/ stand /stænd/ steal /sti:1/ swim /swim/ take /teɪk/ teach /ti:tʃ/

throw /θreu/ understand /ande/stænd/ wake up /'wetk 'ap/ wear /wee(r)/

will /wɪl/ win /wɪn/

tear /tea(r)/

think /019k/

tell /tel/

Simple Past learnt /la:nt/ left /left/ lent /lent/ lay /lei/ lost /lost/ made /meid/ meant /ment/ met /met/ had to /'hæd te/ paid /peid/ put /put/

put /put/ read /red/ rang /ræŋ/ rose /rəʊz/ ran /ræn/ said /sed/ saw /so:/ sold /seuld/ sent /sent/ showed /saud/ shut /fnt/ sang /sæŋ/ sat /sæt/ slept /slept/ spoke /spauk/ spelt /spelt/ spent /spent/ stood /stud/

took /tuk/
taught /to:t/
tore /to:(r)/
told /təuld/
thought /θo:t/
threw /θru:/

understood /Andə'stud/ woke up /'wəuk 'Ap/ wore /wɔ:(r)/

world /wud/ won /wʌn/

stole /staul/

swam /swæm/

Participle
learnt /la:nt/
left /left/
lent /lent/
lain /lein/
lost /lost/
made /meid/
meant /ment/
met /met/
had to /hæd
paid /peid/
put /put/

had to /hæd i put /put/ read /red/ rung /rʌŋ/ risen /'rɪzn/ run /rʌn/ said /sed/ seen /si:n/ sold /sauld/ sent /sent/ shown /ʃəʊn/ shut /[nt/ sung /sʌŋ/ sat /sæl/ slept /slept/ spoken /'spaukn/ spelt /spelt/ spent /spent/

stood /stud/ stolen /'steulen/ swum /swwm/ taken /'teikn/ taught /to:t/ torn /to:n/ told /teuld/ thought /0:t/ thrown /0reun/

understood /nndə'stud/ woken up /'wəukn 'np/

worn /wo:n/

won /wʌn/



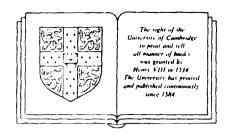
The New CAMBRIDGE English Course





MICHAEL SWAN CATHERINE WALTER





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[英] Michael Swan 和 Catherine Walter 编著

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国内通用音标与本书中(原版)使用音标对照表

元 音

九白				
国内通用音标	书中使用音标	例词		
i*.	i:	sheep		
(见注)	i			
i	ı	ship		
e	e	bed		
æ	æ	bad		
a:	· a:	calm		
Э	σ	t o p		
51	ə :	caught		
u	u	put		
u:	u:	boot		
Λ	Ä	cut		
9:	3:	bird		
ə	ა	a bout		
ei	eī	make		
ai	aī	- bite		
əi	16	boy		
əu	eu	note		
au	au	now		
iə	lə ei	here		
£9	eə	there		
uə	uə	poor		

[注]本书中使用的[i],在我国国内通用音标中尚无与之对应的, 它的发音介于本书中所用音标[I]与[i]之间。 辅 音

1

Ę.

国内通用音标	书中使用音标	例词	
p	p	pool	
b	Ь	b oot	
t	t	tea	
d	ď	d ay	
k	k	key	
9	g	gay	
f	f	few	
v	v	view	
θ	θ	thing	
ð	ð	then	
s	s	soon	
z	z	z 00	
J	J	sh ip	
3	3	pleasure	
h	h	h ot	
t∫	tJ	cheer	
dʒ	dʒ	j ump	
m	m	moon	
n	n	noon	
ŋ	ŋ	sung	
r	r	red	
1	r	led	
j	j	y et	
w	w	wet	

C

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Map of Book 2

Grammar

Students learn or revise these grammar points

Phonology

Students work on these aspects of pronunciation

1 to 6

Be, can and have got; Simple Present and Present Progressive; comparison of adjectives; frequency adverbs and adverbials; word order (position of adverbs); structures with question-word as subject and object; linking words and expressions.

Polite intonation; strong, weak and contracted pronunciations; decoding rapid speech; /i:/ and /r/; #fonunciations of the letter i.

7 to 12

Have got; do as pro-verb; can; could; had better; will/'ll in offers and agreement; shall in offers; should; would; Simple Past and Past Progressive; irregular verbs; infinitives with and without to; comparison of adjectives; comparative structures; quantifiers; possessive pronouns; when- and while-clauses; so/neither do I etc.; ellipsis in speech.

Perceiving and pronouncing final consonants; pronunciations of -ed; decoding rapid speech; rhythm and stress; /eɪ/ and /e/; spellings of /eɪ/; pronunciations of the letter a; other spelling/pronunciation correspondences.

13 to 18

Can and be able; may; must; will; used to; Present Perfect Simple and Progressive; Present Perfect and Simple Past; Present Perfect and Present; non-progressive be, know and have in Present Perfect; ever and just with Present Perfect; since and for; quantifiers. Linking; pronunciations of the letter e in stressed and unstressed prefixes; as in unstressed syllables; voiced and unvoiced th ($/\delta$ / and $/\theta$ /).

19 to 24

May; be able; should; have (got) to; will; would; Present Progressive; future reference (will, going to and Present Progressive); reported statements and questions; infinitive after adjective; if-clauses (open and hypothetical); If I were you . . .; when-clauses; if and when; punctuation of complex sentences; verbs with adverb particles; time prepositions; end-position of prepositions; verb + object + infinitive; demonstratives.

Decoding rapid speech; signalling a question by intonation; linking; stress and rhythm; developing fluency and confidence; consonant clusters; conversational pronunciation of going to, want to and got to; /əʊ/; 'dark /'; 'ɪ/; /ɜː/, /eə/ and /ɪə/; spellings of /ɜː/.

25 to 30

Can; could; do as pro-verb; might; must; should; Present Simple and Progressive Passive; Past Simple Passive; reported statements and questions; say and tell; present and past participles; irregular verbs; reflexive/emphatic pronouns; each other; somebody else; relative pronouns and clauses; compound adjectives; zero article in generalisations; quantifiers (both and neither); word order (position of both, end-position of prepositions).

Decoding rapid speech; stress and rhythm; linking; initial clusters beginning with /s/; perceiving /ə/; /eɪ/; /h/; / θ /; /ɪ/; pronunciations of the letter u.

31 to 36

Can; emphatic do; will; shall; must; would; Past Perfect; unfulfilled past conditions; phrasal verbs; question tags; imperatives; reported instructions; before, after, as soon as and until; to as pro-verb; verb + object + infinitive; place prepositions; so and such; still, yet and already; linking words and expressions; sequencing markers.

Intonation of question tags; strong and weak pronunciations; stress and rhythm; emphatic and contrastive stress; perceiving unstressed syllables; unstressed vowels in initial syllables; pronunciation of the letter r; words with misleading spellings.

Functions

Students learn how to

Greet; introduce; begin conversations with strangers; keep conversations going; agree and disagree; describe people and things; compare; ask for and give personal information; exchange opinions; construct continuous spoken and written text; ask about English.

Ask for things; ask for things when they don't know the words; use appropriate language in shops; react to information; express sympathy; make and reply to requests, offers and suggestions; agree and refuse to do things; borrow; lend; describe and compare people and things; ask about and express wishes; narrate; report; ask for clarification; manage conversation.

Give news; ask and talk about experience; make appointments; bargain; borrow and lend; ask for and give directions; make enquiries; make applications; thank; persuade; give polite refusals; telephone; ask about English; distinguish formal and informal language; use appropriate language in various common situations.

Advise: agree and disagree; persuade; show interest; make appointments; telephone; describe people; express feelings about people; discuss; predict; invite; make suggestions; make offers; agree to do things; report; give opinions.

Describe, compare and contrast people and things; describe processes; define; agree and disagree; ask for and give information; exchange opinions; express doubt and certainty; generalise; report; write a simple narrative; ask about English.

Make enquiries; offer; discuss; agree and disagree; ask for agreement; tell people to do things; make, grant and refuse requests; ask for and give directions; tell stories; report instructions; emphasize; express degrees of formality; construct continuous spoken and written text; use language appropriate to various situations.

Topics and notions

Students learn to talk about

Ability; change; habits and routines; events happening at the time of speaking; personal details; personality traits; frequency; parts and shapes; food; prices; economic and political development.

Time and place; quantity; things happening at the same time and in sequence; physical appearance; physical characteristics; differences and similarities; possession; routines; people's past lives; wishes; obligation; accidents; misfortune; speed and weight; shopping; clothes.

Ability; certainty and possibility; change; duration; quantity; sufficiency; excess; lack; experience; recent events; flnished habits; economic and political development; travel; weather; prices; traffic; holidays; work; interviews; food and drink; places; personality.

Ability; arrangements; certainty, probability and possibility; conditions; feelings and emotions; remembering and forgetting; time relations; the future; plans; obligation; hope; quantity; intentions; likes and dislikes; personal and professional relationships; orientation in space; present/future events; geographic features; weather.

* * .*

Materials and products; manufacturing and other processes; causes and origins; historical events; agents; certainty, probability and possibility; doubt; truth and lies; similarities and differences; ability; actions directed towards oneself; reciprocal action; self and others; present and past time relations; obligation; household chores.

Present, past and future time relations; place relations; conditions, including unfulfilled past conditions; obligation; parents and children; parties and entertaining; travel.

Skills

The Student's Book and Class Cassettes, together with the Practice Book, provide regular work on the Basic 'four skills'. Special skills taught or practised at Level 2 include decoding rapid colloquial speech, reading and listening for specific information, writing simple connected prose (expository, descriptive, narrative, persuasive) and writing simple business letters.

Vocabulary

In addition to revising vocabulary taught at Level 1, students will learn 900 or more new words and expressions during their work on Level 2 of the course.

May I introduce myself?





Introductions; exchanging personal information.

Introductions.

1. Close your books and listen to the conversations. Then open your books, listen again, and practise the sentences.

2. Introduce yourself to some other students. Find out their names and where they come from.

3. Then introduce some students to each other.

2 Work in groups. Write ten or more personal questions to ask people in the class. For example:

Where do you live? Who lives with you? How old are you? Are you a patient person?

You can use some of the words and expressions in the box, and you can ask the teacher for help, like this:

'How do you say marié?' 'Married.'

'What's the English for atletismo?' 'Athletics.'

'How do you pronounce archaeology?'

'How do you spell . . . ?'

'What does hobby mean?'

'Is this correct: "..."?'

brothers any do English can father How How often like look live married mother music nationality old self-confident piano read shy sisters spare time What tall Where Why sport

- 3 Interview the teacher. Find out as much as possible about him/her.
- 4 Work in pairs. Interview your partner and find out as much as possible about him/her.
- 5 Work in groups of four. Tell the other students about your partner from Exercise 4.
- Turn to the page your teacher tells you. Work in pairs to write ONLY the other half of the dialogue on another piece of paper. Then combine your half-dialogue with someone from the other side of the classroom.

Learn/revise: whereabouts; How do you do?; so much; mean (meant, meant); introduce; I'd like to introduce . . .; May I introduce myself?; I'm glad to meet you; Nice to see you again; I didn't catch your name; What's the English for . . ?; What does . . . mean?; How do you spell . . . ?; correct; nationality; piano; orange juice; self-confident; shy; married; spare time; as much as possible.

2 Who's who?

Be, can and have got; connecting expressions in conversation; descriptions; listening and speaking skills.



Anna Jake Peter Polly Rob Sally

First recording

- 1. What is the man's name?
- 2. Which is his picture?
- 3. Who is the woman?

Second recording

- 4. Who is the first speaker?
- 5. Who is the other speaker?
- 6. Who are they talking about?
- 7. Which is his picture?

Third recording

- 8. Who is speaking?
- 9. Which is her picture?
- 10. Which is Sally's picture?

Fourth recording

11. Who is the first speaker?

2 Look at these words and expressions. Can you remember which of them came in the recordings? Listen again and check.

Look
You're just too old
Well, yes, OK
That's it
So what?
I don't agree

even
Well, yes, I know
What's he like, then?
Well, you know
I must say
actually

perhaps
perhaps not
I don't know
On the other hand
though
stil

I do think maybe maybe not

Read the conversation and put the expressions into the right places. (More than one answer is possible in some cases.)

JOHN: actually; even; I don't know; just; look MARY: I do think; I don't know; perhaps; so what; still; though

1 Mary, the problem is, we're 2 too different.

MARY: OK, we're different. 3 People are

different. JOHN: Well, we don't have the same interests. We

don't 4 like the same people. 5 not. 6 , we get on very well together most of the time.

______, Mary, I don't think we do. IOHN: MARY: Well, OK, John, maybe there are some

problems. But _____8 we should go on trying for a bit longer.

9, Mary. Do you think we're getting anywhere?

10 either. Let's have one more try, MARY: 1.1

JOHN: OK. One more try.

4 Pronunciation. Practise these sentences.

You`re too old. Maybe you're right.

Yes, voi. are.

We're the same age. Yes, we are.

My eyes are a bit small. They're pretty.

He's got a great sense of humour. Yes, he has. You've got pretty eyes.

You haven't got any money.

Yes, they are.

I can speak three languages.

He can dance all night.

Yes, he can. You can't dance. I can't say the same.

No, he isn't. Age isn't important. Why isn't she happy? He hasn't got any hair. No, he hasn't.

5 Prepare a short conversation like one of the recordings in Exercise 1. Possibilities:

a. a conversation about another person

b. a row with another person

c. a conversation with yourself about somebody (or about yourself)

In the conversation, use be, can, have got and some of the expressions from Exercise 2. Practise the conversation and then let other students listen to it.

Ве

I am (I'm) you are (you're) he/she/it is (he's/she's/it's) we are (we're) you are (you're) they are (they're)

am I? are you? is he/she/it? are we? are you? are they?

I am not (I'm not) you are not (you're not / you aren't) he/she/it is not (he's not etc. / she isn't etc.) we are not (we're not / we aren't) they are not (they're not / they aren't)

Can

I can swim (I can to swim) he/she/it can swim (he/she/it cans . . .) etc.

Can you swim? (Do you can . . . ?)

I cannot (can't) swim etc.

Have (got)

I have got (I've got) you have got (you've got) he/she/it has got (he's/she's/it's got) we have got (we've got) you have got (you've got) they have got (they've got)

have I got? have you got?

I have not (haven't) got he/she/it has not (hasn't) got etc.

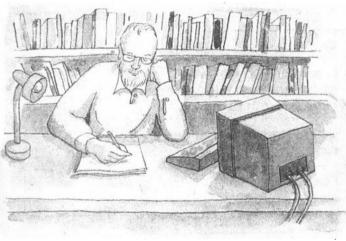
Learn/revise: picture; get on (well) together (got, got); go on . . .ing (went, gone); pretty; first; second; third; fourth; look; just; well; too; even; actually; though; still; maybe; the same; a bit; most of the time; on the other hand; So what?; not . . . either.

3 My mornings usually start fairly late

Routines and habits; Simple Present tense; frequency adverbs and adverbials.

How do they spend their weekends? Make sure you know the words in the box. Then listen to the recording and write down four things that Adele says she does and four things that Rufus says he does at the weekend.

crossword puzzle gardening housework guests business midday lie in meal necessary ice skating rink ironing washing newspapers sleep in stay in bed youth club





2 How often? Look at the expressions in the box. Do any of them mean the same? Copy the line, and put the expressions from the box on the line between NEVER and ALWAYS.

almost always hardly ever normally not very often occasionally often quite often sometimes usually very often

NEVER ALWAYS

0 1 2 3 4 5 6 7 8 9 10

3 Rewrite the sentences, saying how often these things happen. Be sure you put the frequency adverb before the main verb (but after don't/doesn't).

- 1. Adele's mornings start fairly late. (usually)
 Adele's mornings usually start
 fairly late.
- 2. Adele gets up early. (not very often)

 Adele doesn't very often get up early.
- 3. Rufus brings Adele a cup of tea in bed. (usually)
- 4. Adele does housework on Saturday. (sometimes)
- 5. Adele takes the dog for a walk. (often)
- 6. Adele reads the newspapers at some time during the weekend. (always)

- 7. Adele visits her elderly mother in Newbury. (quite often)
- 8. They have breakfast. (not usually)
- 9. They have Saturday lunch. (not often)
- 10. They have a heavy meal in the evening. (hardly ever)
- 11. Rufus does the crossword puzzle in the Saturday newspaper. (normally)
- 12. Rufus lies in on Sunday morning. (almost always)
- 13. They go out in the car on Sunday afternoons. (quite often)

12

How many words can you hear? What are they? (Contractions like doesn't count as two words.)

5 Survey of people's personal habits.

1. Make sure you know how to answer all the following questions in English. Use structures from the box.

2. Choose one of the questions (a different one from the other students), and go round the class. Note the answers.

I sometimes/often/usually go dancing on Saturdays. I play tennis once / twice / three times a week. I go to the hairdresser every ten days / every week.

1. How often do you lie in bed after waking up?

2. What do you usually have for breakfast?

3. Do you usually get dressed before or after breakfast?

4. What do you usually wear in bed?

5. How often do you eat between meals?

6. Do you ever shut yourself in the bathroom to be alone?

7. How often do you talk to yourself?

8. How often do you daydream at work or school?

9. How often do you have arguments with other people in your head?

10. Are you usually more awake in the morning or in the evening?

11. How often do you sing in the bath or shower?

12. How often do you cook for yourself?

13. How often do you cook for other people?

14. How often do you go shopping?

15. How often do you eat in bed?

16. How often do you look in a mirror?

17. How do you usually travel to school or work?

18. Do you ever leave the telephone to ring without answering it?

19. How often do you go to the dentist?

20. How often do you go to the hairdresser?

- 6 Work in groups of eight to ten students. Your job is to write a portrait of the average student in your class.
- 1. Each member of the group contributes one sentence, from the work in Exercise 5. Examples:

'The average student in this class hardly ever cooks for himself herself.'

'He/She goes shopping for food once or twice a week.'

2. Combine your sentences into a paragraph. Example:

The average student in this class goes shopping for food once or twice a week, but hardly ever cooks for himself/herself...

Simple Present tense do I start? I do not (don't) start I start do you start? you do not (don't) start you start he/she/it starts does he/she/it start? he/she/it does not (doesn't) start do we start? we do not (don't) start we start you start do you start? you do not (don't) start they do not (don't) start they start do they start?

Frequency adverbs

I always have coffee in the morning.

(I have always coffee ...)

l almost always / usually / normally lie in on Sunday mornings. l very often / quite often / often get dressed after breakfast.

I sometimes/occasionally have Sunday lunch.

We hardly ever / never have breakfast.

They don't often see their parents.

My brother goes shopping once / twice / three times a week.

S vash ray hair every day / every three days / every week.

Learn/revise: business; gardening; housework; ironing; meal; newspaper; weather (uncountable); bath; shower; journey; dentist; hairdresser; lie (lay, lain); stay; bring (brought, brought); take (took, taken); get up (got, got); get dressed; go shopping (went, gone/been); shut (shut, shut); sleep (slept, slept); travel (travelled); necessary; heavy; short; early; in bed; awake; fairly; almost; always; usually; normally; (not) very often; quite often; sometimes; occasionally; hardly ever; never; away; between; during.

How people live

Simple Present; reading and writing skills.

Separate the two mixed-up texts. Work in groups. Use dictionaries only if absolutely necessary.

AUSTRALIAN ABORIGINES AMAZON INDIANS

The Karadjere people live in the desert of Western Australia,

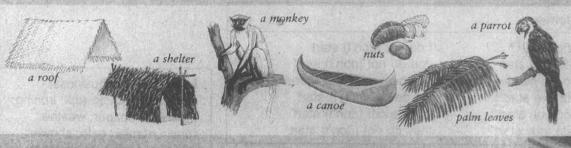
These people live in the Amazon Basin, in Brazil, where the climate is very hot. where the climate is hot and wet: It rains from January to March, it rains for nine to ten months of the year. and the rest of the year is dry.

They do not live in one place,
They live in villages;
but travel around on foot.
their houses are made of wood,
and the roofs are made of palm leaves.
They sleep in shelters made of dry tree branches.
Several families live in each house.
They travel by canoe.

Their food is fruit, nuts and kangaroo meat,
They eat fruit and vegetables, fish, and meat
from animals and birds
and they eat fish in the wet season;
(for example monkeys, wild pigs, parrots).
they also make bread from grass seeds.
Water is often difficult to find.
The Karadjere like music, dancing and telling stories.
They like music, dancing and telling stories.
They do not wear many clothes.
They do not wear many clothes.







2 Pronunciation. Practise these words, and then read part of one of the texts aloud.

people leaves sleep tree each meat eat season seeds

live in Brazil is it village families fish pigs difficult music dancing telling stories



