



The New
CAMBRIDGE
English Course

STUDENT

4

新剑桥英语教程

第四册

(学生用书)

• 安徽教育出版社 •

UPPER-INTERMEDIATE

MICHAEL SWAN
CATHERINE WALTER

CAMBRIDGE
UNIVERSITY PRESS

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MICHAEL SWAN
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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

国内通用音标	书中使用音标	例 词
i:	i:	sheep
(见注)	i	
i	ɪ	ship
e	e	bed
æ	æ	bad
ɑ:	ɑ:	calm
ɒ	ɒ	top
ɔ:	ɔ:	caught
u	u	put
u:	u:	boot
ʌ	ʌ	cut
ə:	ɜ:	bird
ə	ə	about
ei	eɪ	make
ai	aɪ	bite
ɔɪ	ɔɪ	boy
əu	eu	note
au	au	now
iə	ɪə	here
eə	eə	there
uə	uə	poor

辅 音

国内通用音标	书中使用音标	例 词
p	p	pool
b	b	boot
t	t	tea
d	d	day
k	k	key
g	g	gay
f	f	few
v	v	view
θ	θ	thing
ð	ð	then
s	s	soon
z	z	zoo
ʃ	ʃ	ship
ʒ	ʒ	pleasure
h	h	hot
tʃ	tʃ	cheer
dʒ	dʒ	jump
m	m	moon
n	n	noon
ŋ	ŋ	sung
r	r	red
l	l	led
j	j	yet
w	w	wet

[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[ɪ]与[i:]之间。

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Map of Book 4

Grammar

Phonology

Students learn or revise these grammar points

Students work on these aspects of pronunciation

Block A

Non-progressive verbs; reasons for choosing passives; *so is ...*, *so does ...*, etc.; emphasis with *it* and *what* ('cleft sentences'); *-ing* forms and past participles; complex sentences with subject and verb separated; linking with conjunctions and adverbs; prepositions and particles.

Word stress; rhythm and stress in sentences; hearing and pronouncing unstressed syllables; contrastive stress; /ə/ in unstressed syllables; 'dark' /; vowel distinctions.

Block B

Reasons for choosing passives; Present Progressive passive; Present Perfect passive; passive of verbs with two objects; *will* in offers; *if ... would have ...*; past structures with other modal verbs.

Rhythm and stress; linking; intonation of questions and statements; spelling and pronunciation (long and short vowels); pronunciation and spellings of /ɔɪ/.

Block C

Differences between Present Perfect and Simple Past; Future Progressive; Future Perfect; *need ...ing*; *have something done*; *make* and *let* + object + infinitive; *make* + object + adjective; omission of object relative pronouns; reduced relative clauses; common expressions with *make*, *take*, *do*, *have* and *get*.

Word stress; rhythm and stress in sentences; hearing unstressed syllables; unstressed suffixes with /ə/; weak forms; pronunciation and spelling: 'silent e', doubling.

Block D

Simple Past and Present Perfect Progressive; Simple Past and Past Perfect; tenses with *I wish* and *if only*; *had better*, *ought* and modal verbs; identifying uses of prepositional phrases, participle phrases and relative clauses; punctuation in identifying and non-identifying expressions; identifying and non-identifying relative clauses; relative *whose*; relative *that*, *who(m)* and *which*; omission of object relative pronouns; compound adjectives; prepositions in descriptions.

Rhythm and stress; hearing unstressed auxiliaries; polite and rude intonation; intonation in relative clauses; the vowels /eə/, /ɜ:/ and /ɪə/; spellings of /ɔɪ/; spellings of /ɜ:/.

Block E

Simple Past and Past Progressive; Simple Past and Past Perfect; *shall* and *will*; Future Perfect; present tenses referring to the future; tags, short answers and reply questions; relative *what* and *which*; *everything/all/nothing that*; clauses with *although*, *whether*, *so that*, *in case* and *unless*; position of adverbs; position of prepositions in questions.

Contrastive stress; hearing unstressed syllables; pronunciation of the letter *r*; vowel distinctions.

Functions and specific skills

Topics and notions

Vocabulary

In addition to revising vocabulary taught at earlier levels, students will learn 900 or more new words and expressions during their work on Level 4 of the course.

Students learn or revise ways of doing these things

Listening for gist; noting and learning vocabulary; scanning text for specific information; guessing words from context; writing personal letters; writing reports; distinguishing different levels of formality; using dictionaries efficiently; telephoning; giving directions; emphasising and contrasting; asking about English; using the language appropriate to various situations.

Dealing with comprehension problems in speech; listening for detail; understanding different accents; evaluating; scanning text for specific information; guessing unknown words; making spoken and written reports; writing economically; connecting sentences into text; summarising and paraphrasing; asking about English; asking for and giving opinions; bargaining; making offers.

Listening for specific information; reading for gist; using dictionaries efficiently; writing formal letters; making spoken and written reports; making dates and appointments; making, accepting and refusing invitations; giving contradictory, softened and emphatic answers; distinguishing different levels of formality; interviewing.

Talking about things without knowing the exact words; linking ideas in discussion; listening for gist; giving spoken and written physical descriptions; scanning text for specific information; reading for overall meaning; summarising; using dictionaries efficiently; expanding text from notes; defining and identifying; classifying; making suggestions.

Sustaining conversational exchanges; listening for gist; listening and note-taking; reading for gist; reading for main ideas; guessing unknown words; reacting to literary texts; summarising; using lexical and syntactic devices to improve a written draft; warning and promising.

Students learn to talk about

Relative position; parts of things; time relations in narrative; similarity, differences and common ground; countries and regions; activities and interests; likes and dislikes; travel; cars.

Quality; degree; proportion; language learning and language use; money; newspapers and the treatment of news; work; wishes; personality and personal characteristics.

Time relations; emotions and reactions; charities; Third World problems; job applications and qualifications; news; buildings, repairs and alterations.

Time relations; spatial relations and position; shape; types and classification; physical appearance of people and places; wishes and regrets; school and education; personal relationships; the animal kingdom.

Past and future time relations; position relative to the speaker/hearer; concession; precautions; purpose; materials; shapes; numbers and units of measurement; degrees of probability; prediction and the future; travel and exploration; old age; coincidences; art and reactions to works of art; prehistory; geography; animals.


A1 Art, bird-watching, cars, dancing ...


Listening skills: note-taking; listening for specific information; pronunciation (stress); grammar (*so* and *neither/nor*); discussion.

1 Look at the list in the box.


1. Can you find five things that you are interested in?
2. See if anybody else has noted exactly the same things as you.
3. Which things are you not at all interested in?

antiques art baby-sitting bird-watching
cars collecting children's books cooking
the countryside dancing dogs drawing
driving gardening glass Handel
harmoniums history horticulture
houses interior design jazz music
opera pool reading shooting
sign language sport swimming theatre
travel walking watching cricket
worrying about money

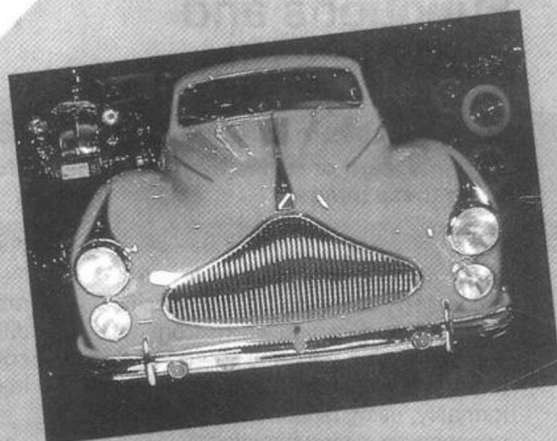
2  You are going to hear short extracts from interviews with nine people. (Their names, in order, are: Liz Bullock, Vera, Basil, 'H-A', Jeanette, Lindsay, Tony, Liz Parkin and Ian.) They are interested in the activities listed in Exercise 1. Write the people's names, and see if you can note down some of their interests as you listen to the recording.

3  Now work in small groups and see how many of the following questions you can answer. When you have answered as many as possible, listen to the recording again and try to complete your answers.

1. Who is interested in sign language?
2. What are Liz Bullock's interests?
3. How many harmoniums has Ian got?
4. Is Vera interested in history?
5. What interest do Basil and Jeanette share?
6. What interest do Vera and H-A share?
7. Is the person who worries about money interested in antiques?
8. How many people are interested in reading?
9. Who has the most interests?
10. One of the interests in the list is not mentioned in the interviews. Which?




4  Pronunciation. Some of these words are stressed on the first syllable and some on the second. Can you sort them into two groups? Listen to the recording and check your answers.

antique collecting countryside gardening
harmonium history interested interior
interview language pronounce recording
theatre



5 Grammar revision. Look at the table. Then add some sentences in each of the four groups.

1. Sarah is interested in money, and so is Richard. Oliver likes animals, and so does Celia.
2. Sarah can't swim, and nor can Mark. Celia doesn't collect antiques, and neither does Richard.
3. Mark has got a home computer, but Sarah hasn't. Sarah plays golf, but Celia doesn't.
4. Oliver used to like pop music, and so did Mark. Sarah didn't use to collect stamps, but Richard did.

Sarah	Richard	Oliver	Celia	Mark		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		likes animals
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		can swim
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		is interested in money
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		has got a home computer
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		collects antiques
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		plays golf
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		used to collect stamps
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		used to like pop music

6 What are your interests? Make a list by completing some of these sentences.

1. I'm very interested indeed in ...
2. I'm quite interested in ...
3. I'm not very interested in ...
4. I'm not at all interested in ...
5. I'm bored by ...
6. I think ... is/are very interesting.
7. I think ... is/are quite interesting.
8. I think ... is/are very boring.
9. I used to be interested in ...
10. At the moment I'm doing a lot of ...

Ask for help if necessary.

What's the English for ...?

How do you spell ...?

7 Exchange lists with another student. Do you have any interests in common? What differences are there?

8 Report to the class. Examples:

'Anna's interested in travel, and so am I.'

'Mary thinks Russian literature is interesting, and so do I.'

'John doesn't like classical music, and neither/nor do I.'

'Alex is interested in economics, but I'm not.'

'Peter used to play a lot of football, and so did I.'

9 Do one of the following activities.

EITHER: Give a short talk to the class about one of your interests.

OR: Write 150–200 words about one of your interests.

Learn/reviser: antiques; art; baby-sitting; bird-watching; classical music; countryside; design; economics; gardening; gold; home computer; interview; jazz; list; opera; pop music; recording; sign; sport; stamp; collect; draw (drew, drawn); pronounce; shoot (shot, shot); spell (spelt, spelt); worry; Russian; indeed; so; neither; nor.

A2 Focus on systems

A choice of exercises: emphasis with *it* and *what*; hearing and pronouncing unstressed syllables; nouns and adjectives for places and regions.

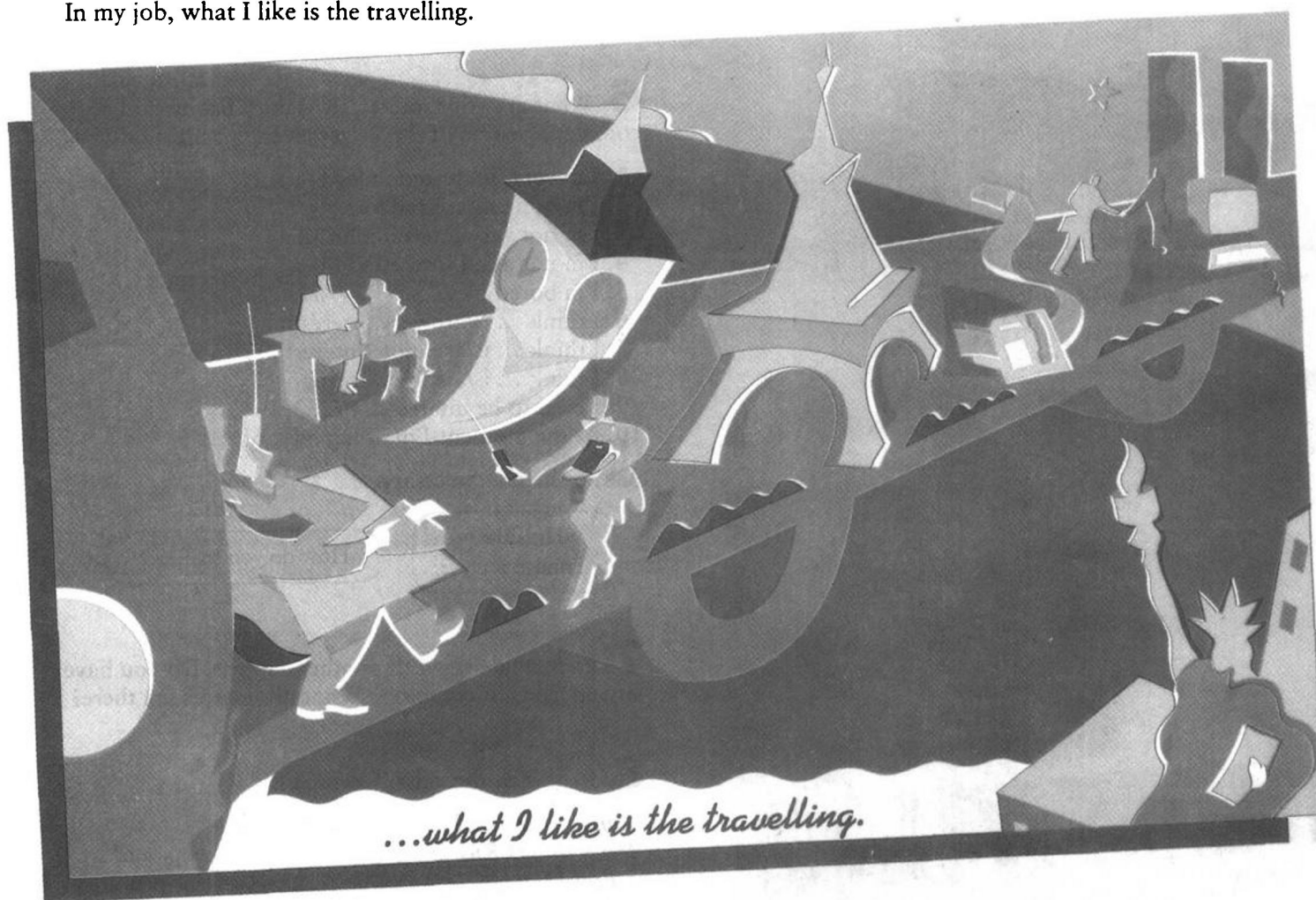
GRAMMAR: EMPHASIS WITH *IT* AND *WHAT*

1 Look at the three sentences. They mean the same, but in the second and third sentences *travelling* is emphasised (given more importance). Practise pronouncing the sentences with stress on *travelling*.

In my job, I like the travelling.

In my job, it's the travelling that I like.

In my job, what I like is the travelling.



2 Here are some things that people said about their work. Change the sentences so as to express the ideas in the other two possible ways (see Exercise 1).

1. I like working with other people.
2. What I like is organising my own work.
3. It's being alone that I like.
4. I like meeting people.
5. What I like is being able to travel on business.
6. It's having my own office that I like.
7. I like having responsibility.
8. What I like is working in a small personal organisation.

3 Say what you like and what you don't like about your present job, your school, the place where you live, or your way of life. Begin *It's ...* or *What ...*

4 Complete these.

1. What I like most about ... is ...
2. What I like least about ... is ...

5 Contradict three or more of these. Use *It isn't/wasn't ... that ...* Example:

'It isn't cyclists that cause road accidents. It's bad roads.'

Cyclists cause road accidents.

Soldiers cause wars.

Working hard makes you healthy.

Love makes the world go round.

Napoleon discovered America.


Norway won the World Cup in 1990.


The sun goes round the earth.

Books teach you about life.

Grammars tell you what words mean.

PRONUNCIATION: UNSTRESSED SYLLABLES

6  Listen to the recording. How many words are there in each sentence?
(Contractions like *I'd* count as two words.)

7  There is one vowel which comes in all of the following five words. What is it?

America England Europe Japan Belgium

Practise saying the five words, and then see if you can say these.

Germany Brazil Malawi Singapore Finland Canada Lebanon Morocco

VOCABULARY: COUNTRIES AND REGIONS

8 Can you complete the table? Can you add some more words?

PLACE	PERSON	PEOPLE	ADJECTIVE
America	an	the Americans	American
Australia	an	the .....s	.....
.....	a Belgian	the .....s	Belgian
.....	(a Chinese)	the Chinese	.....
.....	a Dane	the .....s	Danish
Egypt	an	the .....s	.....
England	an Englishman/woman	the	English
France	a	the .....	.....
Ireland	an	the .....	.....
.....	an Israeli	the .....s	.....
.....	an	the .....s	Italian
.....	(a Japanese)	the .....	.....
Kenya	a	the .....s	Kenyan
.....	a Scot	the .....s	Scottish/Scotch
.....	a Spaniard	the .....	.....
Switzerland	(a Swiss)	the .....	.....
Wales	a Welshman/woman	the .....	.....

9 Can you write down the English names of countries in three or more of the following groups?

1. four countries in Western Europe
2. four countries in Eastern Europe
3. four countries in the Middle East
4. four countries in the Far East
5. four countries in America
6. four countries with an Atlantic coast
7. four countries with a Pacific coast
8. three countries with no sea coast
9. four very hot countries
10. two very cold countries

Learn/revise: (road) accident; cyclist; the earth; office; organisation; responsibility; soldier; travel (*noun*); war; discover; mean (meant, meant); meet (met, met); organise; alone; healthy; on business; most; least; *names of countries etc. from Exercises 8 and 9.*

A3 Situations

Listening and speaking skills; telephoning; giving directions; other situational language.

1 Do you know all of these expressions? All except one are commonly used in telephone calls. Which one is the exception?

Trying to connect you.

His/Her line's busy.

Can you hold?

Do you know his/her extension?

I'll see if I can transfer you.

I'm sorry. I've/You've got the wrong number.

His/Her number's ringing for you.

I'll put you through.

This is (name).

Who are you?

Who is that?


Speaking.

We got cut off.


This is a very bad line.

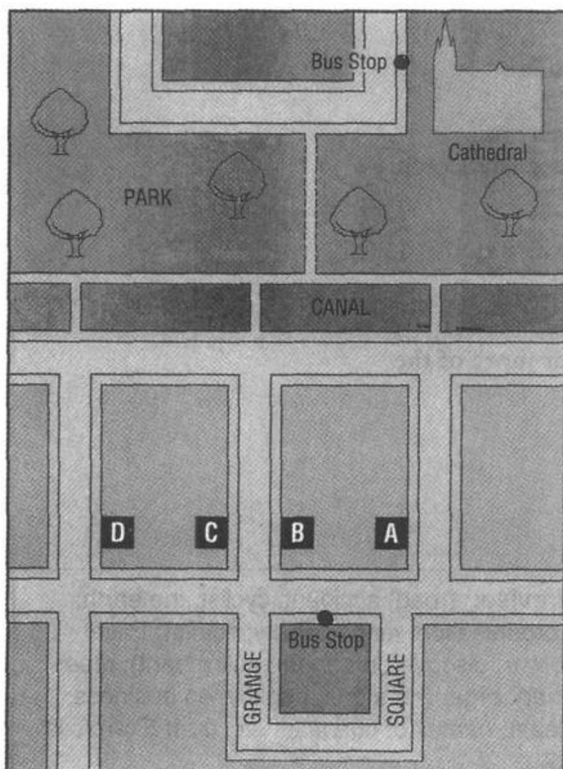
I'll ring you back.



2  Listen to the telephone conversations. You will hear all except three of the expressions from Exercise 1. Which three?



3  Now listen again to the final conversation between Stuart and Margaret. As you listen, look at the map. Stuart tells Margaret how to find a restaurant called Lacy's. Where is the restaurant – at A, B, C or D?



4 Do you know these words and expressions?
(They are all used in giving directions.)

across along down in front of opposite
past through towards

roundabout traffic lights T-junction fork
bend

Go straight ahead for ... yards/metres.
Take the first/second/etc. on the right/left.
Turn right/left at ...
It's on your right/left.
You can't miss it.

5 Work in pairs. Imagine that you are standing in the centre of a town or city that you know well. One of you lives there, the other is a tourist asking for directions to somewhere. 'Act out the conversation.

6 What situations would the following expressions be used in? Choose one of the situations: how many more typical English expressions can you remember?

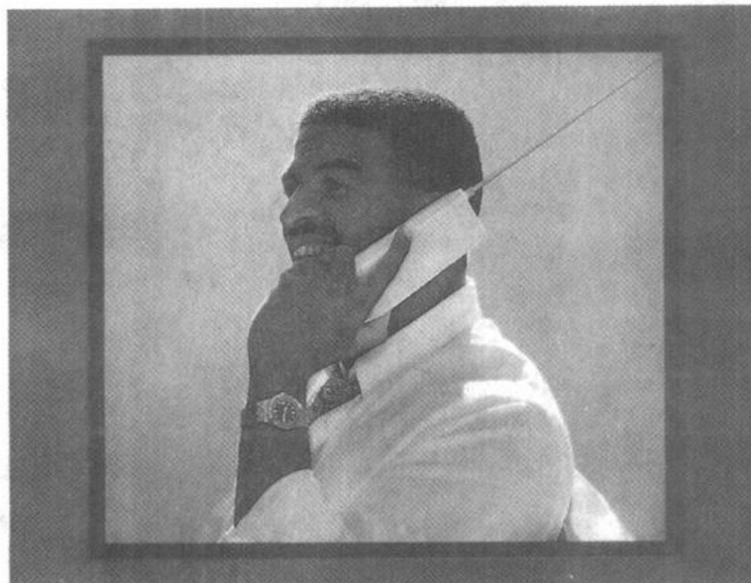
What would you like to start with?
Three first-class, please, and this one is to be registered.
Do you mind if I look round?
Twenty in fives and the rest in tens, please.
Is it direct or do I have to change?
Day return to London, please.
Could you check the oil?
Can I get you another drink?
How long have you been with your present firm?

7 Work in groups of three or four. Prepare and practise a conversation which takes place in one of the situations from Exercise 6. The conversation must involve three or four characters, and must include the following: 1) a problem; 2) a telephone call; 3) directions about how to get to a place. When you are ready, act out your conversation for the class.

Learn/revise:

Expressions used in telephoning: Can/Could I speak to ...?; Speaking; One minute/moment; (I'm trying to connect you; The/His/Her line's engaged/busy; Can/Will you hold?; I'll ring/call again in a minute; Do you know the/his/her extension?; It's ringing for you; I'll put you through; I'll see if I can transfer you; I've/You've got the wrong number/extension; This is ...; Who's that?; We were/got cut off; It's a bad line; I'll ring/call you back.

Giving directions: across; along; down; in front of; opposite; past; through; towards; roundabout; traffic lights; T-junction; fork; bend; Go straight ahead for ... yards/metres; Take the first/second/etc. on the right/left; Turn right/left at ...; It's on your right/left; You can't miss it.



A4 The sun was in the north

Reading skills: reading for specific information, guessing words from context, careful reading for details; vocabulary choice; writing skills: writing a personal letter.

1 Read the text and look at the map. If the Phoenician sailors set off in 600 BC, where do you think they were (roughly) in: December 600; May 599; July 599; December 598? You can use your dictionary or ask your teacher about words that are necessary for answering the question, but don't look up or ask about any other words.

THE SUN WAS IN THE NORTH

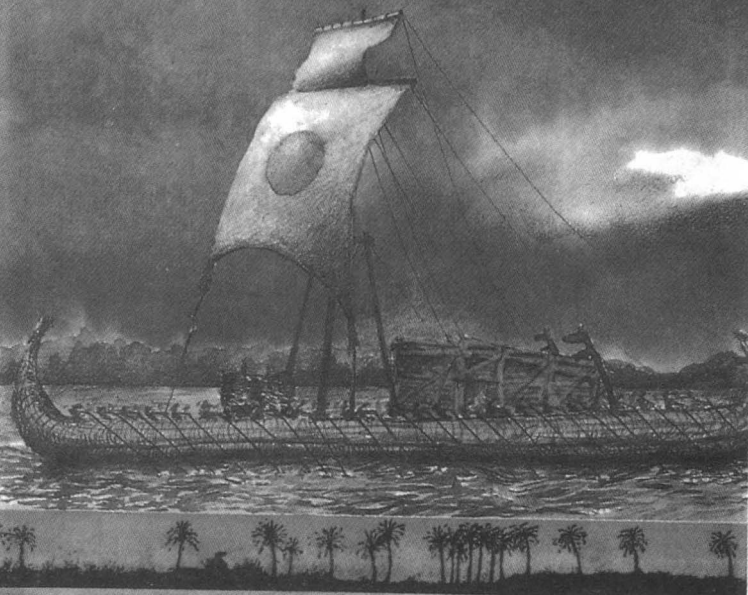
The Portuguese discovered the west coast of black Africa 500 years ago. But historians believe that, 2,000 years earlier, the Phoenicians may have travelled right round Africa in small boats from Suez to Gibraltar and back to Egypt.

The journey was planned by the Egyptian pharaoh Necho in 600 BC. He was interested in finding a sea route from Egypt's eastern coast on the Red Sea to Alexandria on the Mediterranean. In those days, nobody knew how big Africa was, and he believed it would be easy to follow the African coast round to Morocco and back to Egypt.

Necho hired crews of Phoenicians to make the journey. The Phoenicians lived at the eastern end of the Mediterranean, where Israel, Lebanon and Egypt are today. They were interested in Necho's plan, because their traders wanted to find a new route to their markets in the western Mediterranean, avoiding waters which were controlled by their Greek rivals.

According to an old story reported by the Greek historian Herodotus, the Phoenicians set off at the beginning of winter in 50-oared sailing ships, rowed to the eastern tip of Africa at Cape Gardafui, and then sailed south-west on the monsoon winds. Month after month went by, and they sailed further and further south. During their journey, the weather became steadily colder, and the seas rougher, and the Phoenicians were amazed to see that the sun was now in the north at midday. They must have thought that they would never see their homes again. But after six months, the coast turned west; they went round the Cape of Good Hope and at last began to travel north.

While they were sailing up the west coast of Africa they ran out of food, and had to land to collect more supplies. This delayed them, and it was only after another fifteen months that they reached a country they knew – Morocco. From there they went on to Gibraltar and then sailed east to Egypt. When they eventually arrived home, they had been away for over two years, and had travelled 25,000km.



2 Guessing new words from context. Match each word or expression in column A with the meaning in column B that comes closest to it. There are some extra meanings in column B.

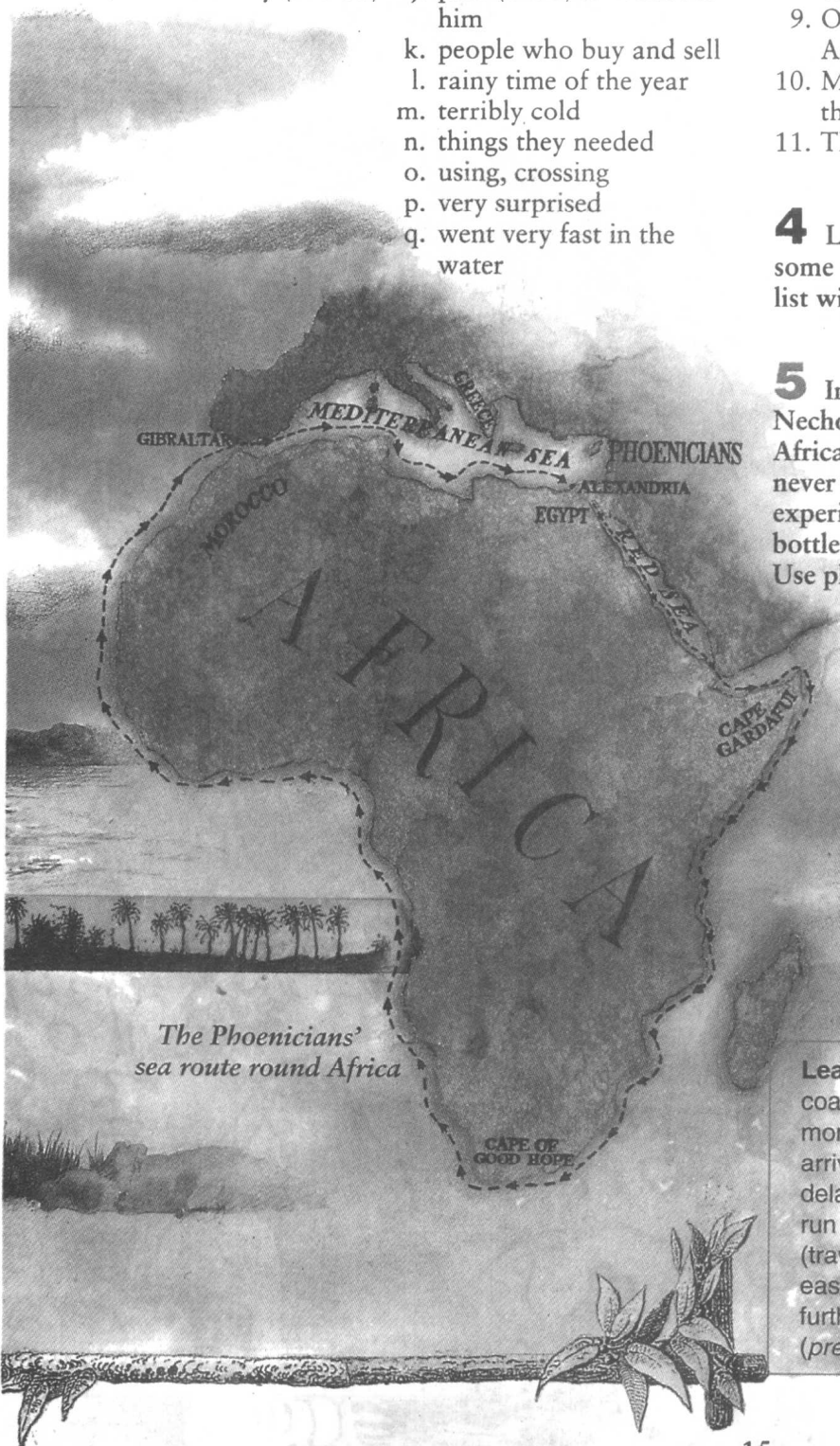
- | A | B |
|--------------------------|---|
| 1. hired (line 13) | a. at last, finally |
| 2. crews (line 13) | b. boats |
| 3. traders (line 17) | c. competitors, people who wanted their markets |
| 4. avoiding (line 18) | d. groups of sailors |
| 5. rivals (line 19) | e. had no more |
| 6. rowed (line 22) | f. keeping away from |
| 7. monsoon (line 24) | g. little by little |
| 8. steadily (line 26) | h. moved their boats with long pieces of wood |
| 9. amazed (line 28) | i. ordered |
| 10. ran out of (line 34) | j. paid (them) to work for him |
| 11. supplies (line 34) | k. people who buy and sell |
| 12. eventually (line 38) | l. rainy time of the year |
| | m. terribly cold |
| | n. things they needed |
| | o. using, crossing |
| | p. very surprised |
| | q. went very fast in the water |

3 Look at these sentences. Compare them with the text; write S if the sentences say the same as the text and D if they say something different from the text.

1. Necho had business reasons for finding a sea route round Africa.
2. He didn't think it would be such a long journey.
3. The Phoenicians traded with countries in the western Mediterranean.
4. The Greek historian Herodotus went with the Phoenician sailors.
5. They started from the eastern Mediterranean.
6. They got lost on the way south, and sailed in the wrong direction.
7. The weather got better after they had gone round the Cape of Good Hope.
8. It took them a long time to get from the Cape of Good Hope to Morocco.
9. One reason for this was that they stopped in West Africa to get more food.
10. Morocco was the first country they recognised on the way north.
11. The whole journey took nearly two years.

4 Look at Exercises 1 and 2 again, and choose some words and expressions to learn. Compare your list with another student's.


5 Imagine you are one of the Phoenician sailors on Necho's ships. You have landed on the west coast of Africa to take on supplies. You are afraid you will never see your home again. Write a letter about your experiences to a relative or friend (you will put it in a bottle and throw it in the sea, hoping it gets to them). Use plenty of the vocabulary from the lesson.



Learn/revise some of these: boat; business; coast; food; journey; (on) land; market; midday; month; route; ship; supplies; tip; wind; amaze; arrive; avoid; become (became, become); control; delay; discover; follow; land; plan; reach; report; run out of (ran, run); sail; set off (set, set); travel (travelled); away; easy; rough; eastern; western; east; north; south; west; south-west; eventually; further; roughly; steadily; according to; round (preposition).

A5 Secret thoughts

Listening skills: listening for detail, prediction; pronunciation; speaking practice; grammar (verbs not used in progressive).

1  Read the text and listen to the recording. The sentences in brackets () are the motorist's secret thoughts.

A motorist comes back to his car. A traffic warden is standing beside it.

TRAFFIC WARDEN: Excuse me, sir.

MOTORIST: Yes?

(Oh, no, not again.)

TW: Is this your car?

M: Yes, it is.

(No, it's the Queen's private aeroplane, you fool.)

TW: I'm afraid you're parked on a double yellow line, sir.

M: Good heavens, am I really? I'm so sorry, I didn't notice.

(She'll never believe that. Let's try flattery.)

I say, what a pretty uniform.

(You look like a camel wearing a tent.)

TW: I'm sorry, sir, but I'll have to give you a ticket.


M: I see.


(If you do, I'll kill you.)

TW: May I have your name, please, sir?

M: James Baxter.

(My name is Tarzan, terror of the jungle. I am going to tear your uniform into little pieces and stuff them down your throat.)

2  Close your book and listen to the recording again. Can you remember any of the secret thoughts?

3  Now read this text. Try to imagine what the shop assistant is thinking. Then listen to the recording: you will hear one possible version of the assistant's secret thoughts.

A customer is trying on shoes in a shoe shop.

CUSTOMER: No, I'm afraid they don't quite fit. Could I try another pair, please?

ASSISTANT: Of course, madam.

C: Yes, these ones fit quite nicely, but I don't think this shade of red really suits me. What do you think?

A: I think the colour suits you very well, madam.

C: I'm afraid I'm giving you a lot of trouble ...

A: Oh no, madam, not at all.

C: ... but I think I'd like to try that pair over there.

A: But you've already tried those ones on, madam.

C: Well, I think I'll try them again just to make sure.

A: Very well, madam.

C: No, I was right the first time. They suit me very well, but they don't quite fit.

A: No, madam.

