

Jack C. Richards & Chuck Sandy

An upper-level multi-skills course

# 剑桥国际英语教程

# Passages

4

练习册

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

An upper-level multi-skills course

# 剑桥国际英语教程

# Passages

# 4

练习册

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

(京)新登字 155 号

京权图字: 01 - 2002 - 1946

图书在版编目(CIP)数据

剑桥国际英语教程 练习册 4/(美)理查兹(Richards, J. C.)等编著.

- 北京:外语教学与研究出版社, 2002

ISBN 7 - 5600 - 2936 - 1

I. 剑… II. 理… III. 英语 - 习题 IV. H31

中国版本图书馆 CIP 数据核字(2002)第 053494 号

*Passages Workbook 1* by Jack C. Richards and Chuck Sandy first published by Cambridge University Press 1998

This edition for the People's Republic of China is published by arrangement with The Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

©Cambridge University Press & Foreign Language Teaching and Research Press 2003

This book is in copyright. No reproduction of any part may take place without the written permission of Cambridge University Press or Foreign Language Teaching and Research Press.

This edition is only for sale in the People's Republic of China, excluding the Hong Kong SAR and Macau SAR.

本书版权由剑桥大学出版社和外语教学与研究出版社共同所有。本书任何部分之文字及图片,如未获得本社书面同意,不得用任何方式抄袭、节录或翻印。

本版本仅供在中华人民共和国内地销售,不得在香港特别行政区及澳门特别行政区销售。

## 剑桥国际英语教程

### 练习册 4

编著: (美) Jack C. Richards 等

\* \* \*

责任编辑: 杨晓燕

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京外国语大学印刷厂

开 本: 889×1194 1/16

印 张: 4.75

版 次: 2003 年 2 月第 1 版 2003 年 2 月第 1 次印刷

书 号: ISBN 7 - 5600 - 2936 - 1/G·1391

定 价: 14.90 元

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励 (010)68917826

版权保护办公室举报电话: (010)68917519

# Acknowledgments

## ILLUSTRATIONS

**George Thompson** 4, 22, 38, 56 (*top*), 61

**Bill Thomson** 34, 39, 51

**Daniel Vasconcellos** 20, 28, 43, 56 (*bottom*), 71

## PHOTOGRAPHIC CREDITS

**1** © Michael Keller/The Stock Market

**3** (*top left*) © D.E. Cox/Tony Stone Images;  
(*top right*) © David Young-Wolff/PhotoEdit;  
(*bottom*) © Gary Conner/PhotoEdit

**8** (*top left*) © Bob Torrez/Tony Stone Images;  
(*top right*) © Stephen Simpson/FPG International;  
(*bottom left*) © Tom Stewart/The Stock Market;  
(*bottom right*) © Paul Chesley/Tony Stone Images

**10** (*left*) © David Young-Wolff/PhotoEdit;  
(*right*) © Jon Feingersh/The Stock Market

**15** (*top*) © Patti McConville/The Image Bank;  
(*bottom*) © Josef Beck/FPG International

**16** (*left to right*) © Bob Krist/Tony Stone Images;  
© Paul Chesley/Tony Stone Images;  
© Mark Junak/Tony Stone Images

**18** (*left to right*) © David Young-Wolff/PhotoEdit;  
© Bob Thomas/Tony Stone Images;  
© John Henley/The Stock Market;  
© Ed Pritchard/Tony Stone Images

**26** (*top left*) © Lori Adamski Peek/Tony Stone Images;  
(*top right*) © Michael Krasowitz/FPG International;  
(*bottom left*) © Gary Buss/FPG International;  
(*bottom right*) © Telegraph Colour Library/FPG International

**32** © C/B Productions/The Stock Market

**35** © Rob Lewine/The Stock Market

**45** (*both*) © Peter Beck/The Stock Market

**48** (*top*) © Rocco Galatioto/FPG International;  
(*bottom*) © FPG International

**50** (*left to right*) © Chip Simons/FPG International;  
© Vince Streano/Tony Stone Images; © United Nations

**53** (*left to right*) © Chuck Savage/The Stock Market;  
© Tony Stone Images; © Jim Karageorge/FPG International;  
© Mike Blank/Tony Stone Images

**58** © Rob Gage/FPG International

**59** (*left*) © Marc Pokempner/Tony Stone Images;  
(*right*) © Joan Menschenfreund/The Stock Market

**65** (*left*) © Dugald Bremner/Tony Stone Images;  
(*right*) © Ken Ross/FPG International

**68** (*top row, left to right*) © Robert Brenner/PhotoEdit;  
© Donald Johnston/Tony Stone Images;  
© Jeri Gleiter/FPG International;  
(*bottom row, left to right*) © Mark Reinstein/FPG International;  
© Grant V. Faint/The Image Bank; © Mark Reinstein/FPG International

## TEXT CREDITS

The authors and publishers are grateful for permission to reprint the following items:

**6** "For Better or for Worse" by Kathleen O. Ryan, *Los Angeles Times*, Wednesday, November 1, 1995, Home Edition, Life and Style, p. 3. Copyright © 1995, Los Angeles Times. Reprinted by permission.

**24** Adapted from "The Secrets of Sleep" by Michael Segell, *Esquire*, October 1994, Vol. 122, No. 4, pp. 123–127. Reprinted by permission of the author.

**27** "The Art of Flying Solo" by Jean Seligmann. From *Newsweek*, March 1, 1993, Vol. 121, No. 9, pp. 70–73. Copyright © 1993, Newsweek, Inc. All rights reserved. Reprinted by permission.

**30** "The Art of Flying Solo" by Jean Seligmann. From *Newsweek*, March 1, 1993, Vol. 121, No. 9, pp. 70–73. Copyright © 1993, Newsweek, Inc. All rights reserved. Reprinted by permission.

**36** "A Ritual Loses Its Grip" by Adam Bryant, *New York Times*, Week in Review, Sunday, July 6, 1997. Copyright © 1997 by The New York Times. Reprinted by permission.

**66** "International Careers: A World of Opportunity" by Karen E. Klein, *Los Angeles Times*, Monday, September 11, 1995, Home Edition, Business, p. 17. Copyright © 1995, Los Angeles Times. Reprinted by permission.

Every effort has been made to trace the owners of copyright material in this book. We would be grateful to hear from anyone who recognizes their copyright material and who is unacknowledged. We will be pleased to make the necessary corrections in future editions of the book.

# Contents

	Acknowledgments	<i>ii</i>
1	Friends and family	<i>1</i>
2	Education and learning	<i>7</i>
3	Cities	<i>13</i>
4	Day and night	<i>19</i>
5	Generally speaking	<i>25</i>
6	Interpersonal communication	<i>31</i>
7	Telling the news	<i>37</i>
8	Values	<i>43</i>
9	Putting the mind to work	<i>49</i>
10	The art of complaining	<i>55</i>
11	On the other side of the world	<i>61</i>
12	Dilemmas	<i>67</i>

# Unit 1 Friends and family

## Lesson A

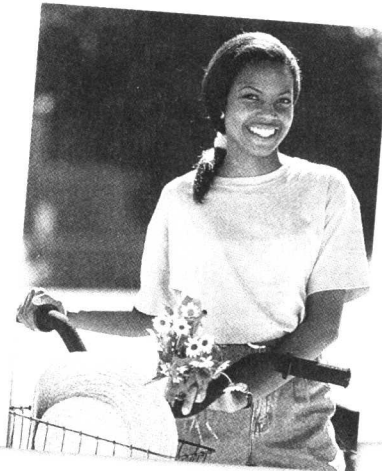
### What kind of person are you?

Which verbs can be used to complete these sentences? Write the correct numbers of the sentences next to the verbs.

#### grammar

1. I \_\_\_\_\_ spending time outdoors.      2. I \_\_\_\_\_ to spend time outdoors.

- 1 avoid  
\_\_\_\_\_ can't stand  
\_\_\_\_\_ dislike  
\_\_\_\_\_ don't mind  
\_\_\_\_\_ enjoy  
\_\_\_\_\_ hate  
\_\_\_\_\_ like  
1, 2 love



Read these dialogs and complete the sentences. If two answers are possible, write both of them.

#### grammar

1. Amy: Sid is never happy when he has nothing to do.  
Bob: I know. It really bothers him.  
Sid can't stand having nothing to do/to have nothing to do.
2. Roy: I don't go to museums.  
Yuko: Neither do I. I often go to the movies, though.  
Roy and Yuko avoid \_\_\_\_\_
3. Dave: You often go for long walks, don't you?  
Lisa: Yes, I do. It's good exercise.  
Lisa likes \_\_\_\_\_
4. Tom: How much time do you spend with your family?  
Adam: Oh, I spend a lot of time with my family. We always have fun together.  
Adam enjoys \_\_\_\_\_
5. Ann: Do you still have to work on the weekend?  
Sam: Yes, I do. It's really terrible!  
Sam hates \_\_\_\_\_
6. Jim: What are you going to take this semester, Celia?  
Celia: I think I'll take some art history classes.  
Celia is interested in \_\_\_\_\_



## grammar

How do you feel about these things? Write sentences using the verbs from Exercise 1 on page 1.

1. be alone on Saturday nights

*I avoid being alone on Saturday nights.*

2. be busy all the time

3. be the center of attention

4. try new restaurants

5. travel alone

6. talk about my feelings



## vocabulary

**A** Look at these adjectives. Which have a positive meaning, which have a negative meaning, and which have a neutral meaning? Put them in the chart.

adventurous  
ambitious  
impatient  
organized  
practical  
reserved  
romantic  
sociable  
sympathetic  
talkative

Positive	Negative	Neutral

**B** Use adjectives from Exercise A to write sentences about yourself.

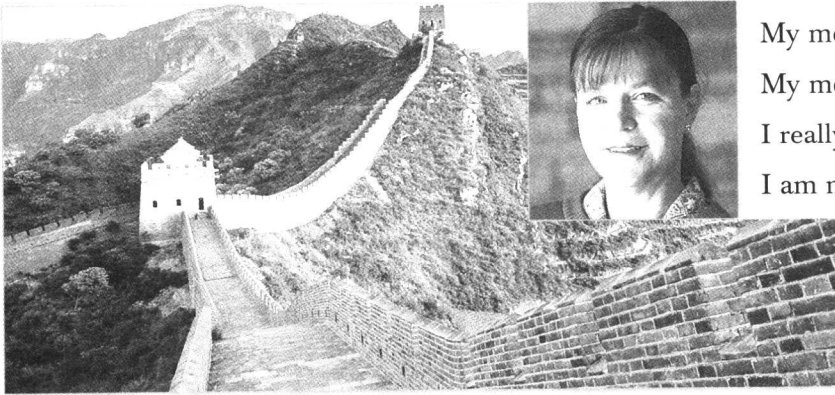
1. *I'm not adventurous at all. In fact, I'm the kind of person who never takes risks.*

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## writing

**A** Choose the main idea for each paragraph, and write it in each blank.



My mother is 47 years old.  
 My mother is very adventurous.  
 I really admire my mother.  
 I am not like my mother at all.

1. \_\_\_\_\_ She enjoys doing unusual things and pushing herself to the limit. Last year, for example, she suddenly got the idea that she would love to see China. She enrolled in Chinese language classes, planned her trip, and then took off across China – alone. She does not mind traveling alone. In fact, she loves going off on adventures by herself.



I have a friend named John.  
 My friend John and I are in the same English class.  
 My friend John is the kind of person who loves to talk.  
 My friend John always says what is on his mind.

2. \_\_\_\_\_ He is probably the most outspoken person I know. Last week after class, for example, he said to our teacher, “This class is really boring. Are you interested in making the class more exciting? I have some ideas.” John was just saying what he thought, but our teacher didn’t exactly enjoy listening to him.

**B** Complete these two sentences. Then choose one of them, and write a paragraph to support it.

1. *My mother/father is the kind of person who* \_\_\_\_\_  
 2. *My friend* \_\_\_\_\_ *is the most* \_\_\_\_\_ *person I know.*

---



---



---



---

# Every family's different.

Read the diary entry, and then underline the noun clauses.

## grammar

Dear Diary,

I love my family – all of them, my parents and my four brothers and sisters. However, sometimes they drive me crazy. There are good and bad things about coming from a large family. One of the advantages of coming from a large family is that I always have someone to talk to. Unfortunately, one of the disadvantages is that I never have any privacy. And of course the biggest problem with not having any privacy is that I never have any space I can call my own. Our house is big, but sometimes not big enough!



Combine these three sentences into one sentence using noun clauses.

## grammar

1. I'm the youngest person in my family. It's a problem. Everyone always tells me what to do.

A problem with being the youngest person in my family is (that) everyone always tells me what to do.

2. I have my own room. It's the best thing. I can do whatever I want.

\_\_\_\_\_

\_\_\_\_\_

3. I'm always late for family outings. It's a problem. My relatives get angry with me.

\_\_\_\_\_

\_\_\_\_\_

4. I have a family that loves to celebrate holidays. It's an advantage. We have a lot of great parties.

\_\_\_\_\_

\_\_\_\_\_

5. I'm the most mischievous person in my family. It's a bad thing. My parents get upset.

\_\_\_\_\_

\_\_\_\_\_



Use noun clauses and information of your own to complete these sentences.

### grammar

1. An advantage of having strict parents is \_\_\_\_\_  
\_\_\_\_\_
2. A problem with living in a noisy household is \_\_\_\_\_  
\_\_\_\_\_
3. The best thing about being the most sociable person in your family is \_\_\_\_\_  
\_\_\_\_\_
4. A disadvantage of living in the same neighborhood as your family is \_\_\_\_\_  
\_\_\_\_\_
5. The worst thing about having parents who both work is \_\_\_\_\_  
\_\_\_\_\_



Choose the correct words to complete these sentences.

### vocabulary

1. He has such an \_\_\_\_\_ *innocent* \_\_\_\_\_ face. He couldn't have done something so awful. (adventurous/inexperienced/innocent)
2. The little boy's \_\_\_\_\_ behavior often gets him into trouble, but he's so cute even when he's bad. (mischievous/active/supportive)
3. She is a very \_\_\_\_\_ person; she would never do anything stupid like that. (frank/sensible/supportive)
4. The director of the company likes me, but she is giving someone else the job because she thinks that I am too \_\_\_\_\_. (generous/responsible/inexperienced)
5. He donated one million dollars to our city's art museum. What a \_\_\_\_\_ gesture! (frank/generous/responsible)
6. I suppose there's one advantage to growing up with \_\_\_\_\_ parents: you learn how to follow rules. (active/patient/strict)
7. My grandmother is 74 years old, but she still maintains an \_\_\_\_\_ lifestyle: she walks a mile every day before breakfast and swims on the weekend. (responsible/sensible/active)
8. When you're annoyed by a problem at work, it's best to be \_\_\_\_\_ and look for a solution rather than get angry. (innocent/patient/frank)
9. She's wanted to go mountain climbing since she was a little girl. She's always had an \_\_\_\_\_ nature. (adventurous/mischievous/innocent)

**A** Read the article. Then check your answers to the questions.

**reading**

## SIBLINGS

WHEN WE ARE CHILDREN, our siblings – that is, our brothers and sisters – are our first friends and first enemies. At the end of life, they are often our oldest friends and oldest enemies. The effect of sibling relationships in childhood can last a lifetime. Many experts say that the relationship among brothers and sisters explains a great deal about family life, especially today when brothers and sisters often spend more time with one another than with their parents.

Studies have shown that sibling relationships between sister-sister pairs and brother-brother pairs are different. Sister pairs are the closest. Brothers are the most competitive. Sisters are usually more

supportive of each other. They are more talkative, frank, and better at expressing themselves and sharing their feelings. On the other hand, brothers are usually more competitive with each other.

Experts agree that the relationship among siblings is influenced by many factors. For example, studies have shown that both brothers and sisters become more competitive and aggressive when their parents treat them even a little bit differently from one another. But parental treatment is not the only factor. Genetics, gender, life events, people, and experiences outside the family all shape the lives of siblings. Recently, one researcher demonstrated another factor in sibling relationships. It was discovered that children dislike watching their siblings fight. In fact, they respond to arguments by taking sides – supporting one sibling and punishing the other. ■

1. What is the main idea of the first paragraph?
  - a. ☐ Siblings are our oldest friends in life.
  - b. ☐ Some siblings have good relationships, but other siblings have bad relationships.
  - c. ☐ Sibling relationships are among the most important relationships in life.
2. What is the main idea of the second paragraph?
  - a. ☐ Sisters get along better with their sisters than with their brothers.
  - b. ☐ Females and males generally have different sibling relationships.
  - c. ☐ Siblings spend a lot of time together because they have to.
3. What is the main idea of the third paragraph?
  - a. ☐ There are many causes of good and bad sibling relationships.
  - b. ☐ Research has shown that siblings hate to fight.
  - c. ☐ Siblings often support or punish one of their brothers or sisters in an argument.

**B** How many of these statements are true? Check true (T) or false (F). Then rewrite the false statements to make them true.

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1. Sister-brother pairs are the most competitive.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When parents treat each child a little differently, the children get along better. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Parental treatment is not the only factor that influences sibling relationships.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Children avoid arguments that their siblings have.                                 | <input type="checkbox"/> | <input type="checkbox"/> |

## Lesson

## How can schools be improved?

### vocabulary

Correct the vocabulary mistakes by rewriting these sentences with one of the words in the box.

academic	extracurricular
compulsory	failing
course	organized

1. I didn't have time to study at a regular school, so I took a correspondence exam.

*I didn't have time to study at a regular school, so I took a correspondence course.*

2. Students who receive a passing grade should go to summer school.

3. There should be more teaching activities offered to students, such as theater groups and sports.

4. In addition to independent subjects, students learn important life skills in school.

5. Going to school is optional for young children in the United States.

6. Schools should teach students how to be disorganized.

### grammar

Combine the phrases from columns A and B to make logical statements.

Business classes should	be based on more than just exams.
Students ought to	force students to speak in class.
Schools should	be taught by successful businesspeople.
Teachers shouldn't	be aware of their graduation requirements.
Grades ought to	teach students to appreciate art and music.

1. *Business classes should be taught by successful business people.*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## grammar

Complete these sentences so that you agree with them. Use the active or passive form of *should*, *ought to*, or *shouldn't* and the verbs in parentheses.

1. Students shouldn't have (have) shorter summer vacations.
2. Students \_\_\_\_\_ (give) rewards for getting good grades.
3. Schools \_\_\_\_\_ (teach) students to think for themselves.
4. Teachers \_\_\_\_\_ (give) students advice about personal matters.
5. English classes \_\_\_\_\_ (offer) in elementary school.
6. Schools \_\_\_\_\_ (help) students find jobs after they graduate.
7. Textbooks \_\_\_\_\_ (provide) free to students.

## grammar

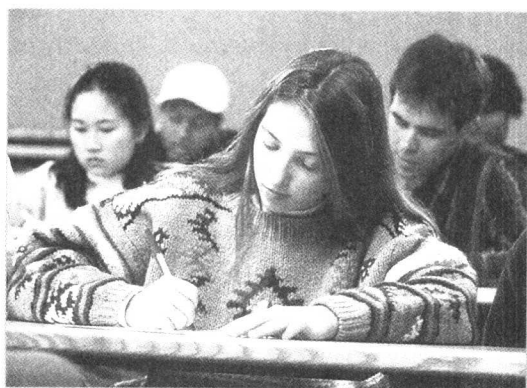
Write a statement about each topic, and then make a suggestion about it. Use the active or passive form of *should*, *ought to*, or *shouldn't*.



1. extracurricular activities Extracurricular activities are an important part of education. Students should participate in at least one before or after school.



2. computers \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. exams \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. school uniforms \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**A** Read the topic sentence. Then put a check next to the sentences that support it.

**writing**

**Topic sentence:**

Classes should not have more than 50 students.

1. ☐ The teacher can't give each student enough individual attention.
2. ☐ It's difficult for students to concentrate with so many others in the room.
3. ☐ There is no access to the Internet.
4. ☐ Students at the back of the room can't see the board clearly.
5. ☐ Students who don't do their homework should receive a poor grade.
6. ☐ There are often not enough textbooks.
7. ☐ Teachers are not paid enough.

**B** Read these topic sentences. Do you agree with them? Check yes (**Y**) or no (**N**). Write sentences to support your opinions.

1. Schools ought to teach students how to use the Internet.

**Y**      **N**

☐      ☐

---

---

2. Schools should make physical education classes compulsory for all students.

☐      ☐

---

---

3. Foreign language classes should be part of every student's education.

☐      ☐

---

---

**C** Choose one of the topic sentences in Exercise B. Write a paragraph stating your opinion. Make sure all of your sentences support the opinion stated in the topic sentence.

---

---

---

---

---

---

---

---

# Lesson B

## What's the best way to learn?

Complete these dialogs. Use the correct form of the verbs in the box.

### grammar

listen    memorize    practice    use    watch    write

- A: The only way to learn new words is by memorizing them.

B: I don't agree. I think the best way is to \_\_\_\_\_ them down on vocabulary cards and to \_\_\_\_\_ them in conversations with native speakers.
- A: A good way to learn to pronounce words correctly is to \_\_\_\_\_ to songs.

B: Really? I've never tried that. My teacher told me that a good way is by \_\_\_\_\_ how native speakers move their mouths and then by \_\_\_\_\_ in front of a mirror to see if I can move my mouth in the same way.

### grammar

Use gerunds or infinitives and information of your own to complete these sentences.



- A good way to develop public speaking skills is \_\_\_\_\_
- A good way to memorize important information is \_\_\_\_\_
- One way to learn how to play the guitar is \_\_\_\_\_
- One way to develop good manners is \_\_\_\_\_
- The best way to learn about another culture is \_\_\_\_\_



## grammar

Rewrite the first four sentences with *in order to*. Rewrite the last four sentences with *so that*.

1. I'd like to learn how to sew my own clothes so that I can save some money.

*I'd like to learn how to sew my own clothes in order to save some money.*

2. I signed up for some dance classes so that I can stay in shape.

3. I bought a new computer so that I could have easier access to the Internet.

4. I took a cooking class so that I could make more interesting meals.

5. I bought a book in order to learn how to develop computer games.

*I bought a book so that I could learn how to develop computer games.*

6. I plan to enroll in Spanish classes in order to study in Mexico next year.

7. I signed up for a public speaking class in order to get experience speaking in front of others.

8. I'd like to take a music class in order to learn as much as possible about classical music.



## vocabulary

Choose the correct words to complete these sentences.

1. Pete needs to work harder in order to \_\_\_\_\_ his dream of attending medical school. (achieve/reach/realize)

2. Sue is a hardworking student who is sure to \_\_\_\_\_ her goals. (achieve/complete/realize)

3. She always \_\_\_\_\_ her tasks carefully and on time. (completes/reaches/realizes)

4. Angela's parents don't want to send her to public school. They think she'll \_\_\_\_\_ her educational goals faster if she studies at home. (complete/reach/realize)

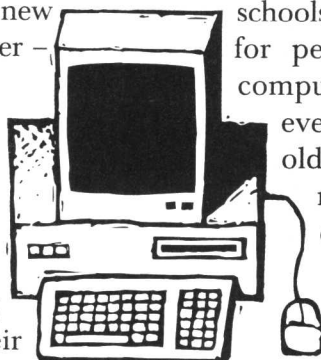
5. Carlos is a serious student. He's doing an independent study on management skills in order to \_\_\_\_\_ his dream of going to business school. (achieve/complete/fulfill)

**A** Read the article. What do you think? Will technology replace schools? Why or why not?

## WILL TECHNOLOGY REPLACE SCHOOLS?

Some people believe that soon schools will no longer be necessary. These people say that because of the Internet and other new technology, there is no longer any need for school buildings, formal classes, or teachers. Perhaps this will be true one day, but it is hard for me to imagine a world without schools. In fact, we need to look at how we can use new technology to make schools better – not to eliminate them.

We should invent a new kind of school that is linked to libraries, museums, science centers, laboratories, and even corporations. Corporations ought to create learning programs for schools in their area of expertise. Independent experts could give talks on video or over the Internet. TV networks and local stations could develop programming about things students are actually studying in school. Laboratories could set up websites to demonstrate new technology so students could view it on the Internet.



Is this just a dream? No. Already there are several towns where this is beginning to happen. Blacksburg, Virginia, is one of them. Here the entire city is linked to the Internet, and learning can take place at home, at school, and in the office. Businesses provide programs for the schools and the community. The schools provide computer labs for people without their own computers at home. Because everyone has Internet access, older people participate as much as younger ones, and everyone can visit distant libraries and museums as easily as nearby ones. How will this new kind of school change learning? It is too early to be sure, but it is very exciting to think about. Technology will change the way we learn; schools will change as well; and we will all learn something in the process.

**B** Read these statements. Check the ones you think the author would agree with.

1. ☐ Schools are not necessary.
2. ☐ New technology will replace schools.
3. ☐ The use of new technology is positive.
4. ☐ Corporations should get involved.
5. ☐ Learning should take place only in schools.
6. ☐ Education is important for people of all ages.
7. ☐ The fact that schools will change is positive.