

100 GRADES

现代英语

• 听与说

第三级

LISTENING AND
SPEAKING

STUDENTS'
BOOK 3

T.S. Creed

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MODERN ENGLISH

for University Students

Listening and Speaking Students' Book

Grade 3

T. S. Creed



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现代英语

听与说

第3级

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UNIT 1

- 1 In Part 1 of the tape, a lock keeper is explaining to some young visitors how a lock works. Before listening to Part 1, look at these questions:

- a Why are locks necessary on some canals?
- b How many pairs of gates does a lock have?
- c What is the purpose of the paddles in a lock?
- d What raises or lowers a boat in a lock?

Now listen to the tape as many times as is necessary to answer the questions on Part 2. Try to answer them in the pauses. Check your answers with those on tape.

- 2 Listen carefully again to Part 1 of the tape. The passage contains certain words and phrases which are often used in *explaining* something. See if you can identify the expression(s) in each case which

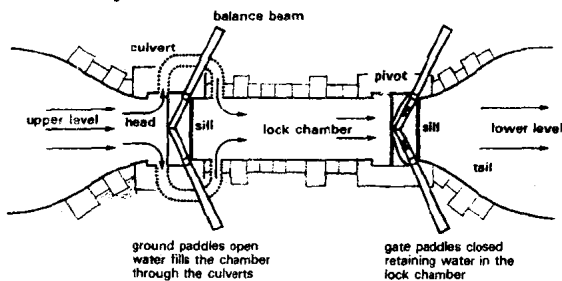
- a attracts the listener's attention and shows that the speaker is about to begin;
- b shows that the speaker is about to give an important explanation;
- c show you are going on to the next step (*2 different words*);
- d usually begin a repetition of an important point or points (*2 different expressions*).

Check your answers with your teacher.

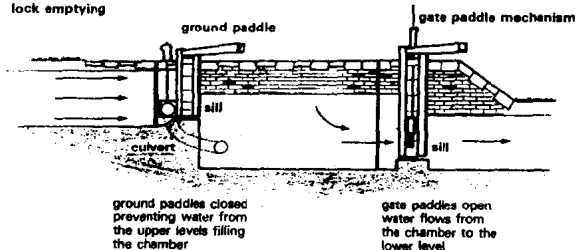
- 3 These steps for passing through a lock are in the wrong order. Listen again to Part 1 of the tape and number the steps in the right order. The diagrams above may help you.

- 1 Open the first gates and steer into the lock chamber.
- 2 Open the paddles at the second gates.
- 3 Steer out of the lock chamber to the lower level.
- 4 Stop your boat and walk to the lock.

Plan: lock filling



Elevation:
lock emptying



- 5 Close the second gates behind you.
- 6 Open the paddles to fill the lock chamber. Then close the paddles.
- 7 When the water level falls to that of the lower level, close the paddles. Then open the second gates.
- 8 Close the first gates behind you.

Now take it in turns with a partner to explain how a lock works. Use the expressions you found in exercise 2 and refer to the diagrams.

- 4 Sentences that begin with a subordinator (*if, when, before, etc*) start on a high tone, marked as (1) below, the main clause continues with a middle tone (2), then falls to a close (3).

(1)

(2)

eg If you want to get from one canal to another, a lock is

(3)

the answer.

Do the exercise on Part 3 of the tape, then practise reading the sentences to a partner with similar intonation.

- 1 When you have reached the lower level, open the gates.
- 2 Before you continue your journey, make sure the gates are closed.
- 3 As the water level sinks, the boat is lowered with it.

- 4 Once the gates are closed, the pressure of the water keeps them shut.
- 5 Listen to the words in Part 4 of the tape. Repeat them in the pauses. You will hear the following sounds:
 initial /st/ as in *stand*;
 terminal /əl/ as in *level*;
 terminal /æ/ as in *canal*;
 terminal /ə/ (unstressed) as in *conductor*;
 terminal /z/ as in *goes*;
 terminal /s/ as in *desks*.
 Practise the sounds, then write the words down in groups according to the sounds which each group has in common.
 (Note some of the words belong to more than one group; can you say which they are?)
 Check your answers with your teacher.
- 6 Listen to Part 5 of the tape. What do you think is the context of this passage? Tick T if you think the statements below are true. Tick F if they are false.
- | | | |
|---|---|---|
| a The teacher has been studying. | T | F |
| b The teacher is ill. | T | F |
| c The weather is very hot. | T | F |
| d The teacher slept on a boat. | T | F |
| e The teacher will be away for several weeks. | T | F |
| f The teacher has set the students some work to do. | T | F |
- Now in pairs, discuss your choices. Listen to Part 4 again and correct the statements which are false.
- 7 On Part 6 of the tape you will hear a trailer/advertisement for a new radio series. Listen to the passage and then answer the questions which follow on Part 7.
- 8 Form into groups and appoint a spokesperson for each group. Organise a class discussion about canals in your own country, and their uses. The following points might help you as reminders:
- wide or narrow?
 - commercial or for leisure purposes?
 - connecting?
 - kind of boats (towed, sail, steam or petrol driven)?
 - the appearance of the countryside: flat, hilly, wooded or open?

UNIT 2

- 1 In Part 1 of the tape you will hear a conversation between two people. Before listening, look at the following questions.

- 1 Who are the people?
- 2 Where are they?
- 3 What is the main topic of the conversation?

Now listen to the tape and answer the questions.

- 2 Listen to Part 1 of the tape again. Tick T if the following statements are true. Tick F if they are false.

- | | | |
|--|---|---|
| 1 The speakers have had an easy day. | T | F |
| 2 The man they are discussing wanted information about courses in Italian. | T | F |
| 3 The man was young. | T | F |
| 4 The man had never been to Italy. | T | F |
| 5 The man was going to Italy for a holiday. | T | F |
| 6 The man was looking forward to his course. | T | F |
| 7 The man could speak French. | T | F |
| 8 The man wanted to join the class at lesson seven. | T | F |

Working with a partner, take it in turns to discuss your choices. Correct the statements which are false.

- 3 Listen to Part 2 of the tape and fill in the missing words and the liaisons. Make sure you don't miss any of the verb contractions.

- 1 He said ____ never even been to Italy.
- 2 ____ booked a fortnight on the Italian Riviera.
- 3 ____ decided to try and learn some of the language.
- 4 I asked him how often ____ be able to attend.
- 5 He asked me whether I thought ____ find it difficult.
- 6 He said ____ learned it for two years.
- 7 He didn't think ____ have too much trouble.

Working in pairs, decide what contracted verbs are in full. Practise repeating the sentences to your partner, using the contracted forms.

- 4 Listen to the sentences on Part 3 of the tape and turn them into reported speech eg:

I'm glad it's five o'clock.

She said she was glad it was five o'clock.

Check your answers with the tape.

- 5 Listen to Part 4 of the tape and, on the transcripts below,
(a) mark the single main stress in each sentence
(b) mark whether the pitch of the speaker's voice rises or falls on the main stress.

In the cases where the main stress does not fall near the end of the sentence, what happens to the pitch of the syllables that follow?

- 1 What a day!
- 2 And what was so unusual or difficult about that?
- 3 Sounds a sensible sort of chap.
- 4 You have to be tactful, I suppose.
- 5 Oh, come on.
- 6 Get to the point.
- 7 What was that?
- 8 Sounds quite reasonable to me.

Now check your answers with your teacher.

- 6 Before listening to Part 5 of the tape, look at the following questions.

- 1 Who are the people?
- 2 Where are they?
- 3 What does the girl want to do?

Now listen to the tape and answer the questions.

- 7 Listen to Part 5 of the tape again. Tick T if the statements are true. Tick F if they are false.

- | | |
|---|-----|
| 1 The girl wants to study French. | T F |
| 2 She wants to learn French before she goes to France on holiday. | T F |
| 3 The girl has studied French before. | T F |
| 4 She is very good at French. | T F |
| 5 She has asked for an intensive course. | T F |

- 6 She can only attend classes in the evening. T F
7 She will study French for three hours. twice
a week. T F
8 She thinks the course will be easy. T F

Working with a partner, take it in turns to discuss your choices.
Correct any of the above statements which are false.

- 8 Listen to Part 5 of the tape again. Make a list of the questions which the man asks the woman.
- 9 Working in pairs, write a dialogue which might take place between a teacher and a student who wants to study English in a language school. The list of questions you made above will help you. When you have completed the dialogue, practise it with your partner.
- 10 Working in groups, organise a class discussion on the importance of learning foreign languages.

UNIT 3

- 1 In Part 1 of the tape, a naturalist is giving a talk on television. Try to guess in *general* terms what he might be talking about. Before listening to Part 1, look at these questions:

- a Do plant-eating animals need large or small quantities of food?
- b What is the main constituent of vegetable matter?
- c Which animals are mentioned in the talk?
- d Why do some plants depend on animals?

Now listen to the tape as many times as is necessary to answer the questions. You will hear the questions on Part 2.

Try to answer them in the pauses. Check your answers with those on tape.

- 2 According to the passage, the following features are often the *results* of a plant-eating diet:

- 1 large grinding teeth
- 2 renewable teeth
- 3 giant-size animal
- 4 long digestive process
- 5 renewable food

Now listen again to Part 1 of the tape and say what the causes are for each of the above. Re-express the connection between cause and result by using the words *because/since/as*, eg:

Because the elephant must chew large quantities of vegetable matter, its teeth are...

- 3 Take it in turns with a partner to ask and answer the following questions. Check your answers with your teacher.

- 1 Why must plant-eaters eat for a long time?
- 2 Why is it that elephants do not lose their chewing capacity?
- 3 Why does the digestive process in elephants take so long?
- 4 How is the elephant guaranteed a steady supply of its favourite

food?

5 Why is the elephant such a large animal?

- 4 Listen to Part 1 of the tape again, paying particular attention to the following words. Mark where the stress falls.

| | | | |
|-------------|---------|------------|-----------|
| eating | easy | extract | extend |
| vegetable | animal | quantities | elephant |
| germinate. | require | replace | digestive |
| encountered | digest | | |

If the word is made up of a prefix and a root-word, eg (ex) tend, (re) quire, (di) gestive, (en) close, on what syllable does the stress fall? Write down all the examples of this kind of word you can find in the list above.

- 5 Listen to the questions on Part 3 of the tape. Mark those which end on a rising tone R, and mark those which end on a falling tone F.

- 1 Is vegetable matter nutritious?
- 2 Do plant-eating animals have good teeth?
- 3 Are elephant's teeth replaced by new ones?
- 4 Do the elephant's favourite plants protect themselves?
- 5 Did dinosaurs encounter the same problem?

Notice how questions which begin with a question word like *Why?* *When?* *Where?* *How?* end in a falling tone, and others in a rising tone.

- 6 You are going to play a game of twenty questions. One of your fellow students thinks of an object or a person. He tells you only whether it is animal, vegetable or mineral, then in twenty questions you have to find out what he is thinking of. Your questions can only be questions to which the answer is yes or no (for instance, you cannot ask *How old is it?* but you could ask *Is it as old as I am?* or *Is it more than a hundred years old?*). If you do not guess in twenty questions you have lost. You can play this in a group or in pairs. Things can also be a mixture, for example, someone might be thinking of a pencil he is holding. He would have to tell you that it is a mixture of vegetable and mineral.

Here are some suggestions for questions:

- | | |
|-----------------|---------------------------------|
| Is it alive? | Have I got one? |
| Is it human? | Is it old? |
| Can you eat it? | Does it belong to this century? |

| | |
|-----------------------------|----------------------------------|
| Can you use it? | Is it historic? |
| Do you use it to cook with? | Is it in literature? |
| Is it in this room? | Is it connected with my studies? |
| Is it larger than me? | Is it something you learn from? |

- 7 Listen to Part 4 of the tape. You will hear a key word followed by four other words. One of the other words is the odd one out because it does not contain a vowel sound which is the same as the one in the key word. Write down which is the odd one out each time. For example:

like : size time it rinds

The odd one out is *it*, because its vowel is different from the one in *like*.

- 8 Listen to Part 5 of the tape and mark the liaisons in the following sentences:

- 1 Eating plants is no easy business.
- 2 Vegetable matter is not nutritious.
- 3 The plants are often very tough.
- 4 It requires days of digestion to extract anything of value.
- 5 It normally passes through the body in about twenty-four hours.

- 9 Before listening to Part 6 of the tape, read the following questions:

- 1 Who are the people?
- 2 What is the man's main interest?
- 3 Why does he think elephants are important?

Now listen to Part 6 of the tape and answer the questions.

- 10 Many species of animals and plants are in danger of extinction. Working with a partner, make a list of those which you have heard about. Make notes about the arguments in favour of preserving all species of plants and animals. How are plants and animals useful to man?

Have a class discussion to pool all the information you have noted. Say what steps should be taken in your country to preserve the balance of nature.

UNIT 4

- 1 In Part 1 of the tape, you will hear another naturalist talking about an unusual creature. Before listening, look at these questions:

- 1 Where was the creature first discovered?
- 2 Is it still possible to see the creature in the wild?
- 3 Describe the creature.

Now listen to Part 1 of the tape and answer the questions.

- 2 Listen again to Part 1 of the tape. Tick T if the statements below are true. Tick F if they are false.

- | | | |
|--|---|---|
| 1 The bird used to be common in Holland. | T | F |
| 2 The bird was unpleasant to eat. | T | F |
| 3 The bird swallowed stones to help its digestion. | T | F |
| 4 A complete specimen of the bird is in Oxford. | T | F |
| 5 The birds were quite large. | T | F |
| 6 The birds could not fly. | T | F |
| 7 The creature was a very pretty bird. | T | F |
| 8 The bird is now extinct. | T | F |

- 3 Listen to the sentences in Part 2 of the tape. Mark the natural pauses (i.e. the sense groups) on the sentences below.

- 1 A carcass was found in Holland a foot in London a specimen was kept in Oxford and numerous bones have been found in the swamps of Mauritius.
- 2 When one was cut up two large stones were found in its stomach.
- 3 The bird inhabited the forests and usually laid one large white egg on a pile of grass.
- 4 It was very vulnerable to the early settlers and their imported animals especially the hogs which fed on its eggs and young.
- 5 Nevertheless it intrigued experts who could not make up their minds whether it belonged to the ostrich vulture or pigeon family.

- 4 In spoken English, items in a series are spoken with a rising tone, but the final item is spoken with a falling tone, eg

(1) (1)

The dodo tried hard to fly, flapping its wings, pushing

(1) (2)

with its claws and making loud noises.

(1) = rising tone (2) = falling tone

Listen to Part 3 of the tape. In each sentence, mark the rising tones with (1) and the falling tones with (2).

- 1 A dodo's features were a bald head, little wings and not much tail.
 - 2 You can see the bird was a dodo because of its large claws, bald head and hooked beak.
 - 3 They swam to the island, walked along the beach and disappeared among the palm trees.
 - 4 Swimming to the island, walking along the beach and then disappearing among the palms, they seemed to know exactly where they were going.
 - 5 A carcase was found in Holland, a professor discovered a foot in London and numerous bones were found in Mauritius.
- 5 In Part 4 of the tape you will hear some words. They contain sound clusters beginning with the /s/ sound. Practise repeating them and write down what you hear.
- 6 In Part 5 of the tape you will hear a conversation between two people on a beach in Mauritius. Before listening to the tape, look at the following questions.
- 1 What did the woman find?
 - 2 What do the people think they have found?
 - 3 What do they decide to do?
- Now listen to Part 5 of the tape and answer the questions.

- 7 Listen again to Part 5 of the tape. Tick T if the statements are true. Tick F if they are false.

- | | | |
|--|---|---|
| 1 The woman found some seashells. | T | F |
| 2 The pieces of shell were very thick. | T | F |
| 3 The egg was very small. | T | F |
| 4 The man thought it was an ostrich's egg. | T | F |
| 5 An ostrich is the largest bird in existence. | T | F |

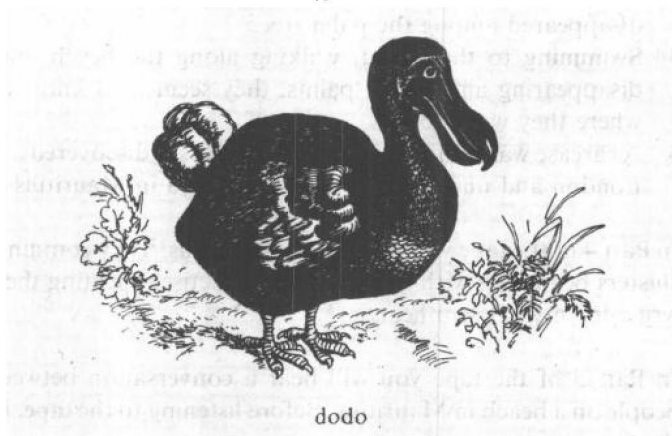
- 6 The man thinks they have found a dodo's egg. T F
7 They decide to take the pieces home. T F

- 8 Working in pairs, describe the above picture to your partner, who will have his or her book closed.

The following notes will help you:

- the size of a large swan
- skull cap on bald head
- wings with four black feathers
- a hooked beak
- large claws

Now your partner will describe another bird, eg a swan, pigeon, ostrich or parrot. You must guess which bird it is.



- 9 You will think of a bird and your partner will try to guess what it is. He/She will ask you questions like the following, to which you answer Yes or No.

- 1 Is it alive or extinct?
- 2 Is it common or uncommon in this country?
- 3 Is it big/small?
- 4 Is it brown/black/green etc?
- 5 Does it eat insects/fruit/other birds/animals etc?
- 6 Does it build its nest in a tree/on the ground etc?
- 7 Does it build its nest with grass/twigs/branches/mud etc?

- 10 Working in pairs, imagine you have been asked to give a radio talk