

5TH GRADE

现代英语

第一级

● 听与说

LISTENING AND
SPEAKING

STUDENTS'
BOOK 1

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G.R. Evans

M Macmillan China
HEP

MODERN ENGLISH

for University Students

Listening and Speaking Students' Book

Grade 1

S. Lake and G.R. Evans



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现代英语

听与说

第1级

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UNIT

1

1 Before listening to Part 1 of the tape, read the following questions:

- 1 What is the time on the tape?
- 2 What is the name of the radio programme?
- 3 Who is on today's programme?
- 4 How many telephone circuits are there between Hong Kong and Guangdong Province now? How many were there six years ago?
- 5 What will happen in five years' time?
- 6 How many telephone circuits will there be with the new fibre optics system?
- 7 How many cities in Guangdong will have the new fibre optics link?
- 8 According to the advertisement, what are the advantages of using the telephone?

Now listen to the tape and answer the questions.

2 In Part 2 of the tape, you will hear more questions. Use the information from the radio programme to answer them. Then listen to the answers on tape.

3 In the radio programme, you heard the polite question phrase

Could you tell me...?

followed by an indirect question, like this:

Could you tell me *why this new link is necessary?*

Now listen to the direct questions in Part 3 of the tape and make them into indirect questions. Use the phrase *Could you tell me...?* followed by an indirect question, like this:

What is your name?

Could you tell me *what your name is?*

4 In the radio programme, you heard the passive form of the verb *to complete*:

The new fibre optics link *will be completed*...

Now listen to the sentences in Part 4 of the tape. Make the active verbs into passive verbs, like this:

We will finish it soon.

It *will be finished* soon.

- 5 (a) On Part 5 of the tape you will hear some pairs of words. Listen carefully to the recording twice. The first time, repeat the words in the pauses; the second time, write down the words you hear. Check what you have written with your teacher.
- (b) Listen to the pairs of words on the tape and make two lists. Put all the words which have the /i:/ sound in one group and those with the /i:/ sound in the other. Check your answers with your teacher.
- 6 Listen to the pairs of sentences on the tape and repeat them in the pauses. In the second sentence in each pair, there is one word which is different. Write down this word.
- 7 Look at the paragraph below. Read it to yourself and mark in pencil the places where you would pause if you were reading aloud, i.e. the sense groups. Then listen to the same paragraph on the tape. Mark in ink the pauses you can hear; they should be the same as your pencil marks. Finally, practise reading the passage aloud.

I have just listened to a radio broadcast in which plans for a new communications link between Hong Kong and cities in Guangdong Province were discussed. The need for a new link has arisen because relations between Hong Kong and Guangdong are becoming stronger, which means that communications links must be strengthened.

The plan is to replace the old links with a new fibre optics system which will provide 12,000 telephone circuits. There are currently about 900 telephone links as compared with only 300 six years ago, and within four years the present system will be overloaded. Fortunately, the new fibre optics link will be completed within four years.

UNIT 2

- 1 Two people are having an interview for a job. You can hear the interview in Part 1 of the tape. Find out what the job is and, as you listen, complete the application forms below.

Candidate A	
Name	
Age	
Address	
Previous experience	

Candidate B	
Name	
Age	
Address	
Previous experience	

- 2 In Part 2 of the tape, you will hear some answers. Listen to each answer, then ask the appropriate question. Use the polite question phrase

Could you tell me...?

- 3 Listen to Part 3 of the tape. You will hear the interviewers as they try

to decide who should get the job. They are talking about the appearance and behaviour of the two candidates. As you listen, put a plus or minus (+ or -) for Candidates A and B under each of the headings below.

	gesture	posture	expression
Candidate A			
Candidate B			

- 4 In Part 3 of the tape, you heard some examples of reported speech:

He said he was twenty-four and a half years old. (from *I'm 24 1/2 years old.*) She said she liked animals. (from *I like animals.*)

Now listen to Part 4 of the tape. You will hear some direct statements.

Turn them into reported speech, like this:

I live in London.

He *said he lived* in London.

- 5 Listen to the adjectives on the tape. Then make statements comparing Mrs Lake and Mr Evans, like this:

friendly

Mrs Lake was *much friendlier than* Mr Evans.

- 6 (a) On Part 6 of the tape you will hear some pairs of words. Listen carefully to the recording twice. The first time, repeat the words in the pauses; the second time, write down the words you hear. Check what you have written with your teacher.

(b) Listen to the pairs of words on the tape and make two lists. Put all the words which have the /e/ sound in one group and those with the /æ/ sound in the other. Check your answers with your teacher.

- 7 Listen to the pairs of sentences on the tape and repeat them in the pauses. In the second sentence in each pair, there is one word which is different. Write down this word.

- 8 Look at the paragraph below. Read it to yourself and mark in pencil the places where you would pause if you were reading aloud, i.e. the

sense groups. Then listen to the same paragraph on the tape. Mark in ink the pauses you can hear; they should be the same as your pencil marks. Finally, practise reading the passage aloud.

This recording concerns two people who are being interviewed for the same job at a zoo.

On the face of it, one of the candidates is much stronger than the other. He is a young man who already has work experience in three zoos and is currently working in London Zoo, the most famous in Britain.

The second candidate is a mature lady who has never worked in a zoo before. Her only credentials are that she likes animals and has several domestic pets.

Quite unexpectedly, one of the interviewers supports the mature lady very strongly. He apparently took a dislike to the young man because he wasn't very friendly, he kept one hand in his pocket, which the interviewer thought was rude, and during the interview kept his fingers crossed. To the interviewer, this meant that the young man was lying.

UNIT 3

- 1 A young couple are starting the day. Look at the list of sounds below, and tick (✓) them when you hear them on the tape, according to whether you think each sound is loud or quiet, high-pitched or low-pitched.

SOUND	LOUD	QUIET	HIGH	LOW
whistling kettle				
electric toothbrush				
electric shaver				
telephone				
alarm clock				
doorbell				

- 2 (a) Now listen to the morning news on Radio Five. Note down details of the day's weather.

RAIN

SUN

WIND

TEMPERATURE

- (b) As you listen to the traffic news, match the traffic problems with the roads where they have occurred.

delays

Piccadilly

blocked

Charing Cross Road

broken traffic lights

Knightsbridge

accident

Park Lane

- 3 (a) In Part 1 of the tape, you heard the request

A Could you pass the milk?

This request can be worded in another way:

B Would you mind passing the milk?

- (b) Now listen to the requests on the tape and make them into Type B requests.

Use the phrase *Would you mind...?*, like this:

Close the door.

Would you mind closing the door?

- 4 (a) You heard some questions and statements with *will* in Part 1 of the tape, such as this question:

Will you be late?

We can report this question as follows:

The woman asked her husband *if he would* be late.

You heard this statement:

I'll do the shopping.

We can report this statement as follows:

The husband *said he would* do the shopping.

In reported speech, *will* becomes *would*.

- (b) Now listen to the tape. You will hear some direct statements and questions with *will*. Turn them into reported speech, using *would*.

NB 'She' asked the questions. 'He' made the statements.

- 5 (a) On Part 5 of the tape you will hear some pairs of words. Listen carefully to the recording twice. The first time, repeat the words in the pauses; the second time, write down the words you hear. Check what you have written with your teacher.

(b) Listen to the pairs of words on the tape and make two lists. Put all the words which have the /æ/ sound in one group and those with the /ʌ/ sound in the other. Check your answers with your teacher.

- 6 Listen to the pairs of sentences on the tape and repeat them in the pauses. In the second sentence in each pair, there is one word which is different. Write down this word.

- 7 Look at the paragraph below. Read it to yourself and mark in pencil the places where you would pause if you were reading aloud, i.e. the sense groups. Then listen to the same paragraph on the tape. Mark in ink the pauses you can hear; they should be the same as your pencil marks. Finally, practise reading the passage aloud.

This recording represents a typical domestic scene at breakfast time. As is often the case, the husband is rushing to get ready for work while his wife urges him to come and get his breakfast. Being in such a hurry, the husband has problems in finding such

things as the toothpaste and his shaver.

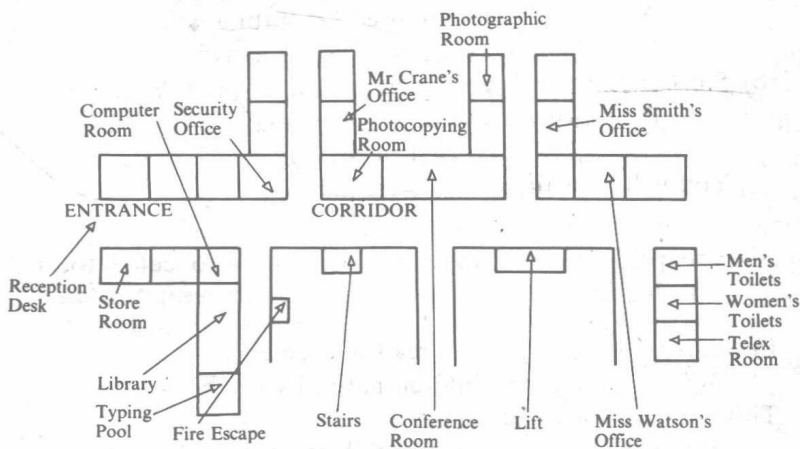
He has a typical light English breakfast of tea and toast and then bids his wife goodbye, promising to do some shopping in the evening and then to go straight home.

Before the husband is able to leave, there are interruptions from the telephone and doorbell, and the family radio breaks down. The husband has a novel, if somewhat crude way of repairing it. He leaves for work, slamming the door as he goes out, and the radio breaks down again.

UNIT 4

- 1 The reading passage *Left or Right?* is about left-and right-sidedness. But the commonest use for the words *left* and *right* is in giving directions.

Study this plan of a modern office building and the rooms on Floor 1.



- (a) Now listen to the tape. You will hear the receptionist giving directions to five people who have just entered the building., Note that she uses the following expressions:

Go straight on.

Turn first (second) right.

Take the first (second) on the right.

It's on the right (left).

Where do the five visitors want to go?

- 1
- 2
- 3

- 4
5

(b) Five more visitors have arrived. Listen on the tape to their questions and give them directions. Then listen to the correct directions on the tape.

2 In the reading passage *Left or Right?* you saw the expressions

A ... for writing

Children were forced to use their right hands *for writing*.

and

B ... to find out

... actions you can do *to find out* if you are left-handed.

(a) On the tape you will hear some sentences which describe tools. Make Type A sentences into Type B sentences, using the models above, like this:

A Hammers are used for hitting nails.

B Hammers are used *to hit* nails.

(b) Similarly, make Type B sentences into Type A sentences:

B Saws are used to cut wood.

A Saws are used *for cutting* wood.

You will hear these words on the tape:

screwdriver pliers scissors glue oil spanners
paper bolts to turn to grip to cut to stick
to lubricate

3 In the reading passage, you read the sentence

While growing up, children naturally use both hands.

This is another way of saying

While they are growing up, children naturally use both hands.

In the same way, we can say *Before going...* or *After going...* instead of *Before I went...* or *After I went...*

Now listen to the tape and practise these expressions. If you hear *Before I went...*, say *Before going...*; if you hear *After I had gone...* say *After going...*, like this:

I hammered the nail before I sawed the wood.

I hammered the nail *before sawing* the wood.

I cut the paper after I had used the glue.

I cut the paper *after using* the glue.

4 (a) On Part 4 of the tape you will hear some pairs of words. Listen carefully to the recording twice. The first time, repeat the words in

the pauses; the second time, write down the words you hear. Check what you have written with your teacher.

(b) Listen to the pairs of words on the tape and make two lists. Put all the words which have the / ʌ / sound in one group and those with the / ɔ / sound in the other. Check your answers with your teacher.

- 5 Listen to the pairs of sentences on the tape and repeat them in the pauses. In the second sentence in each pair, there is one word which is different. Write down this word.
- 6 Look at the paragraph below. Read it to yourself and mark in pencil the places where you would pause if you were reading aloud, i.e. the sense groups. Then listen to the same paragraph on the tape. Mark in ink the pauses you can hear; they should be the same as your pencil marks. Finally, practise reading the passage aloud.

In this recording we have a series of requests for directions and the answers that might be given. In English, the language of requests is quite extensive and ranges from the gruffly impolite to the charmingly polite. For example, the abrupt question 'Where's the library?' would be considered impolite. It is much better to phrase the question politely 'Could you tell me where the library is please?'. There are several ways of expressing this same request politely. Listen for them in the recording.

Asking for directions is an important item in the battery of 'survival' skills required when visiting an English-speaking country. One should at least know left, right, straight on, and the ordinal numbers first, second, third, etcetera. Equipped with these basic words one should be able to follow directions but, inevitably, one gets lost. It's all part of the experience of being in a foreign country.

UNIT

5

- 1 On the tape, you will hear a conversation between two Western women. They are comparing the price of food at a market.
- Look up in your dictionary the names of the foods listed below.
 - As you listen, write down the price of each item now and the price before.

PRICE NOW

per

PRICE BEFORE

per

PARSLEY
TOMATOES

CABBAGE
AUBERGINES

FRUIT JUICES

- 2 Now listen to Part 2 of the tape. You will hear the Food Programme on Radio Five. The programme gives details of the average Englishman's consumption of food and drink during his lifetime.
- Look up the names of the following items in your dictionary.
 - As you listen, write down the quantity of each item consumed.

BEEF
PORK
LAMB
CHICKEN
SAUSAGES

BREAD
TEA
BEER
WINE
SPIRITS

NB 1 mile = 1.6 kilometres 1 pound (1b) = .5 kilograms
100 pence = £1.00 1 pint = .57 litres 8 pints = 1 gallon 1 measure = .2 pints

- 3 In the conversation and the radio programme in Parts 1 and 2 of the tape, you heard a lot of numbers. Now listen to Part 3. Convert these fractions and ratios into percentages, like this:

15 out of 45

33 per cent

- 4 Now listen to some questions involving irregular verbs. Answer the questions like this:

Have you ever *drunk* champagne?

I *drank* champagne last year, but I haven't *drunk* champagne recently.

You will hear these words on the tape:

mouse river ball blackbird hat horse sunrise

- 5 (a) On Part 5 of the tape you will hear some pairs of words. Listen carefully to the recording twice. The first time, repeat the words in the pauses; the second time, write down the words you hear. Check what you have written with your teacher.

(b) Listen to the pairs of words on the tape and make two lists. Put all the words which have the /a:/ sound in one group and those with the /ɔ/ sound in the other. Check your answers with your teacher.

- 6 Listen to the pairs of sentences on the tape and repeat them in the pauses. In the second sentence in each pair, there is one word which is different. Write down this word.

- 7 Look at the paragraph below. Read it to yourself and mark in pencil the places where you would pause if you were reading aloud, i.e. the sense groups. Then listen to the same paragraph on the tape. Mark in ink the pauses you can hear; they should be the same as your pencil marks. Finally, practise reading the passage aloud.

This is a conversation which could typically take place in a vegetable market. Comparing prices and bemoaning the fact, that things have got more expensive are frequent topics of conversation in such a situation.

Small price rises are to be expected but the price fluctuations due to shortages, especially in winter, usually give rise to strong comments. The two ladies talking to each other are evidently experienced and careful shoppers. They don't only look at prices and compare them, they also take the quality of the vegetables into consideration.