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SOUNDWAVES

新视线国际英语

听说教程

DEVELOPING LISTENING AND SPEAKING SKILLS

Student Book
学生用书

3



PREPARES
STUDENTS FOR
TOEFL® iBT
LISTENING AND
SPEAKING TESTS

Nicola Gram 编著
王小萍 改编



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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出版说明

《新视线国际英语听说教程》(Soundwaves)是由美国著名教育出版集团麦格劳-希尔教育集团最新开发、编写,现由我社引进并进行改编出版的系列听说教材。这套教材包含三个级别共9本书,每一本都带有一张MP3光盘。它的组成如下所示:

《新视线国际英语听说教程》

学生用书 1	教师用书 1	测试用书 1
学生用书 2	教师用书 2	测试用书 2
学生用书 3	教师用书 3	测试用书 3

本系列教材遵循以学生为中心、鼓励学生主动学习的理念,本着精讲多练的原则,采用互动交流式的教学模式,通过大量形式多样的练习培养学生的听力及口语技能,并将这些技能有效地应用到真实的生活情境中,同时辅以精要的语法、单词和文化背景的讲解。

本套教材的每个级别都有20个单元,各个级别的单元主题基本一致,但语言难度呈螺旋式上升。《教师用书》针对《学生用书》各个环节的内容为教师提供详细的教学指导和建议。《测试用书》的单元主题设置都与相应级别的《学生用书》对应,以巩固与考查所学内容。在测试形式上,《测试用书》采用了新托福网考(TOEFL®iBT)的听力和口语的测试形式,这样设计是因为新托福网考的测试模式已经发展得比较成熟并在全世界被广泛接受。它不仅体现对学习者的听力、口语技能的科学、系统的考查,而且也十分适合国内目前英语教学中对听说课的教学要求。

本系列教材具有以下鲜明特色:

1. 注重培养学生的策略。教材十分注重培养学生在听、说两个方面掌握正确的学习策略,以提高学习效率和学习能力。

2. 练习形式多样,练习难度个性化。全书练习形式多样,包括个人练习、结对练习、小组练习和课堂活动,倡导体验、实践、参与、合作与交流,发展学生的综合语言运用能力。同时练习设置的难度又充分体现了个性化的特点,考虑到了不同起点的学生的需求,既照顾起点较低的学生,又给基础较好的学生以充分的发展空间。

3. 选材富有趣味性和实用性。全书选材有趣、时尚,贯穿最新的、学生最感兴趣的话题,涉及工作、新闻、娱乐、旅游、购物、环境等方面,体现了实用性、文化性和趣味性的融合,可充分调动教师和学生双方的积极性。题材主要以不同情境的对话和长短不一的谈话和讲座为主,让学生有不同的语言实际运用体验。

4. MP3光盘用纯正美式发音录制。本教材配套的MP3光盘,都是由北美母语播音员或者语言专家录制,语音纯正,语调自然,音质清晰柔和,可模仿性极强。

5. 练习采用新托福网考听力、口语考试的形式。《测试用书》的题型、语料与新托福网考听力和口语测试部分一致,对有志于参加托福考试、留学北美的人士是一套很好的辅助教材。

6. 配有课下拓展练习和MP3光盘。针对每个单元,三个级别的《学生用书》编写了相关的拓展练习,给学生以有益的补充。

本系列教材可用于全日制英语专业基础阶段的学习,非英语专业公共英语、远程(网络、电大)教育英语专业基础阶段及公共英语科目、继续教育英语专业的学习,继续教育对外汉语专业的英语课程的学习,培训部学员的英语听说课程学习,也适用于高职高专的英语听说课程。其中的《测试用书》也特别适合准备新托福网考听力和口语测试的考生自学以及参加辅导班的学习。

To the Student

You are about to embark on a unique English-language learning experience with *Soundwaves*.

Soundwaves is a three-level listening and speaking series designed to improve your conversational English. It offers many opportunities to listen to, learn, and practice the target language.

Soundwaves is a practical series covering a wide range of high-interest topics. Listening exercises in each unit provide models of speech that native English speakers use in real life. Tasks that you will be asked to do are based on realistic situations. Additionally, the audio recordings feature authentic conversations in English. You will hear entertaining dialogs, telephone conversations, news interviews, radio broadcasts, weather reports, and excerpts from travel and cooking shows.

The *Soundwaves* Student Book has 20 units and 4 review units. Each main unit is carefully structured to provide the tools — vocabulary, grammar, and language expressions — necessary to build listening and speaking skills in English.

Each unit generally contains the following sections:

Warm-up — introduces the topic of the unit and helps you brainstorm words related to the topic

Listening Exercises — at least three main exercises give practice listening to the target language. Each exercise is followed by tasks that will allow you to put the listening strategies and skills taught into use.

Grammar Note — provides the essential grammatical rules and structures needed to develop listening and speaking skills

Vocabulary Note — presents the key vocabulary words of the unit topic

Take Note Useful Language — gives the basic language structures and expressions to be practiced in the individual, pair and group work exercises

Take Note For Interest — provides fast facts or trivia to expand the unit topic

Culture Note — presents cultural information about similarities and differences between cultures around the world in relation to the unit topic. It also provides a talking point for discussion and sharing of different cultural experiences.

It's About You — a personalized page for you and your classmates to practice the target language together through communicative pair, group and class work activities

There is a self-study section with extra listening practice at the back of the book. These exercises for Units 1–20 should be done individually after the main unit has been covered in class.

Soundwaves emphasizes pair, group and class work centered around lively task-based activities that strongly prepare you for everyday listening and speaking while having fun learning the target language.

As you learn and practice your conversational English-language skills, try to be bold and speak out as much as possible. Good language learners don't worry about making mistakes: they are all part of the learning experience. Remember, the most important thing when learning a language is to enjoy yourself. *Soundwaves* has been developed to help you do exactly that.

Nicola Gram

致学生

《新视线国际英语听说教程》是为提高你的交际英语能力而设计的三个级别的听、说系列教材。教材中提供了很多听、学和练习目标语言的机会。

《新视线国际英语听说教程》是一套内容涉及面广泛、话题趣味性很强的实用系列教材。每个单元的听力练习提供了英语为母语的人在日常生活中使用的言语模式。你需要完成的作业也是基于真实的语言环境。除此之外，听力录音也体现了真实的英语对话，其中有娱乐对话、电话交谈、新闻采访、无线广播、天气报道、旅游和厨艺展示片段选录等。

每个级别的《学生用书》都有20个单元和4个复习单元。每个主单元都经过精心打造，提供英语听、说必备的工具——词汇、语法和语言表达，一般包括以下几个部分：

热身——介绍本单元的话题，帮助你快速思考并想出与这个话题相关的词语；

听力练习——至少包括三个主要练习，练习听目标语言。每段练习后都带有问题，通过这些问题你可以把听力技巧学以致用；

语法注释——介绍培养听、说技能所需的基本语法规则和结构；

词汇注释——介绍单元话题中的关键词汇；

标注有用的表达——给出基本的语言结构和表达，让你在独自练习、结对练习和分组练习中加以应用；

开发兴趣——提供扩充单元话题的事实快报或剪影；

文化注释——介绍与单元话题相关的文化异同信息。提供讨论的谈话点，分享不同的文化经历；

关于你自己——个性化的一页，让你通过结对交际练习、小组练习和课堂练习活动来练习目标语言。

自学部分提供课外听力练习。在课堂上学过主单元之后，应该独自完成这部分练习。自学单元可以留做家庭作业，也可以在自己的时间完成；

在学习和练习英语会话技能的时候，应该尽可能大胆开口。优秀的语言学习者不害怕犯错：他们应该体验整个学习过程。记住，学习语言最重要的是要享受整个过程。《新视线国际英语听说教程》正是为此目的而打造的。

Nicola Gram

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
1	Greetings 问候	Small talk (社交中的) 闲聊	<ul style="list-style-type: none"> Engaging in small talk Addressing people in a formal way Ending a conversation in a polite manner 进行社交闲聊 正式地称呼他人 以礼貌的方式结束对话 	<ul style="list-style-type: none"> Forms of address Appropriate topics Social distance 不同的称呼 合适的话题 社交距离
2	People 人	Feelings 感情	<ul style="list-style-type: none"> Describing emotions Expressing feelings Identifying different moods 描述感情 表达情感 识别不同的心情 	<ul style="list-style-type: none"> Adjectives of feeling— -ed, -ing 情感形容词— -ed, -ing
3	Role Models 行为楷模	Role models 行为楷模	<ul style="list-style-type: none"> Identifying famous role models Describing the qualities of a role model 识别著名的行为楷模 描述行为楷模的品质 	<ul style="list-style-type: none"> Abstract nouns Heroes and icons Nobel Prize 抽象名词 英雄和偶像 诺贝尔奖
4	Home 家	Looking for a home 寻找一个住处	<ul style="list-style-type: none"> Identifying different types of homes Describing homes and neighborhoods Expressing preferences 识别不同类型的住处 描述住处和社区 表达喜好 	<ul style="list-style-type: none"> Conjunctions House/apartment hunting Ethnic neighborhoods 连词 找房屋/公寓 民族社区
5	School 学校	Learning environments 学习环境	<ul style="list-style-type: none"> Describing different types of learning environments Expressing preferences for types of classes 描述不同类型的学习环境 表达对班级类型的喜好 	<ul style="list-style-type: none"> Wh-questions Lectures 特殊疑问句 讲座
Review Units 1 – 5 1~5 单元复习				

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
6	Transportation 交通	Driving lessons 驾驶课	<ul style="list-style-type: none"> Following a sequence of instructions Giving praise, encouragement and constructive criticism 遵守一系列指令 夸奖、鼓励以及提出建设性批评意见 	<ul style="list-style-type: none"> Imperatives Driving skills 祈使句 驾驶技巧
7	Food 食物	Dining out 外出就餐	<ul style="list-style-type: none"> Identifying items on a menu Ordering food Describing dining experiences and preferences 识别菜单上的菜品 点餐 描述就餐经历和喜好 	<ul style="list-style-type: none"> Indefinite pronouns Restaurant etiquette Different cuisines 不定代词 餐厅礼仪 不同的烹饪方法
8	Shopping 购物	Customer service 顾客服务	<ul style="list-style-type: none"> Returning goods Making complaints Offering solutions and negotiating 退货 投诉 提出解决办法和协商 	<ul style="list-style-type: none"> Conjunctions Consumer groups 连词 顾客群体
9	Celebrities 名人	Famous people 名人	<ul style="list-style-type: none"> Identifying famous people Describing the qualities, skills and accomplishments of celebrities 识别名人 描述名人的品质、技能和成就 	<ul style="list-style-type: none"> Past, present and future perfect tenses Celebrity interviews 过去、现在和将来完成时 名人访谈
10	Jobs 工作	Job interviews, career guidance 求职面试, 职业指导	<ul style="list-style-type: none"> Describing your job preferences Describing your strengths and weaknesses Giving and receiving career advice 描述你的工作喜好 描述你的优点和弱点 给出和接受职业建议 	<ul style="list-style-type: none"> First impressions Résumé Corporate culture 第一印象 简历 企业文化

Review Units 6 – 10 6~10 单元复习

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
11	Health 健康	Doctor's appointments 与医生的预约	<ul style="list-style-type: none"> • Making a doctor's appointment • Describing physical symptoms • Identifying illnesses • Expressing feelings (body) • 约见一名医生 • 描述身体症状 • 识别疾病 • 表述(身体的)感觉 	<ul style="list-style-type: none"> • Five senses • Parts of the body • 五种感觉 • 身体部位
12	Leisure 休闲	Relaxation methods 休闲方法	<ul style="list-style-type: none"> • Identifying sources of stress • Describing ways to relax • Suggesting remedies • 识别压力来源 • 描述放松方法 • 建议疗法 	<ul style="list-style-type: none"> • Adverbs of time • Conventional vs. alternative therapies • 时间副词 • 传统疗法和替代疗法
13	Entertainment 娱乐	Types of entertainment 娱乐类型	<ul style="list-style-type: none"> • Identifying different types of entertainment • Expressing preferences and emotions • 识别不同的娱乐类型 • 表达喜好和情感 	<ul style="list-style-type: none"> • Interjections • Popular forms of entertainment • 感叹词 • 流行的娱乐形式
14	Going Out 外出	Parties 聚会	<ul style="list-style-type: none"> • Identifying different types of social functions • Giving verbal invitations • Engaging in social conversations • 识别不同类型的社交功能 • 提出口头邀请 • 参与社交谈话 	<ul style="list-style-type: none"> • Phrasal verbs • Common types of parties • 短语动词 • 聚会的常见种类
15	Travel 旅行	Sightseeing 观光旅游	<ul style="list-style-type: none"> • Asking for and following directions • Describing places of interest • Expressing preferences for places • 问路和遵循指引的方向 • 描述名胜 • 表达对地方的喜好 	<ul style="list-style-type: none"> • Sightseeing tours • Cultural etiquette • 观光旅游 • 文化礼节

Review Units 11 – 15 11~15 单元复习

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
16	Special Days 特殊的日子	Gift-giving occasions 送礼的场合	<ul style="list-style-type: none"> • Giving and receiving gifts in a formal/informal way • Expressing gratitude • 以正式/非正式的方式赠送和接受礼物 • 表达谢意 	<ul style="list-style-type: none"> • Gift customs in different cultures • 不同文化中的送礼风俗
17	News 新闻	World news 世界新闻	<ul style="list-style-type: none"> • Describing news stories • Identifying different views • Expressing opinions • 描述新闻故事 • 识别不同的观点 • 表达观点 	<ul style="list-style-type: none"> • News reports • News on the Internet • 新闻报道 • 网上新闻
18	Weather 天气	Weather conditions 天气状况	<ul style="list-style-type: none"> • Identifying different types of adverse weather • Describing how to prepare for adverse weather conditions • 识别不同类型的恶劣天气 • 描述如何为恶劣天气状况做好准备 	<ul style="list-style-type: none"> • Conditional clauses • Weather warnings • 条件从句 • 天气预警
19	Environment 环境	Environmental conservation 环境保护	<ul style="list-style-type: none"> • Identifying advantages and disadvantages on issues • Expressing opinions and defending positions • 识别问题的利弊 • 表达观点和为自己的立场辩护 	<ul style="list-style-type: none"> • Environmental debates • Environmentally-friendly ways • 有关环境问题的辩论 • 利于环境的方式
20	Communications 通信	Technology 科技	<ul style="list-style-type: none"> • Identifying and describing different kinds of technology • Giving future predictions • 识别和描述不同类型的科技 • 对未来做预测 	<ul style="list-style-type: none"> • Internet searches • Future inventions • 网上搜索 • 未来的发明
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DEVELOPING LISTENING AND SPEAKING SKILLS

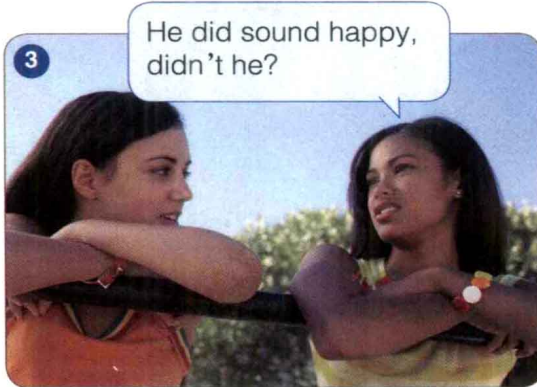
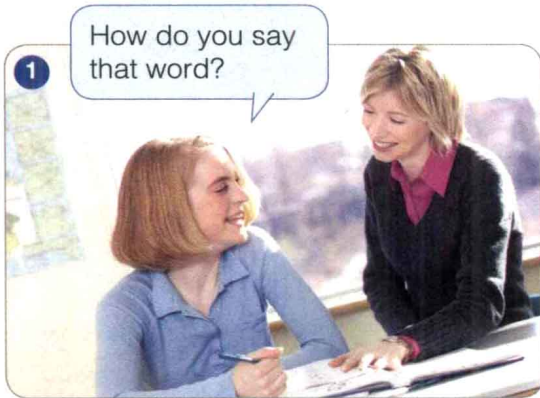


Warm-up

1. How do English speakers use intonation in their sentences?
2. Can you hear the stress or emphasis in certain words in English?

1A

Look at the pictures and describe the scenes.
观察图片并描述其中的场景。



Vocabulary Note pronunciation, intonation, word stress, tag question

B

Look at the pictures again. How do the terms in the *Vocabulary Note* relate to each picture?
再次观察图片。Vocabulary Note中的术语与图片里的场景有着怎样的关系呢?

C

Match the sentences to the correct terms. Draw lines.
将下面的句子和正确的术语进行配对连线。

- | | | |
|---|---|--------------------|
| 1. How do you say that word? | • | • a) intonation |
| 2. Let's meet at five o'clock, not six. | • | • b) tag question |
| 3. He did sound happy, didn't he? | • | • c) pronunciation |
| 4. Can you come to the party? | • | • d) word stress |

Grammar Note

English sentences have *rising* or *falling intonation*.
英语的句子有“升调”和“降调”的情况。

Examples:

Use *rising intonation* in a statement to check information if you are not sure of it.

在陈述中使用“升调”来表示你对某条不确定的信息进行核对。

→ Jeff came to the party? I didn't think he would be there.

For tag questions, use *rising intonation* to check information.

在反意疑问句中，使用“升调”来确认信息。

→ Jeff came to the party, didn't he?

Use *falling intonation* when you think someone will agree, or for statements.

当你认为某人会同意时或在陈述中使用“降调”。

→ You enjoyed the party, didn't you?

Yes-no questions often have *rising intonation*.

一般疑问句常常使用“升调”。

→ Did you enjoy the party?

Wh- questions typically have *falling intonation*.

特殊疑问句往往使用“降调”。

→ Where was the party?

2A

When intonation is used correctly in English, it indicates the feeling of the speaker and makes the language sound natural. Listen to the dialog. Draw either an upward or downward arrow to indicate rising or falling intonation of the underlined words. The first line has been done for you.



正确地运用英语语调，能表达出说话者的感情并使语调自然清晰。听一段对话，在画线的单词上画一个向上或向下的箭头表明是升调还是降调。以第一句的箭头为例。



Maria: Hi, Rosa.

Rosa: Oh, hi, Maria. It's nice running into you here in the store.

Maria: What do you have there?

Rosa: Well, I really like this necklace. Do you think it's pretty?

Maria: It's very beautiful. It would suit you. Look, since it's your birthday this Saturday, why don't I get it for you as a birthday gift?

Rosa: That's so kind of you. Thank you!

B

Listen again and check your answers.
再听一遍录音并检查你的答案。



C

Listen to the sentences and circle the correct tag question that you hear. Then draw either an upward or downward arrow to indicate the intonation for each tag question.



听句子并圈出你听到的反意疑问句。然后在每个反意疑问句上画一个向上或向下的箭头表明语调。

1. You walked the dog today, don't you / didn't you?
2. They would like to go to the movies tomorrow, wouldn't they / shouldn't they?
3. He took a big English test today, doesn't he / didn't he?
4. She has a date tonight, hasn't she / haven't she?
5. I sent you that e-mail yesterday, didn't I / hadn't I?

Take Note

Useful Language

When you listen for or practice intonation and word stress in English, keep in mind these questions.

当你听或者练习语调或词的重读时，请记住下面这些问题。

- What is the proper intonation of that word?
该单词的正确语调是什么?
- Which words are stressed in the sentence?
该句子的哪些词是重读的?
- What is the full meaning of the speaker's message?
说话者要表达的信息的完整意思是什么?
- How does she feel?
她的感受是什么?

D

Listen again and check your answers.



再听一遍录音并检查你的答案。

3A

Word stress can help listening comprehension. It allows the listener to identify key words that are most important in a sentence. It can also convey the speaker's feelings and get the message across in a certain way. Listen to the dialog and underline the words that are stressed. The first line has been done for you.



了解单词重读有助于听力理解，能帮助听者确定句子中最重要的关键词。重读也是说话者表达感情和以某种方式获得信息的一种方式。听一段对话，并在重读的单词下面画线。以第一句为例。



Jeff: Hey, Paul. How's it going?

Paul: Hi, Jeff. That's a great-looking bike!

Jeff: Thanks. It was a present from my parents. They gave it to me for my graduation.

Paul: That's a nice present.

Jeff: Yeah, I really like this bike. It rides very smoothly.

Paul: Can I try it?

Jeff: Sure. Tell me what you think.

B

Listen again and check your answers.



再听一遍录音并检查你的答案。

C

When you answer questions, you can stress the word that gives the answer to make it clear. 回答问题时，你可以将关键词重读使答案更为明确。

Example:

Mother: Where did you go?

Son: I went to the store.

Listen to hear the word that is stressed in each sentence and underline it. Which *Wh-* question would you ask to give the answer of that stressed word? Write it on the blank. The first one has been done for you.



听下面的句子，在每句中重读的单词下面画线。重读的单词可以用哪个特殊疑问词来提问呢？将疑问句写在空格里。以第一句为例。



1. Karen walked to the library with Nicole yesterday.
Who walked to the library with Nicole yesterday?

2. Karen walked to the library with Nicole yesterday.

3. Karen walked to the library with Nicole yesterday.

4. Karen walked to the library with Nicole yesterday.

D

Listen again and check your answers.

再听一遍录音并检查你的答案。



It's About You

Pair Work

Write five tag questions each (e.g. *haven't you?*) on a piece of paper and exchange them with your partner. Make up a sentence using each tag question. Practice using correct intonation for the tag questions, whether it is to check information or confirm agreement. Your partner should give comments on your use of the tag questions and your intonation. Reverse roles.

在纸条上写五个反意疑问句(如: *haven't you?*), 然后与你的同伴交换纸条。用每一个反意疑问句造一句话, 并用正确的语调朗读反意疑问句, 让对方确定该反意疑问句是表达核实信息还是确认同意。让你的同伴来对你的反意疑问句以及你的语调提意见。交换角色练习。



Culture Note



English may be considered a difficult language for some learners, however, at least English is not a tonal language. The Mandarin dialect of the Chinese language is tonal. Every syllable has one of the four basic tones – high, rising, falling and rising, falling – associated to it. Depending on the way that you pronounce a syllable with a certain tone, that syllable takes on a specific meaning. For example, *tang* in Chinese, can mean soup (with a high tone) or sugar (rising tone). If a Chinese learner doesn't use the right tone, he could literally be ordering a bowl of sugar instead of a bowl of soup at a restaurant.

有些学习者认为英语是一门很难学的语言，然而，至少英语不是声调语言。汉语普通话就是一种声调语言。每个音节都有四种音调（阴平、阳平、上声、去声）之一与之结合在一起。根据发音时的语调的不同，这个音节会有不同的意思。如“tang”在汉语中发“阴平”时意思是“汤”；发“阳平”时意思是“糖”。如果汉语学习者将声调使用错误，他很可能去餐厅点“一碗汤”时说成“一碗糖”。

Class Work

Have the class practice word stress in this activity.

这个活动让学生练习发重读的单词。

1. The teacher hands out an index card to each student.

教师给每个同学发一张卡片。

2. The student writes any sentence and underlines the stressed word.

学生在卡片上任写一个句子并在重读的单词下面画线。

3. The teacher collects the cards, shuffles them and places them in a pile face-down at the front of the classroom.

教师收集同学的卡片，打乱次序，然后将卡片正面朝下叠放在教室前面。

4. One student comes to the front, picks a card and reads the sentence stressing the underlined word in a natural way. Students have to identify the stressed word and then say the correct *Wh*-question aloud. For example, the sentence could be: *Lisa hid her **money** under her bed.* Then, the *Wh*-question that a student says should be: *What did Lisa hide under her bed?*

一名学生走到教室前，抽取一张卡片并读出上面的句子，注意画线单词必须重读。其他同学必须辨别出重读的单词，并用正确的特殊疑问词大声提问。例如：Lisa hid her **money** under her bed。那么相应的特殊疑问句应该是：What did Lisa hide under her bed?

5. The student who says the *Wh*-question correctly then has a turn to pick a card. Continue until every student has had a turn.

答对的同学可以走到教室前抽取另一张卡片，直到每个同学都轮流练习一遍为止。



New Words and Expressions

run into 遇到

necklace *n.* 项链

birthday gift 生日礼物

date *n.* 约会

present *n.* 礼物

graduation *n.* 毕业

smoothly *ad.* 平稳地，顺利地