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# SOUNDWAVES

# 新视线国际英语

# 听说教程

Teacher's Guide

教师用书

# 3

DEVELOPING LISTENING AND SPEAKING SKILLS

PREPARES  
STUDENTS FOR  
TOEFL® iBT  
LISTENING AND  
SPEAKING TESTS

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Soundwaves Class Audio CD 3

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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**学习策略**。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. **练习形式多样化,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 Teacher

## Series Overview

*Soundwaves* is a three-level listening and speaking series designed to improve your students' 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 students will be asked to do are based on realistic situations. Additionally, the audio recordings feature authentic conversations in English. There are 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, and generally contains the following sections:

Warm-up — introduces the topic of the unit and helps you and your students 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 students 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 for students to practice 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 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 students to practice the target language together through communicative pair, group and class work activities.

A self-study section provides extra listening practice. Students should do these exercises individually after you have covered the main unit in class. Self-study units can be for homework or for students to complete in their own time.

## Basic Principles

Of the four communicative skills, listening and speaking are the most important to master in language acquisition. Educators should be aware of and follow basic principles of teaching listening and speaking in English.

1. Listening should be emphasized particularly in the early stage of learning a language.
2. Relevant material should be used, with topics that are appropriate and useful in the students' daily lives.
3. The material should use, or closely model, the authentic language of real-life situations.
4. Listening texts should be clear and understandable, with accurate pronunciation and a natural-sounding pace.
5. Repeated listenings of text are necessary in order for students to gain additional practice and build their listening skills.
6. Listening texts should be varied and realistic in order to keep students entertained and interested.

7. Exercises should have a defined function and provide opportunities to test comprehension and production.

8. The teaching approach should be encouraging and lessons designed for success in motivating students to go further.

*Soundwaves* incorporates all these principles to offer a solid, comprehensive series for the conversational English classroom.

### Series Design

*Soundwaves* is based on the spiral model of learning. This supports the teaching of basic skills followed by continual revisiting and reinforcement of these skills through material that is covered in increasing depth. As learning progresses, skills become entrenched into the long-term memory for easier recall and production.

To support this model, the same twenty general themes appear in the three levels of the *Soundwaves* Student Books. For example, Jobs is the topic in Unit 10 in all three levels and is dealt with in increasing difficulty at each level, while also recycling the vocabulary, grammar and language structures of the previous level. In Level 1, students learn about different types of jobs; they then learn about job duties and responsibilities in Level 2; and in Level 3, they prepare and practice mock job interviews in class.

This spiral model of learning helps develop competent, and thus more confident, students in listening and speaking in English.

### Listening Strategies

Each Student Book begins with a **Getting Ready** section to introduce key listening strategies and present exercises to help prepare for the main units. Teaching students listening strategies increases their awareness of the processes involved in listening. Once students are aware of the elements involved, they can more easily isolate the purpose of their listening, and then understand the meaningful parts of a conversation.

Listening strategies covered in *Soundwaves* include listening for gist, listening for sequence, listening for inference, listening for the main idea, and listening for details. The opportunities offered to practice these important listening strategies equip the students with the language scaffolding they need to utilize these strategies effectively.

### Series Approach

*Soundwaves* primarily utilizes a communicative approach to language learning. This approach advocates task-based and student-centered lessons, emphasizing interactive activities that model real-life communicative situations. Exercises are carefully structured and sequenced for students to meet the language goals in each unit.

The units in *Soundwaves* feature listening texts that model authentic situations and language. Each thematic unit incorporates a variety of exercises appropriate to the topic. For example, Unit 6 on Transportation requires that students listen to instructions and mark a route on a map, while Unit 8 on Shopping involves listening to a transaction and marking the prices on items. Hence, students are provided with a syntactic and conversational framework on which to model and practice the language before moving toward independent production. The purpose is to set up students for success and instill confidence in listening and speaking in English.

The ultimate objective of any language program is to have students independent and functioning competently in the target language. To facilitate student independence, *Soundwaves* includes a **Self-study** section in each Student Book, designed to give students additional practice outside the classroom and improve listening skills.

As your students learn and practice their conversational English-language skills, encourage them to be bold and speak out. Emphasize that good language learners don't worry about making mistakes: they are all part of the learning experience. Tell them, too, that the most important thing when learning a language is to enjoy themselves. *Soundwaves* has been developed to help do exactly that.

### Nicola Gram

# About the Teacher's Guide

A Teacher's Guide accompanies each level of *Soundwaves*. It features useful information on how to teach the main units and the Review Units. It provides step-by-step lessons and suggestions to help students develop their listening and speaking skills in the classroom. It also presents an abundance of optional and extension activities.

The Teacher's Guide features all the material needed to teach *Soundwaves* in a comprehensive manner. At the start of each unit, the listening skills to be taught are indicated. In addition, a description of the content on the audio recording and the language of the unit are given before each lesson. The specific listening skill targeted is also listed at the beginning of each audio exercise.

## Special Features

Lessons contain additional notes and tips to help teachers develop students' listening and speaking abilities in English. These notes and tips are found throughout the Teacher's Guide.

**Language Note** The Language Note often gives additional information on grammar points, or information on pronunciation or conversation strategies. It may give definitions of words covered in the text or on the audio. The Language Note is intended as background information, but you may wish to present it to students if they seem interested.

**Culture Note** The Culture Note gives background information on different situations in context; providing insight into the cultures of English-speaking countries, as well as other countries. The Culture Note also often provides interesting information related to the unit topic.

**Extra Activity** Extra Activities appear frequently and give more opportunities to practice listening and speaking. They provide additional exposure to the specific language or a chance to use language related to the unit topic. Every unit has at least one Extra Activity in which students listen to a recording again for a different purpose or from a different perspective. Some Extra Activities focus on vocabulary, some on speaking, and some ask students to do additional research and present material orally.

**Tip** Tips give suggestions to present to students to help them learn additional listening and speaking strategies to do exercises in the unit. Other tips are useful to help students maximize their learning in the classroom.

**Option:** Options appear frequently in the lessons. They suggest ways to provide students with extra practice on what they have just learned, such as on vocabulary in that unit.

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

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



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

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"> <li>• Giving and receiving gifts in a formal/informal way</li> <li>• Expressing gratitude</li> <li>• 以正式/非正式的方式赠送和接受礼物</li> <li>• 表达谢意</li> </ul>	<ul style="list-style-type: none"> <li>• Gift customs in different cultures</li> <li>• 不同文化中的送礼风俗</li> </ul>
17	News 新闻	World news 世界新闻	<ul style="list-style-type: none"> <li>• Describing news stories</li> <li>• Identifying different views</li> <li>• Expressing opinions</li> <li>• 描述新闻故事</li> <li>• 识别不同的观点</li> <li>• 表达观点</li> </ul>	<ul style="list-style-type: none"> <li>• News reports</li> <li>• News on the Internet</li> <li>• 新闻报道</li> <li>• 网上新闻</li> </ul>
18	Weather 天气	Weather conditions 天气状况	<ul style="list-style-type: none"> <li>• Identifying different types of adverse weather</li> <li>• Describing how to prepare for adverse weather conditions</li> <li>• 识别不同类型的恶劣天气</li> <li>• 描述如何为恶劣天气状况做好准备</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional clauses</li> <li>• Weather warnings</li> <li>• 条件从句</li> <li>• 天气预警</li> </ul>
19	Environment 环境	Environmental conservation 环境保护	<ul style="list-style-type: none"> <li>• Identifying advantages and disadvantages on issues</li> <li>• Expressing opinions and defending positions</li> <li>• 识别问题的利弊</li> <li>• 表达观点和为自己的立场辩护</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental debates</li> <li>• Environmentally-friendly ways</li> <li>• 有关环境问题的辩论</li> <li>• 利于环境的方式</li> </ul>
20	Communications 通信	Technology 科技	<ul style="list-style-type: none"> <li>• Identifying and describing different kinds of technology</li> <li>• Giving future predictions</li> <li>• 识别和描述不同类型的科技</li> <li>• 对未来做预测</li> </ul>	<ul style="list-style-type: none"> <li>• Internet searches</li> <li>• Future inventions</li> <li>• 网上搜索</li> <li>• 未来的发明</li> </ul>
Review Units 16 – 20			16~20 单元复习	
Self-study Units 1 – 20			1~20 单元自学	

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Education

SOUND WAVES

新视线国际英语

听说教程

Teacher's Guide

教师用书

3

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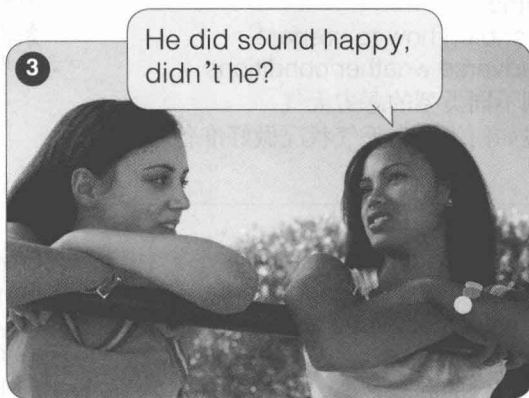
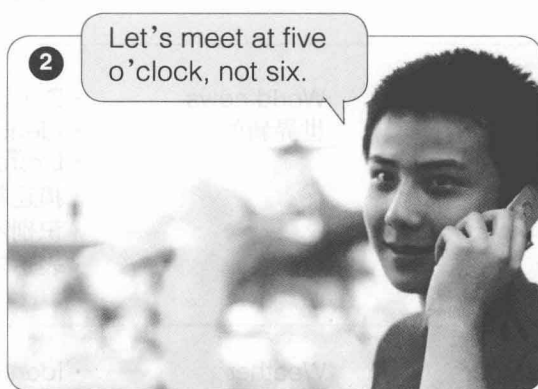
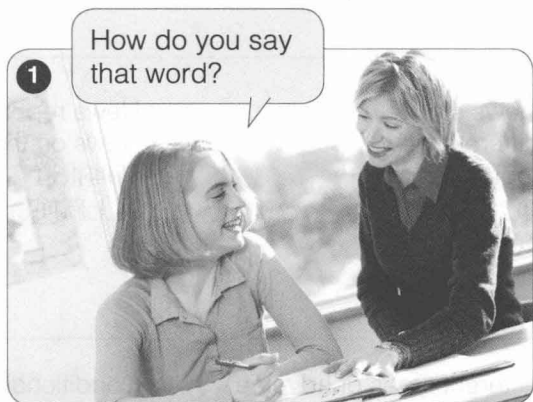
Warm-up

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   |



# Getting Ready

**Topic:** *Intonation and stress*

**Listening skills:** *Listening for intonation and stress and to confirm answers*

## Warm-up

**Preview** Say the following sentence in two ways: first with falling intonation and second with rising intonation.

The party starts at 9.

Ask, "What is the difference between the two examples?" (**Possible answers:** There is a difference in intonation. The second one sounds like a question.) Say the following two sentences stressing the underlined words.

He told Jane about the party.

He told Jane about the party.

Ask, "What is the difference between the two sentences?" (**Possible answers:** Different words are stressed. The first sentence focuses on **he**, the person telling someone else about the party. The second sentence focuses on **Jane**, the person who is being told about the party.)

1. Read the first item aloud. Have students discuss answers in small groups.

2. Discuss answers with the class. You can use information in the *Language Note* below.

### Language Note

In simple terms, intonation is the rise and fall in level of voice. English speech is spoken in units of information, each of which typically has a falling or a rising tone. The falling tone is the most frequent and gives an impression of completeness. And rising tone typically gives a feeling of openness or incompleteness.

3. Read the second item aloud. Have students discuss answers in small groups.

4. Discuss answers with the class. You can use information in the *Language Note* below.

### Language Note

In simple terms, stress is saying a word or part of a word more loudly or with more force. In multisyllable words, one syllable typically gets more stress. But the focus in this unit is on stress in syntactic units. Often stress occurs on the last important word in a sentence or on new information. The speaker has the choice of placing stress freely to highlight any word in a sentence.

## Part 1

Students study and practice terms related to English pronunciation, intonation, and stress and how they function in English.

### 1A

1. Read the directions aloud. Have students prepare their answers individually.

2. Have students share their answers in pairs. Go over answers with the class. (**Possible answers:** 1. The girl doesn't know the pronunciation of a word and is asking the teacher for help. 2. The boy is changing the time of a meeting with a friend. 3. The woman is asking her friend to confirm the statement she has made. 4. One boy is inviting another to a party.)

3. Read the items aloud, and have students repeat.

### 1B

## Vocabulary Note

1. Read the items aloud, and have students repeat. Elicit definitions of the words.

### Language Note

See the left-hand column for intonation and word stress. Pronunciation—how a word is said, tag question—short questions that follow a statement (e.g., *You're coming, aren't you?*).

2. Read the directions aloud. Have students prepare their answers individually.

3. Have students share their answers in pairs. (See **1C** for answers.)

### 1C

1. Read the directions aloud. Have students work individually to do the task.

2. Go over answers with the class. Explain:

1. Pronunciation: The example illustrates asking for pronunciation.

2. Word stress: **Five** is stressed to show that it is new, important information, the change in time.

3. Tag question: "didn't he?" is a tag question that asks for confirmation.

4. Intonation: The item shows rising intonation, to ask for information.

Extra Activity

Have students give additional examples for the items in 1C.

Grammar Note

1. Read the information aloud. Have students repeat the examples, using correct intonation.
2. Point out the use of arrows to indicate rising or falling intonation.
3. **Option:** Have students work in pairs and practice the intonation.

Extra Activity

Have students give additional examples for the items in the Grammar Note and say them using correct intonation.

Part 2

Students listen to a dialog and sentences with tag questions. They practice listening for intonation.

2A

Listening skill: listening for intonation — a dialog between two friends who meet in a store



1. Read the directions aloud. Tell students to listen for the intonation they hear for each underlined word.
2. Tell students to draw an upward arrow for rising intonation and a downward arrow for falling intonation. Tell them to look at the Grammar Note for examples of how to draw arrows.
3. Play the recording once, and have students draw the arrows.

Exercise 2A



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?

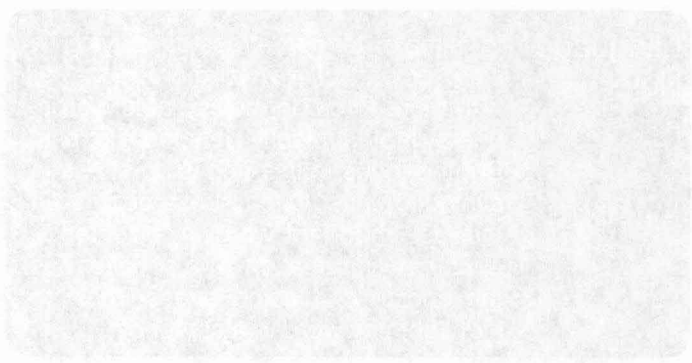
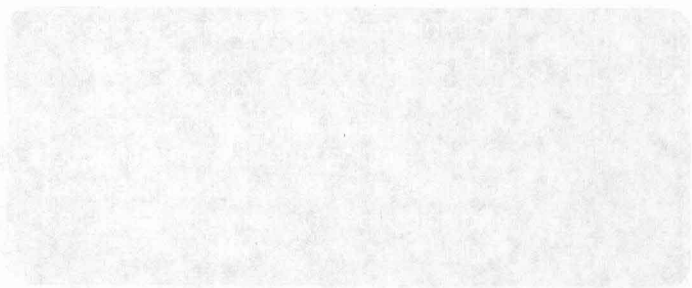
Rosa: That's so kind of you. Thank you!

2B

Listening skill: listening to confirm answers — a dialog between two friends who meet in a store



1. Read the directions aloud.
2. Play the recording again, and have students check answers. Go over answers with the class.
3. **Option:** Have students work in pairs and role-play the dialog using the intonation marked.



## 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”。

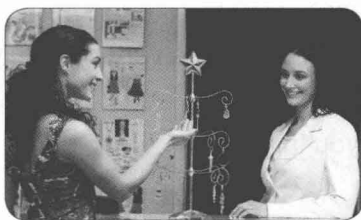
→ Where was the party?

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.