

ICON
DVD PROGRAM



普通高等教育“十一五”国家级规划教材

New Practical English

新编实用英语

初级教程 (下)

Elementary Course

- 《新编实用英语视听说教程》教材改编组
- Donald Freeman
- Kathleen Graves
- Linda Lee
- Lisa Varandani

Visual

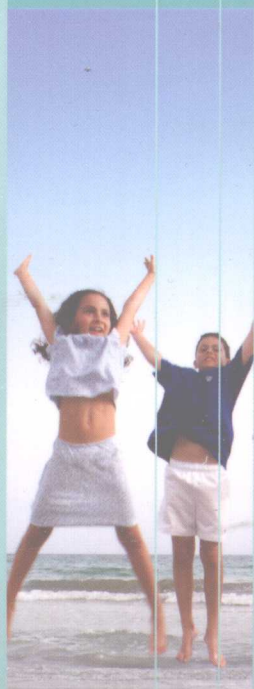
视

Audio

听

Oral

说



高等教育出版社
HIGHER EDUCATION PRESS

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前言

《新编实用英语视听说教程》是在McGraw-Hill公司出版的*The ICON DVD Program*基础上,结合国家对高职高专学生英语听说能力的新要求改编而成的。本系列教材包括《新编实用英语视听说初级教程》(以下简称《初级教程》)上、下两册、《新编实用英语视听说中级教程》(以下简称《中级教程》)上、下两册及《新编实用英语视听说初级教程教师参考书》一册和《新编实用英语视听说中级教程教师参考书》一册。

《初级教程》每分册分为12个单元,每个单元包含两部分:第一部分为一段与单元主题相关的幽默短剧,短剧的对话中还融进了该单元的关键词语和句型;第二部分是一个包含一系列问答的访谈节目,节目仍然围绕单元主题展开。《中级教程》每分册同样分为12个单元,每个单元也包含两部分:第一部分为一个四口之家(父亲、母亲、女儿、儿子)围绕某一主题展开的会话;第二部分则是一段主题相同的新闻录像。由于《中级教程》第一部分的会话包含了与第二部分的新闻录像相关的语言和背景知识,因此可激发学生对新闻节目的兴趣,同时也有助于他们更好地理解新闻节目的内容。

本视听说系列教材是在大量的理论研究和多年的教学实践基础上编写而成的。其编写特色主要表现在以下几个方面:

1. 单元结构循序渐进

各单元都按以下循序渐进的原则进行设计:单元的第一部分都为第二部分的内容做好了铺垫。每一部分的练习设计是按先做语言和内容的准备,然后进行视听;先了解节目大意,然后再理解细节;先进行语言输入,然后再安排语言输出的步骤进行。这样就形成了一环套一环、层层递进的单元结构。

2. 活动设计形式多样

编者在各单元都设计了形式多样的语言练习和语言交际活动。有的活动采用多项选择的形式,有的则采用回答问题或完成对话的形式;有的活动为观看录像做语言和 content 上的准备,有的则基于录像内容锻炼学生的口头表达能力。各单元在总体结构上保持一致,但在活动形式上有所不同。

3. 重点突出肢体语言

人类的交际虽然在很大程度上是语言行为,但人们的肢体动作在面对面的交际过程中也往往扮演非常重要的角色。本教材的各个单元都设计了专门的练习,帮助学生观察和学习使用恰当的肢体语言,以取得更好的交际效果。

4. 教材版式图文并茂

纸质教材采用全彩印刷,并配有大量图片。这种呈现形式可以对使用者产生理想的视觉冲击,加深学生对所述文字的理解。

5. DVD光盘操作方便

本书配有一张原版引进的DVD光盘,光盘中配有简便的导航系统。使用者可以根据教材内容便捷地在光盘上找到相关的录像。

《新编实用英语视听说教程》的总主编为南京大学的王海啸教授和东南大学的李霄翔教授,《初级教程(下)》的主编是王海啸,副主编是王晓红、黄燕,编者(以姓氏笔画为序)为:王晓红、王海啸、全亚莉、张洁、陈萱、夏珏、黄燕。希望本系列教材能够帮助大家在轻松、愉快的氛围中提高英语的听说能力,同时也请大家对本教材的设计和编写提出宝贵的意见和建议,我们将不胜感激。

编者
2009年3月

郑 重 声 明

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1

The English Class

BEFORE WATCHING

A. VOCABULARY PREVIEW. Write these activities in the chart below.

answer questions	doodle	read assignments
ask questions	do the homework assignment	sleep in class
bring their books to class	get to class late	take notes
do their homework	daydream	talk too much
criticize other students	pay attention	_____ (your idea)

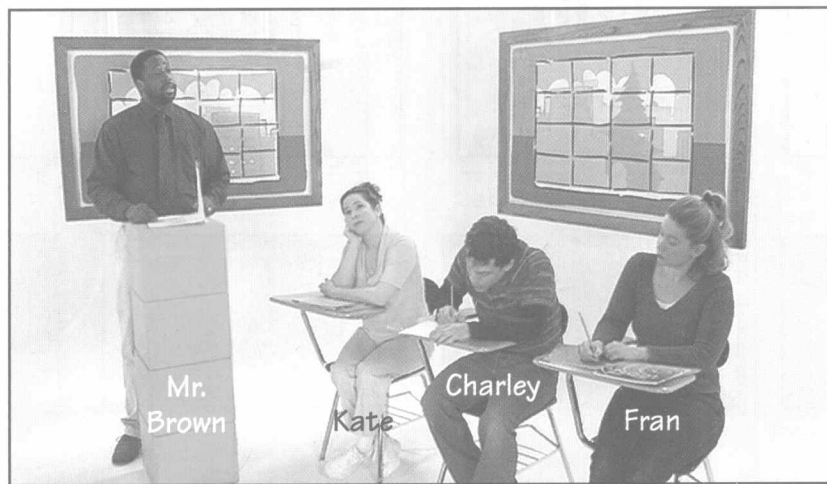
Things students should do	Things students shouldn't do
<i>answer questions</i>	<i>criticize other students</i>

B. GRAMMAR REVIEW. Read these lines. Check (✓) True or False for you. Then correct the false statements.

- | | | | |
|--|----------------------------------|-----------------------------------|-------|
| 1. I always understand everything in class. | True
<input type="checkbox"/> | False
<input type="checkbox"/> | _____ |
| 2. I almost always pay attention in class. | True
<input type="checkbox"/> | False
<input type="checkbox"/> | _____ |
| 3. I sometimes ask questions in class. | True
<input type="checkbox"/> | False
<input type="checkbox"/> | _____ |
| 4. I hardly ever daydream in class. | True
<input type="checkbox"/> | False
<input type="checkbox"/> | _____ |
| 5. I never remember to do the homework assignment. | True
<input type="checkbox"/> | False
<input type="checkbox"/> | _____ |
| 6. I usually speak English in class. | True
<input type="checkbox"/> | False
<input type="checkbox"/> | _____ |

ACTIVE WATCHING 1: *ICON* Theater

A. PREDICT. Study the picture and check (✓) your predictions below. Then watch the video and check your predictions.



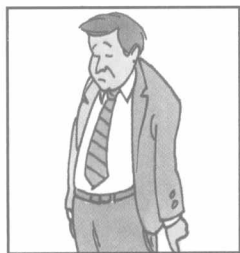
- | | | | |
|------------------------------|--|--|---|
| 1. I think the people are in | <input type="checkbox"/> a restaurant. | <input checked="" type="checkbox"/> a classroom. | <input type="checkbox"/> a library. |
| 2. I think Mr. Brown is | <input type="checkbox"/> upset. | <input type="checkbox"/> happy. | <input type="checkbox"/> angry. |
| 3. I think Fran is | <input type="checkbox"/> paying attention. | <input type="checkbox"/> daydreaming. | <input type="checkbox"/> asking a question. |
| 4. I think Kate is | <input type="checkbox"/> a good student. | <input type="checkbox"/> a lazy student. | <input type="checkbox"/> a classroom. |
| 5. Charley is probably | <input type="checkbox"/> daydreaming. | <input type="checkbox"/> doodling. | <input type="checkbox"/> listening carefully. |

B. FOCUS ON BODY LANGUAGE. Choose one person in the scene. Watch the video again and check (✓) the things this person does.

NAME: Kate

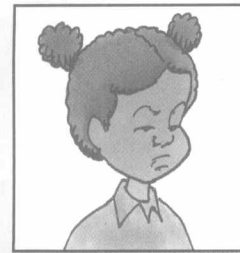
Gestures

- ☐ points
- ☐ waves
- ☐ throws up hands
- ☒ puts head on hand
- ☐ nods head to say yes
- ☐ sits up very straight
- ☐ slouches







Facial expressions

- ☒ smiles
- ☐ frowns
- ☐ closes eyes
- ☐ opens eyes wide
- ☐ pouts



C. WATCH AND TAKE NOTES. Watch the classroom scene again. List one or more facts or opinions about each person.

Mr. Brown	Fran	Charley	Kate
 <p>is upset.</p>	 <p>always understands everything.</p>		

AFTER WATCHING 1: *ICON* Theater

A. DESCRIBE. Write Mr. Brown, Fran, Charley, or Kate.

- _____ *Fran* _____ talks too much in class.
- _____ thinks she is the perfect student.
- _____ sometimes speaks Spanish in class.
- _____ daydreams a lot in class.
- _____ loves coffee.
- _____ forgot to bring his book to class.

B. WRITE ABOUT IT. Answer the questions.

- Are these students similar to or different from students in your class? Explain.
- Is Mr. Brown a good teacher? Explain.
- Pretend that you are in this class. How do you feel?

ROLE PLAY

A. PRONUNCIATION. Work with a partner. Use gestures and facial expressions as you say the lines below.

1. Who, me?



2. Listen, I'm really unhappy about this group.



3. Oh, that is so unfair.



4. What's up?



B. DISCUSS AND DECIDE. Work in a group with several classmates. Choose characters for your own scene in a soap opera. Describe the characters in the chart below.

Example:

Student 1

Name: Manuel

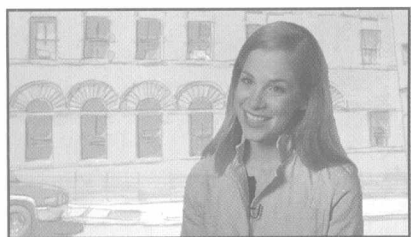
- talks too much in class.
- doesn't do his homework.
- laughs a lot.

Teacher	Student 1	Student 2	Student 3
Name:	Name:	Name:	Name:

C. YOUR TURN. Practise your classroom scene and then perform it for your classmates. You will get 1 point for each line you use in Activity A in ROLE PLAY.

ACTIVE WATCHING 2: *ICON* Interviews

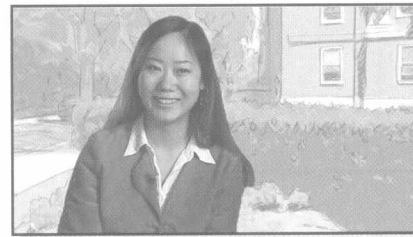
A. FIRST WATCHING. First, read the pairs of sentences below. Pay attention to the underlined words. They are in the interviews. The second sentence tells their meaning. Next, watch the interviews and write the name of the speaker in the blank.



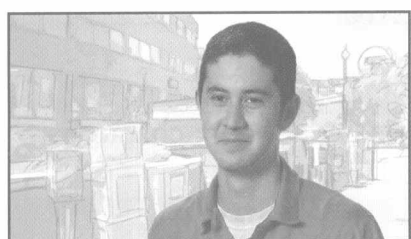
Anne



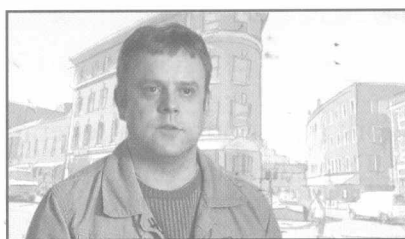
Gabrielle



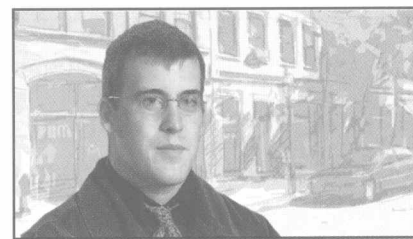
Hailey



Aaron



Thomas



Ian

1. Hailey says she has to concentrate. She always listens carefully.
2. _____ says he really tries to focus. He thinks only about the lesson.
3. _____ says she wakes up early so she can get to school on time. She's never late.
4. _____ says he is always punctual. He's always on time.
5. _____ says he doesn't ask stupid questions. He asks intelligent questions.
6. _____ says she's usually interested in the topic. It's the subject being discussed.

B. SECOND WATCHING. Watch all the interviews again. Write the number of people that do each thing. Use slash marks (/ / /) to make a record as you listen.

	Slash Marks	Total
1. How many people say they are never late?	_____	_____
2. How many people say they don't ask questions?	_____	_____
3. How many people say they sometimes daydream?	_____	_____
4. How many people talk about taking notes in class?	_____	_____

C. LISTEN FOR SPECIFIC INFORMATION. Watch the interviews a third time. Listen to what the people say and answer the questions.

1. Does Anne daydream in class? Yes, she does.
2. What does Thomas try to do? He tries to _____.
3. What does Aaron say about coming to class on time? That's one thing he's always been _____.
4. What does Anne say about arriving on time? I'm usually an _____.
5. Aaron asks questions in what kind of class? He asks questions in a _____.
6. What two-word answer does Hailey give? _____.

AFTER WATCHING 2: *ICON* Interviews

A. CONVERSATION TIP. Read the CONVERSATION TIP. Then write Y for "yes", N for "no", or M for "maybe" before each of the expressions in the box.

CONVERSATION TIP

There are many ways to say *yes* and *no*. In the example below, *All the time* means *Yes, I do*.

Example:

Interviewer: Do you ever daydream in class?

Aaron: All the time.

Expressions			
<u>Y</u> I think so.	_____ Yeah.	_____ Not particularly.	_____ Not lately.
_____ Of course.	_____ Never.	_____ Uh uh.	_____ I don't.
_____ It depends.	_____ I'd say I do.	_____ Uh huh.	_____ All the time.

B. FOCUS ON BODY LANGUAGE. Sometimes people move their eyes away from the interviewer before answering. They may be deciding how to answer. Look at three interview segments. Check how the people move their eyes.

	To the left	To the right	Down	Up
1. Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Aaron	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Hailey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORDS & EXPRESSIONS

arrive /ə'raɪv/	<i>v.</i>	到达
assignment /ə'saɪnmənt/	<i>n.</i>	(分派的) 任务, (指定的) 作业
concentrate /'kɒnsən,treɪt/	<i>v.</i>	全神贯注
criticize /'krɪtɪsaɪz/	<i>v.</i>	批评
daydream /'deɪdri:m/	<i>v.</i>	做白日梦
doodle /'du:dl/	<i>v.</i>	胡乱画
focus /'fəʊkəs/	<i>v.</i>	集中注意力
guy* /gaɪ/	<i>n.</i>	<常复数, 口语> 各位, 伙计们
hardly* /'hɑ:dlɪ/	<i>ad.</i>	几乎不
intelligent /ɪn'telɪdʒənt/	<i>a.</i>	聪明的, 伶俐的, 有才智的
library /'laɪbrəri/	<i>n.</i>	图书馆
perfect /'pɜ:fɪkt/	<i>a.</i>	完美的, 理想的
pretend /prɪ'tend/	<i>v.</i>	假装
pout /paʊt/	<i>v.</i>	撅嘴
punctual /'pʌŋktʃʊəl/	<i>a.</i>	严守时刻的, 准时的
segment /'segmənt/	<i>n.</i>	片断
seriously* /'sɪərɪəsli/	<i>ad.</i>	认真地
slouch /slaʊtʃ/	<i>v.</i>	没精打采地坐(或站、走)
Spanish /'spæniʃ/	<i>n.</i>	西班牙语
subject /'sʌbdʒekt/	<i>n.</i>	主题
topic /'tɒpɪk/	<i>n.</i>	话题, 主题
unfair /,ʌn'feə/	<i>a.</i>	不公平的

bring their books to class	带上他们的书来上课
frequency adverb*	频率副词
hardly ever*	几乎从不, 很少
(be) on time	按时
pay attention	专心
sit up very straight	坐得很直
take notes	做笔记
throw up hands	骤然举起双手

带*的生词取自《新编实用英语视听说初级教程教师参考书》的Scripts部分。

生词分类

学生课堂行为	面部表情
bring their books to class	pout
concentrate	
criticize	
daydream	
doodle	
focus	
get to class on time	
pay attention	
slouch	
take notes	

课文注释

1. common frequency adverbs 常见频率副词

频率副词表示事情发生的频率。按照频率的高低，可以将以下几个副词排列为 **always > almost always > usually > often > sometimes > hardly ever > never**。

2. “You don’t take the course seriously.” 你们没认真上这课。

take... seriously 意为“认真对待…”。

3. “What’s up?” 什么事?

What’s up? 是口语中常用的问句，用来询问对方有什么事。也可以用来和别人打招呼。

4. “... and she never remembers to do her assignments.” …而且她总是忘记做作业。

remember后面跟动词时，动词可以用**to do**形式，也可以用**ing**形式。当动词表示一个已经发生的动作或一件已经发生的事情，则用**ing**形式，表示“记得做过某事”。如果是没有发生的动作或事情，则用**to do**形式，表示“记着要去做某事”。

5. coffee break 喝咖啡的休息时间

受到中文母语的影响，讲到“休息”这个概念，我们直觉的反应都会用 **rest**。不过如果是短暂的休息，比较常用的说法是**break**。**break**经常会和一些名词搭配使用，指“小憩片刻去做某件事”，如：**lunch break** 就是指“吃午餐的时间”；**tea break** 意思是“喝茶休息时间”。

6. “I live close by.” 我住在附近。

7. “Depends...” 那得看…。

Depends... 为 **It depends...** 的口语表达形式，意为“那得看…”，后面可以接由**if**引起的条件状语从句。

2

The Soap Opera

BEFORE WATCHING

A. VOCABULARY PREVIEW. Read the sentences. Circle the meaning of the underlined words.

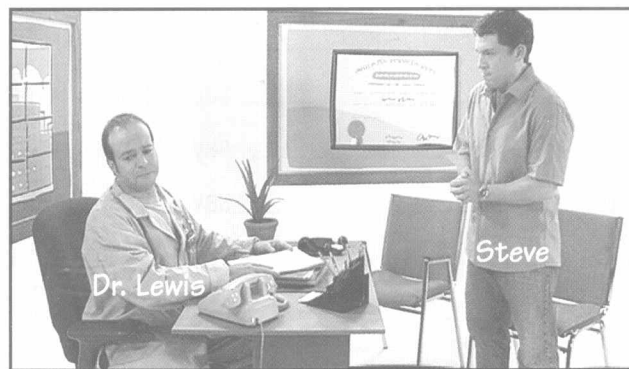
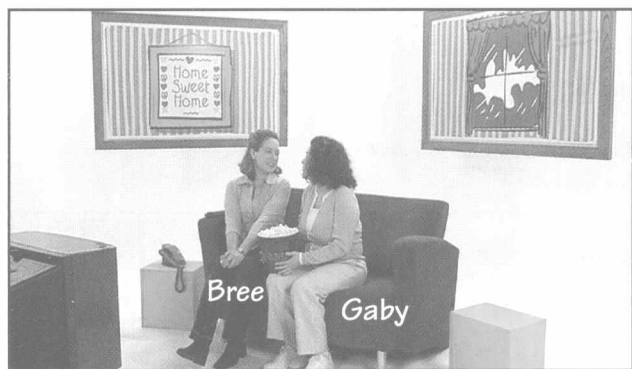
1. This soap opera is fantastic. I love it!
(very good / very bad)
2. Each episode of the soap opera lasts half an hour.
(news story on / part of)
3. I'll tell you a secret, but you can't tell anyone else.
(something everybody knows / something nobody knows)
4. I'm curious about the answer. I wonder what it is.
(want to know. / already know.)
5. Turn on the TV. It's time.
(The show is starting. / The show is ending.)
6. Let's watch the show together. I need the company.
(I don't like the show. / I want a friend with me.)
7. **A:** I don't want to sit down.
B: No problem. Do what you want.
(Please sit down. / That's OK.)

B. GRAMMAR REVIEW. Complete each question with *What* or *Why*. Then draw a line to the answer to the question.

- | | |
|--|---|
| 1. _____ is it that you want to tell me? | I don't know. He doesn't want to tell me. |
| 2. _____ did you make me come back from India? | I want to tell you a secret. |
| 3. _____ is the secret? | He said he was sorry. |
| 4. _____ did he say? | Because your mother wants to see you. |

ACTIVE WATCHING 1: *ICON* Theater

A. PREDICT. Study the picture and check (✓) your predictions. Then watch the video to check your predictions.



- | | | | |
|---|--|---|--|
| 1. I think Gaby and Bree are in | <input type="checkbox"/> a classroom. | <input type="checkbox"/> a living room. | <input type="checkbox"/> an office. |
| 2. I think Gaby and Bree are feeling | <input type="checkbox"/> curious. | <input type="checkbox"/> upset. | <input type="checkbox"/> sad. |
| 3. I think the women are going to watch | <input type="checkbox"/> a sitcom. | <input type="checkbox"/> a talk show. | <input type="checkbox"/> a soap opera. |
| 4. I think Dr. Lewis has a | <input type="checkbox"/> question for Steve. | <input type="checkbox"/> secret. | <input type="checkbox"/> new job. |
| 5. I think Steve is feeling | <input type="checkbox"/> happy. | <input type="checkbox"/> nervous. | <input type="checkbox"/> important. |

B. FOCUS ON BODY LANGUAGE. Watch the video again. Tell what the person says. Tell how the person feels.

Body language

1. Gaby points at Bree's watch.

2. Steve shakes his fist at Dr. Lewis.



3. Steve puts his face in his hands.

4. Bree hits the TV with her hands.

What does the person say?

It's time.

How does the person feel?

excited, impatient

C. WHAT HAPPENS? Who says each line? Watch the video again. Write Bree, Gaby, Steve, or Dr. Lewis.

1. Bree says, "I'm so nervous."
2. _____ says, "This is a very important episode of *All My Patients*."
3. _____ says, "Sit down."
4. _____ says, "I have something to tell you."
5. _____ says, "You're making me nervous."
6. _____ says, "I can't breathe!"
7. _____ says, "I want you to know that I have..."
8. _____ says, "I can't believe it!"
9. _____ says, "I'm sorry."
10. _____ says, "Now, we'll never know."

AFTER WATCHING 1: *ICON* Theater

A. DESCRIBE. What happens in the scene?

1. What does each person want in the beginning? Bree someone to watch the soap opera with
 Bree and Gaby _____
 Dr. Lewis _____
 Steve _____
2. What happens in the end? Dr. Lewis _____
 The telephone _____
 Bree and Gaby _____
 The TV _____
3. How does each person feel in the end? Bree and Gaby _____
 Dr. Lewis _____
 Steve _____

B. WRITE ABOUT IT. Answer the questions.

1. How is *All My Patients* like other soap operas on TV?
2. How is it different?
3. Do you think the actors are very good? Why or why not?