

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

Elementary Course

教师参考书

Teacher's Manual

- 《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

CON  
DVD PROGRAM



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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。

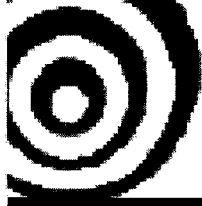
《新编实用英语视听说初级教程教师参考书》(以下简称《教师参考书》)中除提供传统听力教材包含的练习答案和对话文本外, 还提供了录像节目的内容梗概, 以及大量生动有趣的课堂活动设计。大部分课堂活动在各类大、小班级中都可以开展。

教师在教学中可以灵活地使用教材内容, 譬如可以在课内先学习录像内容, 然后再让学生在课后进一步巩固; 也可以让学生在课前先看录像, 然后在课内重点进行深层次理解和口语训练; 再譬如可以根

据学生的不同英语水平提出不同的要求，对水平较低的学生侧重提高其听力理解水平，而对水平较高的学生则侧重提高其口头表达能力，这样就可以使所有的学生获得最大的收获。

《新编实用英语视听说教程》系列教材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》以及《教师参考书》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、仝亚莉、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



# To the Teacher

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*The New Practical English (Visual · Audio · Oral) Program* consists of four DVDs, four accompanying books, and two Teacher's Manuals.

The DVD and workbook package is flexible. For example, you can start a student book unit by playing the opening segment of the corresponding video unit as a way to introduce students to the topic of the unit. Or you can play segments of the video after presenting the corresponding material in the student books as a follow up and expansion. You can have students complete the workbook activities in class, in a language lab, or at home.

## **The DVDs**

Each DVD presents students with two separate but related types of experience.

*For Elementary Courses:* The first segment consists of a humorous skit based on the unit topic that incorporates the key language points. The second is a series of questions and answers about the topic in a "street interview" style.

*For Intermediate Courses:* Reflecting the more advanced level of the students, the first segment of each unit shows a family of four (father, mother, daughter, son) interacting with each other as they talk about a theme. The function of this segment is to build schema for understanding the second segment, which is a clip of authentic news video. In some units, the family comments on the news video at the end.

## **The DVD books**

The books prepare students for viewing the DVD. Additionally, the books help students understand the DVD through activities that engage the students by using the language of the DVD. Students also have the opportunity to observe the body language of English speakers on the DVD.

## **The DVD Teacher's Manuals**

The manuals provide you with useful and fun unit-by-unit expansion activities to do with your class after working with a segment of the video. It also contains complete answer keys and scripts.

## **A Note on the DVD Navigation**

The DVD navigation system makes it easy for you to access any segment in the menu. Most activities in the books call for you to play an entire segment. Occasionally, though, you will need to play a short part of a segment. It is very easy to find the portion that you want by fast-forwarding and looking for the picture shown in the book. Previewing the segment and the book unit before class will make this easy.



## To the Teacher

新编实用英语视听说初级教程（上）

## Teacher's Notes and Answer Keys

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## 新编实用英语视听说初级教程（下）

### Teacher's Notes and Answer Keys

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# **新编实用英语**

## **视听说初级教程**

### **(上)**

# Teacher's Notes and Answer Keys

## UNIT 1

### A. SUMMARY OF VIDEO

#### **ICON Theater:**

A man and woman are tourists and they arrive at their destination. The man suggests they find a hotel, but the woman wants to find a restaurant first. They look around at the different restaurants but can't decide on one. Finally, they agree on Chinese food, but just then, all of the restaurants close. The couple now begins to choose a hotel, but the woman objects to one hotel after another. The man shakes his head and mumbles, "Not again."

#### **ICON Interviews:**

An interviewer asks people questions about their favorite foods: *What are your favorite kinds of food? What is your favorite kind of food? What's your favorite Chinese dish? What's a good Japanese dish? Is Thai food spicy? What's a good Thai dish?*

### B. UNIT FOCUS

#### **Vocabulary:**

Brazilian	favorite	Italian
Chinese	food	Japanese
crepes	French	restaurant
delicious	heavy	spicy
dish	hotel	sushi
expensive	Indian	

#### **Grammar Point:**

*Present Tense Yes/No Questions and Responses*

**Examples:** Q: Is sushi expensive? A: Yes, it is. Q: Is French food spicy? A: No, it isn't.

### C. UNIT EXPANSION IDEAS

#### **Activity Idea 1: Interviews**

*Students interview friends and neighbors and report their findings to the class.*

1. Write questions about food on the board.

**Examples:** What's your favorite kind of food? What's your favorite Japanese dish?

2. Brainstorm other questions about food with the class. Write their suggestions on the board.
3. Have each student choose a question to ask five friends, neighbors, or co-workers.
4. Students give reports the next day on what they found out.

#### **Activity Idea 2: Restaurant Critiques**

*Students critique local restaurants and share their reviews with the class.*

1. To demonstrate this activity, choose one of your favorite restaurants in town and write a critique of it. Include a description of the type of food served, and rate the quality of food, service, and atmosphere on a scale from 1 to 5, with 5 being the highest score.

**Sample Critique:** Oishi Japanese Restaurant: This restaurant has only Japanese food. It has sushi and other Japanese dishes like teriyaki, soba noodles, and tempura. I give the quality of food a 5, the quality of service a 4, and the atmosphere a 5. I recommend this restaurant.

2. Write your critique on the board and tell students to copy it, or make copies in advance and give 1 to each student. Read your critique aloud to the class and answer any questions.
3. Have students write a critique on their favorite restaurants following your example. Check their written work.
4. Students either read their critiques aloud to the class or post them around the room.
5. Alternatively, have students gather all the critiques and put them in a restaurant guide that they can share with friends.

## D. ANSWER KEY

### *Before Watching*

A. Answers will vary.

B.

2. Is spicy food delicious?
3. Is Italian food very heavy?
4. Is French food expensive?
5. Is Chinese food delicious?
6. Is Indian food too spicy?

### *Active Watching 1: ICON Theater*

A. Answers will vary.

B.

2. D      3. A      4. B

C.

#### **Likes**

Kate French, sushi, Chinese  
Don Indian, Italian, Chinese

#### **Doesn't like**

Indian, Italian, Japanese  
French

### *After Watching 1: ICON Theater*

A. Answers will vary.

B. Answers will vary.

### *Role Play*

A. Answers will vary.

B.

Types of food:

1. Chinese      2. Pizza/Italian
3. Indian      4. Korean

C. Answers will vary.

### *Active Watching 2: ICON Interviews*

A.

Chinese	doughnuts	fish	hamburgers	hot pot
peanuts	pretzels	rice	Thai food	vegetables

B.

Italian food	pizza
pasta	Indian food

C.

- |                  |                  |          |
|------------------|------------------|----------|
| 1. kind of food  | 2. Chinese dish  | 3. spicy |
| 4. kinds of food | 5. Japanese dish | 6. sushi |
| 7. kinds of food | 8. Thai          | 9. Thai  |
|                  |                  | 10. it   |

### *After Watching 2: ICON Interviews*

A. 5 to 8 times

B. Photo on left

## A. SUMMARY OF VIDEO

### ICON Theater:

A mother, Susan, and her son, Bob, go to a gym. Susan says Bob is lazy and needs to play a sport, but he only wants to watch sports on TV. Susan and the receptionist, Jenny, suggest a lot of different sports, but Bob isn't interested in any of them. A man enters the room and asks if he can watch the baseball game, and the boy points at the TV and says he likes that. Susan and Jenny think Bob is talking about baseball, but he really just likes to watch TV. When Bob asks to join the gym, Jenny is happy to get a new customer, but Susan is frustrated.

### ICON Interviews:

An interviewer asks people questions about their favorite sports: *What's your favorite sport? What are your favorite sports? Is soccer popular in the United States? Is soccer difficult? Is tennis difficult? Where is tennis popular? What's popular in the U.S.? Is fencing dangerous? Where is fencing popular?*

## B. UNIT FOCUS

### Vocabulary:

auto racing	gym	skiing
bad	ice hockey	soccer
baseball	important	sports
basketball	join	surfing
difficult	lazy	TV
exciting	popular	volleyball
golf	rugby	

### Grammar Point:

*Subject and Verb Agreement of the Verb to Be*

**Examples:** Basketball is fun. Sports are exciting. I am good at sports.

## C. UNIT EXPANSION IDEAS

### Activity Idea 1: Rank the Sports

*Students rank sports according to various criteria.*

1. On the board, write the names of these sports: *soccer, skiing, auto racing, volleyball, surfing, tennis, golf*.
2. Also write the criteria that students will use to rank the sports: *excitement, difficulty, popularity*.
3. Demonstrate the activity by ranking the sports according to one of the criteria. Write your rankings on the board.

**Example:** Excitement: #1 surfing, #2 auto racing, #3 skiing, #4 volleyball, #5 tennis, #6 soccer, #7 golf

4. Talk about your rankings.

**Example:** *I think surfing is very exciting. There are big waves! I don't think golf is very exciting. You just walk from one hole to another.*

5. Have students do their own rankings of the various sports using the criteria on the board.
6. Put students in groups of 4 to share their rankings with each other and discuss opinions.
7. Call on a few groups to share with the class their rankings and what they talked about.

## Activity Idea 2: Sport Association

Students think of words to describe different sports.

1. On the board, write lists of sports and adjectives.

**Examples:** Sports: *basketball, soccer, baseball, surfing, fencing, golf, skiing, auto racing*, etc.

Adjectives: *fun, exciting, boring, expensive, easy, difficult, popular*, etc.

2. Seat the students and yourself in a circle. Start the activity by saying the name of a sport to the person to your right and encouraging the student to use a description word for that sport. The student then turns to the student to his or her right and says a sport name; that student gives a description word for the sport.

**Example:** Teacher: "golf"; Student A: "expensive"/"auto racing"; Student B: "exciting"/"soccer"; Student C: "popular"/"surfing"

3. Continue the activity by going around the circle a few times.

## D. ANSWER KEY

### Before Watching

A. Answers will vary.

B.

2. are      3. is, is      4. am

5. are      6. is      7. is

### Active Watching 1: ICON Theater

A. Answers will vary.

B.

2. A      3. B

C.

**Statements that are true and have check marks:**

Susan thinks Bob is lazy.

Susan thinks skiing is expensive.

Bob likes watching TV.

Jenny thinks surfing is popular.

At the end, Bob wants to join the gym.

### After Watching: ICON Theater

A.

ice hockey, soccer, watching TV, lazy

B. Answers will vary.

### Role Play

A. Answers will vary.

B. Answers will vary.

C. Answers will vary.

### Active Watching 2: ICON Interviews

A.

basketball      fencing      football      soccer      tennis

B.

baseball: 2

basketball: 2

football: 2

C.

2. difficult

3. difficult

4. popular

5. in the United States

6. fencing

D.

basketball

football

baseball

basketball

basketball

football

soccer

tennis

fencing

## A. SUMMARY OF VIDEO

### ICON Theater:

Julie is on vacation in Hawaii. She calls her friend, Liz, who is also on vacation with her husband in Paris. As Julie tells Liz about Hawaii, they have problems with the cell phone; Liz misunderstands every good thing Julie says as something bad. After hanging up, Liz tells her husband Julie is crazy, but he can't hear her over the Paris traffic.

### ICON Interviews:

An interviewer asks people questions about their favorite cities: *What's your favorite city? How's the weather? How about the restaurants? How are the restaurants in Paris? How's the traffic in Seoul? How about the nightlife? How's the nightlife? How about the public transportation? Is Boston your favorite city? Why's that? How's the shopping?*

## B. UNIT FOCUS

### Vocabulary:

awful	incredible	shopping
beaches	nightlife	sunny
beautiful	people	terrible
cell phone	pretty	traffic
cloudy	public transportation	vacation
dirty	rain	weather
fantastic	restaurants	wonderful
glad	sad	

### Grammar Point:

*Use of Pronouns It and They*

**Examples:** Q: How's the traffic? A: It's terrible. Q: How are the restaurants? A: They are great.

## C. UNIT EXPANSION IDEAS

### Activity Idea 1: Cell Phone Etiquette

*Students decide on rules for using a cell phone.*

1. On the board, write the words *Where* and *When* above two columns.
2. Ask students these questions: *Do you think there should be rules for using a cell phone? Do you think using a cell phone in certain places and at certain times is impolite?*
3. Discuss the questions as a class. Brainstorm places where it would not be polite to use a cell phone and write them on the board. Then brainstorm times when it would not be polite to use a cell phone in public and write them on the board.

#### Examples:

Where	When
classroom	when you are with other people
elevator	when you are having an argument
movie theater	when you are working

4. Put students in pairs to brainstorm other ideas to add to the lists.
5. Call on pairs to share their ideas with the class.
6. Option: Have students make posters of their cell phone rules and post them around the room.



## Activity Idea 2: Debate

Students debate the advantages and disadvantages of using a cell phone.

1. Write *Advantages* and *Disadvantages* over two columns on the board.
2. Ask students these questions: *What are the good things about having a cell phone? What are the bad things about having a cell phone?*
3. Brainstorm ideas with the class and write their ideas in the columns on the board.

**Example:**

Advantages

available in an emergency

use when you need the answer to a question right away

Disadvantages

Someone can always reach you.

expensive

4. Divide students into 2 groups; instruct 1 group to think of the advantages of having a cell phone, and the other to think of disadvantages.
5. Ask a representative of each group to write their ideas on the board. Lead a classroom debate about the ideas.

## D. ANSWER KEY

**Before Watching**

A. Answers will vary.

B.

- |                         |                   |                         |                 |
|-------------------------|-------------------|-------------------------|-----------------|
| 2. How's the city?      | It's beautiful.   | 5. How is the shopping? | It's fantastic. |
| 3. How's the nightlife? | It's terrible.    | 6. How are the beaches? | They're dirty.  |
| 4. How are the people?  | They're wonderful |                         |                 |

**Active Watching 1: ICON Theater**

A. Answers will vary.

B.

2. A      3. B

C.

<b>Julie says...</b>	<b>Liz hears...</b>
sunny	rainy
pretty	dirty
wonderful	awful

**After Watching: ICON Theater**

A.

Julie and Liz	Hawaii and Paris
their vacations	bad cell phone reception

B. Answers will vary.

**Role Play**

A. Answers will vary.

B. Answers will vary.

C. Answers will vary.

**Active Watching 2: ICON Interviews**

A.

2. d      3. a      4. c

B.

	Restaurants	Nightlife	Traffic	Weather	Public Transportation	Shopping
Doug	✓			✓		
Gabrielle	✓	✓	✓			
Martin	✓	✓		✓	✓	
Maddy				✓		✓
C. nightlife	fun	Boston	Japanese			
D. awful	very exciting	not that great	so so		the best	

## UNIT 4

### A. SUMMARY OF VIDEO

#### ICON Theater:

Dave, a TV game show host, starts the game show "Different Countries, Different People" by introducing 3 contestants: Jerry, Susan, and Chuck. When the host asks the participants 3 different questions, Susan is too shy to answer. Chuck answers confidently but gets all the answers wrong, and Jerry accidentally answers 2 of the questions correctly to win \$1 000 before the show ends.

#### ICON Interviews:

An interviewer asks people questions about their favorite kinds of music: *What's your favorite type of music? What kind of international music do you like? Do you like classical music? What instrument do you play? Do you like opera? Do you like rock?*

### B. UNIT FOCUS

#### Vocabulary:

bi bim bap	Jamaica	rhythm and blues
bluegrass	Japan	rock music
Brazil	jazz	Russia
classical music	Korea	salsa
country music	lasagna	samba
dance music	Mexico	spaghetti
England	opera music	Spain
flamenco	pop music	typical
France	ragtime	The United States
India	rap music	
Italy	reggae music	

#### Grammar Point:

*Where, What, or Why Questions*

**Examples:** Where is rap music popular? What is a typical dish in India? Why is pop music popular?

#### Body Language:

*points and smiles, squints, jumps up and down, raises an eyebrow, frowns, opens mouth wide, looks up at the sky, leans forward*

### C. UNIT EXPANSION IDEAS

#### Activity Idea 1: Research

*Students research a country and present facts about typical music, dance, food, and sport.*

1. On the board, write various country names. Make sure there is one country for each student or pair of students. Try to choose countries students are not familiar with.
2. Also write on the board the phrases *popular dish*, *popular music*, *popular dance*, and *popular sport*.
3. Explain that each student or pair should choose a country to research and identify the most popular food, music, dance, and sport.
4. Give students time to do research either at home or at school using the Internet, books, or other sources.
5. Call on students to present their findings to the class.

## Activity Idea 2: What's most popular in the class?

Students find out what the most popular music, sport, and food are in the class.

1. On the board, write these questions: *What music do you like? What food do you like? What sport do you like?*
2. Break the class into 3 groups. Assign the first group to ask the question about music, the second to ask about food, and the third to ask the question about sports.
3. Have the groups walk around and ask students in the other groups their questions, then write down responses on a piece of paper.
4. After students have asked their questions of all other students, tell them to go back to their own groups to discuss responses.
5. Instruct the groups to tally the results, then share with the class which kind of music, food, and sport is most popular.

## D. ANSWER KEY

### Before Watching

#### A.

1. sport, England
2. food, Japan
3. music, Brazil
4. music, Jamaica
5. sport, the United States
6. food, Italy
7. music, Spain
8. food, Korea

#### B.

- |         |         |          |
|---------|---------|----------|
| 2. What | 3. Why  | 4. Where |
| 5. Why  | 6. What | 7. Where |

### Active Watching 1: ICON Theater

A. Answers will vary.

B. Answers will vary.

#### C.

- |      |      |      |      |
|------|------|------|------|
| 2. C | 3. D | 4. D | 5. S |
| 6. J | 7. S | 8. C | 9. J |

### After Watching: ICON Theater

A. Answers will vary.

B. Answers will vary.

### Role Play

A. Answers will vary.

B. Answers will vary.

C. Answers will vary.

### Active Watching 2: ICON Interviews

A. dance music    pop music    classical music    salsa    rock

B. hip hop    merengue    international music

#### C.

- |          |              |                  |
|----------|--------------|------------------|
| 2. pop   | 3. classical | 4. play          |
| 5. opera | 6. wife      | 7. country music |

#### D.

- |      |      |      |
|------|------|------|
| 2. D | 3. A | 4. C |
|------|------|------|