

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

中级教程

Intermediate Course

教师参考书

Teacher's Manual

Visual

视

Audio

听

Oral

说

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



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内容上的准备, 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. 重点突出身势语言

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身势语言, 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中级教程教师参考书》(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，《中级教程》以及《教师参考书》的主编是李霄翔，编者（以姓氏笔画为序）为：朱萍、胡庭山。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7月



To the Teacher

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中级教程（上）

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新编实用英语

视听说中级教程

(上)

Teacher's Notes and Answer Keys

UNIT 1

A. SUMMARY OF VIDEO

ICON Family:

The Johnson family is sitting in their living room talking about their last name. Lucy, the daughter, asks why it is so boring. Her brother, Davey, points out that there are more people with the last name Smith than Johnson. The family watches a TV news show about "Edible Names," after which Davey teases Lucy by calling her Lucy Coffee.

ICON News:

A new restaurant, Burger Heaven, offers a free lunch to people who have "edible" last names. Chester Hamburger, Harry Wiener, Evelyn Cherry, and Jason Salt are just a few of the people mentioned and interviewed, and all tell funny stories about their names. In the interview, Irene Tea and Toni Coffee end up sitting together, and Aaron Hamburger and David Fries meet at the end of the interview.

B. UNIT FOCUS

Vocabulary:

a dime a dozen

a no-show

boring

Call me Lucy.

common

edible

family name

Friends call me Lucy.

full name

given name

initials

interesting

last name

maiden name

middle name

nickname

snap a photo

the cherry on the cake

the most boring in the world

titles

unusual

What a wonderful sight.

Whatever!

You can call me Lucy.

Grammar Point:

Present Tense Questions

Examples: Do you have a nickname? How do you spell your family name? What do you call your teacher?

C. UNIT EXPANSION IDEAS

Activity Idea 1: Name Game

Students recite each other's names by memory.

1. Seat the students and yourself in a circle.

2. Begin the activity by saying your name. Turn to the student to your right and prompt that person to say your name first, and then his or her name.

Example: Her name is Maria. My name is Juan.

3. Have the next student to the right say the first two names (Maria and Juan) and then her own name.

Example: Her name is Maria. His name is Juan. My name is Ana.

4. Continue the activity until the last person in the circle has recited all the names in the class.

Activity Idea 2: Name Presentation

Students give presentations about their names.

1. To demonstrate the activity, write a short presentation about your name.

Example: My name is Cynthia Clare. Before I was born, my parents weren't sure if they were going to name me Amy or Cynthia. In the end, they decided on Cynthia. My middle name, Clare, is a shortened and feminine version of my grandfather's name, Clarence.

2. Read your presentation aloud to the class.
3. Instruct students to write their own name presentations. Check their written work.
4. Call on students to give their presentations to the class.
5. Alternatively, after each presentation, have students write their own questions on the board for classmates to answer.

Example: (from presentation above) What other name did my parents almost give me?
(Amy) What is my middle name short for? (Clarence)

D. ANSWER KEY

Before Watching

A.
family name: Lombardi initials: MTL given name: Maria Theresa nickname: Mimi
titles: full name: maiden name: middle name:

- B.
2. What is your full name?
3. How do you spell your family name?
4. What is your mother's maiden name?
5. What do you call your teacher?
6. Do you like your given name?

- C.
1. b. true c. true d. false e. true f. false g. true
2. c
3. b
4. c

Active Watching 1: ICON Family Part 1

A.
How would you know that? What a wonderful sight. Why is our name so boring?

- B.
a. 8 b. 6 c. 4 d. 7 e. 1 f. 3
g. 2 h. 10 i. 9 j. 5 k. 11

Active Watching 2: ICON News

A.
restaurant family foods Hamburger funny name
B.
Mr. Hamburger Harry Wiener Mr. Rice Chester Burger Emily Apple
Irene Tea Toni Coffee Vaughn Eggcream Jason Salt Abby Pepper
C.
2. true 3. false 4. false 5. true 6. true 7. true 8. true

Active Watching 3: ICON Family Part 2

A. Answers will vary.

After Watching

- A.
2. b 3. a 4. a 5. b 6. b 7. a 8. b

B. Answers will vary.

UNIT 2

A. SUMMARY OF VIDEO

ICON Family:

Davey Johnson is playing football in the house, which upsets his mother. She tells him to go play outside, but it's raining. Mr. Johnson comes running into the living room, also playing football, and the mother asks both of them to sit down and relax. As they sit down, Mr. Johnson turns on the TV and he and Davey watch a show about South Korea winning the World Cup.

ICON News:

Korean Americans in Los Angeles are interviewed after South Korea advances to the World Cup quarterfinals for the first time ever. The Korean-American community is very excited and show their support by chanting, waving South Korean flags, and cheering in the streets of Los Angeles, home to the largest population of Koreans outside Asia.

B. UNIT FOCUS

Vocabulary:

advance	golf	speed
archery	gymnastics	spirit
awesome	hand-eye coordination	strength
badminton	have a heart for	surfing
balance	nearly	surpassing
basketball	pumped	table tennis
champion	quarterfinals	tournament
defeat	semifinals	victories
fans	skating	volleyball
finals	skiing	Way to go!
football	skills	World Cup
gather together	soccer	

Grammar Point:

Simple Past and Present Perfect

Examples: Have you ever played volleyball? I have played soccer. Did you play football in school? I haven't played golf yet this year. I played badminton last week.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Find someone who ...

Students ask each other questions and fill out a survey.

1. To prepare for this activity, think of questions about sports. Either write them on the board and have students copy them, or make copies in advance and give one to each student.

Examples: Have you ever ... play badminton? play golf in the rain? watch the World Cup finals? go surfing? be a fan of a sports team? meet a famous athlete?

2. Review the questions with students. Remind them how to structure the questions using the present perfect tense. Have them practice asking the questions using the present perfect.

Examples: Have you ever played badminton? Have you ever gone surfing?

3. Instruct students to walk around, ask each other the questions, and write down the names of students who respond with *yes*.
4. Ask the questions of the class and identify the students who answered *yes* to each one.

Activity Idea 2: Rainy Day Activities

Students think of activities to do on a rainy day.

1. Ask the class why Davey and Ernie were playing football and soccer in the house? (They were playing in the house because it was raining outside.)
2. Brainstorm with the class a few things to do on a rainy day. Write the suggestions on the board.

Examples: go to the library, go shopping, go to a movie, go to a museum, etc.

3. Put students in pairs to brainstorm as many rainy day activities as they can. Give them a time limit.
4. After the time is up, ask the pairs to share their ideas with the class. Write the ideas on the board.
5. Give a prize to the pair with the most original ideas.
6. Alternatively, have students choose one of the activities and research it.

Example: Go to a museum to find out hours, special exhibits offered, price, location, etc.

7. Call on students to share their findings with the class.

D. ANSWER KEY

Before Watching

A.

basketball: requires hand-eye coordination
golf: requires hand-eye coordination
gymnastics: requires strength, requires balance, requires hand-eye coordination

skating: requires balance

soccer: requires speed, requires balance

surfing: requires balance, requires hand-eye coordination

table tennis: requires speed, requires hand-eye coordination

B.

2. I went skating last month.

3. Did you play soccer in high school?

4. I haven't gone skiing yet this year.

5. I played badminton with Sarah last week.

6. Did you go surfing last summer?

C.

1. b 2. a 3. c 4. a 5. c

6.

good job: Way to go

more than: surpassing

beat: defeated

move forward to: advance

wins (noun): victories

Active Watching 1: ICON Family Part 1

A.

1. football 2. inside 3. angry 4. read a book 5. stop playing

B. Mother football raining house relax / book TV

Active Watching 2: ICON News

A.

2. true 3. true 4. false 5. true 6. false

B.

2. left photo 3. middle photo 4. middle photo

C.

2. c 3. c 4. a 5. b 6. a

Active Watching 3: ICON Family Part 2

A. Answers will vary.

After Watching

A.

2. f 3. a 4. c 5. b 6. e

B. Answers will vary.

UNIT 3

A. SUMMARY OF VIDEO

ICON Family:

Maureen, Lucy, and Davey Johnson are sitting in the living room; their father, Ernie, is cooking and making both Lucy and Davey sick with the smell. Lucy remembers when her father made a dish called, "chork stir-fry," and announces that she is not hungry. Lucy asks Davey if she can have his room if he dies from dinner; Davey agrees as long as he can have Lucy's CD collection if she dies from the food.

ICON News:

The news clip features three places serving different types of food. A hot sauce store called Hot Licks, features five types of sauces so hot buyers have to sign a form saying that he will not use a lot of the sauce when cooking. Some of the sauce names include "Suicide Sauce," "Ground Zero Sauce," and "The Source." At a Chinese restaurant named Emerald Restaurant, the news clip shows people eating dim sum, chicken feet, and beef intestine. An exotic meat shop named Fisher Meats sells venison (deer meat), grand elk meat, ostrich medallions, alligator, wild boar, and rattlesnake. The butcher recommends the rattlesnake.

B. UNIT FOCUS

Vocabulary:

alligator	employee	milk
bake / baked	exotic	ostrich
beef	fish	quail eggs
be wild about something	fry / fried	rattlesnake
boil / boiled	grill / grilled	sauce
chicken	grocery	soda
chicken feet	hamburgers	steam / steamed
coming right up	hot sauce	stir-fry
customers	I'm afraid so.	sure thing
drink	intestines	the night off
dumplings	I think I'll pass.	unusual
eat	kangaroo	wild boar
eggs	meat	
elk	medallions	

Grammar Point:

Present Tense Questions

Examples: Do you have a nickname? How do you spell your family name? What do you call your teacher?

C. UNIT EXPANSION IDEAS

Activity Idea: Exotic Food Presentation

Students give presentations about exotic food.

1. To demonstrate the activity, write a short presentation about an exotic food.

Example: In the Philippines there is a food called *balut*. It is a fertilized duck egg between 16-19 days old. The consistency is crunchy in some places where the bones have formed, and

soft where the duckling has not developed yet. It is considered a delicacy and people eat it for special occasions.

2. Read your presentation aloud to the class. Show a picture of the food if you can find one.
3. Instruct students to write their own presentations about exotic foods they are familiar with, have tried before, or researched on the Internet. Check their written work.
4. Call on students to give their presentations to the class.
5. Alternatively, after each presentation, have students write their own questions on the board for classmates to answer.

Example: (from the presentation above) In which country do people eat *balut*?

D. ANSWER KEY

Before Watching

A. Answers will vary.

B.

3. used to drink
4. didn't use to like
5. used to eat
6. used to steam
7. didn't use to boil
8. didn't use to like
9. used to go
10. didn't use to play

C.

1. b. ostrich c. boar d. elk e. quail

2. Answers will vary.

3. Answers will vary.

4. Answers will vary.

Active Watching 1: ICON Family Part 1

- A.
1. true 2. false 3. false 4. false 5. true

- B.
2. M 3. E 4. D 5. L 6. M 7. D 8. M

Active Watching 2: ICON News

A.
locked restaurant customers grocery unusual employee meats

B.

1. Chinese Restaurant
2. Hot Sauce Store
3. Exotic Meat Shop
4. Exotic Meat Shop
5. Chinese Restaurant
6. Exotic Meat Shop
7. Hot Sauce Store
8. Hot Sauce Store

C.

1. b 2. c 3. b 4. a 5. c 6. c

Active Watching 3: ICON Family Part 2

A. Answers will vary.

After Watching

A.

2. d 3. b 4. f 5. a 6. c

B. Answers will vary.

A. SUMMARY OF VIDEO

ICON Family:

Davey walks into the room wearing a Hawaiian shirt, khaki pants, and flip flops. His sister, Lucy, says it's a terrible shirt, but his mom, Maureen, likes it. When they find out he's going to wear it to a job interview, they both think he should change. The three watch a news show about casual clothes at work, after which Ernie, the father, comes into the room and says Davey looks fine for his interview.

ICON News:

This news clip about dressing casually at work explains that Americans started rethinking work clothes when Bill Clinton was president of the United States. Across America, business attire changed to business casual; polls reveal 34.2 percent of executives think it is too casual. One company owner explains that when his clients wore more relaxed clothes, so did his employees, and that the line between work and play blurred. Another owner says that business casual can mean many different things, but it's important to have standards and look clean, neat, and professional.

B. UNIT FOCUS

Vocabulary:

appropriate	expected to	rethink your wardrobe
athletic shoes	flat shoes	revealing outfit
attire	flip flops	sandals
belt	good taste in clothes	second-hand
blouse	guidelines	short-sleeved shirt
blue jeans	Hawaiian shirt	skirt
blurry	high-heel shoes	socks
business clothes	I kind of like it.	sports jacket
business suit	job interview	sweater
casual clothes	khaki pants	terrible
clean	long-sleeved shirt	tie
comfortable	low-heel shoes	traditional
conservative	neat	t-shirt
decade	professional	
executives	rethink	

Grammar Point:

Use of Gerunds and Infinitives

Examples: I want to wear khaki pants to work. I would consider wearing a Hawaiian shirt to work. I am planning to wear high-heel shoes with that skirt. I dislike wearing a suit and tie.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Observation

Students observe their co-workers for one week and take notes on what they wear.

1. Ask students what types of clothing their co-workers (or classmates) wear to work.
2. Tell students to observe ten co-workers for one week and take notes on what they wear each day.
3. After a week, call on students to share their findings with the class.

- Alternatively, work with the class to come up with a percentage of how many people wear business casual clothes.

Activity Idea 2: What would you wear?

Students think about what they would wear in certain situations.

- On the board, write various scenarios.

Examples: wedding, work party, funeral, birthday party, etc.

- Instruct students to write down what type of clothing they would wear in each situation.
- Put students in pairs to share what they would wear to each event.
- Call on students to share their preferences with the class.

D. ANSWER KEY

Before Watching

A.

Casual Clothes

short-sleeved shirt
blue jeans

flip flops
sandals

Hawaiian shirt
khaki pants

t-shirt

Business Clothes

tie

long-sleeved shirt

sports jacket

business suit

B.

- to wear
- wearing
- to wear
- to wear
- wearing
- wearing

C.

- false
- true
- false
- true

2.

- neat
- conservative
- attire
- appropriate
- memo

Active Watching 1: ICON Family Part 1

A.

What do you think of this shirt?

It's terrible.

And you're going to wear that shirt?

B.

- 6
- 2
- 5
- 4
- 1
- 7
- 10
- 3
- 8
- 9

Active Watching 2: ICON News

A.

movie boss golf business casual employees New York

B.

- 1st photo
- 2nd photo
- 3rd photo
- 3rd photo
- 4th photo
- 3rd photo

C.

- false
- false
- false
- true
- true

Active Watching 3: ICON Family Part 2

A.

- Ernie likes Davey's shirt.
- Answers will vary.

After Watching

A.

- d
- a
- b
- f
- c

B. Answers will vary.