

新编实用英语（第四版）

视听说中级教程教师参考书

高等教育出版社

高等教育出版社
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前 言

《新编实用英语》(New Practical English)自2002年作为教育部原高职高专教育英语课程教学指导委员会的推荐教材出版以来,至今已有13个年头,对贯彻教育部颁布的《高职高专教育英语课程教学基本要求(试行)》起到了引领方向、推进改革的重要作用,使高职高专英语课程教学改革沿着“以服务为宗旨,以就业为导向”的道路健康发展。《新编实用英语》先后被列入普通高等教育“十五”、“十一五”国家级规划教材及“十二五”职业教育国家规划教材,在我国高职高专英语教学界享有崇高的声誉。

十余年来,《新编实用英语》已经发展成为一个立体化的英语教学资源体系,既针对学校的课堂教学和课外辅学特点,又兼顾学生自主学习、个性化学习和利用网络手段学习的需求。本次修订除在根据高职院校师生的反馈意见进行了有针对性的完善之外,还特别对《新编实用英语》的教材体系进行了充实和完善,供广大用户更好地使用,使之能更好地为高职高专英语教学和改革服务。

《新编实用英语(第四版)视听说教程》是《新编实用英语》(第四版)的重点配套教程,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。本教程包括《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。

本视听说教程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。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。

《初级教程》每册分为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》每册分为12个单元,每个单元包含两部分: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。《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，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。

《新编实用英语（第四版）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。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
2015年4月





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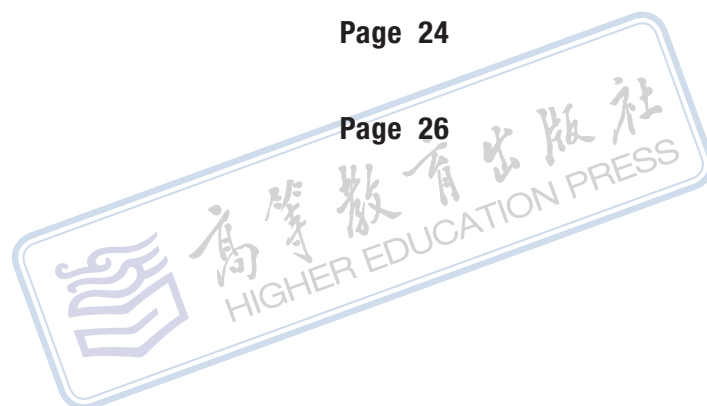
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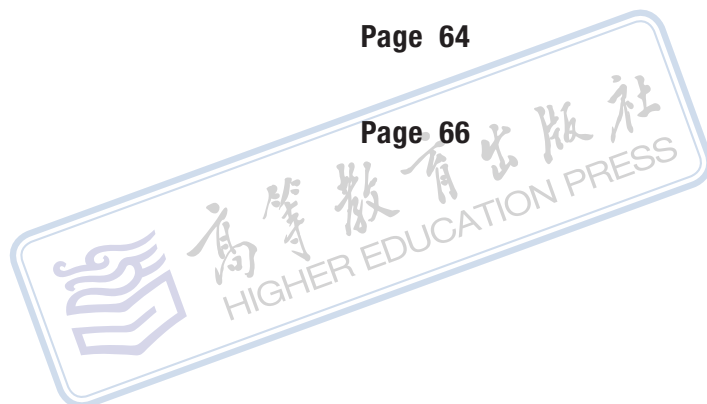
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To the Teacher

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

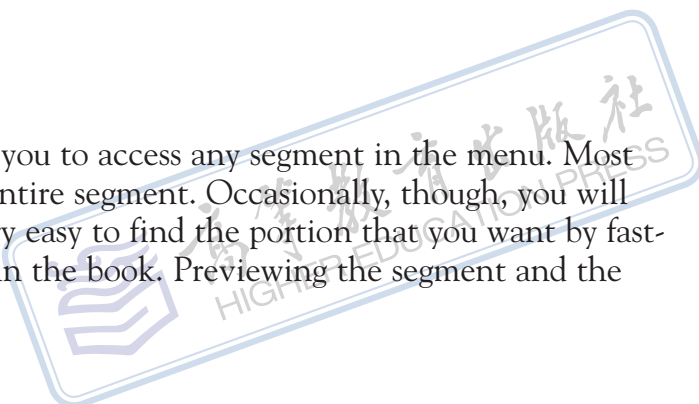
The books prepare students for viewing the DVD. Additionally, the books help students understand the DVD through activities that engage the students by using the language of the DVD. Students also have the opportunity to observe the body language of English speakers on the DVD.

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.



新编实用英语（第四版）

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	full name	snap a photo
a no-show	given name	the cherry on the cake
boring	initials	the most boring in the world
Call me Lucy.	interesting	titles
common	last name	unusual
edible	maiden name	What a wonderful sight.
family name	middle name	Whatever!
Friends call me Lucy.	nickname	You can call me Lucy.

Grammar Point:

Unscramble 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: M.T.L.
given name: Maria Theresa	nickname: Mimi
titles: university student	full name: Lombardi Maria Theresa
maiden name: Lombardi	middle name: Theresa

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

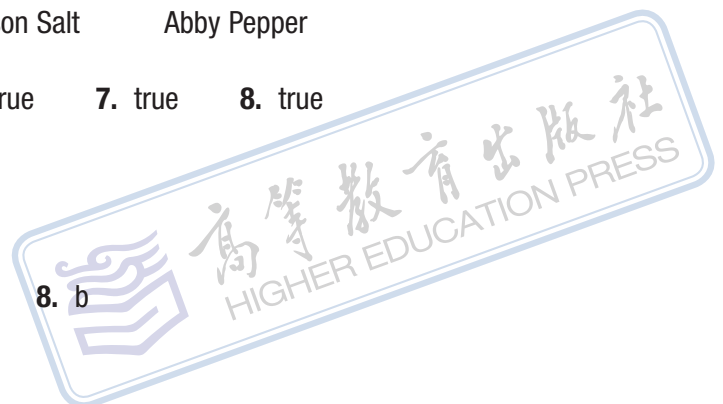
A. Answers will vary.

After Watching

A.

2. b 3. a 4. a 5. b 6. b 7. a

B. Answers will vary.



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 Korea winning the World Cup.

ICON News:

Korean Americans in Los Angeles are interviewed after 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 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.

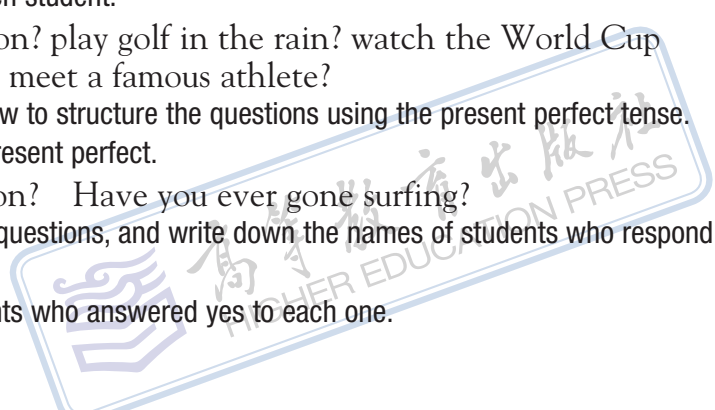
Examples: Have you ever played badminton? Have you ever gone surfing?

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 Open 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 move forward to: advance
more than: surpassing wins (noun): victories
beat: defeated

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.



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:

Using Used to or Didn’t Used to

Examples: John used to fry fish, but now he grills it. Andrea used to eat a lot of pasta, but now she doesn’t. Marilyn didn’t used to boil eggs, but now she does.

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.

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

Active Watching 3: ICON Family Part 2

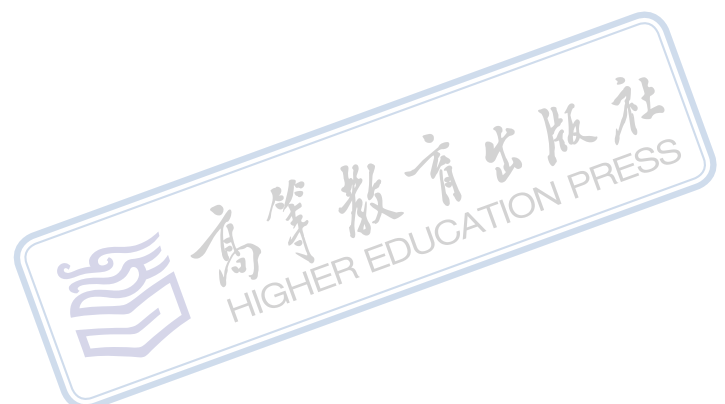
A. Answers will vary.

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

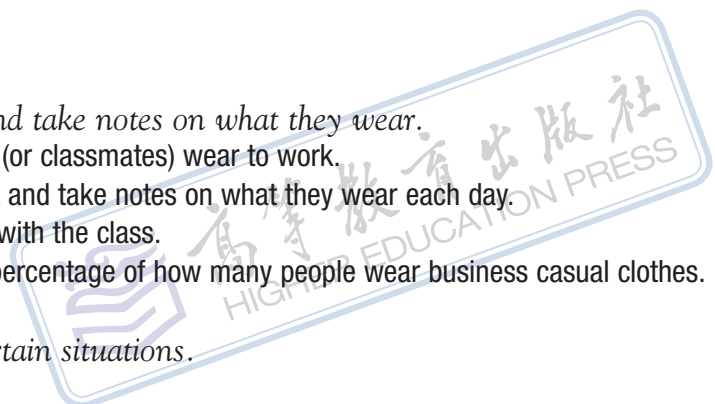
Students observe their co-workers for one week and take notes on what they wear.

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.
4. 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.

1. 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	flip flops	Hawaiian shirt	t-shirt
	blue jeans	sandals	khaki pants	
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.

1. 1st photo

2. 2nd photo

3. 3rd photo

4. 3rd photo

5. 4th photo

6. 3rd photo

C.

- false
- false
- false
- true
- true

Active Watching 3: ICON Family Part 2

A.

1. Ernie likes Davey's shirt.

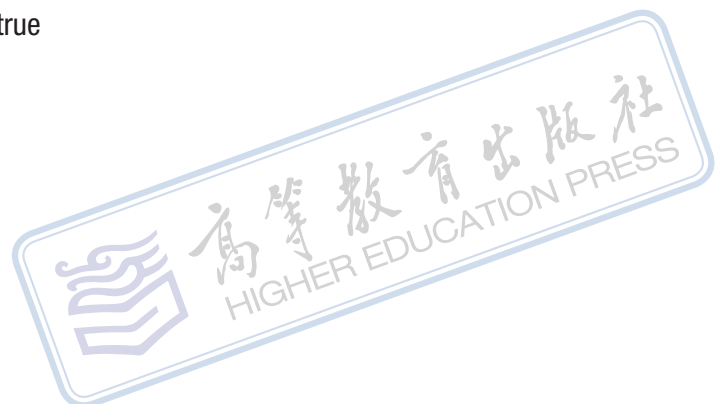
2. Answers will vary.

After Watching

A.

- d
- a
- b
- f
- c

B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Davey has been out shopping all day with his girlfriend, Anna, and he walks into the room looking frustrated and tired. He says they went to every store in the mall, and complains that Anna is a “typical girl window shopper” who only looks and doesn’t buy. Davey’s sister, Lucy, says not all girls are window shoppers just as a news show about women shopping for wedding dresses comes on and they stop talking to watch it.

ICON News:

The news clip covers a one-day bridal sale at a department store called Filene’s. Once a year, the store opens its doors at 7 a.m. and sells wedding dresses that are normally \$2 000 for \$200. Hundreds of women line up outside and then run frantically through the store, trying on as many dresses as they can right in the aisles. The manager says every dress is gone in less than 60 seconds!

B. UNIT FOCUS

Vocabulary:

accessories	department store	rip-off
amazing	discount store	sale
bargain	early bird	seeing each other
bargain hunter	expensive	shopaholic
boutique	gown	splurge
brides	grab	That’s OK.
cheap	impulse buyer	What’s wrong?
common	Look out!	window shopper
deals	poor thing	yearly

Grammar Point:

Use of Comparatives

Examples: It’s getting harder to find a good bargain. Boutiques are more expensive than department stores.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Bargain Hunting

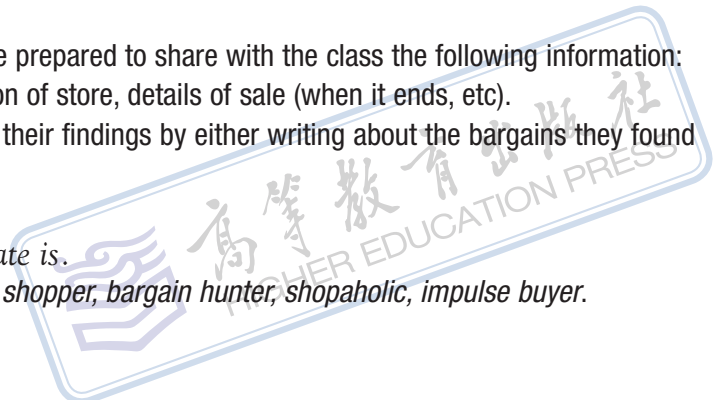
Students talk about where you can find bargains in the city.

1. With the class, brainstorm a list of different things people buy and write the ideas on the board.
Examples: clothing, shoes, electronics, CDs, movies, food, alcohol, etc.
2. Ask if anyone knows of a place locally to find a bargain. Invite one or two people to talk about the bargains they have found.
3. Tell students to investigate bargains in the city and be prepared to share with the class the following information: items sold, bargain price, price in other stores, location of store, details of sale (when it ends, etc).
4. When students come back to class, have them share their findings by either writing about the bargains they found or talking about them.

Activity Idea 2: Labeling People

Students decide what type of shopper each classmate is.

1. On the board, write these types of shoppers: *window shopper, bargain hunter, shopaholic, impulse buyer.*
2. Review the meanings of these titles with the class.



3. Write the names of all the students on the board and have students copy the names on a piece of paper.
4. To demonstrate the activity, write on a piece of paper what type of shopper you are without revealing it to the students, and tell students to also write down what kind of shopper they think you are. Make sure they keep their descriptions to themselves.
5. Ask the class what type of shopper they think you are and reveal your answer.
6. Have students think about what types of shoppers they are and write the type next to their name on the list.
7. Instruct students to think about what type of shopper each of their classmates is and write a type next to each name on the list.
Examples: Maria—shopaholic, Keiko—impulse buyer, etc.
8. Call on each student to say what type of shopper they are and have classmates share what they wrote about that person.

D. ANSWER KEY

Before Watching

- A. Answers will vary.
- B.
2. Today, shopaholics are more common than window shoppers.
 3. Kenny Keinman jeans are not as expensive as Humanity jeans.
 4. Good bargains are getting harder and harder to find.
 5. Computers are much cheaper than they used to be.
 6. Discount stores are becoming more common than they used to be.

C.

1. true true false false true
- 2.
2. early bird 3. accessories 4. brides 5. deals 6. gown

Active Watching 1: ICON Family Part 1

- A.
tired shopping Anna girls window shop buys wrong

B.

2. L 3. D 4. L 5. M 6. M 7. D 8. L

Active Watching 2: ICON News

A.

1. a clothing store
2. wedding gowns
3. excited
4. bargains

B.

- bridal one brides dresses dresses \$200

C.

2. true 3. false 4. false 5. false 6. true 7. true 8. false

Active Watching 3: ICON Family Part 2

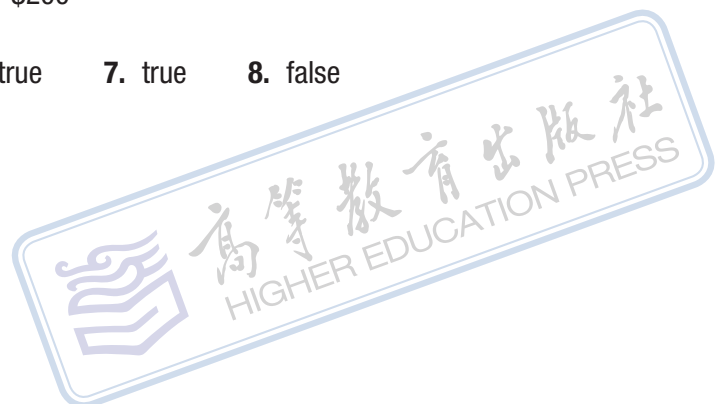
- A. Answers will vary.

After Watching

A.

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

- B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

On movie night at the Johnson home, Ernie, the father, walks in holding a stack of movies and calls out the name of the movie *Troy*. Davey has already seen *Troy* and Maureen, the mother, doesn't want to watch a violent movie. Ernie mentions *Casablanca* a few times and prompts eye-rolling and sighing from Davey and Lucy. Just when it seems the family can't decide on a movie, a news show comes on about bad movies and they all sit down to watch.

ICON News:

In the clip about bad movies, a reporter uses the film *Gigli* as an example of how bad a movie can be. He asks what makes a movie bad and speculates that it may be due to bad direction, motives, or timing; not enough money; or a poorly written script. He also wonders if bad movies are a result of vanity or infatuation, citing the films *Swept Away* and *Cleopatra* as examples of bad movies in which stars were romantically involved.

B. UNIT FOCUS

Vocabulary:

acting	dramas	non-convincing
action movies	exciting	piece of junk
actors	film	plodded along
amusing	flop	romantic comedy
blockbuster	frightening	scenes
bombed	genius	sci-fi
boring	hold on	script
cast	horrendous	slavishly
classic	horror	special effects
comedies	hype	startling
confusing	infatuation	surprising
direction	interesting	violent
disgusting	in trouble	

Grammar Point:

Use of Present and Past Participles

Examples: That movie was interesting. I am very interested in sci-fi movies. I think horror movies are disgusting. She was disgusted with the movie. What is the most boring movie you have ever seen? Were you ever bored during a movie?

C. UNIT EXPANSION IDEAS

Activity Idea 1: Movie Review

Students talk about their favorite movies.

1. To demonstrate the activity, write a summary of a movie you like.

Example: *The Sound of Music*—This movie is about a young woman named Maria. She begins her life in an Austrian convent and tries hard to be a good nun, but is more interested in singing and being outside than praying. The head of the convent suggests she become the governess of a family with six children. At first, the children are horrible to her and make a lot of trouble, but in the end, they love her. Maria and the children's father fall in love and get married. The whole family manages to escape to Switzerland just as the Nazis are taking over the country.

2. Read your summary of the movie aloud to the class. Allow time for students to ask questions.
3. Instruct students to write their own summaries of their favorite movies. Check their written work.
4. Call on students to read their summaries aloud to the class.
5. Alternatively, have each student ask one question of each classmate about the movie summary they hear.

Activity Idea 2: Debate

Students debate whether new movies or classic movies are better.

1. Create two columns on the board titled *Classic Movies and Modern Movies*.
2. With the class, brainstorm movies that go in each category.
Examples: Classic Movies—*Sound of Music, Casablanca, The Birds*. // Modern Movies—*Chicago, The Bourne Supremacy, The Sixth Sense*.
3. Ask students which type of movie they think is better. Divide the class into two groups—one that likes classic movies and another that likes modern movies.
4. Instruct each group to brainstorm ten reasons why their category is better than the other. Monitor the groups' work.
5. Ask spokespeople from both groups to give reasons why they think their type of movie is better.

D. ANSWER KEY

Before Watching

- A.**
2. d 3. a 4. h 5. b 6. c 7. e 8. g
- B.**
2. frightening 3. surprised 4. exciting 5. amusing 6. confused 7. interested 8. disgusting
- C.**
1. true true false true false
2. film slavishly startling hype genius plodded along non-convincing

Active Watching 1: ICON Family Part 1

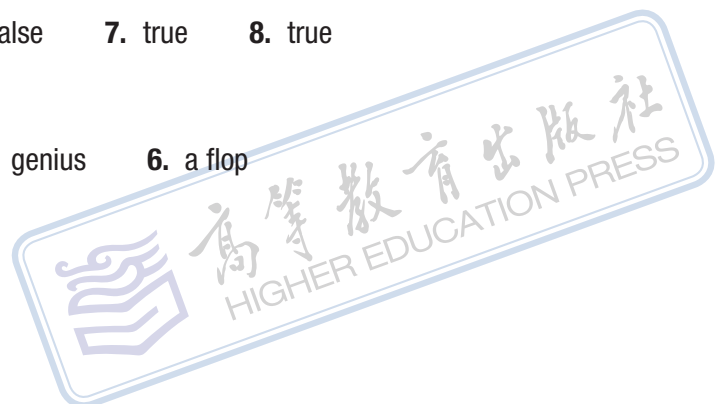
- A.**
1. I love movie night.
2. No!
3. Dear, if you say *Casablanca* one more time, you are going to be in big trouble.
- B.**
movie special effects violent classic No! have Casablanca Dad's

Active Watching 2: ICON News

- A.**
bad scenes love theory romantic stars example
- B.**
Gigli *Waterworld* *Wild Wild West* *Joe versus the Volcano*
Swept Away *Cleopatra* *Eyes Wide Shut* *Vanilla Sky*
- C.**
2. false 3. true 4. false 5. true 6. false 7. true 8. true

Active Watching 3: ICON Family Part 2

- A.**
2. hold on 3. horrendous 4. in trouble 5. genius 6. a flop
- B.** Answers will vary.
C. Answers will vary.
D. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Davey is listening to music on his iPod when Lucy turns up the volume, so he turns the iPod off. His father, Ernie, asks if Davey has any jazz or classical music on his iPod to listen to, but Davey has only rap. Ernie says Davey doesn't have any taste in music just as a news show comes on about Ray Charles. Ernie turns up the volume and says this is real music, and they all watch the program.

ICON News:

The news clip says Ray Charles was born in 1930 in Albany, Georgia, and later moved with his family to Florida. At five, he developed glaucoma and was completely blind by age seven. As a student in the Florida State School for the Deaf and Blind, Charles loved music classes and became interested in creating his own sound. When both parents died before he was fifteen, Charles dropped out of school and started touring. Eventually, he acquired fame, fortune, and his own recording studio, but never let success or his lack of sight affect his musical vision. Ray Charles won twelve Grammy Awards for original music and he was well-known for covers of other songs. He died at 73 of liver disease and his recording studio is now a historic landmark.

B. UNIT FOCUS

Vocabulary:

aunt	fame	rap music
blind	father-in-law	rock and roll
brother-in-law	fiancé	searching for
childhood friend	fortune	siblings
classical music	glaucoma	soul music
close friend	has bad taste	spouse
cousin	jazz	stepmother
dating	migrate	trio
deaf	parents	uncle
disability	pop music	
ex-boyfriend	present	

Grammar Point:

Wh- Clauses

Examples: Do you know who sings this song? I don't know what type of music that is. I started listening to rap music when I was a teenager.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Presentation

Students research their favorite singers / song writers and give presentations.

1. Review with the class the information from the video about Ray Charles. Write on the board the things the students remember. Play the video again to review the information if necessary.
2. Instruct students to each choose a singer / song writer to research. Give them time to do the research and write a presentation. Check their written work.
3. Either have students read their presentations to the class or post them around the room for the class to read.

Activity Idea 2: English Lyrics

Students choose a song written in English and bring in the lyrics to practice with the class.

1. To demonstrate the activity, think of a song written in English and find the lyrics to either the whole song or just

part.

2. Copy the lyrics and hand them out to the class.
3. Read through the lyrics with students, stopping to explain certain words and meanings. If possible, bring in a CD of the song and play it in class.
4. Tell students to choose their own songs written in English to share with the class. Have them bring copies of the lyrics and, if possible, CDs to class.
5. Call on each student to introduce a song and artist and reviews the lyrics with classmates.

D. ANSWER KEY

Before Watching

A.

Blood Relative

cousin parents siblings uncle

Relative by Law

brother-in-law father-in-law spouse stepmother

Not Related to You

childhood friend close friend ex-boyfriend fiancé

B.

2. I want to find out who sings this song.
3. I don't know when the Beatles first got popular.
4. I know what kind of music my stepfather likes.
5. I'd like to know when he started listening to rap music.
6. I don't know when she learned to play the piano.

C.

1. c 2. b 3. b
4. present disability blind deaf

Active Watching 1: ICON Family Part 1

A.

What are you listening to?

They were the most wonderful two days I've ever spent in a relationship.

Rap? That's not music.

B. 8 2 5 7 1 9 10 3 11 4 6

Active Watching 2: ICON News

A.

1. Ray Charles 2. music and life 3. blind 4. the piano 5. many music awards

B.

2. glaucoma 3. Florida 4. fifteen 5. soul 6. twelve 7. Los Angeles 8. 73

C.

2. true 3. false 4. true 5. false 6. false 7. true 8. true

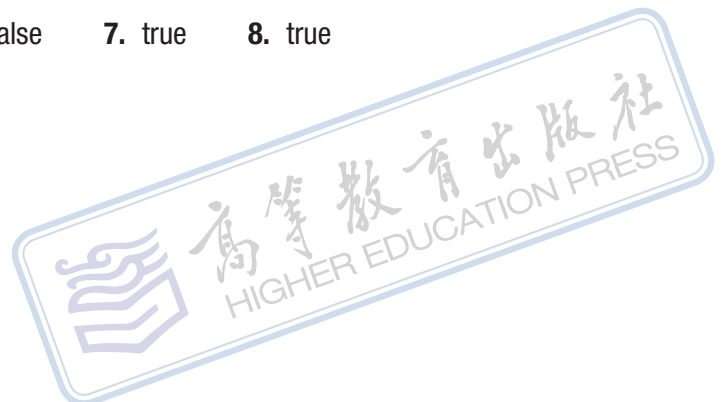
Active Watching 3: ICON Family Part 2

A.

2. d 3. e 4. a 5. B. 6. c

B. Answers will vary.

C. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Davey is practicing responses to interview questions when his mother, Maureen, walks in and asks, What are your three greatest strengths? He says he is well-organized, a hard worker, and has a good sense of humor. Just then, a news show comes on about résumé writing. After watching the program, Maureen looks over Davey’s résumé and sees that he says he was a restaurant manager and a journalist. She says he never did either of those jobs, but he reminds her that he was a waiter in a restaurant and a reporter on the school newspaper. Ernie, Davey’s father, thinks Davey is being creative, but Maureen recommends he change it.

ICON News:

In the news clip, Stacey Findley is getting ready to interview for a full-time job after college. She is working on her résumé but doesn’t know what to include. At a résumé writing workshop, Brad Karsh says when he was hiring, he would receive 500–700 résumés for one position. He recommends that people focus on content and the most relevant work experience, and not use distracting colors or fonts. Brad also recommends that a résumé be one page for less than five years work experience, and that people proofread résumés before sending them out.

B. UNIT FOCUS

Vocabulary:

career objective	interests	sense of humor
chronological	landed a job	skills
educational background	marketing	statistics
facts	proofread	toss
figures	recruiter	typos
gearing up	references	work experience
heap	relevant to	
infused	résumé	

Grammar Point:

Use of Future Tense and Degrees of Future Plans

Examples: I’m going to be a pilot. He’ll probably move to New York City. We might go to the workshop.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Hiring the Right Person

Students discuss important qualities to consider when hiring someone for a job.

1. With the class, brainstorm qualities that are important in a job candidate.

Examples: work experience, flexibility, ability to work well with others, creativity, dependability, sense of humor, initiative, etc.

2. Instruct students, working individually, to rank the qualities and write their rankings on a piece of paper.

Examples: #1 work experience, #2 ability to work well with others, #3 dependability, etc.

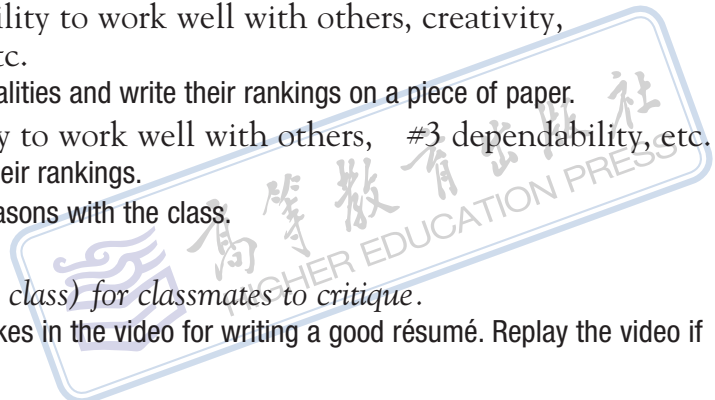
3. Put students in groups of four to share and explain their rankings.

4. Call on a few students to share their rankings and reasons with the class.

Activity Idea 2: Working on Your Résumé

Students bring résumés to class (or create them in class) for classmates to critique.

1. On the board, review the suggestions Brad Karsh makes in the video for writing a good résumé. Replay the video if necessary.



2. Brainstorm other ideas with the class and add them to the list on the board.
3. Put students in groups of three to look over each person's résumé and offer critique according to the suggestions on the board.
4. Instruct students to rewrite / retype their résumés using the suggested changes.
5. Post the résumés around the room for the whole class to see.

D. ANSWER KEY

Before Watching

A.

Skills Educational Background Work Experience Interests References

B.

2. very definite
3. possible
4. not definite
5. very definite
6. not definite
7. possible

C.

1. c
2. a
3. c
4. statistics typos recruiter proofread

Active Watching 1: ICON Family Part 1

A.

1. false 2. true 3. true 4. false

B.

tomorrow questions some help greatest strengths interesting answer

Active Watching 2: ICON News

A.

1. résumé
2. first
3. recruiter
4. college
5. relevant
6. résumés

B.

1. Stacie 2. Stacie 3. Brad 4. Brad 5. Stacie 6. another student

C.

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

Active Watching 3: ICON Family Part 2

A.

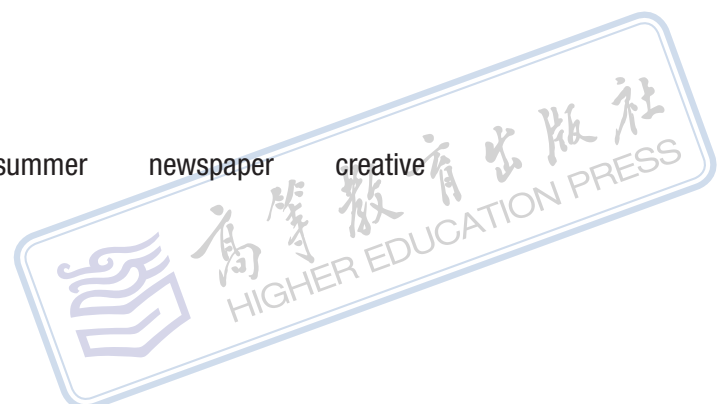
interview company résumé Manager summer newspaper creative

After Watching

A.

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

B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Davey walks into the living room and tells his mom and dad, Maureen and Ernie, about a woman he saw at the grocery store. She was a maniac with the cart, he says, and was screaming into her cell phone. Just then, a news show about cell phones comes on and they all watch together. When Lucy comes into the living room, talking on her cell phone really loudly and obnoxiously, the family is really annoyed with her.

ICON News:

Discussing cell phone etiquette, the reporter in this clip says since 70 percent of the U.S. population has a cell phone, everyone has a horror story to tell about cell phone users. Hoping to influence cell phone users through a public service campaign, the Consumer Electronics Association has set up the “Dos and Don’ts” of wireless etiquette. The rules are based on common sense and consideration. One guideline is to put your phone on vibrate or silent mode in places where a phone conversation will disturb others. The Consumer Electronics Association also urges manufacturers to tell consumers about appropriate and inappropriate conversation.

B. UNIT FOCUS

Vocabulary:

appropriate / inappropriate	exaggerating	public place
bothered	irritated	public service campaign
cell phone	maniac	put a cap on ...
common sense	manners	silent mode
complaints	mobile	Speaking of which ...
consideration	obnoxious	vibrate
conversation	out of control	wireless
drives me crazy	place of worship	wireless phones

Grammar Point:

Relative Clauses with Who

Examples: A veterinarian is someone who works with animals. A mechanic is someone who fixes cars.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Dos and Don’ts of Cell Phones

Students brainstorm additional guidelines for using a cell phone.

1. With the class, review the guidelines from the video for using a cell phone in public places and write them on the board.
2. Brainstorm additional guidelines with the class and add these suggestions to the list.

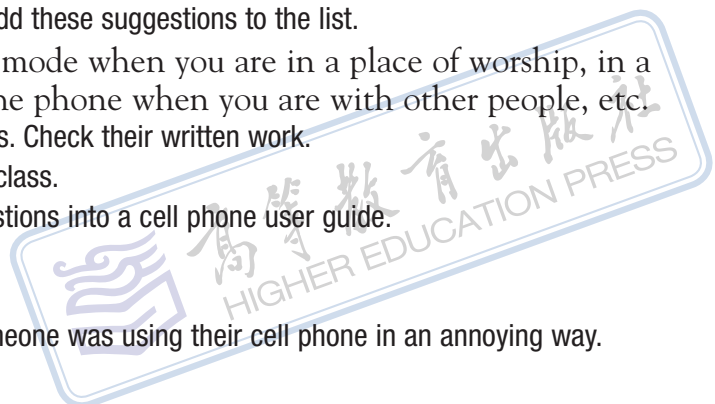
Examples: Turn your cell phone on silent mode when you are in a place of worship, in a class, or in a meeting. Don’t talk long on the phone when you are with other people, etc.

3. Put students in pairs to come up with more guidelines. Check their written work.
4. Call on pairs to share their ideas with the rest of the class.
5. Alternatively, have students combine all of the suggestions into a cell phone user guide.

Activity Idea 2: Worst Story

Students tell bad cell phone stories.

1. To demonstrate the activity, think of a time when someone was using their cell phone in an annoying way.



Example: One time when I was teaching a class, one of the student's cell phone rang. The student ignored it, but the caller continued to call over and over. Finally, she answered the phone and started to talk really loudly. She continued to talk for about three minutes while I was teaching. I kept on looking at her, thinking she would take the hint, but she continued to talk. It was very annoying!

2. Have students think of their own cell phone stories and write them down.
3. Call on students to share their stories with the class.

Activity Idea 3: Role Play

Students act out a scenario in which someone is using a cell phone in an annoying way.

1. Put students in pairs to think of a scenario where one person is using a cell phone in an annoying way and another person approaches that person.
2. Instruct the pairs to write out their scripts. Check their written work.
3. Give the pairs time to practice their role plays.
4. Invite pairs to perform their role plays in front of the class.
5. Have students talk about the scenario after each role play and other ways to approach the cell phone user.

D. ANSWER KEY

Before Watching

A.

Answers will vary.

B.

2. A pilot is someone who flies an airplane.
3. A letter carrier is someone who delivers the mail.
4. A receptionist is someone who answers the phone.
5. A journalist is someone who writes for a newspaper.

C.

1. Answers will vary.
2. mobile inappropriate vibrate

Active Watching 1: ICON Family Part 1

A.

1. false 2. false 3. true 4. false

B.

1. D 2. M 3. D 4. E 5. M 6. E 7. D 8. E 9. M

Active Watching 2: ICON News

A.

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

B.

1. cell phone 2. restaurant 3. manners 4. consideration 5. vibrate 6. message

C.

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

Active Watching 3: ICON Family Part 2

A. Answers will vary.

After Watching

A.

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

B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Davey is watching TV and his father, Ernie, is eating when Lucy walks in and says Ernie is always eating, prompting him to take his food to the kitchen. Lucy tries to change the channel but can't, so she gives up and she and Davey watch the news together about an invention called The Eggstractor—a machine that is supposed to easily peel a hard-boiled egg but doesn't work. Lucy wonders who would buy something so cheap when Ernie comes back into the living room peeling a hard-boiled egg. He says the Eggstractor he bought doesn't work.

ICON News:

In this clip, the Eggstractor is promoted as a fast, clean, and easy way to peel hard-boiled eggs. A woman, Audra Stafford, volunteers to try out the product. She and the reporter follow the product instructions carefully, none of which were mentioned in the original product commercial. It actually takes a lot longer to use the Eggstractor with the instructions than it does to just peel the eggs. Audra and the reporter try to peel a dozen eggs with the invention, but only one comes out clean. In the end, Audra decides to stick to peeling eggs the regular way.

B. UNIT FOCUS

Vocabulary:

a dozen	item	peel
circular motion	laptop computer	pen and paper
crisscross	low tech / high tech	pops out
egg slicer	message	tap water
gadgets	microwave oven	text
hard-boiled eggs	mop	to tap
hopeless	pan	vacuum cleaner

Grammar Point:

Direct and Indirect Questions

Examples: Direct question—How do you do this? Indirect question—Do you know how to do this? Direct question—Where can you buy this? Indirect question—Do you know where you can buy this?

C. UNIT EXPANSION IDEAS

Activity Idea 1: Think of an Invention

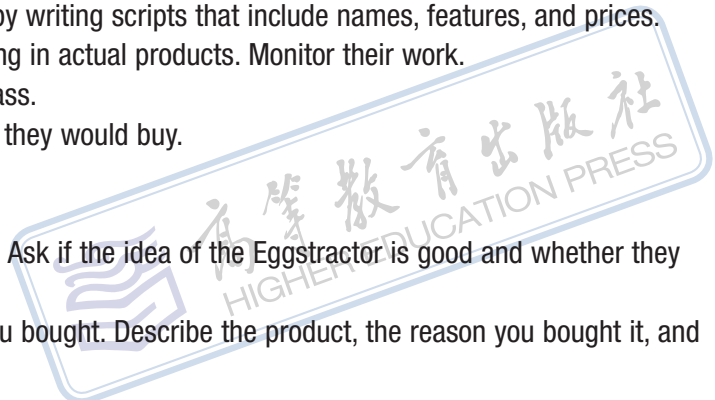
Groups think of inventions and write commercials for them.

1. Replay the commercial video for the Eggstractor.
2. Put students in groups of three to decide on an invention, either made up or real.
3. Instruct the groups to prepare for their commercials by writing scripts that include names, features, and prices. Have them either draw pictures, make models, or bring in actual products. Monitor their work.
4. Call on groups to present their commercials to the class.
5. Alternatively, ask students to vote on which invention they would buy.

Activity Idea 2: A Bad Product

Students talk about bad products they bought.

1. Review the features of the Eggstractor with the class. Ask if the idea of the Eggstractor is good and whether they would buy it.
2. To demonstrate the activity, think of a bad product you bought. Describe the product, the reason you bought it, and



the reason it was bad.

3. Instruct students to think of bad products they bought and what the problems with them were.
4. Call on students to each describe a product and associated problems to the class.

D. ANSWER KEY

Before Watching

- A.** Answers will vary.
- B.**
2. How do I get there?
 3. Where did Bob go?
 4. Is it expensive?
 5. Is this Main Street?
 6. Where does Susan live?
 7. Is it raining?
 8. When does the game start?

C.

1. a
2. b
3. peel circular motion gadget a dozen pops

Active Watching 1: ICON Family Part 1

A.

How do you work this thing?

Aha!

Boring!!!

B.

always hungry good dad No news Boring

Active Watching 2: ICON News

A.

1. false
2. true
3. true
4. false

B.

3 7 2 9 6 4 1 8 5

C.

1. true 2. true 3. false 4. false 5. true 6. false 7. true
8. true 9. false 10. false

Active Watching 3: ICON Family Part 2

A.

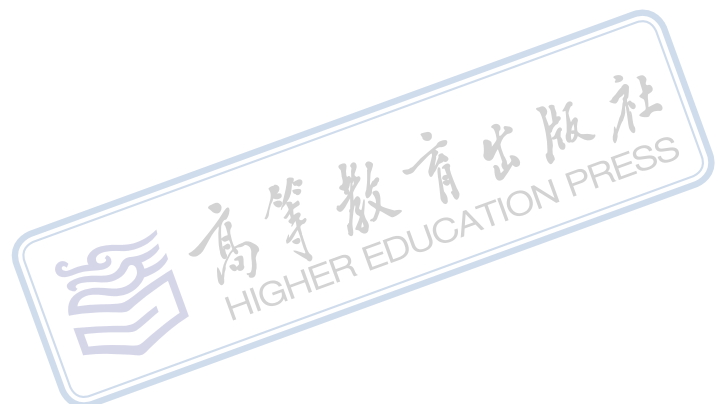
Answers will vary.

After Watching

A.

1. b 2. a 3. a

B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Sitting in the living room with Davey and Lucy, Maureen asks where Ernie is. Davey says he saw him going to the workshop, prompting Maureen to jump up and look for the first-aid kit, anticipating injury. After a big crash, Maureen helps a limping Ernie into the living room before running to get some ice and the first-aid kit. Lucy hands Ernie the remote, saying he'll need it, and they watch a news program on preparing an earthquake kit. When the show ends, Ernie announces the need for an earthquake kit just as Maureen walks in carrying one. Everyone is excited until Davey notices the box is nailed shut.

ICON News:

In this clip, the reporter says not everyone will be prepared when the next earthquake hits and recommends that people be ready when it happens. He suggests a good earthquake kit includes a fire extinguisher, matches or a lighter, a flashlight, a radio, fresh batteries, and drinking water for five days, among other items. The reporter also suggests making tools and heavy-duty gloves part of the kit, and stowing the whole thing where everyone can reach it.

B. UNIT FOCUS

Vocabulary:

alarm	earthquake	shovel
ankle	fire extinguisher	stay put
anniversary	first-aid kit	sunburn
axe	flashlight	temporarily
batteries	flood	utmost
bee sting	goggles	when an earthquake hits
black eye	incidental	workshop
burn	limping	wrench
duct tape	matches	wrist
dust mask	must-have	

Grammar Point:

Use of Pronouns with Phrasal Verbs

Examples: clean up—He cleaned the room up. // He cleaned it up. wash out—They washed out their clothes. // They washed them out. take out—Take out the first-aid kit. // Take it out.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Planning for a Disaster

Students think through other crucial preparations in the event of a disaster.

1. With the class, review the items from the video suggested for an earthquake kit. Write the suggestions on the board as well as any other ideas you can think of. Replay the video if necessary.
2. Brainstorm other preparation ideas and items and write them on the board.

Examples: a family meeting place; an escape route out of the house; a document box for passports, birth certificates, important financial papers, pictures of family members, extra money, etc.

3. Tell students to go home and make preparations. Call on students in class to report on what they did.

Activity Idea 2: The Top 5 Things

Groups of students must come to a consensus on what they would put in a disaster kit.

1. With the class, review the items suggested for an earthquake kit and write them on the board.

- Put students in groups of four to identify only five items for a disaster kit. They must agree on the five items.
- Encourage students to debate the items and the reasons for choosing them.
- Ask each group which items they chose and write them on the board.
- Alternatively, come up with a class consensus of five items for a disaster kit by voting on the items on the board.

D. ANSWER KEY

Before Watching

A.

- bee
- sunburn
- wrist
- black eye
- ankle

B.

- After the surgery, the doctor cleaned him up.
- You shouldn't stand on it if you think it's broken.
- Let's wash them because they are dirty where you fell.
- If you have a bad cut on your hand, you should hold it up in the air.
- Can you take them out?

C.

- a fire extinguisher a flashlight an axe a dust mask matches duct tape extra batteries
- Answers will vary.

Active Watching 1: ICON Family Part 1

A.

- a loud noise
- ankle
- some ice
- watch TV

- B. 6 4 2 8 1 7 3 5

Active Watching 2: ICON News

A.

earthquake kit drinking water five Band-Aids family

B.

a fire extinguisher matches batteries drinking water a first-aid kit
 duct tape dust masks a shovel gloves

C.

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

Active Watching 3: ICON Family Part 2

A.

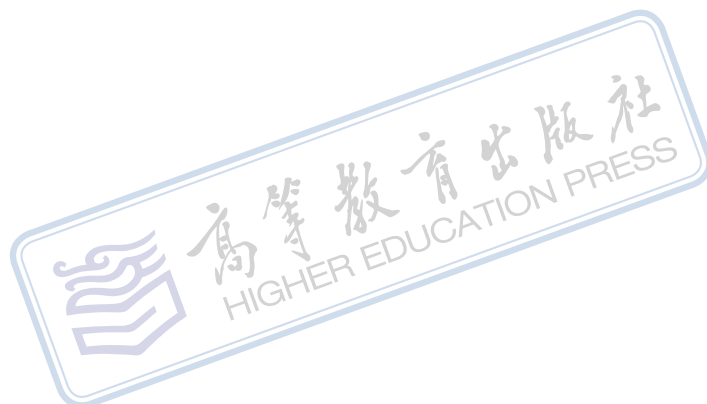
- Ernie
- Answers will vary.
- Answers will vary.

After Watching

A.

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

- B. Answers will vary.



UNIT 12

A. SUMMARY OF VIDEO

ICON Family:

Ernie, Davey, and Maureen are playing charades (a game where someone acts out a word and others try to guess it) when Lucy walks in. Though she has a bad attitude about it, Ernie and Davey convince her to play as well and the family makes teams: Lucy and Maureen, Ernie and Davey. Maureen and Lucy take their turn, but Maureen stops the game to watch a news show about famous landmarks in the United States before Ernie and Davey get theirs. After the family watches the show, Ernie acts out and Davey guesses Stonehenge, the Washington Monument, and the Pyramids to win the game!

ICON News:

This clip about two people who won trips across the United States shows Fred Benton's visit to the Statue of Liberty and Brooklyn Bridge in New York, and the Capitol, Washington Monument, and White House in Washington, D.C. Out west, Molly Keenan's winning trip takes her to the Golden Gate Bridge in San Francisco, the Space Needle in Seattle, and casinos in Las Vegas.

B. UNIT FOCUS

Vocabulary:

ask away	Las Vegas	statues
casinos	memorials	strange
Christ the Redeemer	monuments	subject to
statue	museums	tombs
double occupancy	No way!	towers / skyscrapers
famous	palaces	travel
Golden Gate Bridge	religious buildings	United States
gratuities	room and board	waterfall
hit the gym	Sistine Chapel	win
landmarks	sponsor	
La Sagrada Familia	Statue of Liberty	

Grammar Point:

Active and Passive Voice

Examples: People built the Golden Gate Bridge in 1937. The Golden Gate Bridge was built in 1937.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Presentation

Students give presentations about famous landmarks.

1. To demonstrate the activity, write a short presentation about a famous landmark.
2. Read your presentation aloud to the class and show pictures of the landmark.
3. Instruct students to choose a landmark to research and write about. Give them time to work on their presentations. Check their written work.
4. Have each student give a presentation on the landmark they selected.

Activity Idea 2: Charades

Students act out different words and their teammates guess the words.

1. Ask students what game the Johnson family was playing on the video (charades). Explain how to play the game.
2. With the whole class, decide on the categories for the game.

Examples: animals, landmarks, movies, sports, etc.

3. Divide the class into two teams.
4. Instruct each team to come up with ten words for each category and write each word on a piece of paper. Put each group's words in an envelope.
5. Invite one person from Team A to pick a word from Team B's envelope and act out the word for teammates. If the team guesses the word within fifteen seconds, they get a point.
6. Continue the game until each member of both teams has had a turn. The team with the most points wins.

D. ANSWER KEY

Before Watching

A. Answers will vary.

B.

2. The Imperial Palace was built by the Japanese for the emperor and his family.
3. Michelangelo painted the ceiling of the Sistine Chapel.
4. Gaudí designed La Sagrada Familia.
5. Christ the Redeemer statue was built by the Brazilians on a mountain in Rio de Janeiro.
6. The Golden Gate Bridge was completed (by builders) in 1937.

C.

1. c 2. c 3. b 4. a
5. double occupancy board gratuities subject to

Active Watching 1: ICON Family Part 1

A.

1. true 2. true 3. false 4. false

B.

2. E 3. L 4. E 5. D 6. M 7. D 8. L 9. L

Active Watching 2: ICON News

A.

monuments travel United States Las Vegas landmarks

B.

Travel landmarks New York City Monument White House Bridge California Las Vegas

C.

2. true 3. false 4. false 5. true 6. false 7. true 8. true

Active Watching 3: ICON Family Part 2

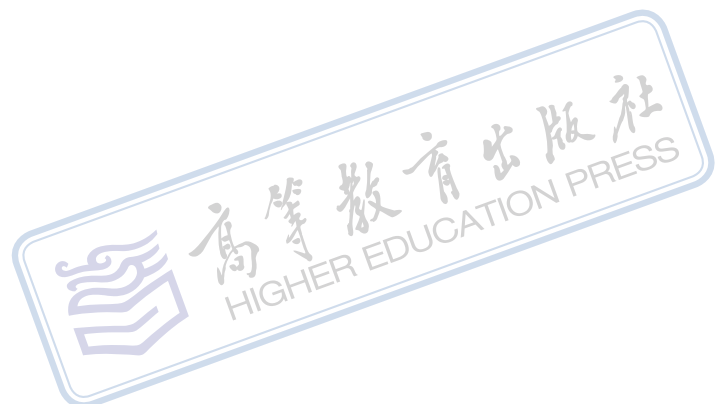
A.

1. landmarks
2. The Washington Monument and the Great Pyramids
3. Ernie and Davey
4. They feel happy.

After Watching

A.

2. d
 3. a
 4. b
 5. c
- B. Answers will vary.



Scripts: 新编实用英语 (第四版) 视听说初级教程 (上)

UNIT 1

ICON FAMILY (Part 1): Edible Names

Lucy: Why is our name so boring?
Maureen: What do you mean?
Lucy: Johnson. Johnson has got to be the most boring name in the world.
Davey: Actually, it's the second most boring name in the world.
Lucy: What are you talking about?
Davey: There are 3 777 000 people with the last name Smith in the United States. There are only 2 200 000 Johnsons.
Lucy: How would you know that?
Ernie: What a wonderful sight, my lovely family all together.
Lucy: Dad, why is our name so boring?
Ernie: Johnson? It's not boring, it's just popular, because it's such a nice name.
Lucy: Whatever.

ICON NEWS

Reporter: At this lunch, the nametags read more like a menu:
"Oh, you're Mr. Hamburger!"
Mr. Hamburger: Yeah.
Reporter: And why settle for a plain old wiener when you can have ...
Harry Wiener: ... Harry Wiener.
Kiera Coffee: I'm Kiera Coffee.
Rosalie Cream: ... Rosalie Cream.
Evelyn Cherry: ... Evelyn Cherry.
Reporter: But the cherry on the cake was making introductions:

"Mr. Fried, I'd like you to meet Mr. Rice."

... 'Fried Rice' notwithstanding, this was nothing but a PR stunt to publicize the opening of a Burger Heaven. When your name is Chester Burger, it makes sense for your granddaughter to point out the Burger Heaven sign.

Chester Burger: "Grandpa that's where you're gonna go when you die."

Reporter: How did Burger Heaven ...

Robert Dill: There's no pickle!

Reporter: ... gather 40 or so folks with edible last names?

Interviewee: Each word that was in the cookbook, I looked it up on whitepages.com.

Reporter: Where she found ...

Don Coffee: Don Coffee, Don Thomas Francis Coffee.

Mrs. Apple: This is Emily Apple and this is Josette Apple.

Reporter: Apples were a dime a dozen. This is Virginia Apple.

V. Apple: There's a rumor that, um, tea and coffee are together.

Reporter: The Teas and the Coffees, two couples, sat together. There's Irene Tea drinking wine next to Toni Coffee. And that's Kiera Coffee snapping a group photo as Don Coffee spoke of the jokes he's had to endure.

D. Coffee: People would call up on the phone and say, "Is this

UNIT 2

ICON FAMILY (Part 1): World Cup Soccer

Reporter: Maxwell House?"

Reporter: Rosalie Cream recalled her daughter being paged at the airport by a friend named Eileen Sugar.

R. Cream: And you heard, "Cream for Sugar" ... cream for sugar?

V. Apple: Did the Vaughn Eggcreams come?

Reporter: Alas, Vaughn Eggcream never replied to the invitation for a free lunch.

J. Salt: I'm Jason Salt.

Reporter: And I'm Jeanne Pepper.

J. Salt: Are you really?

Reporter: No, I'm not. Abby Pepper was a no-show. David Fries is used to hearing his name mispronounced.

Aaron Hamburger, David Fries.

A. Hamburger: Hi.

D. Fries: I do appreciate meeting you.

Reporter: Burger and Fries, they are what they eat. Jeanne Moos, CNN, New York.

ICON FAMILY (Part 2)

Maureen: See Lucy? It could be worse.

Davey: Yeah, your name could be, uh, Lucy Coffee or Lucy Tea.

Lucy: Some of those names were cool. Lucy Coffee sounds a lot better than Lucy Johnson.

Ernie: You should be proud to be a Johnson.

Davey: Lucy Coffee.

Lucy: Stop.

Davey: Lucy Abigail Coffee.

Lucy: That's it, I've had enough.

Ernie: Go long!

Maureen: Davey!

Davey: Yes, mother.

Maureen: Don't play football in the house.

Davey: But it's raining outside ...

Ernie: Throw it!

Ernie: Ow.

Davey: Are you OK?

Maureen: Ernie! No football inside the house. You should know better.

Ernie: That doesn't sound right to me ...

Ow, ow, ... yeah, that's probably right.

Maureen: Just sit down for a second and relax.

Maureen: Can't you two find a book?

Ernie: We could ... or ... we could watch TV.

ICON NEWS

Announcer: ... watch the Korean soccer team defeat Italy in the second round of the World Cup Soccer Championships. Korea now advances to the World Cup quarter finals for the first time ever.

Man 1: Korea Champion, World Cup Champion, Korea!

Man 2: They won. We're proud of our country. We're proud, man.

Announcer: Koreans [unintelligible] so pumped about their country's team they can taste a World Cup championship. The cheers have already begun in "Koreatown."

Woman 1: Woo! And our cheer is Tay huh mingo [Korean language]. Woo!

Reporter: What does Tay huh mingo

mean?

Woman 1: It means “Republic of Korea.”

Announcer: L.A. is home to the largest Korean population outside of Asia and while Koreans in L.A. love America, they also have a heart for their other home and it’s soccer team.

Woman 1: We never expected us ... we never really expect us to win, but, uh, having us winning like this is just a big proud ... um ... for our Korean community.

Man 3: All these Koreans that we’ve never seen before, we all gathered together and showed our spirit as a community. And I guess it traveled all the way to Korea because we had a really awesome game. And, you know, we won today, again, against all these great European countries.

Announcer: Leo Sta ... [unintelligible] reporting.

ICON FAMILY (Part 2)

Ernie: Throw it here!

Maureen: Ernie. Ernie!

Ernie: You said no football, we’re gonna play soccer.

UNIT 3

ICON FAMILY (Part 1): Extreme Foods

Lucy: Oh, what’s that smell?

Maureen: Honey! Would you mind bringing me another glass of soda?

Ernie: Sure thing. Coming right up!

Lucy: What’s going on?

Davey: Dad’s giving Mom the night off.

Lucy: Off? Dad’s cooking?

Davey: I’m afraid so. Do you still have

the telephone number of the hospital?

Maureen: Oh come on, his cooking isn’t that bad.

Lucy: Mom, last time Dad cooked, we had ... what did he call that?

Davey: Chork stir fry.

Lucy: Oh, exactly. And did we ever find out what chork is?

Maureen: Oh, you two relax. It’s nice to have a night off.

ICON NEWS

Announcer: If you’ve never had a taste for something different ...

Woman 1: We get people who scream.

Announcer: We’ve got just the recipe. Mix in an ounce of risk.

Woman 1: We get people who sweat profusely, turn bright red.

Announcer: A dash of adventure.

Woman 2: No, no, no. I don’t think so.

Announcer: And a big helping of whatever that is.

Man 1: It could be, uh, interesting.

Announcer: At Hot Licks in Seaport Village, the word “interesting” doesn’t begin to describe it. Welcome to the home of hot, where sauces like “Death” and “Suicide” are mild and the real doozies, the chili concentrates, are hidden behind lock and key.

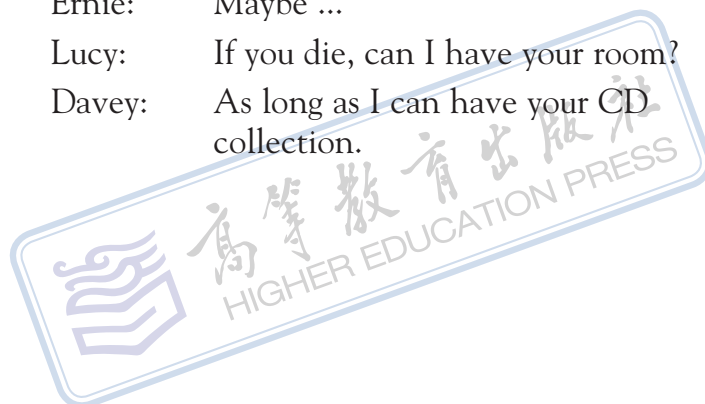
Woman 1: It got on one of our, our workers and our employee had big welts.

Reporter: OK. Here are the five These are cooking extracts, so you have to sign a consent form saying you know you shouldn’t go home and put it on a chip or something. In the middle, we have something called “The Final Answer.”

- Woman 1: We get into the range where they are around pepper spray strength.
- Reporter: Not my final answer. We have something called “Nothing and Beyond.” Scary thing is something is beyond it. It’s called “The Source.” And I think we’ll stick with good old “Ground Zero.” Normally, no one gets to sample this, but they’ve decided to make an exception. We’ve got our milk ready ... Wow. That’s hot.
- Announcer: Who needs taste buds anyways? This guy says he doesn’t.
- Man 2: I’ve added it to chili and stuff at work and ... gets everybody’s attention.
- Announcer: How about something a little less tongue-numbing? At the Emerald Restaurant in [unintelligible], the Chinese tradition of dim sum appetizers is served up.
- Man 1: [Unintelligible]now the American hamburger.
- Announcer: Among the bite-sized tastes, quail eggs, chicken feet, and beef intestines?!
- Reporter: Good. I know a good hot sauce that might go with that.
- Man 1: Uh, this is a chicken’s feet.
- Man 2: And this is what? Intestines?
- Announcer: This man accomplished his own feat: he tried it.
- Man 2: It’s very tasty.
- Announcer: As for his companion ...
- Woman 2: It’s a mind thing. I can’t get my mind around it. So, I think I’ll pass. Ha ha ha.
- Announcer: If you don’t mind sampling different parts of the animal, what about a different animal?
- Man 3: We get people from all the way down as far as South Bay area; all the way up as far as L.A.
- Announcer: Folks from all over and with all sorts of cravings flock to Bisher Meats in Ramona.
- Butcher: You’ve got, umm, venison French racks, ground elk, ostrich medallions.
- Announcer: From the unusual to the exotic, it’s all here: alligators, wild boar, a whole rattle snake, even kangaroo. This customer wasn’t wild about the thought.
- Woman 2: I don’t know. They’re furry creatures that I like. I probably ... probably just wouldn’t like to eat kangaroo.
- Announcer: This guy has sampled, and, no, it doesn’t taste like chicken.
- Man 4: It’s got its own taste really. There’s nothing really that compares to it.
- Announcer: Taste. It’s what you won’t find a lack of, from extreme game, to extremely unique, to extreme heat.
- Announcer: Michael Chan; Ten News.

ICON FAMILY (Part 2)

- Lucy: I’m not hungry.
- Davey: Dad?! You don’t have any camel meat in there?
- Lucy: Or kangaroo?
- Ernie: Maybe ...
- Lucy: If you die, can I have your room?
- Davey: As long as I can have your CD collection.



UNIT 4

ICON FAMILY (Part 1): Business Casual

- Davey: What do you think of this shirt?
Lucy: It's terrible.
Maureen: Do you really think so? I kind of like it.
Lucy: You do? Mom, I thought you had good taste in clothes.
Davey: Thanks, Mom. I'll see you guys later.
Maureen: Where are you going?
Davey: I have a job interview today.
Lucy: And you're going to wear that shirt?
Davey: What?
Maureen: Maybe you should wear something a little more professional.
Lucy: Hey Davey, take a look at this ...

ICON NEWS

- Woman: I guess I'm not the right kind.
Narrator: Julia Roberts's character in Erin Brokovich wore some pretty revealing outfits to work.
Man 1: You may want to, uh, rethink your wardrobe a little ...
Woman: Is that so?
Narrator: And Americans have also been rethinking their wardrobes for a decade now. It was about the time Bill Clinton first came into office that business attire changed. And not everyone is happy about it.
Man 2: Uh, 34.2 percent of the executives feel that business casual has become too casual.
Man 3: There's the formally dressed account guy.
Narrator: But casual is very much in at DeZino's PR agency in Little Italy.
Man 3: We have a casual life time. It's

always casual.

- Man 3: Ah, Tory!
Narrator: DeZino says as his clients got more relaxed, so did his employees. But that's OK for this office.
Man 3: The lines between work and play tend to get blurred, and it's just one big life time.
Woman 2: [Unintelligible]
Man 3: Oh, ok.
Narrator: That blurred line has caused some companies to issue guidelines on what is business casual. Harve Barron at Management Recruiters International says that business casual means looking clean, neat, and professional.
Man 2: Uh, where it looks like you've taken some purpose and time in preparing yourself for the meeting.
Narrator: But business casual can mean different things to different people.
Man 2: I'm wearing a tie. Casual for me means no jacket, but I need a business-suit mentality to go to work.
Narrator: Tammy Hoy at DeZino's Thompson advertising agency says as long as employees act professional, she doesn't care what they wear.
Woman 3: So some people are more comfortable wearing a suit, and some people are more comfortable wearing shorts and flip-flops.
Narrator: So what's the future for casual wear?
Man 2: And, I think the stress would be on, looking good and looking professional ... and looking at the top of what you do, and not at the bottom. That would be too casual.

ICON FAMILY (Part 2)

- Davey: See. Not all companies care

anymore. Business casual is completely acceptable.

Lucy: Business casual! Not vacation clothes.

Ernie: Nice shirt!

Maureen: Davey has an interview today, dear.

Ernie: That's great. Good luck.

Maureen: Don't you think he should change his shirt?

Ernie: Why? He looks great. Where'd you get that shirt anyway?

Davey: At a second-hand clothing store. Do you want to go?

Ernie: Absolutely!

UNIT 5

ICON FAMILY (Part 1): Bridal Run

Lucy: What's wrong?

Davey: I was just out shopping with Anna.

Lucy: Anna? You are still seeing her?

Davey: Yes.

Lucy: Where did you go shopping? Did you go to the mall?

Davey: Yeah. Every store at the mall.

Lucy: Poor thing.

Davey: Anna's a typical girl. She's a window shopper, so she spent all day looking and didn't buy one thing.

Maureen: Did you buy anything?

Davey: No, but I don't have a job, and I live with my parents, so ...

Maureen: Uh, you can clean the house if you like.

Davey: That's OK, thanks.

Lucy: You know, Davey that's not true what you said about girls.

Davey: What?

Lucy: That we're all window-shoppers.

Davey: Really ...

Davey: Oh, this looks like it's perfectly timed.

ICON NEWS

Reporter: It's 7:00 a.m. and anticipation is running high in the Filene's bridal department. The doors open and look out! It's the 1-day bridal sale, a Filene's yearly tradition, where brides line up early to grab as many dresses as they can. Normally, dresses cost 2 000 dollars. They are now only 200 dollars. It's a wedding gown frenzy in here.

ICON FAMILY (Part 2)

Lucy: Well, Davey, you can't say that we're all window-shoppers.

Davey: That was amazing.

UNIT 6

ICON FAMILY: Bad Movies

Davey: I love movie night.

Maureen: You always have!

Ernie: I wasn't sure what you guys have seen. Have you seen Troy?

Davey: Yeah, the special effects are great.

Maureen: I don't really want to watch a violent movie.

Ernie: Well, we could always watch Casablanca ...

What?! It's a classic! Oh, ok, ok. Let me tell you what I have: um, Casablanca.

Lucy: No.

Ernie: Um, Troy, which Davey's seen.

The Incredibles, Ocean's Twelve, Casablanca ...

Davey: No.
 Ernie: I also have The Bourne Supremacy and Casa- ...
 Maureen: Dear, if you say Casablanca one more time, you are going to be in big trouble.
 Davey and Lucy: OOOOOOHHHHHHH HHHH.
 Davey: Dad's in trouble!
 Maureen: Hold on. Maybe this will help us make a decision.

ICON NEWS

Ben Affleck: Hello.
 Jennifer Lopez: Look, I'm sorry to bother you.
 Film Critic: Gigli is not just a summer movie; it's a bad summer movie.
 J. Lopez: Do we know each other?
 B. Affleck: Not yet.
 Critic: But what makes a bad movie? Bad direction? Bad money? Bad motives? Bad timing? Maybe the script asks the actor to do something bad, like stretch.
 Keanu Reeves: Let me out!
 Critic: The principle reasons are vanity or the-public-will-love-whatever-I-do syndrome. Lots of examples here: Ishtar, Kevin Costner's Waterworld and his Postman, ah, and Will Smith in the Wild Wild West. The Adventures of Pluto Nash.
 Lea Thompson: Book him, Ducko.
 Critic: Howard the Duck.
 Remember Joe versus the Volcano?
 Tom Hanks: Yeah.
 Critic: The worst movies, however,

derive from infatuation.
 J. Lopez: It means you're not my type.
 Critic: ... where the principles, the directors, the actors, producers, are otherwise romantically involved as in Swept Away where Madonna and husband Guy Ritchie let us into there bedroom fantasies.

Madonna: You are so gonna regret this.
 Critic: The grandma of them all is Cleopatra where Burton and Taylor went crazy mad for each other. This is true on more movies than you may realize, resulting, however, in Cleopatra in the biggest flop of all time in constant dollars.

There are lots and lots of really bad movies, of course, and we could go on and on. One final example: consider Tom Cruise. He's coming off Eyes Wide Shut. It was a horrendous ordeal which he made with Nicole Kidman for the peculiar genius of Stanley Kubrick. Cruise, as you will remember, plays a New York psychiatrist. Now, that's about as believable as Woody Allen cast as Jake Lamotta in Raging Bull.

So, what does he make next? Tom Cruise and Penelope Cruz in Vanilla Sky. You can almost hear him think, "See, the thing that's wrong with the previous 2 stink bombs I made is that I need to work with someone who has a name just like mine."

Tom Cruise: Slow down.
 Critic: This is Harlan Jacobson for CNN in New York.

UNIT 7

ICON FAMILY: Ray Charles

Lucy: What are you listening to?
Davey: Nothing now, thanks.
Lucy: Is that your iPod?
Davey: No, I borrowed it from my ex-girlfriend.
Lucy: Who's your ex-girlfriend?
Davey: Melissa Beckman.
Ernie: She's your ex-girlfriend? Really? I thought you guys were just good friends.
Lucy: She's not his ex-girlfriend.
Davey: We dated for 2 days when I was 10 years old. They were the 2 most wonderful days I've ever spent in a relationship.
Ernie: Can I see that iPod?
Davey: Sure. What do you want to listen to?
Ernie: Do you have any jazz, or anything classical?
Davey: How about some rap?
Ernie: Rap. That's not music. You kids have no taste.

ICON NEWS

Ray Charles: ... Now is say, Georgia ...
Ernie: Now that's what I call music.
Ray Charles: ... Now, Georgia ...
Reporter: Ray Charles was born in 1930 in Albany, Georgia. His parents, searching for work, migrated south to Florida. He was five when he developed glaucoma. By the time he was seven, he was completely blind.
R. Charles: My parents got me into the Florida state school for the deaf and the blind. I got into the music class. I enjoyed classical music, but it was not what I

wanted to do. I wanted to be able to create my own thing.

Reporter: By the time he was fifteen, both his parents had died. So, Ray left school and formed a trio. After years of touring small towns in the South and copying other styles, Ray Charles finally did begin to create his own thing. He called it soul. By 1954, Charles had top billing at Harlem's Apollo Theater and a hit rhythm and blues record.

R. Charles: ... Mama don't you treat me wrong. Come and love your daddy all night long. Alright ...

Reporter: With international fame, fortune, and his own recording studio soon to follow, not once did Ray Charles allow his lack of sight to affect his musical vision.

R. Charles: What you have to do is take what you got and find a way to make it work for you. My ears are my eyes.

Reporter: Charles won twelve Grammy awards for original music, and he is equally well-known for his cover versions of other songs.

R. Charles: ... It's America, sweet Amer-ica ...

Reporter: His appeal spanned generations, and he teamed with artists from every genre.

Award presenter: From all songwriters who have ever been moved by the sound of the human voice, thank you, Mr. Charles.

R. Charles: I'm just so thankful that over the years I've been able to make so many people happy, but in return they've made me very happy too.

Reporter: Charles last appeared publicly

this spring when the City of Los Angeles designated the singer's recording studio an historic landmark. He died from liver disease at his home in Los Angeles. He was 73.

R. Charles: ... Georgia's on my mind. Alright.

UNIT 8

ICON FAMILY (Part 1): How to Write a Résumé

Maureen: Davey, are you OK?
Davey: Yeah, I'm just practicing.
Maureen: For what?
Davey: I have another interview tomorrow. I'm just going over some sample questions.
Maureen: Oh. Would you like some help?
Davey: Yes, please.
Maureen: Let's see. What are your three greatest strengths?
Davey: My three greatest strengths? Well, that's an interesting question. I'd say I'm pretty well organized. I'm a hard worker, and I have a good sense of humor.
Maureen: Wow. Good answer.
Davey: Really? Thanks.
Davey: Maybe this'll be useful.

ICON NEWS

Reporter: Stacey Findley is gearing up to start interviewing for her first full-time job after college.
Stacey Findley: This suit is a very soft cotton and, so, I thought that it would look nice ...
Reporter: Before she can land an interview, though, Findley has

to have a good résumé. She's working on one now.

S. Findley: I'm not really sure what needs to be in it: how much information, what type of information.

Reporter: She's about to find out.

Brad Karsh: First from the very top, you've got your address here, which is great, but you forgot to put your email address on.

Reporter: These [unintelligible] university students are getting the hard truth from Brad Karsh, a former campus recruiter for the Leo Burnett advertising agency.

B. Karsh: It was not uncommon when I worked at Leo Burnett to get 5, 6, 700 résumés for one job. Now, because of that, we're going to spend about fifteen seconds looking at your résumé.

Reporter: Among his dos and don'ts, Karsh says focus on content. Don't use photos, distracting font styles, or different colors. Put the most relevant information to your job hunt first: not necessarily in chronological order. Don't just list jobs; say what you accomplished using bullet points, action verbs, and numbers.

B. Karsh: You want to infuse your résumé with facts and figures and numbers. That's how it's going to stand out from a stack of 3, 4, 500 résumés of students applying for the same job you are.

Reporter: Karsh says résumés should be limited to one page for anyone with less than five years work experience. Listing a job objective is not always necessary, and the line, "references available upon request," is a waste of space.

B. Karsh: If what you've written can be written by the person who held the job before you, or held the office or position before you ... if they can write what you've written, rip your résumé up and start over.

Reporter: Stacey and other students said they're going to make changes.

S. Findley: Just, kind of, how I phrase things and my different abilities for having jobs and what I've learned with my experience.

Woman 1: In terms of, like, what I would change to it, probably experience, like how can I make my experience more, like, valuable? And just when recruiters look at it, they're gonna say, like, "Oh, she's a liar."

Reporter: It would seem to go without saying, but Karsh says proofreading résumés would prevent simple mistakes and typos that result in about fifteen percent of them being tossed into the trash heap. Ceci Rodgers, CNN Financial News, Chicago.

ICON FAMILY (Part 2)

Ernie: Ready for that interview tomorrow?

Maureen: How did you know about it?

Ernie: My friend John is a manager at that company. Davey, I think you got that job!

Maureen: Show me your résumé.

Maureen: Manager of a restaurant? Davey!

Davey: That's not a lie. Do you remember that summer I worked as a waiter?

Maureen: Journalist?

Davey: Remember when I was on the school newspaper?

Maureen: We need to work on this.

Ernie: I thought it was pretty creative. Listen to your mother.

UNIT 9

ICON FAMILY (Part 1): Cell Phone Etiquette

Davey: I can't stand obnoxious people.

Maureen: What do you mean?

Davey: Well, for example, I was at the grocery store today, and there was this woman there who was so rude.

Ernie: What did she do?

Davey: First, she was like a maniac with her cart.

Ernie: Really?

Davey: She almost killed somebody with it!

Maureen: I think you're exaggerating.

Davey: I wish I were. And then there was the cell phone!

Ernie: I use a cell phone at the grocery store. Sometimes I have to call your mom to see if she needs anything.

Davey: Yeah, but not like this. She screamed into the phone and explained everything she was doing. It was, "What? What? I'm at the store ... the store. I'm getting wheat bread. Yes, yes. Wheat bread!"

Ernie: OK, I got it.

Davey: I hate cell phones.

Maureen: Speaking of which ...

ICON NEWS

Reporter: Almost everyone has a horror story to tell about someone

using a cell phone in the wrong place at the wrong time. The complaints may not be new, but the number of them is getting out of control.

Man 1: With wireless phones more popular than ever—nearly 70 percent of the United States population has one now—we’ve just noticed the incidents of people being inappropriate or having loud conversations, whether at a restaurant or in a movie theater, just seem to be going up.

Reporter: You’d think simple manners would’ve put a cap on this problem. Think again.

Man 1: ... recently did a survey and found out that twenty percent of the population has admitted to using their phone in a place of worship.

Reporter: But what will it take to get cell phone users using their manners?

Man 1: And we figured it was time for the Consumers Electronics Association to set up some dos and don’ts of wireless etiquette.

Reporter: That’s right. The Consumer Electronics Association is taking this matter so seriously it’s launching a public service campaign it hopes will get cell phone users back in the good graces of the people around them. To follow their guidelines, all you need is a little consideration and common sense.

Man 1: Everybody that has a cell phone can put it on vibrate. So, if you’re at the movies, or you’re at a place of worship and you need to take a call, or you just want to stay in contact, put it on

vibrate; you can see who’s calling. If it’s something you should take, get up and move to an area where you’re not going to be loud and talking over a movie or other people talking.

Reporter: The Consumer Electronics Association also wants cell phone manufacturers to pass along the message.

Man 1: They do a great job of selling them, letting people know all the cool new features, but we also want them to make sure that they’re letting their consumers know that there are appropriate and inappropriate places to be having a loud, wireless phone conversation.

ICON FAMILY (Part 2)

Lucy: What? Can you hear me? I told you, I’m at home in the living room. In the living room! What’s that? Oh, no. I just, I just sat down. I know, I know. Ha, ha, ha!

UNIT 10

ICON FAMILY (Part 1): Eggstractor

Ernie: Hey honey.

Lucy: You are always eating!

Ernie: I can’t help it. I’m always hungry.

Lucy: Hey. Bored? Change the channel to something good. Let’s see what’s on.

How do you work this thing?

Davey: I have no idea.

Lucy: Yes, you do.

Davey: No, really I don’t. Only Dad knows how to work those things.

Lucy: Ah ha! No ... Yes! No, this is hopeless.

Davey: Don't worry about it. I don't want you to change the channel anyway. The news isn't over.

Lucy: More news? Boring!

ICON NEWS

Reporter: The television pitch makes the Eggstractor seem like one of life's necessities.

Announcer: Don't spend another minute peeling until your fingers are raw.

Reporter: Imagine a fast, clean, and easy way to peel hard-boiled eggs. "Does It Work" volunteer Audra Stafford saw the commercial and was hooked.

Audra Stafford: I would love for it to work. I think it would be great. It would be ... and it's fun.

Reporter: So, we're going to be very careful to follow all instructions carefully. The first thing we're going to do is use large eggs as recommended and add them to tap water. We're going to do a dozen eggs this time. We also add salt as directed. When the eggs are ready, we cool them off, first with tap water. Next, as directed, we place them in ice water. We wait for 10 minutes ... back to our little timer. These steps were not mentioned in the commercial we saw. Remember, this is supposed to make peeling eggs easier. The effort so far ... ?

A. Stafford: More than I expected. I thought you would just plop the egg on there, go like this,

Reporter: it comes out, it's peeled.

Reporter: You must also tap the small end of the egg several times on a tiny built-in spike. This allows air into the egg. Then tap the large end of the egg by tapping it a couple of times on the table. Now we're ready for our first "eggstraction."

A. Stafford: Crisscross hands ...

Reporter: What?

A. Stafford: And the egg is still there.

Reporter: But we're told it may take a couple of times to get the hang of it.

A. Stafford: One, two, three ... Oh!

Reporter: Did we actually "eggstract" the egg?

A. Stafford: That was so cool.

Reporter: Only the top part of the egg came off. Audra tries another. Proving chivalry's not dead, I step in to add a little more strength.

OK, Arnold Schwarzenegger, where are you when we need you? Whoa!

A. Stafford: Hello! Oh, but ...

Reporter: Alright.

A. Stafford: We got the egg through, but ...

Reporter: That is egg number two.

Audra tries nearly a dozen eggs. This is now the "eggtuary." Failure after failure, only one egg comes out well.

A. Stafford: Ah!

Reporter: A far cry from "perfectly shelled every time." Audra is disappointed. It's Humpty Dumpty all over again.

A. Stafford: It doesn't work. I think I'll stick to peeling.

Reporter: The Eggstractor also came with a free gift: an egg slicer. We try it on our one good egg.

A. Stafford: Oh, it broke!

Reporter: With all the king's horses and all the king's men, and photojournalist Kyle Majors, Leonard Villareal, Ten News.

ICON FAMILY (Part 2)

Lucy: This is ridiculous. Who would ever buy something so cheap?

Ernie: That Eggstractor thing I bought doesn't work.

Davey: I guess that answers your question.

UNIT 11

ICON FAMILY (Part 1): Earthquake Anniversary

Maureen: Davey, have you seen your father?

Davey: I think he said he was going into his workshop. He's still working on the birdhouse.

Maureen: Oh no. I'd better get the first-aid kit.

Davey: I don't know why Mom thinks Dad will get hurt.

Lucy: Three, two, one ...

Ernie: OW!

Lucy: You were saying ...

Maureen: I was just getting the first-aid kit.

Ernie: I'll be fine.

Ernie: OW! My foot!

Maureen: You probably sprained your ankle. Now, don't put any pressure on it. I'll go get some ice.

Davey: What happened?

Ernie: I was just making a birdhouse for

your mother.

Lucy: How did you sprain your ankle making a birdhouse?

Ernie: I don't know. I just did.

Lucy: Looks like you'll need this for a while.

ICON NEWS

Reporter: Not everyone will be prepared when the next earthquake hits.

Man 1: But should we have an event, we need to be ready when that event happens. You don't have time to go prepare for something that's already here.

Reporter: Everyone should create an earthquake kit to fit their own needs, but here are some suggestions. Include a fire extinguisher.

Man 2: And a must-have, and obviously this is something that's not only for the emergency kit, but this is something we should have at all times.

Reporter: Add matches or a lighter, a flashlight, radio, fresh batteries, and a gas and water shut off wrench.

Man 2: This is the utility tool here that allows us to take and turn off those devices here, so we're not flooding or not having gas running ... um ... just out in the open air. So, very important that that's in your kit right there as well.

Reporter: And, of course, you want to have enough drinking water on hand to last at least five days.

Man 3: You got a lot of water, first-aid stuff.

Reporter: A 130-piece first-aid kit like this costs about 25 dollars.

Man 2: Um, it has alcohol, gauze, Band-

Aids, all these kinds of things in there for incidental types of injuries.

Reporter: Plastic sheeting and duct tape can be used to temporarily seal broken windows.

Man 2: Some good dust masks, also some goggles here for eye protection.

Reporter: And some basic small and large tools including an axe and shovel can be helpful in an emergency.

Man 2: During a quake, things fall, break, whatever it happens to be. We have sharp items that we have to pick up and then move out of the way and such. You want to definitely have some gloves here. You may have wood that's broken with nails sticking out, these kinds of things like that. This is something you definitely want to have in your emergency kit.

Reporter: Also, put some thought into where you store your earthquake kit.

Man 2: The emergency kit wants to be something that you have easily accessible and that everyone in the family knows how to get a hold of. That's of utmost importance.

Reporter: With photojournalist Michael Gleason, Sally Sherry, Ten News.

ICON FAMILY (Part 2)

Ernie: We need an earthquake kit.

Davey: Dad, there hasn't been an earthquake around here in a long time.

Ernie: But there might be one at any moment.

Maureen: Has anyone seen the first-aid kit? I looked around and all I could find was this earthquake kit.

Ernie: That's right! I made that earthquake kit years ago! I'd

forgotten all about it!

Lucy: Oh, you're such a great dad. Let's see what's in it.

Davey: It's nailed shut.

Lucy: I think it would be best for all of us if you didn't make anything for a while.

UNIT 12

ICON FAMILY (Part 1): Landmarks

Lucy: Excuse me. Could I ask you a question?

Davey: Ask away.
Braveheart!

Ernie: Yes!

Lucy: Are we the strangest family on Earth?

Ernie: We're just having a little fun. You should play.

Lucy: No way.

Davey: Oh, grow up. None of your friends are around to see you. Don't be embarrassed.

Ernie: Besides, it'll be fun.

Davey: What are the teams?

Lucy: I want Mom on my team because she's not too awful.

Maureen: Thanks. I think.

Davey: We are definitely going to win.

Ernie: OK, so we pick your category first.

Maureen: That's fine.

Davey: Animals!

Lucy: I am not doing this, Mom.

Maureen: OK. How much time do I have?

Davey: Thirty seconds. Ready?

Maureen: No! Not yet ... OK, ready.

Davey: Go!

Lucy: Fig.

Maureen: Yes!

Lucy: Rabbit.
Maureen: Yes! Very good.
Lucy: Mom! Go! Go!
Maureen: Oh! Oh, oh ...
Davey: Time's up!
Lucy: What was that?
Maureen: An alligator.
Lucy: That was the worst alligator I've ever seen.
Ernie: Our turn! What's our category?
Maureen: Oh, wait. Look at the TV.

ICON NEWS

A local man and woman won prizes in a big contest sponsored by Great Trips Travel Agents. Fred Benton and Molly Keenan will be traveling across the country to see some of America's most famous landmarks. Fred will hit the East Coast and see the Statue of Liberty and the Brooklyn Bridge in New York City, the Capitol Building in Washington,

D.C. and the Washington Monument, another Washington, D.C. landmark. On his last evening in Washington, D.C., Fred will take a tour of the White House.

Molly is going out west. Molly will see the Golden Gate Bridge in beautiful San Francisco, California, the Space Needle in Seattle, Washington, and casinos in Las Vegas Nevada.

ICON FAMILY (Part 2)

Lucy: Landmarks.
Davey: Uh oh. We're in trouble.
Ernie: We'll be fine. We only need three to beat them. Let's go.
Maureen: Ready! Go!
Davey: Stonehenge! The Washington Monument. The Great Pyramids.
Ernie: Yeah!
Lucy: How do they do that?
Maureen: Sometimes it's better not to ask.



新编实用英语（第四版）

视听说初级教程

（下）

Teacher's Notes and Answer Keys

UNIT 1

A. SUMMARY OF VIDEO

ICON Family:

The Johnson family is talking about how Ernie's boss wants him to be more of a schmoozer. However, Ernie refuses to be a schmoozer. Davey tells Ernie that schmoozing is just making pleasant small talk. But Ernie can't make small talk naturally. He finally tells his family that instead of making small talk, he will do what he always does. He will spill his drink on himself and run to the bathroom to clean it up. To change the subject, Ernie says, "Let's watch the news."

ICON News:

Janice Reals Ellig, a successful woman in corporate America, talks about why there may only be two female CEOs in Fortune 500 companies in the United States. She reviews four key guidelines to help women survive and succeed in corporations. First, adapt to the company's culture. Second, make sure the company celebrates your talents. Third, model a successful person. Fourth, become a team player before you change the rules. Ellig emphasizes that fitting in is the first step to corporate success.

B. UNIT FOCUS

Vocabulary:

adapting	hardworking	promoted
attire	inappropriate	refuse
CEO	marketable	schmoozer
consultant	marketing	small talk
corporate culture	networking	spilled
director	pleasant	succeed
duties	politics	survive
eye-opener	position	team player
function	pouring	tough

Grammar Point:

Tag Questions

Examples: Nice day, isn't it? You don't know what the weather is like, do you? You didn't go, did you? We're late, aren't we?

C. UNIT EXPANSION IDEAS

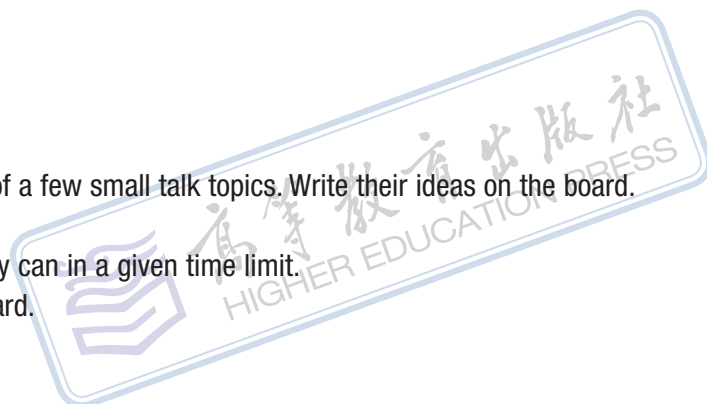
Activity Idea 1: Small Talk Topics

Students think of small talk topics.

1. Write Small Talk on the board. Ask students to think of a few small talk topics. Write their ideas on the board.

Examples: weather, family, vacations

2. Ask pairs to think of as many small talk topics as they can in a given time limit.
3. Call time and ask pairs to write their ideas on the board.
4. Review the topics with the class.



Activity Idea 2: Listen and Respond

Students listen to the teacher ask questions about small talk.

1. To prepare for the activity, write 10 small talk questions on a piece of paper.

Examples: Nice day, isn't it? How's your family doing? Did you have a good weekend? What do you do? Where are you from? What will you do for your vacation?

2. Write the numbers 1–10 on the board and have students copy the numbers on blank papers.

3. Ask students to write a response to each of your prepared questions as you read them aloud.

4. Reread the questions so students can check their responses.

5. Conclude by writing the questions on the board and asking students to answer them. Write a few student responses on the board after you ask each question.

D. ANSWER KEY

Before Watching

A.

2. a 3. d 4. e 5. c 6. b 7. f

B.

2. A: isn't it B: Yes, it is.

3. A: do you B: No, I don't.

4. A: aren't we B: Yes, we are.

5. A: were you B: No, I wasn't.

6. A: isn't it B: Yes, it is.

7. A: isn't it B: Yes, it is.

8. A: did she B: No, she didn't.

C.

2. a 3. c 4. a

5. job responsibilities—duties

getting accustomed—adapting

advanced to another job—promoted

clothing—attire

someone who works well with other people—team player

Active Watching 1: ICON Family

A. Answers will vary.

B.

2. L 3. D 4. M 5. D 6. L 7. E 8. E 9. D

Active Watching 2: ICON News

A. Answers will vary.

B.

2. false 3. true 4. false 5. false 6. false 7. true 8. true

C. 6 11 12 1 5 4 8 2 7 10 3 9

After Watching

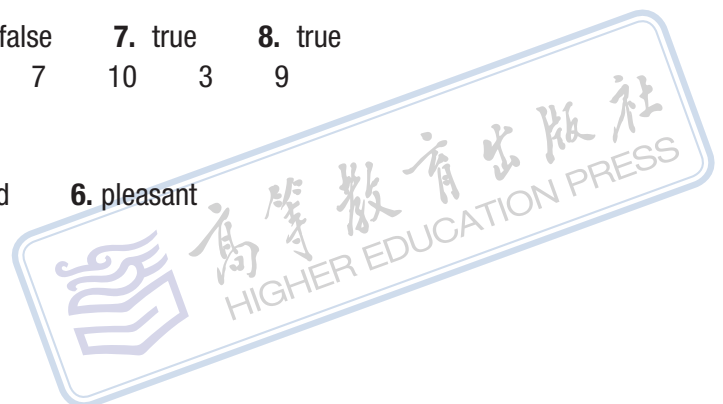
A.

2. eye-opener 3. tough 4. spilled 5. refused 6. pleasant

B. Answers will vary.

C. Answers will vary.

D. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Ernie wants to change the TV channel. Lucy wants to listen to the weather forecast to see if it will be pleasant tomorrow to go for a bike ride with her friends. Ernie says that he can tell whether it will be clear, sunny, foggy, rainy, or snowy with arctic temperatures by keeping data about his wife’s cooking. However, Ernie’s family has no confidence in his forecasting system. Lucy wants to watch the weather forecast on TV.

ICON News:

Reporters are talking about weather history in Southern California on Earth Day. Both fierce and mild weather patterns have caused different natural disasters in San Diego. They talk about tropical storms, El Niño, floods, fires, and droughts. Despite these wild weather moments, people want to move to Southern California because the weather is usually warm and sunny.

B. UNIT FOCUS

Vocabulary:

arctic temperatures	global warming	ripped through
blizzard	hail	scorcher
clear	hammered	severe
drought	heat	snow
Earth Day	hurricane	sunny
earthquake	ice storm	sunshine
El Niño	mandatory	thunderstorm
embrace	mild	tornado
fierce	muggy	tropical storm
floods	natural disasters	tsunami
fog	overcast	wind
foggy	polluting	
forecast	rain	

Grammar Point:

Future Conditional Verbs

Examples: If it is sunny, we will go for a bike ride. If it rains, we’ll go inside. We’ll go skiing if it snows this winter.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Research and Present

Students research and present a natural disaster report.

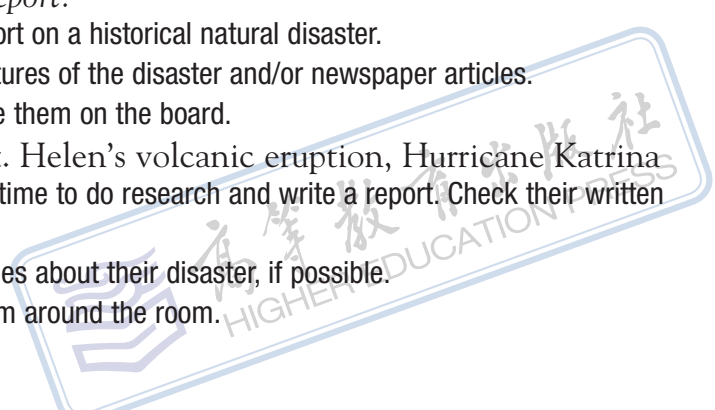
1. To demonstrate the activity, research and write a report on a historical natural disaster.
2. Read your report to the class. If possible, bring in pictures of the disaster and/or newspaper articles.
3. Brainstorm other historical natural disasters and write them on the board.

Examples: Southeast Asia tsunami, Mt. St. Helen’s volcanic eruption, Hurricane Katrina

4. Ask students to choose a natural disaster. Give them time to do research and write a report. Check their written work.
5. Encourage students to bring in pictures and / or articles about their disaster, if possible.
6. Have students present their reports orally or post them around the room.

Activity Idea 2: Disaster Relief Kit

Students create a disaster relief kit.



1. Discuss natural disasters that have hit the students' home town or city. Write them on the board.
2. Ask students if they remember the disasters. If so, ask how people prepared for the disaster. If not, ask how they think people prepared themselves.
3. Brainstorm a few items to put in a "relief kit" or box in case of a natural disaster emergency. Write these items on the board.

Examples: water, batteries, radio, blankets, canned food, candles, flashlight

4. Put students in groups of four. Ask groups to agree on the ten most important items to put in a relief kit and write a description.
5. Have groups share their kit descriptions with the class.

D. ANSWER KEY

Before Watching

A. Answers will vary.

B. Answers will vary.

C.

1. true false false true false true
2. making the air dirty—polluting
very strong—fierce OR severe
very bad; extreme—severe OR fierce
tragedies caused by the weather—natural disasters
no rain for a long time—drought

Active Watching 1: ICON Family

A. Answers will vary.

B. 4 2 6 10 9 1 7 3 5 11 8

Active Watching 2: ICON News

A. Answers will vary.

B. hurricane tropical storm rain wind drought thunderstorm

C.

2. true
3. true
4. false
5. true
6. true
7. true
8. false
9. true
10. false

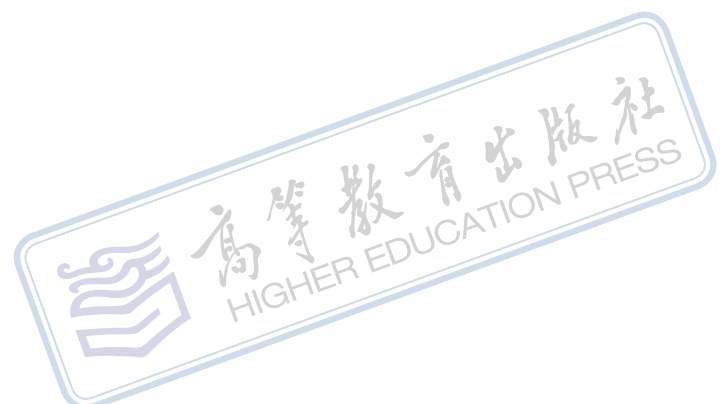
After Watching

A.

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

B. Answers will vary.

C. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Ernie wants to start a family band. Each member will have a different personality like in the popular boy bands, such as the “intellectual one,” the “cute one,” the “rude, silly-looking one,” and the “nice one.” Ernie says that he will be the “bad boy.” Ernie asks Maureen to be the lead singer. After she sings a verse from “Moon River,” Lucy and Davey think that their mother’s taste in music is not popular today. Just then, a boy band comes on TV and Davey asks Ernie to watch the segment.

ICON News:

A music video of the Backstreet Boys singing the song *Quit Playing Games with My Heart* is on TV: “Quit playing games with my heart, with my heart, with my heart. I should’ve known from the start ...”

B. UNIT FOCUS

Vocabulary:

audience	idol	pursue
audition	It’s hard to say.	rude
boy band	lead singer	shocking
compose	make a fortune	silly
create	No comment.	teen
heartthrob	original	

Grammar Point:

Present Perfect Continuous Verbs

Examples: We have been studying for three hours. They have been performing since the 1970s. I have been listening to my iPod since 2:00 p.m.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Band Personalities

Students match a band personality to each classmate.

1. Review the band personalities mentioned in the video.

Examples: the intellectual one, the silly one, the rude one, the shocking one, the cute one, the bad boy, the nice one

2. Brainstorm other band personality types and write them on the board.

Examples: the sexy one, the quiet one, the sensitive one, the serious one

3. Write each student’s name on the board and have students copy the names on a piece of paper.

4. Tell students to decide which band personality matches each classmate and write their ideas on their papers.

Example: Juan—the nice one, Alyssa—the cute one

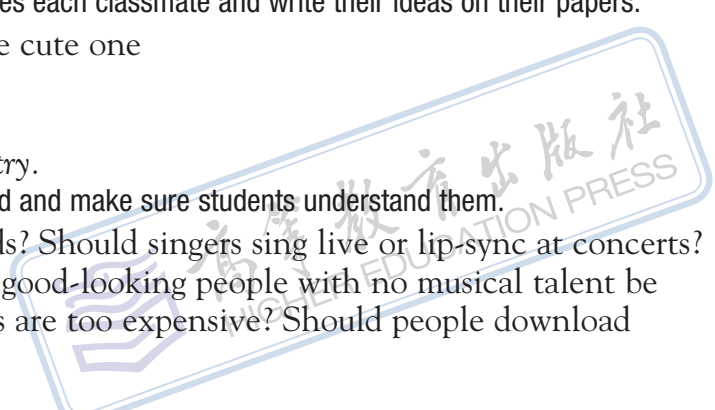
5. Call on students to share their ideas with the class.

Activity Idea 2: Pass the Paper

Students compare opinions about the music industry.

1. Write questions about the music industry on the board and make sure students understand them.

Examples: What do you think of boy bands? Should singers sing live or lip-sync at concerts? Do you like music sung in English? Should good-looking people with no musical talent be allowed into bands? Do you think that CDs are too expensive? Should people download music illegally from the Internet?



2. To demonstrate the activity, write your opinion about one of the questions listed on the board.
Example: I think boy bands are made up of good-looking boys who have no musical talent.
3. Ask a few students to come and write comments agreeing or disagreeing with your opinion.
Example: I disagree with you. I think that the musicians in boy bands have some talent.
4. Have students write their own opinions about one of the questions on the board on the top of a piece of paper.
5. Put students into groups. Ask each student to pass their papers to the group member on their right. This group member reads the opinion and writes a comment.
6. Repeat until each group member has written a comment on each paper.
7. Ask volunteers to read their opinion statements and a few of the comments written by their classmates.

D. ANSWER KEY

Before Watching

A.

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

B.

2. Jenny has been living in Turkey for two years.
3. Kristen hasn't been teaching for several years now.
4. They've been talking on the phone for over an hour.
5. I haven't been going to school since 2002.
6. Maria and Chris have been looking for a new house for months.

C.

1. true false false true true

2.

main soloist—lead singer

follow; go after—pursue

a guy that girls love and want to date / marry—heartthrob

Active Watching 1: ICON Family Part 1

A. Answers will vary.

B.

2. E 3. E 4. L 5. D 6. E 7. M 8. M 9. E

C.

2. false 3. false 4. true 5. false 6. false 7. true 8. true 9. false 10. false

Active Watching 2: ICON News

A. Answers will vary.

- B. names games shown known
 friend heart you from
 friend heart my the
 friend heart car start

Active Watching 3: ICON Family Part 2

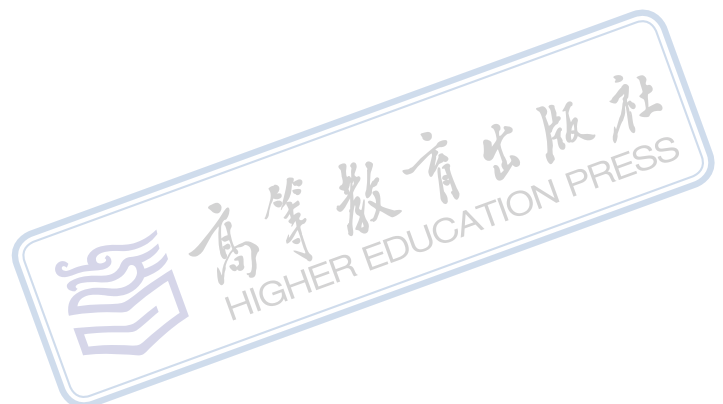
A. Answers will vary.

After Watching

A.

2. e 3. a 4. c 5. d

B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Maureen is upset because the house is a mess. When she asks why the family didn't clean the house like she asked them to, each one has an excuse. Maureen hands them a mop, a broom, and a bag to clean up the house. Just then, Ernie sees that a news segment about cleaning up is coming on TV. After watching it, Ernie wonders if Juan, the nice clean-up man, makes house calls.

ICON News:

A reporter asks Juan Estrada from IKEA, a home and office furnishings store, to help her organize and clean up her office. She shows him her disorganized filing system, her box of stuff she can't throw away, and the pictures and prints on the wall. Juan says that the office is in bad shape, but he can help her make her office more organized, functional, and beautiful.

B. UNIT FOCUS

Vocabulary:

a bit	fellow	purchase
chaos	get rid of	showroom
clutter	her work cut out for her	priorities
develop	multitask	take a nap
disaster area	neaten up	trait
distractions	orderly	visually pleasing
experts	procrastinate	waste time

Grammar Point:

Use of Used To and Would

Examples: I used to be shy. My mother would make me breakfast every day. I didn't use to like mushrooms. I wouldn't go to school every day.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Priorities

Students prioritize the most important rooms to keep clean.

1. Brainstorm a list of rooms in a house and write them on the board.

Examples: bedroom, living room, kitchen, dining room, bathroom, hallway, basement

2. To demonstrate the activity, use numbers to prioritize the rooms that are most important for you to keep clean in your home. Explain your reasons.

Example: The living room is the most important room to keep clean. I like to relax in my living room and read the newspaper, a book, or watch TV. I can't relax if the room has clutter or is a disaster area.

3. Ask students to prioritize the rooms to keep clean in their homes and write sentences explaining their reasons. Check their written work.

4. Pair students and have them read their priorities to each other.

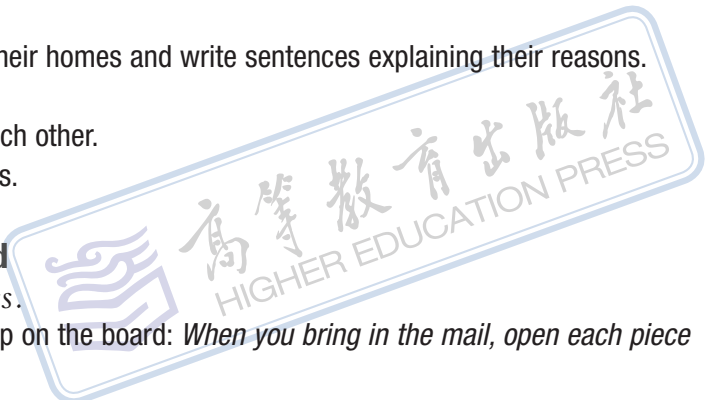
5. Ask a few students to read their lists aloud to the class.

6. Create a class priority list summarizing the results.

Activity Idea 2: Tips for Staying Organized

Students write tips about organization and neatness.

1. To demonstrate the activity, write this organizational tip on the board: *When you bring in the mail, open each piece*



of mail immediately. If it is not important, throw it away. File the other important letters right away.

2. Pair students and ask them to write a few organizational tips on a piece of paper. Check their written work.
3. Have pairs share their ideas with the class.

Activity Idea 3: Ranking Distractions

Students rank work distractions.

1. To demonstrate the activity, brainstorm a few distractions that keep people from doing their work.

Examples: TV, friends, food, e-mail, the Internet

2. Ask students to write down their top five distractions.
3. Have students share their lists with the class.

D. ANSWER KEY

Before Watching

- A.
2. negative 3. negative 4. positive 5. negative 6. negative 7. positive 8. positive

B. Answers will vary.

- C.
1. false true true
2. nice looking—visually pleasing
organized—orderly
sales area—showroom
difficult—hard
throw away—get rid of
specialists—experts
buy—purchase

Active Watching 1: ICON Family Part 1

A. Answers will vary.

- B.
disaster area neaten up cluttered multitasking
nap distractions procrastinated cleaning up

Active Watching 2: ICON News

A. Answers will vary.

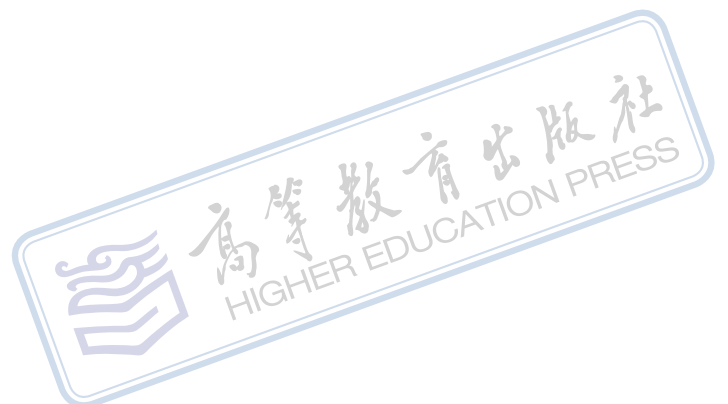
- B.
2. Juan
3. reporter
4. Juan
5. reporter
6. Juan
7. reporter
8. reporter

Active Watching 3: ICON Family Part 2

A. Answers will vary.

After Watching

- A.
2. a 3. e 4. c 5. f 6. b
B. Answers will vary.



A. SUMMARY OF VIDEO
ICON Family:

Lucy and Davey want a pet. Maureen jokes that she is still training their father who is like a friendly domestic animal. They describe him as good-natured, curious, affectionate, playful, unpredictable, and sometimes aggressive. He also has an instinctive sense for when it is time to eat. Ernie wakes up and asks if dinner is ready. They all laugh. After watching a TV show about training dogs, Lucy calls Ernie “Rocky,” and says that he will always have a place in their home.

ICON News:

A reporter interviews owners about their dogs, Pepe LePew and Rocky. Pepe knows how to do many tricks, but Rocky is not very smart. The reporter sets up three problem-solving tasks to test the dogs’ intelligence. Although both dogs finish the tasks, Pepe is faster than Rocky. Dr. Dennis Fudco, a veterinarian, says that having a dog that you can successfully live with is more important than intelligence.

B. UNIT FOCUS
Vocabulary:

affectionate	frankly	repertoire
aggressive	friendly	roll over
barrier	genetic	score
bite	intelligence	scratch
chase	I.Q. (Intelligence Quotient)	shake hands
come a long way	measure	sophisticated
controversial	pet	tasks
cool	play dead	treats
cute	playful	tricks
domesticated animal	premise	wild animal

Grammar Point:

Past and Present Modals of Probability

Examples: I can’t find my dog anywhere; he must have run away. The teacher may know what kind of food that animal eats. The cat might have scratched the couch.

C. UNIT EXPANSION IDEAS
Activity Idea 1: Class Animals

Students match animals to classmates.

- To demonstrate the activity, write a famous person’s name on the board. Brainstorm an animal that this person looks and acts like.

Example: Russell Crowe. Russell Crowe is like a lion. He has a scruffy beard. He is big. He is powerful. He is sometimes mean. He is a loner.

- Write all students’ names on the board and ask the class to copy them down on a piece of paper.
- Pair students up and assign two names to each pair. Have pairs match classmates to animals they look and act like, and write adjectives that describe both.
- Ask pairs to share their comparisons with the class.

Example: We think Ana is like a flamingo. She is tall and has long legs. She is fashionable. She always wears pink.

Activity Idea 2: Debate

Students debate ownership of wild animals as pets.

1. Write the following topic on the board and discuss: *Should people be allowed to have wild animals as pets?*
2. Divide the class into two groups. Assign the following positions to each group:
Pro Group: People should be allowed to have wild animals as pets.
Con Group: People should not be allowed to have wild animals as pets.
3. Tell groups to write down some reasons to support their argument. Monitor the group discussions and written work.
4. Run a debate. Ask one group to stand up and argue their position. Repeat with the other group.
5. Help the class vote for the best argument.

D. ANSWER KEY

Before Watching

A. Answers will vary.

B.

2. must know
3. may be
4. may have run
5. must have gone
6. must have been

C.

2. a 3. c 4. b

5. small gift of food—treats

calculate; test—measure

idea—premise

jobs—tasks

inherited from parents' genes—genetic

causing people to disagree—controversial

smartness; aptitude—intelligence

Active Watching 1: ICON Family Part 1

A. Answers will vary.

B.

- 5 2 10 8 12 1 6 3 11 4 9 7

Active Watching 2: ICON News

A. Answers will vary.

B.

stand up find the treat under the cup get out from under a towel

get a treat from behind a barrier shake hands

C.

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

Active Watching 3: ICON Family Part 2

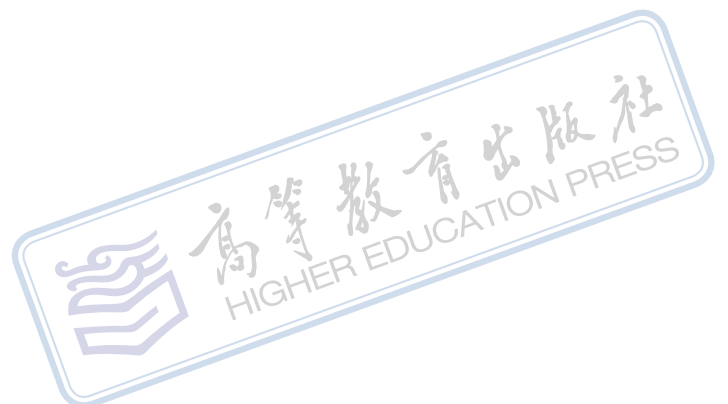
A. Answers will vary.

After Watching

A.

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

B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Lucy and Davey try to influence Ernie’s dreams while he sleeps. Lucy pretends to be Ernie’s scary boss. She tells him to go to Hawaii and cut off his hair. After Ernie wakes up, he tells Lucy and Davey that, while he was dreaming about winning the lottery, his kids were trying to get him to dream a weird dream. Davey interprets the dream to mean that Ernie is going to give the kids money to buy CDs.

ICON News:

A reporter talks about the Dream Machine. If you tell the Dream Machine all the happy things that you want, it will send positive energy to your body while you sleep and you will awake feeling refreshed and happy.

B. UNIT FOCUS

Vocabulary:

analysis	fascinating	restful
aspect	hide	reveal
awake	influence	scary
claim	interpretation	stay tuned
consult	nightmare	subconscious
diagnose	night stand	symbols
discontinue	power buttons	upsetting
dream	recurring	vivid
ensure	refreshed	weird
external	relevant	

Grammar Point:

Relative Pronouns in Adjective Clauses

Examples: The book **that** I read last week was excellent! People **who** interpret dreams are talented. The dream **that** she had last night was scary. Dreams **that** involve you falling are about stress.

C. Unit Expansion Ideas

Activity Idea 1: Dream Research

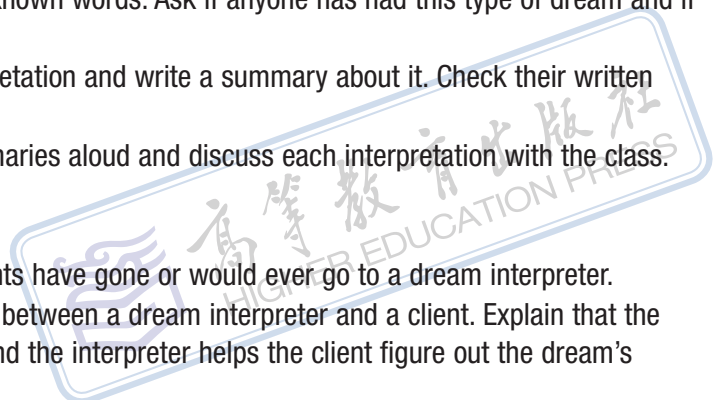
Students research and present dream interpretations.

- To demonstrate the activity, write this dream interpretation on the board.
Example: When people dream about falling, one interpretation is that the person is stressed out. They feel out of control. They feel like they can’t get a handle on things at work or in their personal life.
- Discuss the dream interpretation and explain any unknown words. Ask if anyone has had this type of dream and if they were stressed out at the time.
- Provide time for students to research a dream interpretation and write a summary about it. Check their written work.
- Ask students to read their dream interpretation summaries aloud and discuss each interpretation with the class.

Activity Idea 2: Role Play

Students write dream interpretation dialogues.

- Discuss dream interpretation and ask whether students have gone or would ever go to a dream interpreter.
- Pair students up to write a serious or comic dialogue between a dream interpreter and a client. Explain that the client is someone who is having a recurring dream and the interpreter helps the client figure out the dream’s



meaning.

3. Give pairs time to write their dialogues and practice role playing. Check their written work.
4. Ask pairs to perform their dialogues in front of the class.

D. ANSWER KEY

Before Watching

A.

Words used to describe dreams

scary, upsetting, vivid, weird

Words used to analyze dreams

recurring, symbols, aspect, interpretation, reveal, subconscious

B.

3. ✓
4. that
5. ✓
6. that
7. ✓
8. ✓
9. that
10. ✓

C.

1. true true false true false
2. check with—consult
relaxing; peaceful—restful
identify—diagnose
on / off switch—power button
outside—external
bedside table—nightstand
stop—discontinue

Active Watching 1: ICON Family

A. Answers will vary.

B.

work office boss hide nice
Hawaii interrupt immediately company home

C.

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

Active Watching 2: ICON News

A. Answers will vary.

B.

happy job commercials thoughts unusual positive
feeling weatherman food report New York

C.

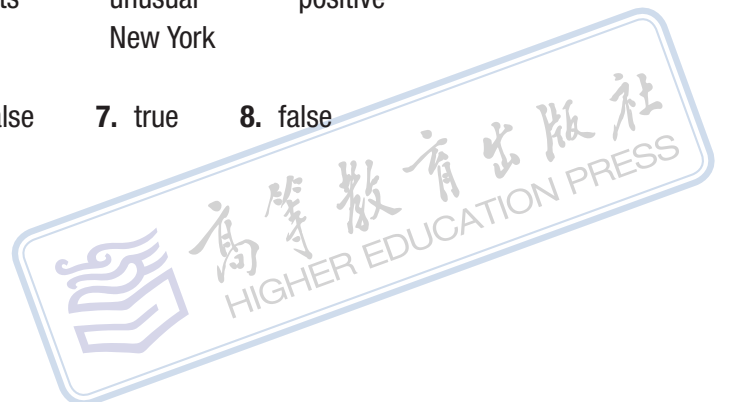
2. true 3. true 4. false 5. true 6. false 7. true 8. false

After Watching

A.

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

B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Ernie has two tickets to a big baseball game. He thinks that everyone will want to go with him, so he lies about his plans to Davey, Lucy, and his boss. Maureen thinks Ernie shouldn't lie to people. He says that everyone tells white lies. After watching a TV segment about lying, Maureen lies about her plans so that she can go to the baseball game with Ernie.

ICON News:

A reporter talks about studies that show that lying comes easily to us. About 60 percent of people tell at least three lies every ten minutes. The reporter interviews Dr. Lewis. He says that most people learn to tell white lies at a young age to avoid punishment. An experiment shows two children peeking at a toy when they were asked not to look. Both kids lie. Dr. Lewis gives advice about children and lying for parents.

B. UNIT FOCUS

Vocabulary:

accepted	honest	peek
cancel	hurt someone's feelings	prior to
considered	invite	punishment
cover up	majority	scam
dilemma	obligation	white lie
ethical	off the hook	

Grammar Point:

Present Unreal Conditional Verbs

Examples: If I were you, I wouldn't go. If you got a bad haircut, I would tell you. If someone gave me something that I didn't like, I would lie and say I liked it.

C. UNIT EXPANSION IDEAS

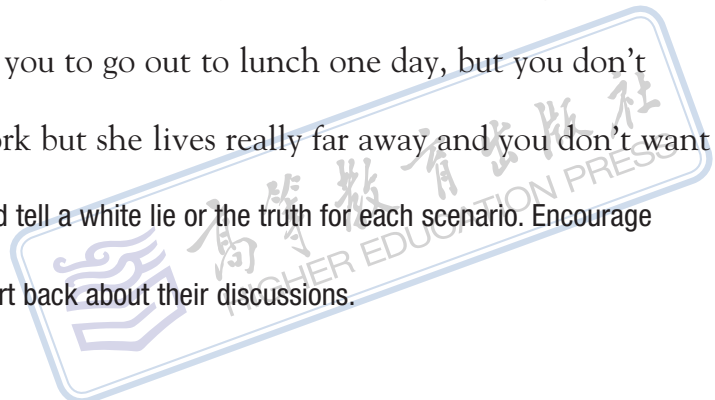
Activity Idea 1: Telling Lies or the Truth

Students decide about lying or telling the truth.

- To prepare for the activity, write the following scenarios on the board and make sure students understand them.
 - Scenario #1:** Your friend gave you an ugly sweater for your birthday. What would you say?
 - Scenario #2:** You want to go to the movies tomorrow night with your friend, but your parents want you to have dinner with them. What would you say?
 - Scenario #3:** Your co-worker has to give a presentation at work tomorrow but it's terrible. What would you say?
 - Scenario #4:** Your friend wants you to take care of her dog for the weekend, but you don't want to do it.
 - Scenario #5:** An annoying co-worker asks you to go out to lunch one day, but you don't want to go.
 - Scenario #6:** A friend asks for a ride to work but she lives really far away and you don't want to drive her. What do you say?
- Pair students up and ask them to decide if they would tell a white lie or the truth for each scenario. Encourage them to explain their reasons.
- Summarize the class consensus by having pairs report back about their discussions.

Activity Idea 2: Keep Track

Students track and report how many lies they tell.



1. Write the following on the board and discuss: *How often do you lie?*
2. Have students write a prediction about how many lies they tell in one day.
3. Ask students to keep track of the lies they tell on a given day and note their reasons.
4. On the following day, have students compare their predictions to the actual number of lies told and report to the class. Make sure they share a few example situations.

Example: I predicted that I would lie two times in a day, but I actually lied seven times. I lied to my aunt because she gave me a present. I said that I liked it, but I really didn't.

D. ANSWER KEY

Before Watching

A.

accepted invited cancel obligation considered
 hurt her feelings white ethical honest

B. Answers will vary.

C.

1. Gerald doesn't want to hurt her feelings.
 Maria is afraid her mother will be angry.
 Lee doesn't want Jim to be angry or hurt.
2. Answers will vary.
3. Answers will vary.

Active Watching 1: ICON Family Part 1

A. Answers will vary.

B.

2. He has to help Davey fix his car.
3. He has to go to his daughter's basketball game.
4. She thinks he needs to tell the truth.
5. He can't make a choice about who to take to the game.
6. She thinks it sounds like fun.

Active Watching 2: ICON News

A. Answers will vary.

B.

2. reporter
3. Dr. Lewis
4. Dr. Lewis
5. reporter
6. female researcher
7. Dr. Lewis

C.

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

Active Watching 3: ICON Family Part 2

A. Answers will vary.

After Watching

A.

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

B. Answers will vary.

Lying



A. SUMMARY OF VIDEO

ICON Family:

Maureen tells Lucy that she used tin foil to play a practical joke on a colleague. Ernie also played a joke at work today. He and some colleagues convinced the boss that he had won ten million dollars, so he quit his job. No one has told the boss the truth yet. Ernie thinks it's funny, but the family thinks it's a cruel joke. They watch a TV report about a practical joke using tin foil. Lucy and Davey wonder if Maureen was involved in this joke.

ICON News:

Practical jokers wrapped everything in their friend's apartment in tin foil. When the man came home, he was amazed but not surprised. "They're insane," he said. They even wrapped his car in tin foil.

B. UNIT FOCUS

Vocabulary:

agreeable	exhilarated	lotion
amazed	frustrated	maddening
amused	gym bag	thrilling
annoyed	halfway	tin foil
antenna	heartbreaking	treat someone
ashamed	hilarious	wrap
cruel	huge	
exciting	insane	

Grammar Point:

Simple Past, Past Perfect, and Past Perfect Continuous Verbs

Examples: When she arrived home, she saw everything wrapped in tin foil. When the movie started, I had been sitting for three hours already.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Practical Jokes

Students talk about practical jokes.

1. To demonstrate the activity, tell about a practical joke that you played on someone, or that someone played on you.

Example: When I was in college, my roommate filled the entire room with balloons while I was sleeping. When I woke up, I stepped out onto an entire floor covered with balloons.

2. Discuss practical jokes that students have played on someone, or that have been played on them.

3. Have students write a summary of a practical joke. Check their written work.

4. Ask students to read their summaries and answer questions from their classmates.

Examples: How did you feel? What happened next?

Activity Idea 2: Practical Joke Guidelines

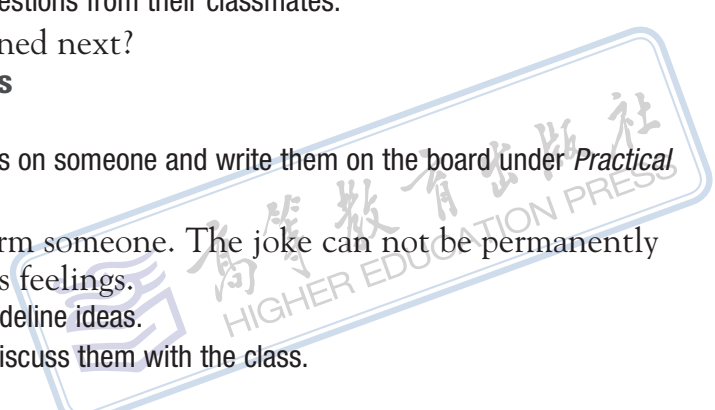
Students create guidelines for practical jokes.

1. Brainstorm some guidelines for playing practical jokes on someone and write them on the board under *Practical Joke Guidelines*.

Examples: The joke can not physically harm someone. The joke can not be permanently damaging. The joke can not hurt someone's feelings.

2. Pair students up and have them write down other guideline ideas.

3. Ask pairs to write their guidelines on the board and discuss them with the class.



D. ANSWER KEY

Before Watching

- A.**
- | | |
|---|--|
| Negative Feelings & Adjectives
ashamed, cruel, frustrated, heartbreaking, maddening | Positive Feelings & Adjectives
amused, exciting, exhilarated, hilarious, thrilling |
|---|--|

- B.**
- I caught a cold after I had stayed out late the night before.
 - Chuck went on a vacation after he had won the lottery.
 - I had been waiting for a long time before my sister called.
 - When the TV show finally started, I had already fallen asleep.
 - Emily had been planning to go back to school for years before she finally went.

- C.**
- Answers will vary.
 - Answers will vary.
 - tin foil, lotion, antennae

Active Watching 1: ICON Family Part 1

- A.** Answers will vary.
- B.**
- 10 2 5 12 4 11 6 8 1 9 3 7

- C.**
- true
 - false
 - true
 - false
 - false
 - true
 - false
 - true
 - false

Active Watching 2: ICON News

- A.** Answers will vary.
- B.**
- | | | | |
|-----------|------------|------------|------------|
| animals | people | a bit | very, very |
| office | apartment | students | friends |
| bad | good | she's | they're |
| slowly | quickly | distressed | surprised |
| hilarious | strange | frustrated | amazed |
| cook it | look at it | | |

Active Watching 3: ICON Family Part 2

- A.** Answers will vary.
- After Watching**
- A.**
2. a 3. f 4. c 5. b 6. e
- B.** Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Ernie has to work on his communication style for his new boss. Maureen attaches a string to his arm. When he says something rude or blunt, she tugs on the string. Lucy thinks he is lucky to have a female boss since they are much nicer than men. Ernie wants to say something blunt in response, but his hand is tugged and he says something more tactful. The family watches a news story about how men and women have been acting differently for millions of years. Afterwards, Ernie says he can't change in a few weeks what took millions of years to create.

ICON News:

Two doctors talk about the differences in men's and women's brains. They theorize that millions of years ago, women's ability to communicate evolved. As mothers, they had to figure out ways to cajole, reprimand, and educate their children with words. Other brain differences helped women smell things better, while men developed a better sense of direction from hunting and returning home from far away places. These differences evolved so that we could work together to survive.

B. UNIT FOCUS

Vocabulary:

anthropologist	complete	poisonous
assert yourself	consequently	predators
baffle	conversation strategies	refused
blend in	enabled	reprimand
blunt	fittest	starve
caregivers	interrupt	tactful
communication styles	offspring	

Grammar Point:

Direct Speech and Reported Speech

Examples: "I think he is blunt." // My friend said that he is blunt. "My husband and I are different." // She said that she and her husband are different.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Gender Differences

Students discuss the differences between men and women.

1. On the board, brainstorm ways in which men and women are different. Discuss the differences as a class.
2. Pair students up and ask them to brainstorm other differences.
3. Have pairs share their ideas with the rest of the class and add to the board list.

Activity Idea 2: Conduct a Study

Students conduct a study on gender differences.

1. Brainstorm some questions to ask in an interview with men and women.

Examples: What do you do when you get lost? How often do you talk to your parents? What do you talk about with your friends? If a friend upsets you, what do you do?

2. Ask students to choose five questions to use to conduct their own study.
3. Tell students to interview five women and five men, using the same five questions and recording their responses.
4. After concluding the interviews, have students talk about the comparison between men's and women's answers.
5. Help students make generalizations based on these comparisons. Talk about how these generalization match or do not match their ideas in Activity 1.

D. ANSWER KEY

Before Watching

A.

- interrupt
- assert yourself
- tactful
- conversation strategies
- communication styles

B.

Lisa said (that) she already bought the plane tickets.

"I'm feeling sick," he said.

Jaime said (that) she is getting married next year.

"I've eaten pizza for lunch," Chris said.

"Go home," Joyce told me.

Bryan said (that) he goes for a run every Saturday.

My mother said to listen to my teacher.

C.

- Answers will vary.
- Answers will vary.
- healthiest—fittest
children; young—offspring
killers—predators
match the background—blend in
as a result—consequently

Active Watching 1: ICON Family Part 1

A. Answers will vary.

B.

What I mean to say is, I'm sorry, but I disagree.

My new boss told me to work on my communication style.

That's ridiculous!

I mean, I think you're mistaken. As a rule, women bosses are generally no better or worse than men.

What? How can you say that? You don't even work with me!

What I mean to say is, that I have to say, I'm in complete disagreement.

Active Watching 2: ICON News

A. Answers will vary.

B.

3 6 10 1 9 4 2 7 5 8

C.

2. false 3. false 4. false 5. false 6. true 7. false 8. true

Active Watching 3: ICON Family Part 2

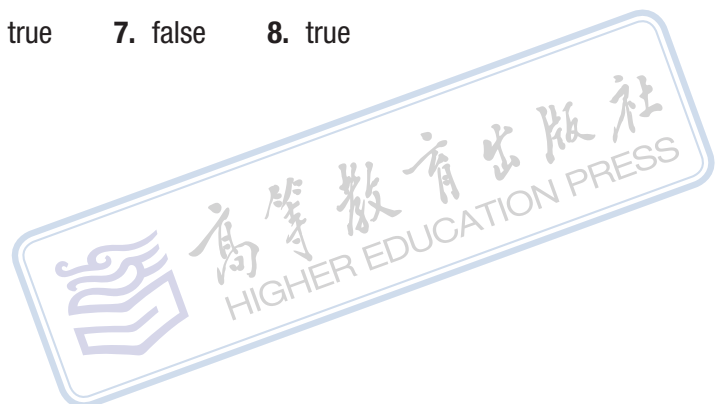
A. Answers will vary.

After Watching

A.

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

B. Answers will vary.



A. SUMMARY OF VIDEO

ICON Family:

Maureen’s boss yelled at her in front of the whole office. Ernie asks her if she told him that he is rude and aggressive. She says that she was too rattled to say anything. Davey thinks that when people yell at you, you have to yell back sometimes. The family watches a TV story about being too nice. Afterwards, Maureen calls her boss. She is going to tell him that he is rude and aggressive.

ICON News:

A reporter interviews Harriet Braiker, author of the book, *The Disease to Please*. She says people get in the habit of being nice because they want to avoid conflict or an uncomfortable situation. But being nice doesn’t always protect you from being treated unkindly. She explains that it’s not OK to be nice to someone who mistreats you. It is better to say what’s on your mind rather than keeping your feelings in.

B. UNIT FOCUS

Vocabulary:

baffle	harboring	reprimand
complete	impatient	self-centered
draw the line	nervous wreck	starve
easygoing	optimistic	stubborn
empathetic	poisonous	trustworthy
etiquette	prerequisites	unkindly
goes overboard	rattled	

Grammar Point:

Past Unreal Conditional Verbs

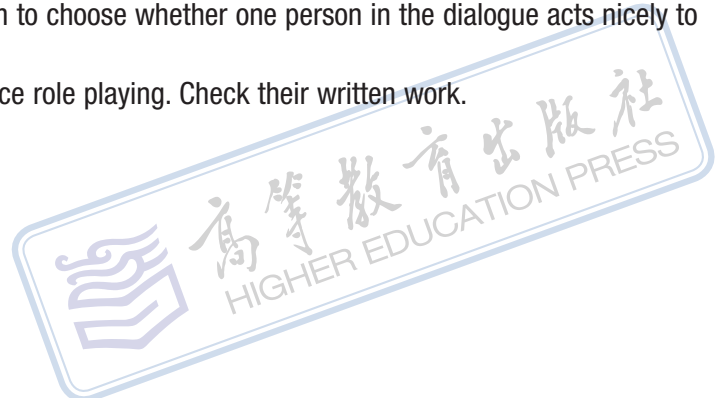
Examples: If I hadn’t gotten rattled, I would have told him my thoughts. If they had been nicer, I would have enjoyed my vacation.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Role Play

Students write and act out a dialogue.

1. Discuss these questions with students: *Do you think that you have to be nice? What do you do when there is conflict? Do you do things for people to avoid conflict or an uncomfortable situation?*
2. Tell students to write a dialogue between two people. Supply and review dialogue option ideas for students.
Examples: two people arguing about something, one person being rude to another person, one person asking someone for a favor
3. Pair students up. As they write the dialogue, ask them to choose whether one person in the dialogue acts nicely to avoid conflict, or tells the person their true feelings.
4. Give students time to write their dialogues and practice role playing. Check their written work.
5. Have pairs perform their dialogues for the class.



Activity Idea 2: Keeping Track

Students keep track of when and why they are nice.

1. Write the following on the board and discuss: How often are you nice in order to avoid conflict?
2. Ask students to predict how many times they avoid conflict in one day and write their prediction down.
3. Have students keep track of how many times they are nice in order to avoid conflict on a given day. Make sure they also note the situations.
4. Ask students to compare their prediction with their tracking chart. Have them also share a few of the situations they noted.

Example: I predicted that I would be nice four times in a day, but I actually was nice eight times in order to avoid conflict. When my colleague asked if I would take her home, I said yes, but I didn't really want to.

D. ANSWER KEY

Before Watching

A.

2. g 3. f 4. a 5. d 6. b 7. e 8. c

B. Answers will vary.

C. Answers will vary.

Active Watching 1: ICON Family Part 1

A. Answers will vary.

B.

boss	terrible	nervous	bet	apologize
stubborn	aggressive	call	tune	professional

Active Watching 2: ICON News

A. Answers will vary.

B.

2. Harriet Braiker
3. customer (girl getting her haircut)
4. hairdresser
5. Harriet Braiker
6. Harriet Braiker
7. hairdresser
8. customer

C.

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

Active Watching 3: ICON Family Part 2

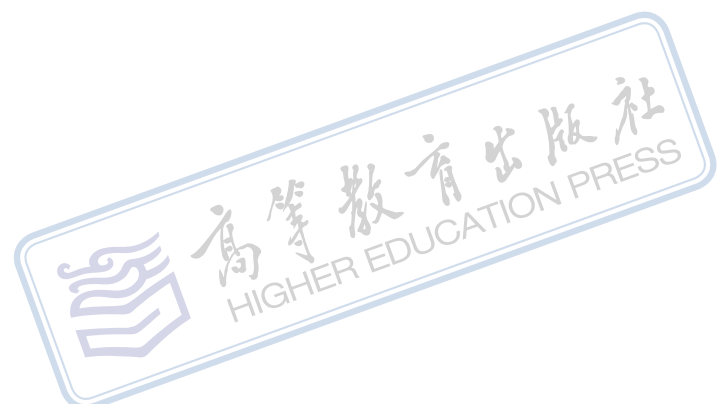
A. Answers will vary.

After Watching

A.

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

B. Answers will vary.



UNIT 11

A. SUMMARY OF VIDEO

ICON Family:

The Johnson family talks about regrets. Lucy regrets not studying for a test. Maureen wishes that she exercised more. Davey regrets the fender bender that he got into last week. Ernie wishes he had ordered the large French fries at lunch. Davey has heard that when people are dying, they regret the things they didn't do, their inaction. The family decides to do something different. Just as they are about to leave, they begin to watch a news show about resolutions.

ICON News:

A reporter interviews several people about New Year's resolutions. One man is going to try to read a book a month, ride his bike more often, and lose twenty pounds. Other people want to have a successful business, to eat healthy, or to run a marathon. One woman decides not to make any more resolutions.

B. UNIT FOCUS

Vocabulary:

blow it	lose twenty pounds	reprimand
cut back	lose weight	resolution
eat healthy	marathon	ruin
fender bender	mortified	show poor judgment
follow through	quick	starve
I'll bet ...	reflect	train
inaction	regret	

Grammar Point:

Past Perfect versus Simple Past Verbs

Examples: I wish I hadn't been absent the day of the party. Martha is going to Thailand for vacation. She wishes she had more time off from work.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Survey

Students do a resolution survey.

1. Review the resolutions mentioned in the video.

Examples: lose twenty pounds, read a book a month, run a half marathon, eat healthy food

2. Ask students to talk about any resolutions they made, and if they are following through on them.

3. Create this graph and write the questions on the board:

Name	Resolutions	Follow Through?
------	-------------	-----------------

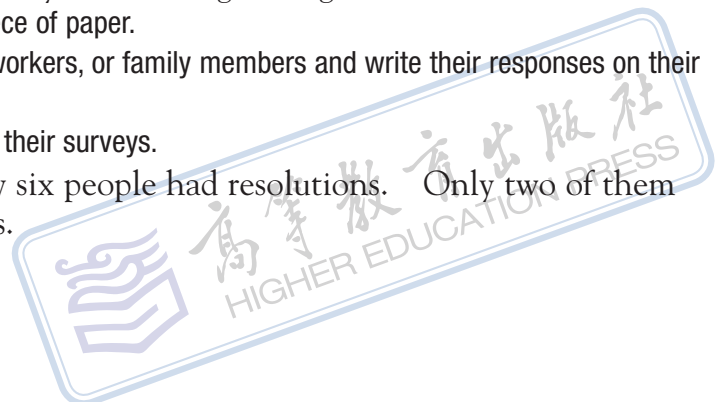
Did you have any resolutions this year? Are you following through with them?

4. Have students copy the graph and questions on a piece of paper.

5. Tell students to interview ten friends, neighbors, co-workers, or family members and write their responses on their graphs.

6. Ask students to share a summary of the results from their surveys.

Example: I interviewed ten people. Only six people had resolutions. Only two of them were following through on their resolutions.



Activity Idea 2: Follow Through Guidelines

Students create guidelines to help keep resolutions.

1. Write the following question on the board and discuss: *Do you follow through on your resolutions?*
2. Brainstorm a few ideas on how to follow through on resolutions.

Examples: make reminder notes and put them up around your house, treat yourself to a “present” if you followed through on your resolutions, have a resolution buddy

3. Pair students up and have them brainstorm other guidelines for helping keep their resolutions.
4. Ask pairs to write their ideas on the board and discuss them with the class.

D. ANSWER KEY

Before Watching

A. Answers will vary.

B.

2. knew
3. had
4. had researched
5. had gone
6. had stayed

C. Answers will vary.

Active Watching 1: ICON Family

A. Answers will vary.

B.

Maureen—not exercising more often
Davey—having the fender bender
Ernie—not ordering a large order of French fries
Resolution—do something new

C.

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

Active Watching 2: ICON News

A. Answers will vary.

B.

2. man with the beard and glasses
3. Asian man
4. blonde woman
5. blonde woman
6. woman with sunglasses

C.

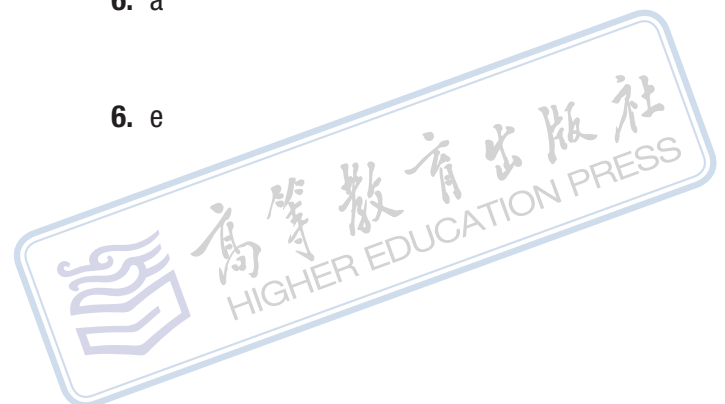
2. b 3. a 4. b 5. b 6. a

After Watching

A.

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

B. Answers will vary.



UNIT 12

A. SUMMARY OF VIDEO

ICON Family:

Davey thinks he and Lucy are too old for the traditional family vacation to Disneyland. Lucy wants to have an adventure or a challenge. Maureen suggests that they go camping alone with their friends this year. They both love that idea. Then they watch a TV story about a climber who fell and had to cut off his own arm to free himself. Davey and Lucy decide to go to Disneyland with their friends instead.

ICON News:

Aaron Ralston was climbing in a Utah national park when he got his hand stuck under a boulder. After being trapped for three days, he decided to amputate his arm to survive. Then he lowered himself down a 60-foot cliff and hiked six miles to safety. His spirits were high and he said that he would climb again in the future.

B. UNIT FOCUS

Vocabulary:

adventure	dull	responsible
amputate	fearless	risky
arrive	fluids	rock climb
bandage	hike	snap
be trapped	hydrate	tasty
boulder	participate	tourniquet
challenge	quit	unpredictable
delay	release	
Disneyland	rescue	

Grammar Point:

Future in the Past Verbs

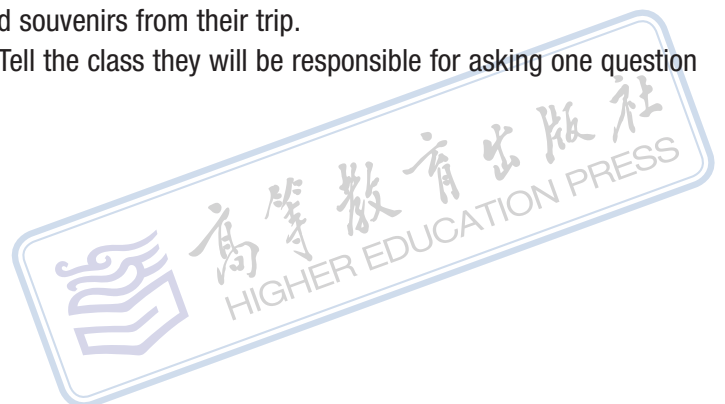
Examples: I was going to go to the beach, but then it rained. We were going to study tonight, but we went to the movies instead.

C. UNIT EXPANSION IDEAS

Activity Idea 1: Presentations

Students give a presentation about a trip.

1. To demonstrate the activity, write and do a presentation about a trip you took. Bring in photos, brochures, maps, and / or any souvenirs from the trip.
2. Encourage students to ask questions about your trip.
3. Have students write a summary of a trip they took. Check their written work.
4. Encourage students to bring in photos, brochures, and souvenirs from their trip.
5. Ask students to give their presentations to the class. Tell the class they will be responsible for asking one question after each presentation.



Activity Idea 2: Ranking

Students rank vacation problems.

1. On the board, write the following scenarios: *you lose your wallet, you get robbed, you lose your passport, you get a cold, you break a bone, you get thrown in jail, or you get in a car accident.*
2. Have students rank the scenarios with #1 being the worst problem, and #7 being the least problem.
3. Put students into groups of four to discuss their rankings.
4. Ask a few students to share their rankings with the whole class.

D. ANSWER KEY

Before Watching

A.

participate unpredictable arrived delayed
risky quit fearless

B. Answers will vary.

C.

1. Answers will vary.
2. Answers will vary.
3. b
4. b

Active Watching 1: ICON Family Part 1

A. Answers will vary.

B.

2. D 3. L 4. L 5. M 6. E 7. D 8. E 9. L

Active Watching 2: ICON News

A. Answers will vary.

B.

right 27 knife dull bones minutes
blood death peaceful friends

C.

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

Active Watching 3: ICON Family Part 2

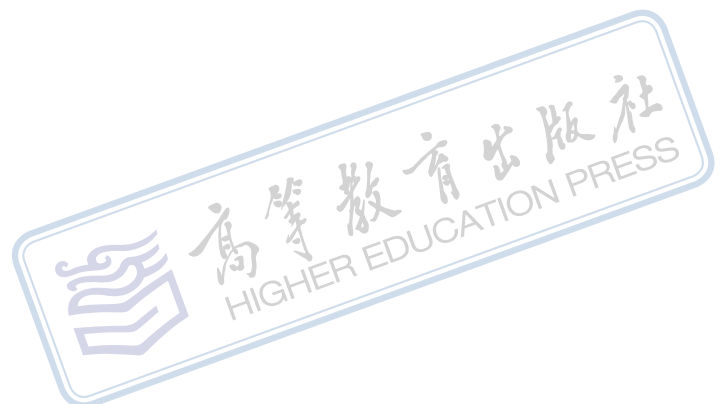
A. Answers will vary.

After Watching

A.

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

B. Answers will vary.



Scripts: 新编实用英语 (第四版) 视听说初级教程 (下)

UNIT 1

ICON FAMILY: Fitting in at the Office

Newscaster: Coming up, how to achieve more success at work.

Maureen: Did you hear that, Ernie? Maybe they'll have a few suggestions for you.

Ernie: Do you need to bring up my job now? I don't want to talk about it!

Lucy: Having a tough time in the new position, Dad?

Maureen: Your father's boss thinks he should be more of a schmoozer. You know, go to more functions, network with other business people.

Ernie: Ernie Johnson is not a schmoozer!

Davey: Schmoozing isn't a bad thing, Dad. It just means talking to people.

Maureen: Your father's not very good with small talk.

Davey: Small talk is easy, Dad. Imagine you're at a function and Mom is another business person. All you have to do is talk to her about the weather.

Davey: Go ahead. Say something about the weather.

Ernie: This wet weather drives you crazy, doesn't it?

Lucy: That's not exactly appropriate, Dad.

Ernie: It's true.

Lucy: Yes, but small talk should be pleasant.

Davey: Look, Mom, why don't you start? Say something pleasant to Dad.

Maureen: Hello, there. Nice day, isn't it?

Ernie: No! Are you crazy? It's horrible! Have you looked outside lately?

Davey: Dad!

Ernie: It's pouring outside!

Davey: Don't say what you really think. Say something nice.

Maureen: Nice day, isn't it?

Ernie: Yes, yes, it's a lovely day.

Lucy: Good, Dad. Now ask her a question.

Ernie: About what?

Lucy: I don't know. Something about work.

Ernie: What do you think of our CEO? He's crazy, isn't he?

Davey: That isn't very nice. Talk about something that everybody likes.

Ernie: What's your salary?
Everybody likes talking about money.

Davey: But that is so inappropriate! Talk about something that really interests you.

Ernie: What do you think of the president?

Lucy: Ugh, politics? Don't even go there! You really can't make small talk, can you?

Ernie: Do you know what small talk is? It's a waste of time and I refuse to do it.

Davey: Dad, how are you even going to survive your new job if you can't make small talk?

Ernie: I'll do what I usually do when somebody starts making small talk with me.

Lucy: What's that?

Ernie: I spill my drink on my shirt and run to the bathroom. Let's watch the news.

ICON NEWS

Reporter: More and more women are breaking through corporate glass ceilings, but the process remains slow. Only 2 Fortune 500 companies are led by women. Less than 100 women hold top corporate positions.

Janice Reals: Adapting is, I think, critical and the higher up you go, the more important it is.

Ellig: Janice Reals Ellig, corporate executive herself and author of *What Every Successful Woman Knows*, emphasizes the importance of adapting to corporate culture.

J. R. Ellig: If you're not fitting in, you're going to be seen as somebody who's not a team player. So, adapt. Fit in. When you become part of the organization and they see you as one of them, as a team player, then you can start to change the rules.

Reporter: Getting to know a corporation's culture can also be an eye-opener.

J. R. Ellig: If it goes counter to your ... what you believe in and your values—how you were brought up—then that's not an organization that's probably going to be a good fit.

Reporter: Here are a few strategies women are using to help them fit in at the office.

Learn to adapt to corporate culture. Make sure it's right for you. Everything from attire to behavior and the environment are a big part of the corporate world.

The company should celebrate your talents. If not, consider moving on.

Model a successful person in the corporation and how they handle things.

And become a team player before you make any changes. This way you'll get more support. Once you fit in, you'll be able to focus on succeeding in your corporate career.

UNIT 2

ICON FAMILY: The Weather

Lucy: Dad! Wait! I want to watch the weather forecast for tomorrow. My friends are coming over, but I don't know what to do. If it's pleasant, we'll go for a bike ride.

Ernie: You don't need the TV for that. I can tell you what the weather will be like tomorrow.

Davey: You saw the weather forecast?

Ernie: No. But I can give you the Ernie Johnson forecast.

Lucy: I'd rather see the TV forecast.

Davey: This should be good.

Ernie: Today was bright and clear, temperatures in the 70s.

Lucy: Yeah, and ... ?

Ernie: Your mother's cooking chicken for dinner tonight.

Lucy: What?

Davey: Are you saying the weather tomorrow depends on Mom's

cooking?

Maureen: Oh, I hope not. Everyone wants sunny and mild weather and we'd have to cook the same thing every night.

Ernie: My data says that if your mother cooks chicken on a Tuesday that's bright and clear like today, the next day will be—drum roll, please—overcast in the morning, with a little precipitation or fog that'll burn off by noon. Temperatures will be in the 60s. You probably don't want to ride your bike tomorrow.

Lucy: Dad, that is crazy.

Davey: And if Mom makes beef tonight instead of chicken?

Ernie: Then tomorrow will be a real scorcher—dry with no chance of rainfall.

Davey: And if Mom burns the chicken tonight and we have to eat out?

Ernie: Then it will be very cold, arctic temperatures.

Davey: Dad, this is Southern California. We never have arctic temperatures.

Ernie: Because your mother never burns dinner, that's one of the things I love about her.

Maureen: I don't know if I can cook now. If I burn the dinner, we'll have snow in the morning.

Davey: What if you and Mom are visiting Grandma in Florida and I have to cook?

Ernie: Could I get back to you on that?

Lucy: While you're working, I'm going to watch the weather forecast on the news.

Ernie: I doubt that weatherman has to put up with the same lack of confidence from his family.

ICON NEWS

Voice on Television: Today is Earth Day across the nation ...

Reporter 1: When the first Earth Day was held in 1970, San Diegans showed up and embraced it. Thirty-three years later, it remains a priority; we have so much worth protecting here.

Reporter 2: In recent years, the most memorable tropical storm to hit Southern California began off the coast of Acapulco, Mexico September 6, 1976.

Reporter 1: People come to Southern California; hurricanes don't, except for that time during the 70s.

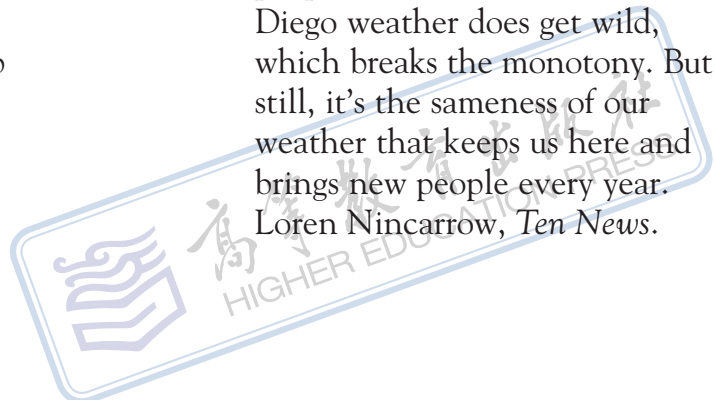
Reporter 2: Tropical storm Cathleen, in a 12-hour period dumped up to 6 inches of rain in some desert areas of San Diego County.

Reporter 1: The tiny town of Ocotillo Wells was hit hard; 6 inches of rain fell. There was lots of damage.

Reporter 3: One of the things that's causing a lot of problems is the deceptive speed and depth of the water that's running through here. Believe it or not, somewhere underneath this rushing mud is a sports car.

Reporter 1: By the 1980s, we were learning more about the weather. It seemed to follow that when the Pacific Ocean near the equator became unusually warm, bad things happened. 1980: San Diego was hammered by El Niño's storms. It happened again a couple of years later. By then, the once wide, natural sand beaches were gone. The protection they offered coastal property? Gone, too. San Diego

- was learning that warm weather doesn't always mean mild weather. The El Niños were deadly. People drowned in rushing creeks and the ocean and too often in their cars. Property damage was extensive.
- Man 1: ... And all of these was over here ... all of these ...
- Reporter 4: In Chula Vista, many residents were startled in the middle of the night as trees snapped like toothpicks and fences spilled over.
- Reporter 1: Sometimes our gentle breezes become fierce winds, and they do damage. In March 1995, fierce winds ripped through the county. In most years, the Santa Ana winds begin to blow in the autumn. The winds are generated by high pressure. They blow in from the plateaus through the mountain passes. The air gets dry and hot and explosive. Recently San Diego county has had big fires: Harmony Grove and Viejas raged, but the biggest of all was the Laguna fire, 1970.
- Reporter 2: It was a fire that lasted for 6 days and blackened 175 000 acres.
- Bill Clayton: In fifteen minutes, we got caught in a firestorm, a massive firestorm, and we lost 103 houses in fifteen minutes there. And then the fire went right ... uh ... jumped over us ... went up to crest and they lost 75 more houses.
- Reporter 2: CDF Fire Chief Bill Clayton was a young firefighter 33 years ago. He wondered if he'd ever make it off the fire line.
- B. Clayton: And when I got down to the fire, it was probably already sixty to sixty-five thousand acres.
- Reporter 2: With that kind of wind and heat, what do you do as a firefighter?
- B. Clayton: Uh, first you make sure you don't get killed, because it was the closest I've ever come to getting burned to death [in] 45 years of firefighting was on that fire.
- Reporter 1: Some years it barely rains at all. Southern California has always been a region of sustained drought followed by relatively wet years, but those dry years make Southern California an uninhabitable area if weren't for imported water. Still, when you go year after year without rain, people can get nervous.
- Reporter 5: We may be able to avoid mandatory measures this time next year even if we have a third year of drought.
- Reporter 1: By the middle 80s, we had to be asked to cut back. The rains had stopped, but our thirst to keep San Diego green hadn't. Still, San Diego's relatively mild climate keeps bringing people. We have grown dramatically in the last 50 years. There's been pressure on wildlife. More and more animals find it harder to find a place to live with all the people. From time to time, San Diego weather does get wild, which breaks the monotony. But still, it's the sameness of our weather that keeps us here and brings new people every year. Loren Nincarrow, *Ten News*.



UNIT 3

ICON FAMILY (Part 1): Boy Bands

Maureen: Ernie, stop it. You look silly.
Ernie: You know, I've been thinking. I think we should start a band.
Davey: Who?
Ernie: Our family. There are lots of bands that are families.
Lucy: What are you talking about?
Ernie: Well, there's a lot of money in popular music.
Lucy: You want us to start a band.
Ernie: Yeah, and we'll each have a different personality type, right? Like those boy bands. You can be the cute one.
Lucy: I don't want to be the cute one!
Ernie: Alright, you can be the intellectual one. Davey can be the cute one.
Davey: What?
Ernie: What about that boyfriend, that boy you're seeing, Mike?
Lucy: His name is Mark!
Ernie: Yeah, he can be the rude, shocking, silly-looking one.
Lucy: Dad!
Davey: What about you, Dad? What type will you be?
Ernie: Oh, I'll be the bad boy, of course. Arrr! And your mother will be the nice one.
Maureen: Thank you, dear.
Ernie: And the singer, of course.
Maureen: Oh, stop it, Ernie.
Ernie: Kids, don't you think your mother would be a great singer in a pop band?
Lucy: Uh, that's a tough one.
Ernie: Oh, come on. Doesn't she have the kind of voice that could top the charts? Davey?

Davey: Um, it's hard to say.
Ernie: Maureen, sing a little "Moon River" for the kids.
Maureen: I'm not going to sing.
Ernie: Come on!
Maureen: "Moon River, wider than a mile, I'm crossing you in style some day."
Ernie: Yay! Woo! The audience will love her!
Davey: But, that's not really the kind of music that people listen to today.
Ernie: Really?
Davey: Look.

ICON NEWS

Back Street Boys: Quit playing games with my heart, with my heart, with my heart. I should've known from the start ...

ICON FAMILY (Part 2)

Ernie: Your mother can do that. She can do better than that! Don't you think?
Lucy and Davey: No comment.

UNIT 4

ICON FAMILY (Part 1): An Office Makeover

Maureen: What happened in here?
Ernie: Oh, hello dear, welcome home!
Maureen: Look at this place! It's a disaster area!
Ernie: It is a bit messy, isn't it?
Maureen: A bit messy! This is a disaster! What did I ask you to do before I left this morning?
Davey: To neaten up the house.
Maureen: And?
Lucy: To organize the clutter.

Maureen: But the house is twice as cluttered as when I left. So, what's your excuse?

Ernie: Well, my plan was to get the children to do all the work.

Maureen: Uh-huh. So, what happened?

Davey: Because of my fear of failure, I got all stressed out. You know I'm not good at multitasking.

Maureen: Multitasking? What were your other tasks?

Davey: Well, I needed a nap, and somebody had to go get the hamburgers for lunch!

Lucy: I did that.

Davey: And, well, there was this movie on TV that I really wanted to see.

Ernie: It's true dear; there were a lot of distractions!

Maureen: Like channels 4, 5, 7, and 12?

Ernie: And 25.

Lucy: I just procrastinated and wasted time, Mom. I'm sorry.

Maureen: There's plenty of time before dinner. Come on.

Ernie: Here's a story about cleaning up on the news. Maybe we can get a few ideas.

ICON NEWS

Reporter: My office here at Channel Ten is not very big. So, right from the start it was easy for Juan Estrada to spot the ... let's call them, trouble spots.

Juan Estrada: That is an old map!

Reporter: We'll get back to the map. Next, he wanted to see my filing system. That was my filing system.

J. Estrada: Filing system, OK! We gotta get that organized.

Reporter: See, that was my idea of

decorating.

J. Estrada: No ...

Reporter: I don't know how to decorate. And these are my poor children. They aren't even in frames.

J. Estrada: Oh, see, we have to get frames for them.

Reporter: Soon, Juan's keen eye focused on the box underneath my desk and my terrible little secret.

I can't throw anything away. So, I have this box of stuff that people ... a hat someone sent me. There's a box of ... well, the story behind the Wheaties is that it was the one with Arthur Ash and I couldn't throw it away. There's even cereal still in the box. You can see the dust on it. Everything's everywhere, but I don't know how to fix it.

J. Estrada: OK, we'll do your makeup in one area, and we'll put your awards where people can see them when they come in here. We'll get rid of the map.

Reporter: We have to get rid of the map?

J. Estrada: Yes.

Reporter: What do you think of this? Does it ... ?

J. Estrada: No.

Reporter: Now for the closet. Now, you notice those are men's jackets in there. I think I have maybe 1 extra jacket in there, maybe 2. But see, everybody comes in here.

J. Estrada: No one has their own closet space?

Reporter: I have zero decorating skills. I even have a '97 calendar ...

J. Estrada: Oh!

Reporter: ... because I won't throw them away.

So now that he's seen what he's up against, Juan went to work taking notes and measuring.

Reporter: So, on a scale of 1 to 10 of, like ...

J. Estrada: Needing help?

Reporter: Yes. Where do I rank?

J. Estrada: Ah, I would say about 9 / 10. An 8 / 9.

Reporter: Well, you've got your work cut out for you, Juan. We're going to go shopping and ...

J. Estrada: Definitely. And we'll make this more functional.

Reporter: The next step in the makeover is the shopping.

J. Estrada: Welcome to Ikea San Diego, and I'm gonna take you through the showroom. And anything you see that you like, a style, a certain style, let me know, so I can get a feel for what your taste is.

I'll just really quick just show you the rest of the work place. This is our professional office.

Reporter: Oh, yes. I'm already drawn over here. Let's see what I like. This fits the office motif here, this color. Oh, no. That's too hard. That'll add a little flavor to the Channel Ten News room. Don't you think, Juan? Oh, that's rather comfy.

J. Estrada: We're in the prints and frames department, and we have posters and frames, and then we have pre-framed art.

Reporter: I look, and I look. I see some things I think I like. Now see, that's kind of pretty. I like the colors; it's very cheery. I know I said I like flowers, but this is a little much.

And do you do with this ... ? Yeah, I guess I was gonna say, "Do you do it this way?" You see, I can't even get the thing to go right.

This one here: that's it. And I like that, I like the water.

OK, the shopping is done. As you can see, we've totally cleared everything out. The walls have been painted. I'm going to hand the keys over to Juan and we'll see what happens.

ICON FAMILY (Part 2):

Ernie: You see? We're not the only ones who need help. Maybe that nice Juan fellow makes house calls.

UNIT 5

ICON FAMILY (Part 1): Dog I.Q.

Lucy: Aw, look at that dog. Mom, I want a pet.

Davey: Yeah! Like a snake or a monkey. That would be cool.

Maureen: I haven't finished training your father yet. I don't think we're ready for a pet.

Lucy: You're training Dad?

Maureen: Well, I've always thought of your father as a sort of friendly animal, to be honest.

Davey: What kind of animal?

Maureen: A domestic animal, of course. He's naturally good-natured and curious.

Lucy: He's affectionate and very playful.

Maureen: Of course, he can be a little unpredictable at times.

Davey: He can get very aggressive with salespeople at the door. I've seen him chase them down the street!

Maureen: Yes! I'm always afraid he might scratch or bite them!

Davey: And he must have an instinctive sense for when it's time for dinner.

Maureen: Yes! He's always exactly on time, isn't he?

Ernie: You're making a lot of noise. Is it dinner time, yet?

Maureen: Five minutes, dear.

Lucy: Sorry, Dad. We were just discussing the behavior of our favorite pet while you were sleeping.

Ernie: I'm not sure what you mean. Do we have a new pet?

Lucy: Well, not a new pet, exactly.

Ernie: I smell dinner. Let's eat.

Davey: Oh, wait. They're talking about training pets on the news.

ICON NEWS

Woman 1: Speak, speak.

Pepé LePew: Woof!

Woman 1: Good boy.

Reporter: Pepé LePew has come a long way since his days at the shelter. He's gained a few pounds and a repertoire of tricks up his sleeve.

Woman 1: Close the door. Good boy!

Reporter: Tricks for treats. It doesn't take much to learn that, or does it?

Man 1: Come here Rocky. Rocky, come here.

Reporter: Lance Par admits his dog, Rocky, loves treats, but the tricks, frankly, don't come easy. So on a scale of 1 to 10: his level of intelligence, you think what?

Woman 2: He's a good five.

Reporter: Let's see for ourselves with a doggy I.Q. test examining both Rocky's and Pepé LePew's ability

to learn and solve problems.
First problem-solving test:
Pepé watches me put the treat on the ground. I'm putting a cup over the treat to figure out how long it takes for him to get to the treat under the cup.

Go.

Pepé goes for it immediately, getting the snack and the highest possible score.

Lance Par: Rocky, now see? Snack. Smell. Good, huh?

Reporter: Rocky, on the other hand, is not quite sure what's going on but eventually gets the treat in twenty seconds.

L. Par: Good boy!

Reporter: Next problem-solving test: Throw a large towel over your dog's head to see how long it takes for him to get free. OK, Pepé? Ready and get out. Come on!

Pepé has no problem uncovering this one. Avantage, Pepé.

L. Par: Here you go. Rocky proves he's not getting wrapped up in this test. But when put to another more sophisticated challenge, Rocky surprised us all. We set up a barrier where Rocky could see a treat through a small opening, but he needs to figure out how to get around the barrier for the prize. Would he do it?

Woman 1: Wow!

L. Par: Hey, Rocky! Rocky, wow!

Reporter: Go get it. No. And while his instinct is to go through the barrier, Pepé eventually figures it out, but overall, Pepé's score is higher. Rocky? Not as good.

Dr. Dennis: He is a marvelous companion
Fudco: and likely always will be. Just don't make him figure stuff out.

Reporter: Dr. Dennis Fudco has been studying dogs for decades. He says Rocky's response time and performance could be more about lack of motivation than true smarts. Similarly, Pepé's performance could be more about obedience and greed—nothing to do with I.Q. Instead he offers this final thought.

Dr. Fudco: Can I live successfully with him? Does he destroy my home? Does he pee on everything inside? No? Then I've got a successful, intelligent dog.
Past that, I don't care if he can do calculus. It's not part of his job requirement.

Reporter: Maybe not, but Pepé's working on it.

ICON FAMILY (Part 2)

Lucy: Don't worry, Rocky, you'll always have a place in this house.

Ernie: Excuse me, but I don't understand. Who are you calling Rocky?

UNIT 6

ICON FAMILY: Dream Machine

Lucy: Davey, Dad's dreaming.

Davey: Let's try something. Ernie.

Ernie: Mmm?

Davey: Ernie, where are you?

Ernie: At work.

Davey: You're in your office.

Ernie: Mmm.

Davey: Your boss is coming and he looks scary.

Ernie: Must hide under desk.

Lucy: Johnson! I need the report I asked for.

Ernie: Mr. Witt. Your voice, it's very nice.

Lucy: Johnson, pack your suitcase. You're going to Hawaii.

Ernie: We have an office in Hawaii now?

Lucy: As soon as you get to Hawaii, I want you to make an appointment to get all your hair cut off. When you are finished-

Ernie: I'd just like to interrupt.

Lucy: I'm a very impatient man, Mr. Johnson. I need you to go to Hawaii immediately.

Ernie: But I'd just like to say that ...

Lucy: What?

Ernie: I'm proud to represent the company in Hawaii.

Ernie: Sir?

Davey: He's gone. Now you're waking up in Hawaii ...

Ernie: Ah, yes, how nice it is!
Hawaii ...

Got to get home.

Lucy: What'd you say, Dad?

Ernie: Nothing.

Davey: Were you dreaming?

Ernie: Yeah. I had a very unusual dream. A little upsetting, actually.

Lucy: Well, tell us about it. Maybe we can help you interpret it.

Ernie: You don't believe all that about dream analysis and symbols?

Davey: I think dreams can reveal a lot.

Ernie: Well, I was sleeping, and I was having a very nice dream about winning the lottery, and then I started dreaming that my kids were trying to get me to dream something weird.

Lucy: That's a strange dream. You have a

very disturbing subconscious, Dad.

Davey: The meaning is obvious. Your dream means that you're thinking of giving us some money so we could buy some CDs.

Ernie: Very fascinating interpretation. But wrong.

ICON NEWS

Reporter: How would you like to decide what you dream? Well, the Dream Machine claims that you can. You tell it all the happy things you want: a wedding, a new job, anything you wish. According to Dream Machine's commercials, doing that will ensure that you dream happy thoughts. These cameras don't show anything unusual, but Dream Machine claims that while you're asleep it sends positive energy to your body. You'll awake feeling refreshed and happy.

I programmed it for our station's weatherman to dream about hamburgers. Will he go to bed thinking of his favorite food? Stay tuned for a full report on tomorrow's news cast. Until then, sweet dreams. This is Christine Chang reporting for WVBR New York.

UNIT 7

ICON FAMILY (Part 1): Lying

Davey: Hey, Dad, if I can buy the parts today, will you help me fix my car tomorrow night?

Ernie: I wish I could, son, but unfortunately, I'm busy. My boss wants me to have dinner with him tomorrow.

Davey: How about Sunday?

Ernie: If nothing comes up, sure, I'd be happy to.

Davey: OK.

Maureen: I thought you wanted to cancel that dinner tomorrow.

Ernie: I do. That reminds me ...

Lucy: Dad, can you drive me to school tomorrow night for the basketball game?

Ernie: I'd love to, honey, but I can't. I have to help your brother fix his car.

Lucy: OK, I'll take the bus.

Maureen: Ernie!

Ernie: Hello, Mr. Witt. Ernie Johnson here. Listen, about dinner tomorrow, can I take a rain check? I'm afraid I can't make it. I've got to go to my daughter's basketball game. Tuesday's fine. OK, thanks.

Maureen: Ernie Johnson, what do you think you're doing?

Ernie: What do you mean?

Maureen: I will not allow you to lie to your children and your boss like that!

Ernie: Was I lying? Well, it was just a white lie. Everyone tells them.

Maureen: It was three lies, and I don't care what color they were! You have to be honest with your boss and especially with your family!

Ernie: Well, I have this little problem.

Maureen: Yes?

Ernie: I have two tickets to the big baseball game tomorrow. If they knew, Mr. Witt and the kids would each feel like I should take them along, and I don't know how to choose.

Maureen: So who are you taking?

Ernie: Well, you, of course.

Maureen: But I've never been to a baseball game.

Ernie: Exactly! I think if you would just go once, you'd love it! The crowd, the excitement!

Maureen: It does sound like fun.

Ernie: Just tell the kids that you're going to the movies with a friend.

Maureen: You want me to lie to them? I never lie!

Ernie: ... You tell them the truth, they'll know I lied!

ICON NEWS

Lucy: What are you watching?

Ernie: Oh, nothing.

Reporter: Swindles, scams, and deception at the top. But in America today, could the truth be ...

Richard Nixon: I had no prior knowledge.

Reporter: ... that lying comes easily to most of us.

Bill Clinton: I did not have sexual relations.

Reporter: One recent study concluded the majority of people told at least three lies during every ten minutes of conversation.

Dr. Lewis: All people everywhere do it. It keeps the social fabric connected.

Reporter: According to Dr. Lewis, innocent, little white lies, not the lies that hurt people or cheat them out of money, may be something that we are programmed to tell at an early age to help protect ourselves from punishment and protect the feelings of others.

Dr. Lewis: How many of us would say to our arthritic grandmothers who have knitted us a sweater that we really don't like the color, and we really don't like the style, and we wish you wouldn't

ever knit us another sweater. In fact, there was a movie called Liar, Liar when, in fact, the truth was told and it was a disaster.

Woman 1: Everybody's been real nice.

Jim Carey: Well, that's because you have big ...

Reporter: Dr. Lewis' studies show that 65 percent of children, by the age of two and a half, lie and lie well. He performed a set of experiments for our camera.

Woman 2: ... right there.

Reporter: So, meet the newest group of potential perjurers. The kids were told not to peek at a toy placed behind their back. Dr. Lewis watched on a hidden camera. Would they tell the truth when asked if they looked? Three-and-a-half-year old Rowan peeked ...

Woman 2: Don't look.

Reporter: ... before the tester even left the room.

Woman 2: Did you peek? Don't peek.

Reporter: Olivia, age three and a half, tried hard not to look, but it doesn't seem to be working.

Woman 2: I'm back. Did you peek?

Olivia: No.

Woman 2: No? OK.

Dr. Lewis: They quickly learn that not telling the truth means that they won't get punished. And what we tell the parents all the time is, look, they're going to lie, that doesn't mean that they should get off the hook.

Reporter: Dr. Lewis' advice? Focus on the offense, not the lie they told to cover it up.

ICON FAMILY (Part 2)

Ernie: What did I tell you? Everyone lies.
Davey: Do you believe that? They said most people tell 3 lies every 10 minutes.
Maureen: Is that right? I think I missed that part. Say kids, I'm going to go to the movies tomorrow night with a friend.
Lucy: OK, Mom.
Davey: Whatever.

UNIT 8

ICON FAMILY (Part 1): The Tin Foil Apartment

Lucy: What are you looking for, Mom?
Maureen: My glasses.
Lucy: Do you always carry tin foil with you?
Maureen: No! We played a really good joke on my colleague today.
Davey: No way!
Maureen: He had been giving me a hard time for months. So, I visited his apartment with some other colleagues while he was away.
Davey: My mother played a practical joke?
Maureen: It was quite exciting! I haven't had so much fun in years!
Ernie: I played a joke on Mr. Witt today.
Lucy: You're kidding! You played a practical joke on your boss? Give us the details!
Ernie: He has been playing the lottery every day for years. This morning, we secretly changed the numbers in his newspaper so they matched his numbers. He thought he had won 10 million dollars.
Davey: How did you know the numbers?
Ernie: He uses his birthday numbers

when he plays the lottery.
Maureen: Ernie! That's very cruel! You should be ashamed!
Lucy: What did he do? He must have been amazed!
Ernie: He treated us all to a very nice lunch; he asked his secretary to marry him. Then he quit his job.
Maureen: What did you say when you told him the truth? He must have been incredibly disappointed.
Davey: Was he hysterical or violent?
Ernie: I haven't told him.
Lucy: Dad! Why not?
Ernie: He seems so happy. He'll find out soon enough. He had wanted to quit for months. And he's been trying to express his feelings to Miss Overmeyer for years. Maybe I'll tell him after the wedding.
Lucy: Mom, I hope your practical joke was nothing that heartbreaking.
Maureen: My joke wasn't as memorable as your father's, don't worry.

ICON NEWS

Man 1: We decided that we had nothing else to do. We had a group of people. "Let's go wrap everything in his apartment." It seemed like a good idea at the time. I was looking at the big picture just trying to get it all slapped up as quickly as possible. And ... you really didn't get a feel that it was strange in any way until a huge amount was put up. And you could really look at it, and it started feeling very, very strange.
Man 2: Well, you know my friends are ...
Man 3: Odd?
Man 2: They're insane. They're insane. They're pretty much known for large-scale strangeness. They don't

do things halfway. So, I'd like to say that I'm really surprised, actually, but amazed, yes. Surprised? No, no.

ICON FAMILY (Part 2)

Maureen: What?

Davey: Boy, you think you know your parents.

Maureen: That wasn't me! I don't even know that poor fellow!

UNIT 9

ICON FAMILY (Part 1): Gender and the Brain

Davey: This show is awful.

Ernie: This show? Are you crazy? This show is brilliant! What I mean to say is, I'm sorry, but I disagree.

Davey: What's the string for, Mom?

Maureen: I'm trying to get your father to be more polite when he disagrees with something. The string is to remind him when he's being too blunt.

Ernie: My new boss told me to work on my communication style. She said I should be more tactful.

Lucy: Your new boss is a woman? You know, you're really lucky, Dad. Women bosses tend to be much nicer than men, don't they?

Ernie: That's ridiculous! I mean, I think you're mistaken. As a rule, women bosses are generally no better or worse than men.

Davey: I don't see what's wrong with being direct and honest with your opinions.

Maureen: Being honest is fine, but your father often ignores other people's emotions.

Ernie: What? How can you say that? You

don't even work with me! What I mean to say is that I have to say, I'm in complete disagreement. Now could we stop talking for a bit? I'd like to actually eat some popcorn, and the news is on.

ICON NEWS

Reporter: For thousands of years, men and women have baffled each other by their differences: differences that are a result of the hard wiring of our brains.

Dr. Gur: We are still the same animals. We haven't changed physically since we were roaming the savannahs. We haven't really changed in our brain.

Reporter: Dr. Ruben Gur has been studying the brain for more than 25 years. He says while men's brains can be ten to fifteen percent larger in size, women have more fibers that connect the two sides of the brain together. That would mean ...

Dr. Gur: There is more tissue available for transferring information between the two sides of the brain. That's why we think that women have better inter-hemispheric communication.

Reporter: Anthropologist Helen Fisher says there's a reason.

Helen Fisher: I think that women's ability at communication evolved millions of years ago on the grasslands of Africa as women held that baby in front of their face, cajoling it, reprimanding it, educating it with words.

Reporter: As caregivers, researchers say women's brains were also wired to give them stronger senses to smell if food is bad, to taste if it may be poisonous, and to hear when that

baby is crying. What about men who refuse to ask for directions? Researchers say men have more white matter which moves information more easily to the back of the brain where the visual cortex lies: a sort of internal compass, if you will.

H. Fisher: For millions of years, they set out just about every morning to go out to surround, and track, and follow and kill.

Reporter: And if they didn't make it home, their family would starve. So, why do we have these biological differences? Well, many say they allow us to work together to survive. Holly Firfer, CNN, Atlanta.

ICON FAMILY (Part 2)

Ernie: Look at that! It's not my fault! I'm the result of millions of years of evolution! My boss is crazy if she thinks I'm going to change in a few weeks.

Maureen: Backup string.

UNIT 10

ICON FAMILY (Part 1): Be Nice

Ernie: Hello dear, how was your day?

Maureen: It was just awful, actually.

Lucy: What's wrong, Mom?

Maureen: My boss yelled at me.

Ernie: He did what?

Lucy: How terrible!

Maureen: He was very upset with me and he yelled at me in front of the entire office. I was a nervous wreck all day.

Davey: You must have been so angry!

Lucy: I'll bet you were ready to cry!

Ernie: What's his phone number? No, what's his address?

Maureen: Where are you going?

Ernie: I'm going to ask him to apologize to you.

Maureen: I don't think that'll work, honey. He's one of those stubborn, self-centered types, and he's much bigger than you.

Davey: You're going to threaten him with that bottle of ketchup?

Maureen: Just sit down, Ernie.

Ernie: I hope you told him the truth, for instance, that he's aggressive and rude and ...

Maureen: I might have, if I hadn't been so rattled.

Ernie: Let's call him up and tell him he's aggressive and rude.

Davey: Mom's too nice to say anything like that.

Lucy: You make it sound like being nice is a bad thing.

Davey: Well, it's good to be in tune with people's feelings, but sometimes when people yell at you, you have to yell back.

Maureen: Nevertheless, I'm a professional, and I don't think I could do that.

ICON NEWS

Reporter: In the service profession, niceness is a prerequisite.

Woman 1: Have a nice day.

Reporter: But Harriet Braiker, author of *The Disease to Please*, puts professional etiquette aside and gets personal.

Harriet: Well, we're not talking here

Braiker: about a problem of nice people who once in a while go overboard making other people happy. We're really talking

about a compulsive pattern where you really lose control of your own time and your resources.

- Woman 2: I think a lot of us get into the habit of always being nice because it's easier—be it to avoid conflict or a possible uncomfortable situation.
- Hair dresser: You know, I like that feeling of, you know, having everybody know that it was me that did something good. You know?
- Reporter: But after a while, it can be hard to draw the line.
- Hairdresser: Sometimes the favors just get too big. When you have to say no to somebody who really needs a favor, then I feel like I'm not being nice.
- Reporter: Braiker says that's OK.
- H. Braiker: It's OK not to be nice sometimes. I mean, it's not appropriate to be nice to somebody who's mistreating you. It's appropriate to say that's not OK with me.
- Reporter: Take time to understand that being nice won't always protect you from being treated unkindly. Don't reward people who treat you badly by acting nicely and pretending it's OK. Say what's on your mind, including negative feelings, rather than harboring them and getting depressed, anxious, or emotionally ill.
- Hairdresser: You can be nice to a point where you're getting respect for yourself, and you're not, you know, giving up any of your dignity or anything like that.
- Woman 2: Thank you. Thank you so much.

ICON FAMILY (Part 2)

- Maureen: Give me the phone.
- Ernie: Just remember: aggressive and rude, aggressive and rude.

UNIT 11

ICON FAMILY: Resolutions

- Lucy: I wish I had studied more for that test.
- Maureen: Don't worry about it, honey. I'm sure you did fine.
- Lucy: I think I really blew it. I know I made a lot of mistakes.
- Maureen: Lucy, it'll be OK. It's in the past. Worrying about it won't help you now.
- Davey: Don't take this personally, Mom, but you worry more than anybody in this family.
- Maureen: Me?
- Davey: Sure. You're always worrying about one thing or another.
- Lucy: It's true, Mom.
- Maureen: Well, I suppose I do have a few regrets. But doesn't everybody?
- Lucy: I regret having gone to the movies on Tuesday instead of studying for my test.
- Maureen: I wish that I had exercised more often.
- Lucy: What do you regret, Davey?
- Davey: I regret having had that fender bender last week, but the other car was moving too fast and it wasn't my fault!
- Lucy: What about you, Dad? Do you have any regrets?
- Ernie: I regret not watching this show on the upstairs TV. I can't hear a thing because everyone is talking.
- Maureen: Oh, come on, Ernie. You must

regret something.

Ernie: Well, last week ...

Maureen: Yes?

Ernie: When I went out for lunch today ...

Maureen: Yes?

Ernie: I wished that I had ordered the large French fries instead of medium. I was hungry all afternoon.

Davey: You know, I remember hearing that in life, people most often regret their inaction—the things they didn't do. They get to the end of their lives and realize they've wasted a lot of time.

Maureen: I'll bet that's true. You know what? We should turn off this TV, and go out tonight.

Lucy: Yeah, let's do something new for a change.

Davey: That sounds great! Dad, do you want to come?

Ernie: What's that?

Davey: We are making a major change. We're wasting our lives away in front of this television. So tonight, we're going to take some action. We're going to leave the house and do something new. Maybe we'll see a play or a concert. Maybe we'll hear a speech. I don't know, but this is the start of a new Johnson family. Are you with us?

Ernie: OK. But there's always something good on TV.

Maureen: Quick, turn it up, Ernie.

ICON NEWS

Reporter: It's the start of a new year. So, we've decided to ask people in San Diego if they've made New Year's resolutions this year, and what those resolutions are.

Man 1: I haven't been reading enough

books, so, I decided I'm gonna try and read a book a month, ride my bike more, and lose about 20 pounds.

Man 2: I don't have any because I've tried to, you know, cut back on my eating enough times and I figured I'm not gonna do it this time.

Man 3: I've started my new business in farmer's insurance, and so I want my business to be successful in [the] New Year.

Woman 1: Get in better shape, eat healthy ... um ... I've been starting to run a little bit. So, I think I'd like to run a half marathon this year. I'm gonna train for that.

Woman 2: I've had a lot of resolutions in the past, and mostly I don't follow through on them. So, this year I've resolved not to have one.

Reporter: Well, that's one approach to a New Year's resolution. This is Doug Bradley reporting for KPRV San Diego.

UNIT 12

ICON FAMILY (Part 1): A Climber Falls

Lucy: Have you made plans for our summer vacation yet? Jenny wants me to go to the beach with her in June.

Maureen: Well, now that you mention it, we were going to go to Disneyland again this year.

Davey: Mom, I'm twenty. Lucy's seventeen. Do you think we really want to go to Disneyland again?

Maureen: Your father still enjoys going, and he's 53.

Ernie: What?

Lucy: Can't we try something new this year—seek out an adventure or a

challenge?

Maureen: Let me finish, please. Although Disneyland is our family tradition, since you both like the outdoors so much, we thought camping might be fun.

Davey: That's great!

Lucy: Mom, Dad, thank you so much! I don't think I could go to Disneyland again this year.

Maureen: You're very welcome. And we weren't going to tell you this next part quite yet, but since you brought it up ... because you both are such young responsible adults ...

Ernie: ... And because we're tired of listening to you complain about having to put up with your parents on vacation ...

Maureen: We're going to send you camping by yourselves, and you can each take a friend.

Davey: What? No way!

Maureen: It's a bit of a risk, but we trust you, and I understand that the campground is pretty safe.

Davey: Wow! What are you two going to do?

Ernie: I have a few movies I want to watch.

Maureen: No, we're going to paint the house. Right?

Ernie: Yes, that.

Davey: This is fantastic! Man, we owe you one.

Ernie: No problem.

Lucy: I don't know what to say! I'm so grateful for your trust.

Maureen: It's our pleasure kids. We just have to figure out the dates.

ICON NEWS

Reporter: Aron Ralston has become something of a legend in the week since rescuers found him covered in blood, his spirits still very much in tact as he faced the media.

Aron Ralston: And now one for me.

Reporter: Ralston was hiking in Utah's rugged Canyonlands National Park when an 800 pound boulder shifted and crushed his right hand. Trapped for three days and facing certain death, the 27-year-old mountaineer decided he had to amputate his arm.

A. Ralston: Essentially, I got my surgical table ready and applied the knife to my arm and started sawing back and forth and it didn't even break the skin. I couldn't even cut the hair off of my arm. The knife was so dull at that point.

Reporter: Two days later he tried again, this time using the boulder to break the bones in his wrist so he could cut through it.

A. Ralston: I was able to first snap the radius and then within another few minutes, snap the ulna at the wrist. And from there, I had the knife out and applied the tourniquet and went to task.

Reporter: With his arm amputated, his body covered in blood, Ralston used a rope to lower himself down a 60-foot cliff, then hiked about six miles before he was found and rescued.

A. Ralston: There were times when I was afraid of death. There were also times when I was very peaceful with the idea.

Reporter: Ralston will be released from the hospital this weekend. He says he will continue to climb, but first, he wants to take some long walks with friends and ...

A. Ralston: If the doctors will so allow, I'd love a big, tall, tasty, crushed margarita. Karla Wohl, ABC News.

ICON FAMILY (Part 2)

Lucy: I don't mind going to Disneyland again this year, Mom.

Davey: Yeah, but can we go by ourselves?

