

北极星英语系列教程



听说 (高级) 学生用书

Focus on Listening and Speaking

NORTHSTAR

Sherry Preiss

Advanced



清华大学出版社

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本书配有光盘，需要的读者请到多媒体阅览室（新馆 301 室）联系。

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客户服务: (010) 6277 6969

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出版前言

清华大学出版社引进 2003 年版培生教育集团面向非英语国家精心打造的 21 世纪最新英语教材——《北极星英语系列教程》(NorthStar)。引进出版 NorthStar 除了因为其知识内容极其丰富、内涵颇深又极具亲和力等特点以外,更重要的是我们发现她非常符合教育部正在启动的新一轮《大学英语教学课程标准》的思路与精神。我们认为无论从教材的形式还是内容上,该系列教材更能适应新世纪英语学习者需要。其特色如下:

● 听说与读写并重

该系列从书分《听说》(Focus on Listening and Speaking)和《读写》(Focus on Reading and Writing)两大系列。其中《听说》的每个单元设置七大版块。大量操练听说,将听力理解能力与表达能力完美结合。

● 教学模式更体现交互式、个性化、自主性

课本、光盘、网络互为补充,强调互动式学习。注重把教师与学生之间、学生与学生之间的反馈通过练习轻松、自然地反映出来,既有利于提高教学质量、活跃课堂气氛、评估学生学习效果,又激发学生的学习兴趣、提倡自主学习、促进学习效率。配套学习网站(www.longman.com/northstar)免费提供网上资源库、教师指导、网上阅读、写作、听说练习等。

● 注重培养应用能力,非应试教育

着重生活中工作中需要的技能,如:演讲、场景对话、走出教室实战练习、信件、总结、学术小论文等。

● 编写思路明确,编写人员水平出众

遵循外国人学习英语的普遍规律,由著名美国教育专家 Frances Boyd 和 Carol Numrich 主持,召集英美 30 多位常年从事对外英语教学的专家和教师编写。

● 语言真实地道,文化信息量大;主题相关,便于巩固

注重把语言技能的训练与知识文化有机结合起来,使学生在英语学习过程中除了学到语言的形式以外,还学习其文化内容。书中主题丰富多样、贴近生活、时代感强,灵活实用。如:年轻企业家的成功,食物对心情的影响,语言与性别的关系,情商与智商,等等。

● 教材体系完备,可供不同水平学生灵活选用

《听说》与《读写》系列各分为 5 个级别,即:入门(Introductory)、基础(Basic)、中级(Intermediate)、中高级(High Intermediate)、高级(Advanced)。每套教材包括学生用书(Student Book)(含单元测试题及总测试题)、教师用书(Teacher's Manual)、写作练习册(Activity Book)、配套 CD,极大地方便了教师与学生在教与学中的各种需要。

● 适用对象明确

该系列教材是为初、中级英语水平学习者而设计编写的。她既适用于各类学校,特别是新入校学生英语水平跨度较大的学校,如新建本科院校、扩招院校、专科学校、双语学校及师范类院校,此外,也适合同年龄层次的社会人士自学及培训机构使用。

“风乍起,吹皱一池春水”。在中国承办奥运会和入世的大背景下,全国英语教学改革正在进行。以往的教材在新形势下已显“明日黄花”,难以适应和真正提高学生的综合英语的应用能力。《北极星英语系列教程》应运而生,她从初级入门到高级应用,莲花步步,浑然一体;每一个级别又自成一体,可为不同级别的学生因材施教。我们认为好的教材就像乐谱或电影脚本,她能告诉您步骤、大概的进度及顺序,但是还需要您赋予她生命,把她演活。我们衷心地希望这套教材能有助于英语教学的改革,激发学生自主性学习,真正提升英语能力。

清华大学出版社外语事业部

2003 年 7 月

INTRODUCTION

NorthStar is an innovative four-level, integrated skills series for learners of English as a Second or Foreign Language. The series is divided into two strands: listening/speaking and reading/writing. There are four books in each strand, taking students from the Basic to the Advanced level. The two books at each level explore different aspects of the same contemporary themes, which allows for reinforcement of both vocabulary and grammatical structures. Each strand and each book can also function independently as a skills course built on high-interest thematic content.

NorthStar is designed to work alongside Addison Wesley Longman's *Focus on Grammar* series, and students are referred directly to *Focus on Grammar* for further practice and detailed grammatical explanations.

NorthStar is written for students with academic as well as personal language goals, for those who want to learn English while exploring enjoyable, intellectually challenging themes.

NORTHSTAR'S PURPOSE

The *NorthStar* series grows out of our experience as teachers and curriculum designers, current research in second-language acquisition

and pedagogy, as well as our beliefs about language teaching. It is based on five principles.

Principle One: In language learning, making meaning is all-important. The more profoundly students are stimulated intellectually and emotionally by what goes on in class, the more language they will use and retain. One way that classroom teachers can engage students in making meaning is by organizing language study thematically.

We have tried to identify themes that are up-to-date, sophisticated, and varied in tone—some lighter, some more serious—on ideas and issues of wide concern. The forty themes in *NorthStar* provide stimulating topics for the readings and the listening selections, including why people like dangerous sports, the effect of food on mood, an Olympic swimmer's fight against AIDS, experimental punishments for juvenile offenders, people's relationships with their cars, philanthropy, emotional intelligence, privacy in the workplace, and the influence of arts education on brain development.

Each corresponding unit of the integrated skills books explores two distinct topics related to a single theme as the chart below illustrates.

Theme	Listening/Speaking Topic	Reading/Writing Topic
Insects	Offbeat professor fails at breeding pests, then reflects on experience	Extract adapted from Kafka's "The Metamorphosis"
Personality	Shyness, a personal and cultural view	Definition of, criteria for, success

Principle Two: Second-language learners, particularly adults, need and want to learn both the form and content of the language. To accomplish this, it is useful to integrate language skills with the study of grammar, vocabulary, and culture.

In *NorthStar*, we have integrated the skills in two strands: listening/speaking and reading/writing. Further, each thematic unit integrates the study of a grammatical point with related vocabulary and cultural information. When skills are integrated, language use inside of the classroom more closely mimics language use outside of the classroom. This motivates students. At the same time, the focus can shift back and forth from what is said to how it is said to the relationship between the two. Students are apt to use more of their senses, more of themselves. What goes on in the classroom can also appeal to a greater variety of learning styles. Gradually, the integrated-skills approach narrows the gap between the ideas and feelings students want to express in speaking and writing and their present level of English proficiency.

The link between the listening/speaking and reading/writing strands is close enough to allow students to explore the themes and review grammar and reinforce vocabulary, yet it is distinct enough to sustain their interest. Also, language levels and grammar points in *NorthStar* are keyed to Addison Wesley Longman's *Focus on Grammar* series.

Principle Three: Both teachers and students need to be active learners. Teachers must encourage students to go beyond whatever level they have reached.

With this principle in mind, we have tried to make the exercises creative, active, and varied. Several activities call for considered opinion and critical thinking. Also, the exercises offer students many opportunities for individual reflection, pair- and small-group learning, as well as out-of-class assignments for review and

research. An answer key is printed on perforated pages in the back of each book so the teacher or students can remove it. A teacher's manual, which accompanies each book, features ideas and tips for tailoring the material to individual groups of students, planning the lessons, managing the class, and assessing students' progress.

Principle Four: Feedback is essential for language learners and teachers. If students are to become better able to express themselves in English, they need a response to both what they are expressing and how they are expressing it.

NorthStar's exercises offer multiple opportunities for oral and written feedback from fellow students and from the teacher. A number of open-ended opinion and inference exercises invite students to share and discuss their answers. In Information Gap, Fieldwork, and Presentation activities, students must present and solicit information and opinions from their peers as well as members of their communities. Throughout these activities, teachers may offer feedback on the form and content of students' language, sometimes on the spot and sometimes via audio/video recordings or notes.

Principle Five: The quality of relationships among the students and between the students and teacher is important, particularly in a language class where students are asked to express themselves on issues and ideas.

The information and activities in *NorthStar* promote genuine interaction, acceptance of differences, and authentic communication. By building skills and exploring ideas, the exercises help students participate in discussions and write essays of an increasingly more complex and sophisticated nature.

DESIGN OF THE UNITS

For clarity and ease of use, the listening/speaking and reading/writing strands follow the same unit outline given below. Each unit contains

from 5 to 8 hours of classroom material. Teachers can customize the units by assigning some exercises for homework and/or skipping others. Exercises in sections 1–4 are essential for comprehension of the topic, while teachers may want to select among the activities in sections 5–7.

1. Approaching the Topic

A warm-up, these activities introduce students to the general context for listening or reading and get them personally connected to the topic. Typically, students might react to a visual image, describe a personal experience, or give an opinion orally or in writing.

2. Preparing to Listen/Preparing to Read

In this section, students are introduced to information and language to help them comprehend the specific tape or text they will study. They might read and react to a paragraph framing the topic, prioritize factors, or take a general-knowledge quiz and share information. In the vocabulary section, students work with words and expressions selected to help them with comprehension.

3. Listening One/Reading One

This sequence of four exercises guides students to listen or read with understanding and enjoyment by practicing the skills of (a) prediction, (b) comprehension of main ideas, (c) comprehension of details, and (d) inference. In activities of increasing detail and complexity, students learn to grasp and interpret meaning. The sequence culminates in an inference exercise that gets students to listen and read between the lines.

4. Listening Two/Reading Two

Here students work with a tape or text that builds on ideas from the first listening/reading. This second tape or text contrasts with

the first in viewpoint, genre, and/or tone. Activities ask students to explicitly relate the two pieces, consider consequences, distinguish and express points of view. In these exercises, students can attain a deeper understanding of the topic.

5. Reviewing Language

These exercises help students explore, review, and play with language from both of the selections. Using the thematic context, students focus on language: pronunciation, word forms, prefixes and suffixes, word domains, idiomatic expressions, analogies. The listening/speaking strand stresses oral exercises, while the reading/writing strand focuses on written responses.

6. Skills for Expression

Here students practice related grammar points across the theme in both topics. The grammar is practiced orally in the listening/speaking strand, and in writing in the reading/writing strand. For additional practice, teachers can turn to Addison Wesley Longman's *Focus on Grammar*, to which *NorthStar* is keyed by level and grammar points. In the Style section, students practice functions (listening/speaking) or rhetorical styles (reading/writing) that prepare them to express ideas on a higher level. Within each unit, students are led from controlled to freer practice of productive skills.

7. On Your Own

These activities ask students to apply the content, language, grammar, and style they have practiced in the unit. The exercises elicit a higher level of speaking or writing than students were capable of at the start of the unit. Speaking topics include role plays, surveys, presentations, and experiments. Writing topics include paragraphs, letters, summaries, and academic essays.

In Fieldwork, the second part of *On Your Own*, students go outside of the classroom, using their knowledge and skills to gather data from personal interviews, library research, and telephone or Internet research. They report and reflect on the data in oral or written presentations to the class.

AN INVITATION

We think of a good textbook as a musical score or a movie script: It tells you the moves and roughly how quickly and in what sequence to make them. But until you and your students bring it to life, a book is silent and static, a mere possibility. We hope that *NorthStar* orients, guides, and interests you as teachers.

It is our hope that the *NorthStar* series stimulates your students' thinking, which in turn

stimulates their language learning, and that they will have many opportunities to reflect on the viewpoints of journalists, commentators, researchers, other students, and people in the community. Further, we hope that *NorthStar* guides them to develop their own viewpoint on the many and varied themes encompassed by this series.

We welcome your comments and questions. Please send them to us at the publisher:

Frances Boyd and Carol Numrich, Editors
NorthStar
 Addison Wesley Longman
 10 Bank Street
 White Plains, NY 10606-1951
 or, by e-mail at:
 awlelt@awl.com

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THE INTERNET AND OTHER ADDICTIONS



APPROACHING THE TOPIC

A. PREDICTING

This man has a problem. Do you know what it could be? How might this problem become an addiction? Discuss your thoughts about this with a partner.

B. SHARING INFORMATION

In a small group, discuss your answers to the following questions.

1. Most people have heard that nicotine, the substance in tobacco, is addictive. What other substances or activities can people be addicted to or dependent on? Make a list of other addictions.
2. Do you know anyone who has been addicted to one of the items on your list? If so, describe that person and his or her addiction.

2

PREPARING TO LISTEN

A. BACKGROUND

Read the information and do the activity that follows.

For years, researchers have been trying to make sense of the biology and psychology of addiction—its causes and its cures. In the past, addictions were viewed primarily as addictions to substances such as drugs, alcohol, and nicotine. Recently, however, many researchers have begun to think that people can also be addicted to activities such as gambling, sex, shopping, and even travel.

One activity that has become increasingly common throughout the world is computer use, specifically on-line computer communication through a medium called the *Internet*. The Internet, also known as the *Net*, is a network that connects computer systems. Like the railroad and telegraph, it is a network that allows people to exchange information across vast distances. Although many people are discovering what a powerful communication tool the Internet is, others are also realizing its dangers. Many individuals have begun overusing this new tool and are spending hours and hours on-line. In fact, some psychologists have even labeled this overuse phenomenon as *Internet addiction*. Whether on-line addiction can be considered a true addiction is a question for medical researchers.

Read these headlines from U.S. newspapers. Then read the statements that follow. Write A (agree), D (disagree) or "?" (don't know) next to each statement. Compare your answers with those of a partner, and discuss your opinions.

On-line All the Time? Get Help Now

Shopaholics, Netaholics, Workaholics:

Has America Overdosed on Addiction?

- _____ 1. A person who spends 15 to 20 hours a day using a computer could be called an addict.
- _____ 2. It's as easy to get addicted to the computer as it is to get addicted to nicotine.
- _____ 3. Communicating with friends and family via a computer is cold and impersonal.
- _____ 4. People become dependent on their computer to avoid work and social activities.

B. VOCABULARY FOR COMPREHENSION

Read the passage. Then look at the list of expressions that follow. Find the word in the passage that is similar in meaning, and write the number in the blank.

Bill, a student at the University of Maryland, says, "I have been using the Internet for about a year. Now I spend most of the day online. I am trying to cut my hours, but I simply don't have the strength to. I'm like an alcoholic who can't control his habit." For years, people have been addicted to things like nicotine, gambling, or alcohol. However, now a new (1) high-tech addiction called Internet addiction is rapidly becoming the latest problem of the computer age.

College and university students, businesspeople, and homemakers are just some of the people who are spending hours and hours in front of their computer screens. They are sending (2) e-mail, playing computer games, or entering (3) chat rooms where they can communicate with strangers all over the world on their computer.

At first, these individuals went on-line for work, study, or pleasure and spent one or two hours a day on their computer. However, the hours gradually increased. They began to (4) surf the Net for longer and longer periods of time.

Bill's (5) compulsiveness, his inability to stop thinking about his on-line activity, turned into a serious psychological problem. He gave up his friends, stopped playing basketball, and neglected his schoolwork. Instead he found (6) fulfillment by communicating electronically with strangers.

Psychologists have become concerned about this growing problem. They feel that Internet addicts are avoiding the (7) intimacy that comes from live, nonelectronic communication. Counselors worry that students will not go through the normal social (8) developmental stages. As a result, at many colleges, counseling centers are now offering (9) support groups, a special form of (10) therapy that is helping these students control their online habit.

- ___ a. treatment of problems by talking about them
- ___ b. technologically advanced
- ___ c. periods of personal growth
- ___ d. look for information on the Internet
- ___ e. inability to control certain behavior
- ___ f. an electronic way for individuals to send messages via the computer
- ___ g. electronic discussion groups in which several people exchange written messages
- ___ h. close personal relationships with others
- ___ i. personal satisfaction
- ___ j. people who meet to help each other with a problem they all share

3

**LISTENING
ONE:****Interview with an
Internet Addiction Counselor**

You will hear an unrehearsed telephone interview from the radio news broadcast *Talk of the Nation: Science Friday*. It aired on National Public Radio in the United States. Ira Flatow, the host of the show, interviews psychologist Dr. Jonathan Kandell of the University of Maryland. Kandell counsels students who spend too much time online.

A. INTRODUCING THE TOPIC

Work with a partner. Listen to the first 35 seconds of the interview. Then, on a separate piece of paper, write down three questions that you think Ira Flatow might ask Dr. Kandell, the counselor.

B. LISTENING FOR MAIN IDEAS

Read the questions. Then listen to Part One of the interview and write short answers to the questions. Do the same for Part Two. Compare your answers with your partner's.

PART ONE

1. Often students do not realize that they are becoming addicted to the Internet. The radio report mentions other problems students talk about instead. What are these problems?

2. What worries the interviewer about his own surfing on the Net?

3. What is a problem with chat rooms?

4. It is important to examine your feelings when you are not on the Net. What feelings may indicate problems?

PART TWO

5. Kandell's solution is to offer support groups for students who may be overusing the Internet. In what ways does this therapy help them?
- _____
6. What are some of the reasons that it's so easy for certain students to slip into Internet addiction?
- _____
7. College students go through a developmental process. What are three aspects of this process?
- a. _____
- b. _____
- c. _____
8. Why might parents prefer Internet addiction to other addictions?
- _____
9. What aspect of Internet addiction makes it worse than other addictions?
- _____

C. LISTENING FOR DETAILS

Read the questions. Listen to the entire news report again. Write short answers as you listen. Compare your answers with your partner's.

PART ONE

1. What are some other addictions mentioned by Ira Flatow?
- _____
2. Why is Internet addiction becoming more common?
- _____
3. Do college students usually tell a counselor if their friends are Internet addicts?
- _____

4. Is the exact amount of time someone spends on the Internet an important factor in determining Internet addiction?

5. Kandell says that Internet addiction becomes harmful when it begins to affect other areas of a person's life. What three areas does he mention?

6. What does Kandell suggest that students use to remind themselves to get off-line and take a walk?

PART TWO

7. What do the support group members examine during the sessions?

8. What are the results of the University of Minnesota study?

9. Why is communication over the Net a more comfortable way of dealing with people?

10. What are the indirect physical effects of Internet addiction?

D. LISTENING BETWEEN THE LINES



Read the questions. Then listen to each excerpt from the interview. Discuss your answers with a partner, and give reasons for your choices. Each question has more than one possible answer.

Excerpt One

What "other ways" is Kandell thinking about? Think of two other behaviors that may lead a counselor to suspect that a student is addicted to the Internet.

Excerpt Two

Kandell suggests that students might begin telling counselors about others who are addicted to the Net. In his mind, what might cause the change in the future?