

北极星英语系列教程



听说 (中级) 学生用书

Focus on Listening and Speaking

NORTHSTAR

Helen S. Solórzano
Jennifer P. L. Schmidt

Intermediate



清华大学出版社

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江苏工业学院图书馆
藏书章

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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:

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Helen S. Solórzano
 Jennifer P. L. Schmidt

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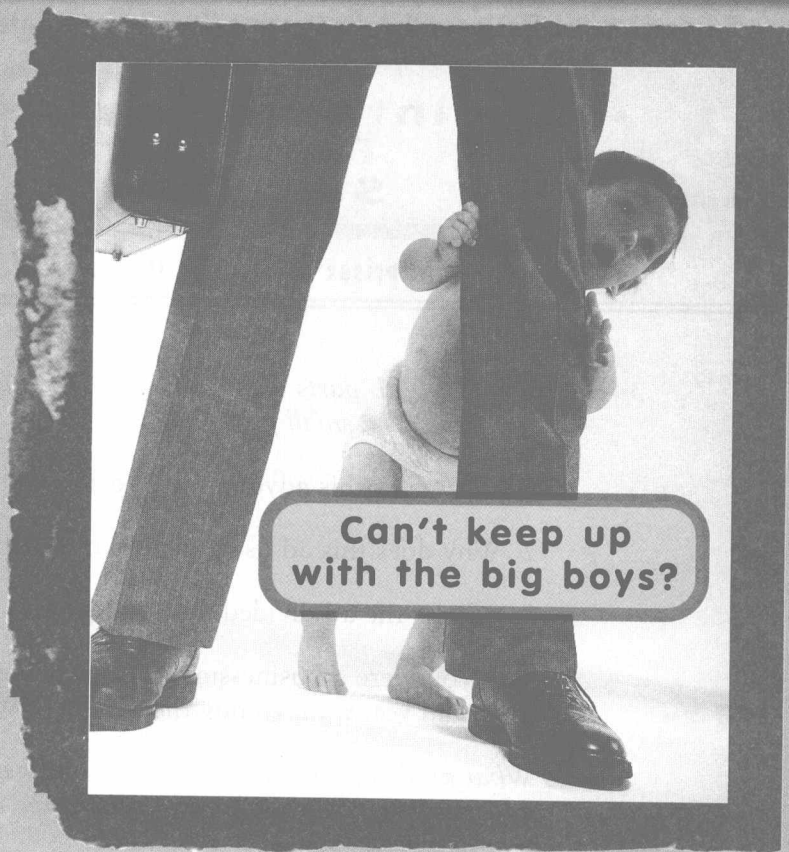
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ADVERTISING ON THE AIR

1
APPROACHING
THE TOPIC

A. PREDICTING

Discuss these questions with the class.

1. Look at the photograph. What product is this advertisement trying to sell?
2. This is only part of the advertisement. Look at page 2 for the other part. Now do you know what the ad is selling?
3. Look at the title of the unit. What type of advertising do you think this unit will be about?

B. SHARING INFORMATION

International Business Solutions can get you on the Internet in 24 hours.

International Business Solutions

e-mail

web site hosting

web page design

on-line marketing consulting

Helping small enterprises compete in the world of big business.

- ① *Look at both parts of the advertisement again. Discuss these questions in a small group.*
 1. How does this advertisement catch your attention?
 2. Why does this ad use a picture of a baby to sell its product?
 3. Why is the ad divided into two parts?
 4. If you were a businessman or businesswoman looking at this ad, would you want to buy the product? Why or why not?
- ② *What kinds of advertisements do you like? Look at the list of advertisement types. Check (✓) the three characteristics of ads that you like best.*

I like ads that have . . .

1. ____ funny situations.
2. ____ good songs.
3. ____ cartoons.
4. ____ nice-looking people.
5. ____ famous people.
6. ____ unreal (fantasy) situations.
7. ____ demonstrations showing how a product works.
8. ____ [other] _____.

Share your opinion with the class and listen to other students' opinions. What is the most popular type of ad in your class?

2

PREPARING TO LISTEN

A. BACKGROUND

Advertising has become a part of our everyday lives. Everywhere we go we see, hear, or read advertisements. Advertising companies do many things to encourage us to buy. For example, they write ads that include songs, funny situations, and famous people to make their ads memorable. Research has shown that these and other methods do indeed change people's preferences for certain products. As a result, companies continue to spend a lot of money on advertising.

- ① *Advertisements appear in many different places. How many different places can you think of? Work with a partner to fill in the list below.*

Places You Can Find Ads

Billboards (large outdoor ads)

Internet

- ② *The radio is a popular place to advertise products. Discuss these questions with a partner and report to the class.*

1. When do you listen to the radio?
2. Why would a company choose radio advertising instead of TV or magazine advertising?

B. VOCABULARY FOR COMPREHENSION

Read the sentences. Find the synonym or phrase in the list below that is closest in meaning to each underlined word. Write the letter in the blank.

- | | |
|----------------------------------|--|
| a. have an effect on (something) | f. the way we feel about ourselves |
| b. ways of doing things | g. pay attention to |
| c. ways to make us laugh | h. match |
| d. feelings | i. desire to save money |
| e. do one thing very well | j. things that have power to make someone interested |

- _____ 1. Advertisers use our emotions to encourage us to buy products. They make us feel happy or sad, for example.
- _____ 2. After seeing ads for milk, more teenagers in Australia started drinking milk. This shows how advertisements can really influence what we buy.
- _____ 3. Advertisers control our feelings by using emotional appeals that attract our attention.
- _____ 4. We all like to hear funny stories, so advertisers often use humor in their ads.
- _____ 5. It wouldn't be good to make a funny ad about a serious product. The two wouldn't fit.
- _____ 6. In the world of advertising, some advertising companies specialize. For example, some companies create ads only for radio while others create ads for TV.
- _____ 7. By emphasizing cheap prices many advertisements use our thriftiness to get us to buy.
- _____ 8. The goal of the advertiser is to get us to focus on the product. If we don't think about the product when we watch the ad, then the ad is not a success.
- _____ 9. Sound effects, music, and songs are different techniques that advertisers use to make their ads interesting and easy to remember.
- _____ 10. Our egos make us want to look good in front of others.

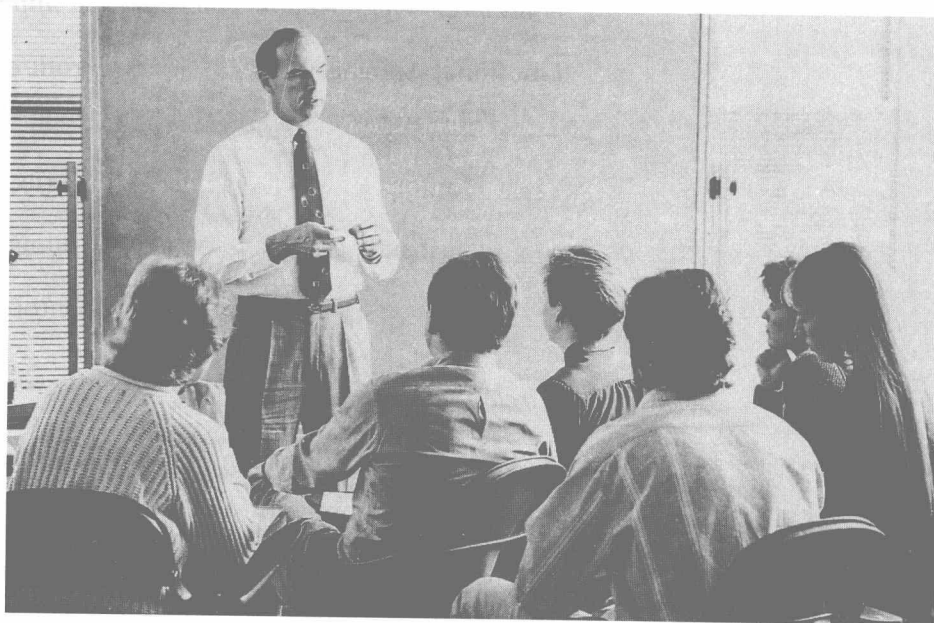
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LISTENING

ONE:

Advertising on the Air

A. INTRODUCING THE TOPIC



You will be listening to a lecture on advertising.



- ① Listen to the first part of the lecture. What will the rest of the lecture be about?
- ② During the lecture you will hear some advertisements. Listen to the excerpts from the ads. What product do you think each ad is selling?

Ad 1 Product: _____

Ad 2 Product: _____

Ad 3 Product: _____

B. LISTENING FOR MAIN IDEAS



- ① *Listen to the lecture. Put the emotional appeals in order in column 1. Write 1 for the first one, 2 for the second, and 3 for the third. One of the appeals doesn't appear in the lecture. Then draw a line to match the emotional appeals in column 1 to the name of each product in column 2. One of the products doesn't appear in the lecture.*

Emotional Appeals

____ Thriftiness

____ Humor

____ Curiosity

____ Ego

Products Advertised

Doggie's Friend flea collar

Nexus luxury cars

Younger You hair color

Benton's Furniture

- ② *Circle the correct answer.*

- The professor plays examples of radio ads _____ the lecture.
a. at the beginning of b. throughout c. at the end of
- The professor presents the information in _____ manner.
a. an organized b. a confusing c. a formal
- In this class there is _____ participation from the students.
a. a lot of b. some c. no

C. LISTENING FOR DETAILS



Listen again. Circle the best answer to complete each sentence.

- Last week the class talked about the _____ of radio advertising.
a. effectiveness b. history c. cost
- Advertisers create humorous ads in order to help us _____ certain products.
a. remember b. ignore c. understand

3. The Doggie's Friend flea collar has a _____ that fleas don't like.
a. noise b. smell c. color
4. Advertisers *don't* make humorous ads for _____ products.
a. expensive b. funny c. serious
5. At Benton's Furniture there is a 50 percent discount on _____.
a. coffee tables b. card tables c. dining tables
6. The Benton's Furniture advertisement uses a _____ technique to encourage us to hurry to the store.
a. countdown b. singing c. musical
7. People buy luxury cars so that they can look _____.
a. strong b. rich c. safe
8. Kathy _____ a grandmother.
a. is b. is not c. is hoping to be
9. It takes _____ minutes to get results from "Younger You."
a. ten b. seven c. five
10. Tomorrow the professor is going to talk about _____.
a. other appeals b. other kinds of advertising c. the cost of advertising

D. LISTENING BETWEEN THE LINES

Before advertisers create ads, they have to decide who the audience for their ads will be; for example, some ads are written mostly for women, some mostly for men, and others for either men or women.



Listen again to the advertisements from the lecture. On the chart check (✓) the characteristics that describe the audience for each ad. (You may check more than one characteristic for each category. For example, if you think the first ad is for both males and females, you should check **a. Male** and **b. Female** in the section labeled "Sex.") In the section labeled "Other," write any additional ideas you have.

	AD 1	AD 2	AD 3
Sex			
a. Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age (years)			
a. Birth–12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 13–19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 20–39	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 40–59	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. 60 or older	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Income			
a. Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Below average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Above average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Rich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other			

Discuss your opinions with the class. Give reasons for your answers.