

北 极 星 英 语 系 列 教 程



# 听说 (高级) 教学参考书

Focus on Listening and Speaking

## NORTHSTAR

Sherry Preiss

Advanced



清华大学出版社

北 极 星 英 语 系 列 教 程



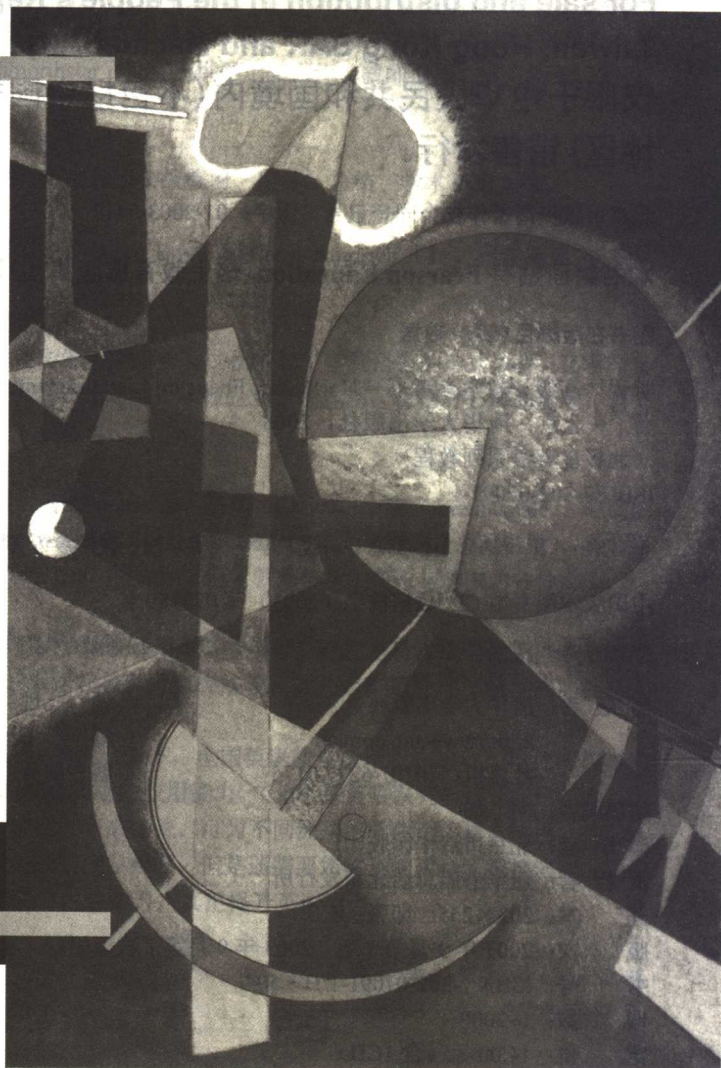
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## 出版前言

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

该系列丛书分《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](http://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统,可为不同级别的学生因“材”施用。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

This Teacher's Manual explains the *NorthStar* approach to language teaching and how this approach is embodied in each of the *NorthStar* books.

Integrated skills are at the heart of the *NorthStar* series. When skills are taught separately, language may be presented and practiced in ways that are not representative of true communicative language. When skills are integrated, language is apt to be more authentic and natural. In addition, integrating skills offers a wider variety of activities to create and sustain motivation and more opportunity for recycling and reinforcement of key vocabulary, grammatical structures, and ideas. Finally, integration of skills promotes retention. Students have more ways and more chances to assimilate information and language, which helps memory.

*NorthStar* is integrated on two levels, within each book and across the two strands. Each book integrates either listening/speaking or reading/writing. When both books on a particular level are used, all four skills are integrated. What follows is a more detailed explanation of the integrated skills approach in the two strands.

### READING/WRITING

- Teachers cannot teach writing effectively without teaching reading. The two skills are inextricably intermingled.
- Learning to be a good writer means learning to be a good reader and vice versa.
- Reading skills are taught *implicitly* throughout each unit. The comprehension exercises are designed to give practice in such reading skills as predicting, identifying main ideas and details, skimming and scanning, getting the gist, guessing meaning from context, summarizing, and making inferences.
- Writing skills are taught *implicitly* through the readings, which are used as models of writing throughout the series. Then, in the Style section, writing skills are taught *explicitly* through analysis, explanation, and guided practice.
- The writing process begins at the very start of each unit (often with the first Prediction exercise), continues through the unit (with dialogues, written reactions to a partner's comments, chart completion, note taking), continues through the Style section (with explicit writing skills and structured practice), and culminates in the Writing Topics section, where students are asked to produce a complete piece of writing.
- Reading and writing skills—including vocabulary, comprehension, and grammar—are cultivated in every section of every unit.
- In the Fieldwork section, the reading/writing integration becomes even more important as students are asked to conduct research and read text from a variety of authentic sources (in newspapers or magazines, in the library, or on the Internet), and then integrate ideas from these sources into their own writing.

### LISTENING/SPEAKING

- Even though many experts in the field of language teaching believe that we cannot teach students how to listen, we can provide structured opportunities for students to practice listening to many types of discourse.
- Speaking (interacting with classmates to check comprehension and share reactions) helps students to become skilled listeners.
- There is a difference between *practicing* listening comprehension and *testing* listening comprehension. To practice listening comprehension requires constant checking of comprehension through ex-



ercises that support students' understanding. Testing comprehension, on the other hand, involves memory more than comprehension.

- Listening skills are taught *implicitly* throughout each unit. The comprehension exercises are designed to give practice in such listening skills as predicting, identifying main idea and details, getting the gist, guessing meaning from context, summarizing, making inferences, and note taking.
- Speaking skills are taught *implicitly* through the listenings, which are used as models of functional language or conventional style. Then, in the Style section, speaking skills are taught *explicitly* through analysis, explanation, and guided practice.
- The teaching of speaking begins at the start of each unit (often with the first Prediction exercise), continues throughout the unit (with categorizing and ranking activities, interviewing, games, pronunciation practice, comparing answers and discussing differences, sharing options), continues through the Style section (with explicit functional skills and structured practice), and culminates in the Speaking Topics section, where students use their speaking skills in such creative activities as role plays, case studies, debates, radio announcements, and presentations.
- Listening and speaking skills are cultivated in every section of every unit, including vocabulary, comprehension, and grammar.
- In the Fieldwork section, the listening/speaking integration becomes even more important as students are asked to conduct research through surveys, in-person and telephone interviews, and films, and then integrate ideas from these sources into their own oral presentations.

## GRAMMAR

Grammar is presented through content, and content drives the organization of the texts. Instead of the units being arranged to fit a grammatical sequence, the grammatical points that are presented are those that appear in the listening and reading texts or those that are useful for discussing and writing about the topics. The grammatical points have also been selected to match the proficiency level of the students.

Students learn grammatical structures more effectively when those structures appear in a context. The larger thematic frame gives students more opportunities to encounter and work with structures. Moreover, this natural redundancy helps students acquire new structures more effectively.

The grammar section of each unit is not intended to be an exhaustive treatment of a grammatical point. Rather, it is an opportunity for students to focus on a new or familiar point within the context of the unit. Teachers and students can use the grammar section either as the first step or as a review.

Grammar is treated both inductively (through discovery) and deductively (through explanation). First, students answer questions about examples in order to discover the form, usage, and meaning of the grammar. Next, they read an explanation of the point, with examples in the thematic context of the unit. Finally, students practice the structures in exercises related to the content of the unit. This approach is the most effective way to help students learn to produce new structures in both speaking and writing.

## VOCABULARY

- Vocabulary is reinforced throughout the unit as a natural outgrowth of teaching language through both content and integrated skills. The same words and phrases are likely to be embedded in the material. At the same time, students tend to need and use these same vocabulary items as they produce language.
- Vocabulary is taught both directly and indirectly. In both Sections 2 and 5, exercises get students to study vocabulary—meaning, usage, word forms. In many of the other exercises (grammar, style, speaking/writing topics, fieldwork), the vocabulary reappears but is not the focus of the exercise.

- In Sections 2 and 5, different types of vocabulary have been selected for study. In some cases, the vocabulary has been chosen for its relevance in discussing the topic/theme. In other cases, the vocabulary is essential for comprehension of a listening or reading text, so the focus becomes preteaching vocabulary for comprehension. In Section 5, vocabulary work takes on a different focus, as words are reviewed and studied in more depth. In this section, students are asked to go beyond the vocabulary presented in the text and explore new items.
- In the listening/speaking strand, a particular effort has been made to focus on idiomatic and informal expressions that are common in spoken English.
- If both the listening/speaking and reading/writing books are used, there will be a natural redundancy of vocabulary across the strands. While studying the two related topics in the two books, students will encounter (while listening or reading) and need to use (in speaking and writing) many of the same words and expressions.

### **THE TEACHER'S MANUAL**

Each *NorthStar* Teacher's Manual provides the following:

- An introduction specific to the book (Teaching the Unit) that gives general instructions for teaching each section of every unit
- Directions for setting up each activity, including various ways in which an instructor might approach the readings (in *NorthStar: Focus on Reading and Writing*) and listenings (in *NorthStar: Focus on Listening and Speaking*)
- Suggestions for Variation/Expansion activities for each exercise
- Suggested teaching times for each section
- Unit-by-unit ideas for integrating across the listening/speaking and reading/writing strands
- Instructions on how to apply the language and skills practiced in the classroom outside the classroom

# TEACHING THE UNIT

**Note:** Activities 1–4 are essential for understanding the topic. However, you may want to select among activities 5–7. Time for the whole unit: 6–8 hours.

## 1. APPROACHING/PREDICTING THE TOPIC

### A. PREDICTING

Students look at a visual and a title, make predictions about the content of the unit, and begin thinking about the topic. As students give their responses and reactions, you may want to write them on the board. Take care to include all ideas, even inaccurate ones, to open students' minds and encourage the broadest participation. Sometimes, students begin in pairs or small groups, and then get together and share ideas as a class. Keep this activity short.

### B. SHARING INFORMATION

Students work in small groups. There are two formats: students share their experience in response to questions, or they get information by interviewing other students and then share experience. Students should all be talking quite freely. Listen in, encourage, and correct errors in grammar and pronunciation.

The themes explored in this text and in the companion text, *NorthStar: Focus on Reading and Writing*, are often the subject of current news stories. You may wish to link the unit theme to newspaper, magazine, television, or Internet news in this section, in Expanding the Topic (Section 4A) or in Speaking Topic (Section 7A).

## 2. PREPARING TO LISTEN

### A. BACKGROUND

Information on the topic is provided in various formats (reading, quiz, visual). Students usually work individually, then check their answers in pairs. There may be comprehension items that lead to more open-ended reaction questions.

### B. VOCABULARY FOR COMPREHENSION

Vocabulary that is essential for comprehending Listening One is presented in a context that is related to the theme. The format varies: match to a synonym, generate a synonym then check the matching, read a text with highlighted words and match, fill in the blank in a contextualized sentence, and so on. This activity can be done for homework, with class time used to check answers and practice pronouncing the items.

## 3. LISTENING ONE

### A. INTRODUCING THE TOPIC

Before Listening One, students listen to an excerpt in order to begin to immerse themselves in the tone of the piece. They ask or answer questions to predict content or outcome. Sometimes, this is preceded by a few comprehension items. This activity should be kept short.

### B. LISTENING FOR MAIN IDEAS

Suggest that students read the comprehension items first in order to focus on the purpose. The items are designed to be answered after listening one time only. Formats vary, but in each case the authors elicit main ideas as a way of guiding students through the listening.



### **C. LISTENING FOR DETAILS**

Students listen again to Listening One. This time the exercises help them focus on details of the listening. After they finish, students should pair up, identify differences in their answers, then listen again. The questions link students with the material and encourage them to go back to listen again, and really delve into the comprehension. Encourage lots of student-to-student talking.

### **D. LISTENING BETWEEN THE LINES**

This is the most exciting of the comprehension activities. Students are asked to interpret and infer meaning from the listening. This activity may be unfamiliar to you and your students for several reasons, including textbook style, culture and format, especially the fact that there can be only "suggested answers." However, once you become used to these types of items, you and your students may come to look forward to them and find them among the most challenging and interesting.

Pair and groupwork lead to class discussion. Be sensitive to different opinions and encourage students to support their answers, including those that differ from "suggested answers" listed in the Answer Key. You may have to teach students how to approach this activity. If you model a tolerance for ambiguity—a range of possible answers and reasons for them—then students can begin to accept that comprehension is not always black and white. This section is especially important for students with academic goals, as they will be asked inference-level questions by professors in class and on exams, both standardized and teacher-made.

## **4. LISTENING TWO**

### **A. EXPANDING THE TOPIC**

The selections here are often shorter and easier than in Listening One. There is an assumption that comprehension will not be a big issue, so there is no pre-teaching of vocabulary and limited comprehension work. However, if you feel that students need comprehension work, you may wish to add to it here.

The context usually offers a new or different perspective on the topic, and is often presented in a different genre of text, for example, if Listening One is an interview, Listening Two may be a commentary. The purpose is to add another layer of content to the topic. With this extension, students are better prepared to dive into interpretive tasks that require a higher level of thinking.

### **B. LINKING LISTENINGS ONE AND TWO**

This is another high point of the unit, as it asks students to use their newly acquired expertise to reflect on the content of the two listenings to explicitly relate the two pieces, consider consequences, and distinguish and express points of view, thereby arriving at a deeper understanding of the topic. They should now have new vocabulary and new ideas to discuss the topic at a level considerably beyond the Predicting (Section 1A) and Sharing Information (Section 1B) activities at the opening of the unit.

Students work in groups or pairs, discussing their answers. Only rarely are there suggested answers. Then, in a teacher-directed class discussion, you should encourage multiple, thoughtful answers, allowing students to reflect on the content.

## **5. REVIEWING LANGUAGE**

This section provides students with another chance to work with words from the listenings but for a different purpose. Rather than focusing on ideas per se, the activities concentrate on the study of language, words, and forms. Most of these activities require student-to-student interaction in class.

### A. EXPLORING LANGUAGE

Here students are asked to work with and expand on a particular aspect of spoken language that occurs in one or both listenings, for example, word forms, reductions with the auxiliary *have*, prefixes meaning *not*, categorization, or word stress of phrasal verbs. Encourage students to explore and have fun.

### B. WORKING WITH WORDS

This exercise may build on the previous one (Section 5A). In such activities as synonyms and fill-ins in new contexts, students are asked to expand on the vocabulary they have explored. The focus is on spoken practice of theme vocabulary, idioms, and other useful expressions.

## 6. SKILLS FOR EXPRESSION

### A. GRAMMAR

This section is not meant to be exhaustive, but rather to reinforce or illustrate a grammatical point that can be useful in discussing the topic. You will probably want to supplement this activity with material from a grammar book. All points are keyed to Addison Wesley Longman's *Focus on Grammar, Advanced*.

If the grammatical point is not new, the activity serves as a contextualized review. On the other hand, if the point is new, it can serve as a means of assessing student needs. There are useful oral activities that need to be done in class.

The section follows this format: (a) Students look at the example and deduce or discover the function and meaning of the grammatical point. (b) They verify their suppositions with explanations and examples. (c) Students practice the grammar in the context of the unit topic. Note that the focus is on oral practice of useful grammatical forms.

### B. STYLE

Students are introduced to functional language from the listening or functional language that is useful for discussing the topic. The exercise has a three-part format: a statement of how the function is used, a list of gambits, and a speaking exercise to practice the function in context. Have students work in pairs or small groups. Encourage them to take risks and have fun.

## 7. ON YOUR OWN

### A. SPEAKING TOPIC

Speaking assignments are meant to stimulate students to use the information, ideas, vocabulary, grammar, and functional gambits from the unit, so you should explicitly encourage them to do this. The exercises will elicit a higher level of language and a more confident mode of expression than students were capable of at the start of the unit. Point out how students have improved, and correct errors on the spot during or immediately following the activity, or tape the class or take notes in order to correct errors later.

### B. FIELDWORK

The fieldwork activities call for application outside the classroom of the language and skills practiced inside the classroom. The results, therefore, may bring up new perspectives on the theme. This activity is usually done in pairs or small groups, with later reporting to the whole class.

In the research phase, students go outside of the classroom, using their knowledge and skills to gather data from personal interviews, library research, telephone or Internet research, and/or personal observa-

tion. In the reporting phase, they select, organize, and critique the information in some kind of oral report. In the EFL environment, the research may have to be conducted in the native language, with the reporting phase in English. In the ESL environment, both research and reporting can be conducted in English, and you may need to guide students in locating and navigating research sources.

### **TAPING AND MAKING TRANSCRIPTIONS**

**Purpose:** To increase students' awareness of language errors, provide opportunities for self-correction, and close the gap between what students want to say and what they can say.

**Procedure:** Audiotaping student conversations and reports is especially useful in the pronunciation activities in Section 5A and in Section 7, where students have an opportunity for extensive oral production. Tape the conversation, role-play, or report, then record your feedback, modeling correct pronunciation. You can also transcribe a portion for use as an error-correction activity. Use blanks or underscoring to indicate errors, then have students correct their mistakes and appreciate how their language is improving. Occasionally, it may be interesting to have students transcribe small bits of their own language for the same purpose.

Or, you may want to videotape an activity. Play it back, eliciting oral and written comments about students' own language and feelings about seeing themselves speaking English. Follow this with some error correction on the board.

### **WORKING ACROSS THE STRANDS**

If students are using both the Listening/Speaking book and the Reading/Writing book, you will notice an increased depth in both their discussion and their writing. Ideas and vocabulary will serve to reinforce each other. To elicit connections, ask explicitly how the ideas relate to one another, particularly in the Linking (Section 4B) and Speaking/Writing topics (Section 7A). To promote the use of new words, make a vocabulary list from both strands and remind students to refer to it.

Whether you are working alone or with other teachers, you may want to pick and choose from the On Your Own activities. If time allows, you can do both a Speaking (in class) and a Writing (at home) topic. You probably will want to select one fieldwork assignment. Consider what best fits your students and the environment.

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# UNIT 1: THE INTERNET AND OTHER ADDICTIONS

**Summary:** This unit deals with Internet addiction and whether it can be considered a true addiction. Listening One is an interview with a counselor who treats college students who spend endless hours with their computers. Listening Two is a heated debate between two doctors who argue whether it is possible to be addicted to the Internet.

The companion unit on the theme of addiction in *NorthStar: Focus on Reading and Writing* deals with the life story of a baseball player, Mickey Mantle, who suffered from alcoholism, one of the most destructive and pervasive addictions of our time.

## 1. APPROACHING THE TOPIC, page 1

### A. PREDICTING

*Suggested Time: 5 minutes*

**Focus:** To get students thinking about the impact of addictions on a person's home life; to predict the content of the unit based on the title, the cartoon, and students' prior knowledge of addiction.

**Setup:** Ask students to read the title and the cartoon. Check comprehension and answer any vocabulary questions. Have students pair up with a neighboring classmate to discuss their responses. Have pairs report back to the class.

**Variation:** As a class, you may want to elicit responses and write them on the board. Students may want to refer to these notes in the subsequent exercises (Sections 2A and 3A) to check the accuracy of their initial predictions.

### B. SHARING INFORMATION

*Suggested Time: 20 minutes*

**Focus:** To encourage free discussion of students' knowledge of and experience with addiction.

**Setup:** Have students (of varied backgrounds and ages, if possible) form groups to discuss the questions and make a list of addictions. Have the groups share their lists and any interesting insights or ideas with the class.

**Variation/Expansion:** You may want to ask students to bring in articles relating to addictions. **Link to NorthStar: Focus on Reading and Writing:** Students using the companion text may want to discuss Mickey Mantle in response to question 2 (describing an addict).

## 2. PREPARING TO LISTEN, page 2

### A. BACKGROUND

*Suggested Time: 15 minutes*

**Focus:** To give students more information about the nature of addictions and the Internet; to awaken interest in and aid comprehension of the listening that follows.

**Setup:** Have students read the text individually. Check comprehension by asking the class the following questions: *What are some possibly addictive activities? What is the Internet? How are people "abusing" it?* Then have students read and react to the statements individually before they form pairs to discuss their opinions. During this activity, encourage students to discuss their ideas fully, challenging any assumptions they may make about addictions and addicts.

**Variations:** (1) You may want to assign the reading as homework. Then students can discuss their opinions as a class. (2) You could convert this into a listening exercise by reading the text aloud as students listen. Check their comprehension with the questions listed above in Setup. (3) This reading can be used as an information gap. Photocopy the text and then cut out the paragraphs. Pair stronger and weaker students. Give each student a different paragraph to read and take notes on. With only notes in hand, have students explain their paragraphs to their partners. To check comprehension, have students respond to the questions listed above in Setup. (4) To add challenge to the discussion, insist that the students come to a consensus on the issue of Internet addiction.

## B. VOCABULARY FOR COMPREHENSION

*Suggested Time: 15 minutes*

**Focus:** To acquaint students with vocabulary that is often used when discussing addictions and the Internet; to give students more context for the listening about Internet addiction; to aid comprehension of the listening.

**Setup:** Ask students to read the whole text before matching the definitions. Go over the answers as a class, with students reading them aloud so you can correct pronunciation.

**Variations:** (1) You may want to assign the exercise as homework, then use class time to check answers and correct pronunciation. (2) To help students memorize vocabulary, have them work in pairs to quiz each other on the definitions. One is the teacher; the other is the student. Then they switch roles.

## 3. LISTENING ONE: INTERVIEW WITH AN INTERNET ADDICTION COUNSELOR, page 5

### A. INTRODUCING THE TOPIC

*Suggested Time: 10 minutes*

**Focus:** To help students predict the contents of the interview.

**Setup:** Have students listen to the beginning of the interview and then write three questions they expect to hear asked. Ask students to share their questions as you write them on the board. Encourage them to use the vocabulary from Section 2B by writing the list of words on the board.

**Expansion:** (1) If after the interview, some of the students' questions remain unanswered, ask them to imagine how Dr. Jonathan Kandell might respond. (2) **Link to NorthStar: Focus on Reading and Writing:** If your students are using the companion text, you may want to include on the board vocabulary from that unit's Section 2B.

### B. LISTENING FOR MAIN IDEAS

*Suggested Time: 20 minutes*

**Focus:** To help students listen for the main ideas in an extended interview.

**Setup:** Have students read the questions before listening to Parts One and Two. Play the tape only once. Have students take notes as they listen. Then have students compare answers in pairs and check them with the class.

**Variation:** To add challenge, convert this into a note-taking activity. With books closed, have students take notes using a divided page: Main Ideas/Supporting Details. Introduce gambits students can use to compare notes (*I understood . . . / I got . . . / Did you get . . .*) and write them on the board for students' reference. Then have students pair up with a neighboring classmate to compare notes. When finished, students can open their books and answer the questions, or continue on to Listening for Details.

### C. LISTENING FOR DETAILS

*Suggested Time: 20 minutes*

**Focus:** To get students to listen again, this time for specific pieces of information.

**Setup:** First have students read the questions, answering the ones they already know. Play the interview again, letting students compare answers after each part. If disagreements arise, replay the segment rather than giving the answer. In some cases, students may even want to listen a third time.

**Variation:** To challenge very advanced students, you may present this exercise as a "memory test." Have them answer the questions before listening, then let them listen a second time to check and/or flesh out their answers.

### D. LISTENING BETWEEN THE LINES

*Suggested Time: 25 minutes*

**Focus:** To encourage students to interpret information and make inferences about the nature of Internet addiction; to encourage students to think and consider several possibilities in their responses.

**Setup:** Have the students read the questions before they listen to the excerpt. Allow them a few minutes to think about their responses before discussing them with a partner. If there is disagreement, welcome it. Encourage students to support their point of view with details from the listening. To enrich this discussion try to pair students from different cultural backgrounds and varying ages if possible.

**Variations/Expansion:** (1) To teach students to infer meaning and look for a range of answers, you may



want to do one excerpt as a class before playing the others. Encourage a range of responses by writing all students' ideas on the board. Emphasize that it is possible for students to have varying opinions as long as their reasoning is sound. (2) You may want to expand this activity by having students play the role of an Internet-addiction counselor. Ask the students: *What kinds of questions would the counselor ask to identify whether a person is addicted? How would an addict (versus a heavy user) respond?* After students have brainstormed questions and responses, have them role play an interview between an addiction counselor and a client with a possible Internet addiction. **Link to NorthStar: Focus on Reading and Writing:** Ask your students using the companion text to read the question for Excerpt Three and think about what happened to Mickey Mantle's social skills as he became addicted to alcohol.

#### **4. LISTENING TWO: IS "INTERNET ADDICTION" A REAL ILLNESS? A DEBATE, page 8**

##### **A. EXPANDING THE TOPIC**

*Suggested Time: 20 minutes*

**Focus:** To explore differing views of the nature of addiction, obsessive behavior, and Internet use; to offer practice in listening to a debate.

**Setup:** Have students read the introductory paragraph and the chart individually. The first time you play the tape, tell students just to listen. Perhaps they would like to close their eyes to concentrate better. Play the tape again; this time encourage students to take notes. Have students (of different backgrounds and ages, if possible) work together in small groups to discuss the questions in Exercise 2. If there is disagreement, welcome it. Encourage students to support their points of view with details from the debate.

##### **B. LINKING LISTENING ONE AND TWO**

*Suggested Time: 25 minutes*

**Focus:** To get students to remember and synthesize information and to reflect on addictions and Internet use; to apply the language and ideas to the broader question of the nature of addictions and how people struggle to overcome them.

**Setup:** Have students (of different language backgrounds, if possible) form small groups to discuss the questions. Then have them report highlights of their discussions to the class. Take notes on their pronunciation and usage as they present their ideas. After responding to the content of their ideas, write the errors on the board and invite students to correct them. For pronunciation correction, write the words to be practiced on the board, invite the class to identify the stressed syllables, model the pronunciation, and encourage students to practice repeating the words or phrase until they are confident of their own pronunciation.

**Variations:** (1) You may want to have groups of students prepare their thoughts for homework, then report to the class and discuss their views. (2) To promote active use of new words, you may want to list the vocabulary from Section 2B. **Link to NorthStar: Focus on Reading and Writing:** (1) If students are also using the companion book, you may want to include vocabulary from that unit's Section 2B, too. (2) Ask students using the companion text to think about whether the example of Mickey Mantle's addiction would support the theory presented in question 2.

#### **5. REVIEWING LANGUAGE, page 10**

##### **A. EXPLORING LANGUAGE: WORD FORMS**

*Suggested Time: 25 minutes*

**Focus:** To reinforce unit vocabulary; to expand students' vocabulary by deriving variations in word forms; to apply vocabulary in this unit to a new context: a passage about a woman addicted to shopping.

**Setup:** Have students work in small groups (of similar fluency levels) to complete Exercise 1. Encourage them to consult each other and their dictionaries before consulting you. Remind students that there may be multiple answers for some word forms, but that the class is seeking the most commonly used forms. Check the answers as a class, reviewing the pronunciation of the words. For Exercise 2, ask students to read through the whole letter before filling in the blanks. Have students work individually and

then read their answers aloud to check pronunciation. Exercise 3 may be done for homework, then presented to small groups in class.

**Variations:** (1) You may want to assign this section as homework, using class time to check answers and work on pronunciation. (2) To give further practice of the vocabulary in Exercise 1, have students write a paragraph using as many word forms from the chart (on page 10) as possible. Assign this for lab or homework.

#### B. WORKING WITH WORDS

*Suggested Time: 25 minutes*

**Focus:** To give more practice defining and using the vocabulary in this unit.

**Setup:** As a class, practice pronouncing the underlined words and phrases in Exercise 1 and the words being presented in Exercise 2. Then have students work with a partner (of a different language background, if possible) to complete the exercises. Encourage them to consult each other and their dictionaries before consulting you. Check the answers as a class. For Exercise 3, give students a few minutes of preparation time to take notes before they work in pairs (of different fluency levels) to ask and answer the questions using the vocabulary listed. To take advantage of the conversational tone of this exercise, remind students to give each other lots of eye contact and to refer only to their notes, not to the book.

**Variations:** (1) You may want to assign Exercises 1 and 2 as homework, and then use class time to check answers and work on pronunciation. (2) You may want to ask students to create a dialogue between an addict and counselor using the underlined words. They can perform their dialogues for the class.

### 6. SKILLS FOR EXPRESSION, page 15

#### A. GRAMMAR: WISH STATEMENT—EXPRESSING UNREALITY

*Suggested Time: 25 minutes*

**Focus:** To practice using wish statements and express unreality when talking about addictions.

**Setup:** Have students (of different language backgrounds, if possible) work in pairs to examine the dialogue and answer the questions that follow. Ask students to read the grammar explanations silently. Respond to any questions and point out how *wish* and *would* are both stressed in short-answer responses. Model Exercise 2 so that students understand that Student A has the correct information and that Student B must cover the information and only listen to the prompt. When the pairs finish the first part, have them switch roles.

**Variations:** (1) The first part of this section works well for homework. You can answer questions in class before students pair up for Exercise 2. (2) For further practice, offer exercises from *Focus on Grammar, Advanced*.

#### B. STYLE: CHALLENGING AN ARGUMENT

*Suggested Time: 25 minutes*

**Focus:** To guide students in how to challenge an argument; to model heated but polite debate.

**Setup:** Ask students to read the excerpt from the exchange between Drs. Turnbull and Barnes and the list of expressions. Pair (stronger and weaker) students to practice applying the expressions. Remind students that this is an exercise in being contrary and that they should not agree no matter what their personal opinions. Encourage them to dramatize the exchanges, using gestures and eye contact. Encourage risk taking and fun.

**Variation:** To add challenge, you may want students to listen to the tape again and jot down all the expressions for challenging an argument (rather than read the list from the book). Write them on the board for students' reference.

### 7. ON YOUR OWN, page 20

#### A. SPEAKING TOPIC: SIMULATION ACTIVITY

**Focus:** To integrate the concepts, vocabulary, grammar (wish statements), and style focus (challenging and argument) of the unit in a simulation.

**Setup:** Divide the class into three groups. Have each group assign a note taker and a group leader to

facilitate the discussion. Give a time limit (of fifteen minutes) for the discussions. Then have each group report to the class the main points of their session.

**Variations:** (1) As students speak, circulate around the room listening in and jotting down notes on pronunciation and usage errors. At the end of the activity, present your notes—either for the class or for each individual student—and have students correct the errors. Help students work on pronunciation. (2) Each group could do a short five-minute demonstration of its discussion. The rest of the class can watch and jot down all the expressions for challenging an argument they heard during the session. You can also jot down errors and do a short error-correction review before the next group begins.

#### B. FIELDWORK: RESEARCH AND SURVEY

**Focus:** To raise students' consciousness about diagnosis and support services for addicts; to practice survey and reporting skills by conducting a survey on an addiction.

**Setup:** Have students work individually or in pairs to find an Internet-addiction support group. Have them report and reflect on their findings. For the Survey activity, have students form pairs (of their choosing) to adapt the survey and conduct interviews. Students can summarize their findings and present them to the class.

**Variation:** You might want to invite a representative of any addict-support group to speak to the class about its mission and method. Each student can write at least one question to pose to the guest. You may want to review their questions as a class to eliminate redundancy.

**Link to NorthStar: Focus on Reading and Writing:** If students are also using the companion text, you may want to select from the On Your Own activities. If time allows, you could do both a Speaking (in class) and Writing (at home) topic. However, you probably would want to choose one Fieldwork assignment, selecting what fits your students and the environment best. When students write, remind them to use examples and vocabulary from the reading/writing unit on addictions.

For further reading on the topic, the following texts are recommended: *Caught in the Net: How to Recognize the Signs of Internet Addiction—And a Winning Strategy for Success*, by Kimberly Young; and *Life on the Screen*, by Sherry Turkle.

## UNIT 2: THE OLDEST OLD: A LOOK AT CENTENARIANS

**Summary:** This unit deals with centenarians, people over 100 years old, who are still active. Listening One is an upbeat and interesting interview with the director of a residential village for the elderly, who has researched the behavior and attitudes of the oldest old. Listening Two is a radio talk show that introduces four centenarians who exemplify age-defying attitudes and life styles.

The companion unit on the theme of aging in *NorthStar: Focus on Reading and Writing* explores an educational program which integrates old and young generations, and breaks through some age-related stereotypes.

### 1. APPROACHING THE TOPIC, page 23

#### A. PREDICTING

*Suggested Time: 10 minutes*

**Focus:** To get students thinking about very old age and lifelong health habits; to predict the content of the unit based on the title, the photo, and students' prior knowledge of health and old age.

**Setup:** Ask students to read the title and look at the photo. Give the students a few minutes to work in pairs writing down their predictions before they consult the Answer Key. Have pairs report back to the