

北 极 星 英 语 系 列 教 程



# 听说 (基础) 教学参考书

Focus on Listening and Speaking

## NORTHSTAR

Laurie Frazier  
Robin Mills

Basic



清华大学出版社

北极星英语系列教程



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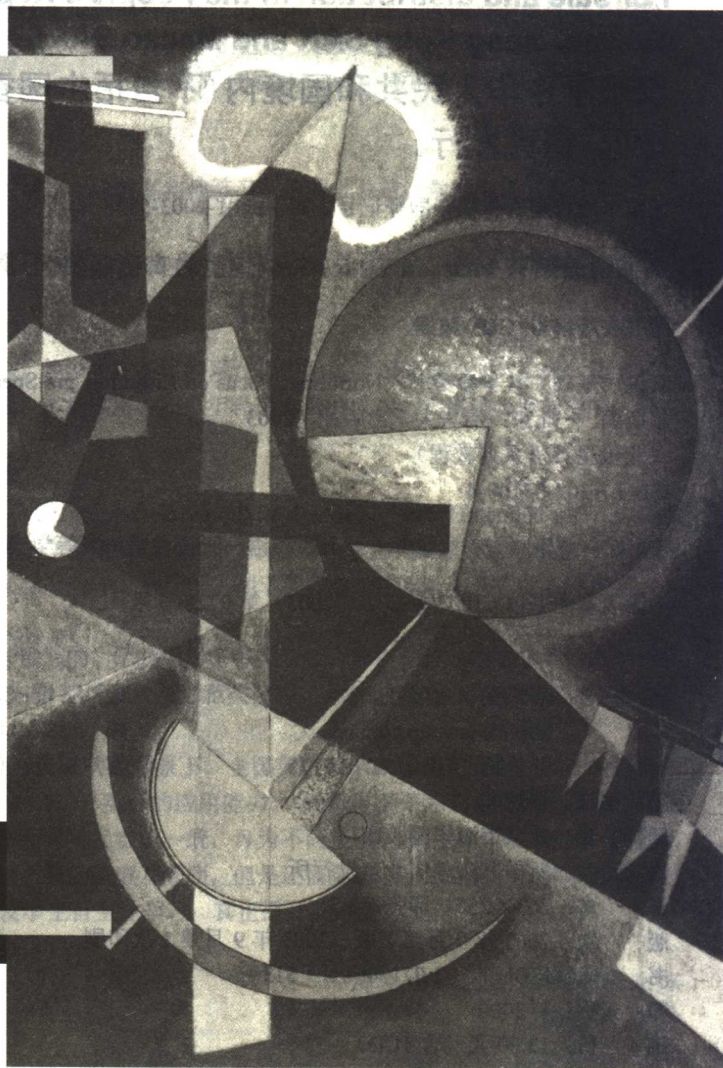
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北京

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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.

sion. To practice listening comprehension requires constant checking of comprehension through exercises 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:** Sections 1–4 are essential. You may want to select among Sections 5–7. Class time for the whole unit: 6–8 hours.

## 1. APPROACHING THE TOPIC

### A. PREDICTING

Students look at a visual and the title of the unit. As students give their responses and reactions to the question or questions, 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 in one of two formats: students share their experience in response to questions, or they get information by interviewing other students and then share their experiences. Students should all be talking freely. Listen in, encourage, and correct errors in grammar and pronunciation.

## 2. PREPARING TO LISTEN

### A. BACKGROUND

To introduce the topic, information is provided in various formats (reading, questionnaire, ranking items, visual). Students usually work on the exercises 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, match words to definitions, read a text with highlighted words and match, fill in the blank in a contextualized sentence, and so on. This exercise can be done for homework, with class time used to check answers and practice pronunciation of the items.

## 3. LISTENING ONE

### A. INTRODUCING THE TOPIC

Before Listening One, students listen to an excerpt to immerse themselves in the tone of the piece and then answer a few comprehension items. Then they ask or answer questions to predict the content.

### B. LISTENING FOR MAIN IDEAS

To focus their listening, have students read the comprehension items first. The items are designed to be answered after listening to the text one time only. Formats vary (multiple choice, checklist, true/false, and so on), but in each case the authors have tried to elicit main ideas as a way of guiding students through the text. You will want to limit students to one listening at this point.

### C. LISTENING FOR DETAILS

Students listen again to Listening One. This time the questions help them focus on the details of the listening. After students finish listening, they should pair up, identify differences in their answers, then listen again. The questions link students with the text and encourage them to relisten 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 text. This activity may be unfamiliar to you and your students for several reasons, including textbook style, culture, and format. Some of the items have more than one possible answer, so the Answer Key can only have "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 group work lead to class discussion. Be sensitive to different opinions and encourage students to support their answers, including those that differ from the "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 selection here is 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. If you feel that students need comprehension work, you may wish to add it here.

The context usually offers a new or different perspective on the topic, and the topic is often presented in a different genre of text; for example, if Listening One is a radio interview, Listening Two may be an informal conversation. The purpose is to add another layer of content to the topic as well as to expose students to a different kind of discourse. With this extension, students are more ready 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, 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 (1A) and Sharing Information (1B) activities at the opening of the unit.

Students discuss their answers in groups or pairs. Only rarely are there suggested answers. Then, in a teacher-directed class discussion, 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 texts, but for a different purpose. Rather than focusing on ideas per se, the activities concentrate on the study of language: pronunciation and vocabulary.

Most of these activities require student-to-student interaction in class since they focus on oral production.

#### **A. EXPLORING LANGUAGE**

Here students are asked to work with and expand on a particular aspect of language that occurs in one or both texts. The focus is on oral practice of contractions, plurals, intonation, and so on.

## B. WORKING WITH WORDS

Here students are asked to explore vocabulary (definitions, usage) and practice new expressions in spoken contexts. All of the items come from the listenings.

## 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, Basic*.

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 exercises to be done in class.

The section follows this format: (1) Students look at the example and guess the function and meaning of the grammatical point. (2) They verify predictions with explanations and examples. (3) They practice the grammar in the context of the unit topic. Again, spoken practice of a grammatical structure is the focus.

### B. STYLE

Students are introduced to functional language that either comes from the texts or is useful for discussing the topic. The section 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. Students work in pairs or small groups.

## 7. ON YOUR OWN

### A. SPEAKING

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, or tape the activity and correct student errors later.

### B. FIELDWORK

In the research phase, students go outside of the classroom, using their knowledge and skills to gather data from personal interviews, library or Internet research, and/or personal observation. In the reporting phase, they select and organize 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.

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.

## **ABOUT INTEGRATING THE NORTHSTAR: FOCUS ON LISTENING AND SPEAKING TEXT WITH THE NORTHSTAR: FOCUS ON READING AND WRITING TEXT**

As you read the teacher's notes for each activity, you will notice that links to *NorthStar: Focus on Reading and Writing* are included in most *Expansion/Variation* notes. These links offer suggestions on integrating the work in both texts so students get the maximum benefit.

## SPECIAL ACTIVITIES

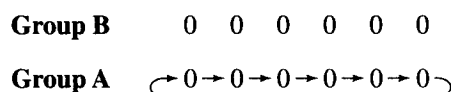
Here is a description of several activities that repeat frequently in the unit notes that follow.

### FLUENCY LINE

**Purpose:** To develop fluency by giving students a chance to repeat the same story, explanation, or opinion to several different people.

**Procedure:** Divide the class in half. Have Group B students line up, side by side, and then have Group A students line up opposite them. Each Group A student then tells the Group B student opposite him or her a story, explanation, or opinion, depending on the assignment. Time the Group A students, giving them a set amount of time to talk. The Group A students must not stop talking, and the Group B students must not interrupt, except to ask for clarification. When you signal, all Group A students must take a step to the right and repeat their comments to their next Group B partner. (The Group A student at the end of the line has to walk around to the far left to find his or her new partner.) The activity continues with you signaling each partner change. You can speed up the process by incrementally reducing the amount of time between partners. At a designated point, the roles are reversed so that B students have an opportunity to talk and A students have an opportunity to listen.

The format of this activity can be modified. For example, you could have students line up in concentric circles instead of lines or have them walk freely around the room, talking with different partners.



### CORRECTION IN ORAL WORK

**Purpose:** To develop students' awareness of inaccuracies in their oral production and to provide them with opportunities for self-correction.

**Procedures:** Self-correction can be promoted in several ways. You will want to vary your strategies, depending on the exercise and the time available. (1) As students are talking, you can use a nonverbal gesture (such as raising a finger, pulling an ear lobe, writing the error on the board) to indicate that a correction is necessary. (2) You may want to take notes that can be used later to create an error-correction exercise. (3) Or, you may want to write down individual student's errors on a chart to have them correct when the activity has finished. There is a sample error chart on page xi, as well as a blank error chart for your use. Give general feedback on the left-hand side; specific feedback on the right-hand side. An index card, divided into three equal parts, can work well, too.

### TAPING AND MAKING TRANSCRIPTIONS

**Purpose:** To promote student awareness of language errors and to provide further opportunity for self-correction.

**Procedure:** Audiotaping student conversations and reports is especially useful in the exercises in Section 7 when students have an opportunity for extensive oral production. Tape the conversation, role play, or report, then transcribe a portion of it for use as an error-correction exercise. Use blanks or underlining 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. Alternatively, videotape an exercise. 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.

### Sample Error Chart

Name <u>Maria R.</u>		Class <u>English 101</u>	
↑ above average → average ↓ lower than average		<b>Pronunciation/Stress</b>	<b>Grammar/Vocabulary</b>
fluency ↑ accuracy → pronunciation ↓		<u>these</u> /ð/ <u>think</u> /θ/ rural /r/	Yesterday, they <u>say</u> ... The students work <u>s</u> together... ... <u>much</u> problems They needed <u>dollars</u> cash.
<b>Notes</b> You're speaking more. Be sure to speak loudly, too.			

### Blank Error Chart

(You may want to photocopy this chart for your own classroom use.)

Name _____		Class _____	
↑ above average → average ↓ lower than average		<b>Pronunciation/Stress</b>	<b>Grammar/Vocabulary</b>
fluency accuracy pronunciation			
<b>Notes</b>			

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## UNIT 1: OFFBEAT JOBS

**Unit Summary:** This unit is about uncommon jobs and job satisfaction as well as the interests and skills people bring to their work. Listening One is an excerpt of a game show in which a contestant must guess a person's job. Listening Two features short personal statements by a window washer and a professional shopper.

The companion unit of *NorthStar: Focus on Reading and Writing* deals with finding satisfying work by identifying important personal and job characteristics.

### 1. APPROACHING THE TOPIC, page 1

#### A. PREDICTING

*Suggested Time: 10 minutes*

**Focus:** To get students thinking about the skills, responsibilities, and educational requirements that are required by certain jobs and the salaries these jobs command; to invite students to think about unusual work situations.

**Setup:** Have students study the illustration and the title, then take a moment or two to think about the questions before discussing them. As students answer the questions, write the answers on the board to encourage broad participation.

**Variation/Expansion:** (1) Have students work in pairs or share answers in small groups, then report their ideas to the class. (2) You may want to ask students their ideas about common and unusual (off-beat) jobs. List them on the board.

#### B. SHARING INFORMATION

*Suggested Time: 20 minutes*

**Focus:** To focus students' attention on criteria that are important in job selection.

**Setup:** Ask students to **complete the questionnaire** individually, then discuss their answers in small groups. Encourage students to talk about how important **each item** is to them personally.

**Variations/Expansion:** (1) In pairs, students interview each other about how important each item is, using questions such as "How important is the salary to you?" or "How important are work hours?" Circulate, helping students as necessary with questions and vocabulary. (2) Write the seven items on the board. Ask how many students thought salary was the most important criteria and write the number next to the item. Continue for the remaining six items. Encourage students to discuss what they agree and disagree about. **Link to NorthStar: Focus on Reading and Writing:** If students are also using the companion text, you may want to have them use the list of criteria from Section 1B in the listening/speaking text to generate a questionnaire similar to Section 1B in the reading/writing text.

### 2. PREPARING TO LISTEN, page 2

#### A. BACKGROUND

*Suggested Time: 15 minutes*

**Focus:** To discuss jobs in terms of the skills they require and the interests they appeal to; to awaken interest in and aid comprehension of the listenings to come.

**Setup:** Have students read the introductory paragraph and the lists of words that describe jobs and people. Answer any questions. Have students complete the chart individually, then discuss what they have written with another student.

**Variations:** (1) Students can complete this exercise as a class. (2) You may want to assign this section as homework. Then have students discuss their answers in pairs or small groups.

#### B. VOCABULARY FOR COMPREHENSION

*Suggested Time: 15 minutes*

**Focus:** To introduce work vocabulary and related ideas to aid comprehension of the listening text.

**Setup:** Have students complete the definitions individually, then compare their answers with a partner (of similar fluency).

**Variation/Expansion:** (1) Have students read sentences and answers out loud, then discuss vocabulary in the context of the students' native cultures and everyday lives. For example, discuss factories and jobs, game shows they may watch or that may be popular, what common/offbeat jobs they have heard of, what kinds of food flavors and tastes they like, and so on. (2) You may want to assign this section as homework, then have students discuss their answers in pairs or small groups.

### 3. LISTENING ONE: WHAT'S MY JOB? page 5

#### A. INTRODUCING THE TOPIC

*Suggested Time: 10 minutes*

**Focus:** To establish the context and tone of the listening text: game show, host, contestant; to elicit predictions about the content of the show.

**Setup:** Have students read the questions, listen to the text, then select and compare their answers.

#### B. LISTENING FOR MAIN IDEAS

*Suggested Time: 10 minutes*

**Focus:** To help students listen for the main ideas about Peter's offbeat job (ice-cream taster).

**Setup:** Have the students read the statements, then fill in the blanks as they listen. To help concentration, invite students to close their eyes during the listening. Have students compare their answers to those of a partner, then check them as a class. If they disagree, have them give reasons for their answers.

#### C. LISTENING FOR DETAILS

*Suggested Time: 15 minutes*

**Focus:** To get students to listen carefully again, this time for specific information about Peter's job.

**Setup:** First, have students read the sentences, marking the ones they already know are true or false. Play the segment again, letting students compare answers after every two or three items. If disagreements arise, replay the segment rather than simply giving the answer.

**Variation/Expansion:** Have students correct the false statements. **Link to NorthStar: Focus on Reading and Writing:** If students are also using the companion text, you may want to have them use the questions raised in Reading One to talk about Peter: *What does he like to do? What does he do well? What is his job setting like? What are his job rewards?*

#### D. LISTENING BETWEEN THE LINES

*Suggested Time: 20 minutes*

**Focus:** To encourage students to make inferences based on tone of voice and word choice; to encourage students to listen beyond the literal meaning of the words.

**Setup:** Have students read the questions, then listen to the excerpt. Elicit the answer to question 1 ("difficult"), then elicit various answers to question 2. Focus students' attention on how tone of voice (sarcasm, in this case) affects meaning in English. Thus, "difficult" here really means the opposite. Then move on to questions 3 and 4, eliciting a variety of opinions. Probe for reasons. Have students do Excerpt Two, first in pairs, then as a class. Again, focus their attention on tone of voice and how it affects meaning. Elicit a range of answers.

**Variation:** Have students answer the questions individually, then compare with a partner or the class.

### 4. LISTENING TWO: MORE OFFBEAT JOBS, page 7

#### A. EXPANDING THE TOPIC

*Suggested Time: 5 minutes*

**Focus:** To add to students' understanding of less common jobs and job satisfaction; to give students practice listening to short pieces with different voices.

**Setup:** For Exercise 1, have students answer the questions about the photos in small groups or as a class. Then play the tape and invite students to complete Exercise 2, then check their answers in pairs. Play the tape again so students can complete the chart in Exercise 3. Walk around the room and assist as needed.

**Variation:** You may want to have students listen to the tape once and then complete the exercises individually. They can share answers, then listen to the tape again to confirm their answers.

#### B. LINKING LISTENINGS ONE AND TWO

*Suggested Time: 15 minutes*

**Focus:** To get students to express opinions about the jobs featured in Listenings One and Two.

**Setup:** Have students think about how they would answer the questions, then divide the class into small groups to discuss their answers. The small groups can report the highlights of the discussion to the class, which you can note on the board.

**Variations/Expansion:** (1) Work with the whole class, getting students to listen and respond to one another's ideas. Encourage the use of vocabulary from Sections 2A and 2B by listing it on the board and referring students to it. Correct pronunciation and usage errors orally and on the board. (2) You may want to have groups of students prepare their thoughts for homework, then report to the class and discuss their opinions. **Link to NorthStar: Focus on Reading and Writing:** If the students are also using the companion text, you may want to have them write answers for the ice-cream taster, the window washer, and the professional shopper following the format in Section 4B of that text.

### 5. REVIEWING LANGUAGE, page 9

#### A. EXPLORING LANGUAGE: SYLLABLE STRESS

*Suggested Time: 15 minutes*

**Focus:** To develop awareness and provide practice of appropriate syllable stress.

**Setup:** Have students listen to the examples on the tape. Then they can listen and complete the exercise. Students can show what they have marked to a partner before listening again. For Exercise 2, have students work in pairs and show each other the answers after a bit of practice. Circulate as necessary to help with pronunciation and appropriate stress.

**Variation/Expansion:** After students complete Exercise 2, have them brainstorm a list of words. Write them on the board. Then have students practice pronouncing these words with appropriate stress, first as a class, then individually. **Link to NorthStar: Focus on Reading and Writing:** If students are also using the companion text, you may want to have them practice syllable stress with the words in Section 5A of that text. Try giving students rubber bands to stretch as they pronounce the lengthened syllable.

#### B. WORKING WITH WORDS

*Suggested Time: 25 minutes*

**Focus:** To work with unit vocabulary in context by supplying synonyms, then using these new words in conversation.

**Setup:** For Exercise 1, have the students work in pairs: one student is A, the other student is B. They should practice until Student B is comfortable enough with the lines to say them without using the text. The pairs then switch roles. For Exercise 2 have students take a new partner and practice.

**Variation/Expansion:** (1) Have students role play the conversation paying attention to stress and intonation. (2) You may want to divide the class into two groups: one half reads the part of A, the other half reads the part of B. **Link to NorthStar: Focus on Reading and Writing:** If students are also using the companion text, you may want to have them write any new vocabulary they have learned in Section 5B of both texts in a notebook.

### 6. SKILLS FOR EXPRESSION, page 12

#### A. GRAMMAR: DESCRIPTIVE ADJECTIVES

*Suggested Time: 25 minutes*

**Focus:** To have students practice using descriptive adjectives to talk about jobs.

**Setup:** In Exercise 1, have students read the examples, then answer the questions. Ask them to read the grammar box silently. For Exercise 2, have students work in pairs (of similar language ability). Have two students read the example so that the roles are clear: one makes a statement, the other comments.

Walk around and cue students to correct their own errors in grammar, vocabulary, and pronunciation. Remind them to switch roles halfway through. For Exercise 3, students work in a small group.

**Variations/Expansion:** (1) For Exercise 2, you may want to have students brainstorm a list of jobs. Write them on the board for students to make sentences. (2) For Exercise 3, have all the students in a small group warm up for the activity by writing down jobs and sentences before they speak. They should not refer to their notes while speaking. (3) For further practice, offer exercises from *Focus on Grammar, Basic*. **Link to NorthStar: Focus on Reading and Writing:** If students are also using the companion text, you may want to have them use the e-mails in Sections 5B and 6A (Exercise 1) of that text as models for writing a new e-mail from either the ice-cream taster, the window washer, or the professional shopper.

#### B. STYLE: SMALL TALK

*Suggested Time: 20 minutes*

**Focus:** To help students engage in small talk, especially about other people's jobs and interests.

**Setup:** Read the introductory statement and the phrases in the box aloud to the class. Divide the students into pairs to complete the conversations in Exercise 1. For Exercise 2, have students mingle to ask about each others' interests. Then have the students sit down. Ask one student to stand up. Ask another student who interviewed him or her to introduce the person.

**Variation/Expansion:** (1) You may want to use a fluency line (see page x) with students. (2) For Exercise 2, students can make a chart. Across the top of a blank sheet of paper they should write three questions: *What's your name? What do you do? What do you like to do?* Down the left side they can make a list of students in the class. Have them walk around the room and talk to other students to complete the chart.

### 7. ON YOUR OWN, page 14

#### A. SPEAKING TOPICS: A SKILLS AND INTERESTS INTERVIEW

*Suggested Time: 25–30 minutes*

**Focus:** To extend students' ability to interview and discuss jobs, especially in a less controlled situation.

**Setup:** Read the directions to students. Have students work on the chart individually and then with a partner (sitting next to them). Before doing Exercise 2, have students brainstorm different kinds of jobs. Write these words on the board for students to refer to while doing the exercise. Students can do Exercise 3 as a class. Be sure that they understand that they are to listen for students whose skills and interests are similar to their own and write down this information.

**Expansion:** After students have completed Exercise 2, group students of similar inclination together and have them discuss what they do with their particular skills and interests. **Link to NorthStar: Focus on Reading and Writing:** If students are also using the companion text, you may want to have them use the e-mails in Sections 5B and 6A of that text as the basis for a role play. One student is Jenny, the other Christina. Encourage Jenny to ask questions. Christina answers according to the information in the e-mails.

#### B. FIELDWORK

*Suggested Time: 30–50 minutes in class, 1–2 hours outside*

**Focus:** To go outside of the class and do research on a particular job.

**Setup:** Before completing the activity, brainstorm with students about where they could go for information. Then students can go to the library or look on the Internet to get information. When they have found the information, they can report back to the class about it. While students listen to their classmates' reports, encourage them to listen for which job sounds most interesting, most relaxing, and any other criteria you establish.