

北极星英语系列教程



# 读写 (中级)

学生用书

Focus on Reading and Writing

## NORTHSTAR

Laurie Betta  
Carolyn DuPaquier Sardinas

Intermediate



清华大学出版社

北 极 星 英 语 系 列 教 程



# 读写 (中级)

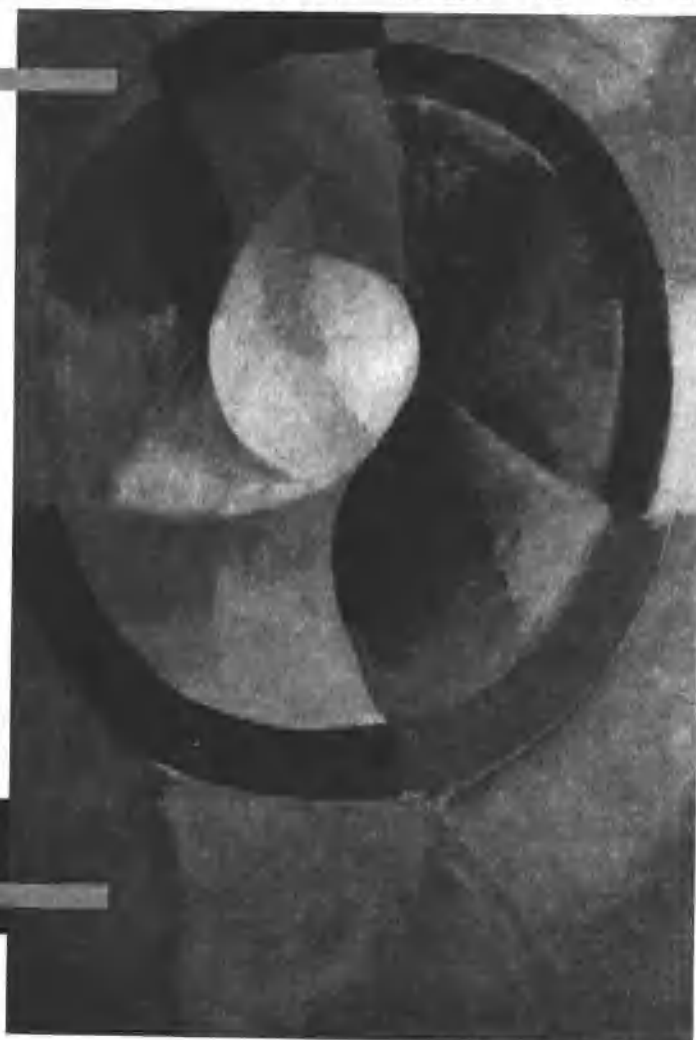
## 学生用书

Focus on Reading and Writing

# NORTHSTAR

Laurie Betta  
Carolyn DuPaquier Sardinas

Intermediate



清华大学出版社  
北京

English reprint edition copyright © 2003 by PEARSON EDUCATION ASIA LIMITED and TSINGHUA UNIVERSITY PRESS.

Original English language title from Proprietor's edition of the Work.

Original English language title: NorthStar: Focus on Reading and Writing, Intermediate, by Laurie Betta & Carolyn DuPaquier Sardinas, Copyright © 1998

All Rights Reserved.

Published by arrangement with the original publisher, Pearson Education, Inc., publishing as Addison Wesley Longman, Inc.

This edition is authorized for sale and distribution only in the People's Republic of China (excluding the Special Administrative Region of Hong Kong, Macao SAR and Taiwan).

本书影印版由培生教育出版集团授权给清华大学出版社出版发行。

**For sale and distribution in the People's Republic of China exclusively (except Taiwan, Hong Kong SAR and Macao SAR).**

**仅限于中华人民共和国境内(不包括中国香港、澳门特别行政区和中国台湾地区)销售发行。**

北京市版权局著作权合同登记号 图字: 01-2003-5374

本书封面贴有 **Pearson Education** (培生教育出版集团) 激光防伪标签, 无标签者不得销售。

图书在版编目(CIP)数据

读写(中级)学生用书 = NorthStar: Focus on Reading and Writing, Intermediate / (美) 贝特, (美) 萨丁纳斯编. —北京: 清华大学出版社, 2003

(北极星英语系列教程)

ISBN 7-302-07104-7

I. 读… II. ①贝… ②萨… III. ①英语—阅读教学—高等学校—教材 ②英语—写作—高等学校—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2003) 第 072455 号

出 版 者: 清华大学出版社

<http://www.tup.com.cn>

社总机: (010) 6277 0175

地 址: 北京清华大学学研大厦

邮 编: 100084

客户服务: (010) 6277 6969

组稿编辑: 徐梦非

印 刷 者: 清华大学印刷厂

发 行 者: 新华书店总店北京发行所

开 本: 203×255 印张: 15 插页: 28

版 次: 2003 年 9 月第 1 版 2003 年 9 月第 1 次印刷

书 号: ISBN 7-302-07104-7/H·517

印 数: 1~7000

定 价: 35.00 元 (含 2CD)

# 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

*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 perfor-

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

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

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

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

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

## DESIGN OF THE UNITS

For clarity and ease of use, the listening/speaking and reading/writing strands follow the same unit outline given below. Each unit contains from 5 to 8 hours of classroom material. Teachers can customize the units by assigning

some exercises for homework and/or skipping others. Exercises in sections 1–4 are essential for comprehension of the topic, while teachers may want to select among the activities in sections 5–7.

### 1. Approaching the Topic

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

### 2. Preparing to Listen/Preparing to Read

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

### 3. Listening One/Reading One

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

### 4. Listening Two/Reading Two

Here students work with a tape or text that builds on ideas from the first listening/reading. This second tape or text contrasts with the first in viewpoint, genre, and/or tone.

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

### 5. Reviewing Language

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

### 6. Skills for Expression

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

### 7. On Your Own

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

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

## AN INVITATION

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

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

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

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

## ACKNOWLEDGMENTS

We would like to express our deep appreciation to Carol Numrich, Debbie Sistino, Allen Ascher, Luis Sardinas, Pete Dupaquier, Carolyn Reno, and our other colleagues at the American Language Program at California State University, Fullerton.

Laurie Betta  
 Carolyn DuPaquier Sardinas



# CONTENTS

	Introduction	v
<b>1</b>	<b>THE WORLD OF ADVERTISING</b>	<b>1</b>
	Theme: Advertising	
	Reading One: Advertising All Over the World	4
	Reading Two: Changing World Markets	9
	Grammar: Contrast—Simple Present Tense and Present Progressive	14
	Style: Paragraph Development	16
<b>2</b>	<b>TELECOMMUTING: GOING HOME TO WORK</b>	<b>21</b>
	Theme: Travel	
	Reading One: Going Home to Work	25
	Reading Two: Help Wanted	31
	Grammar: Modals and Related Verbs That Show Ability	38
	Style: Letter Writing	40
<b>3</b>	<b>A MIRACLE CURE?</b>	<b>45</b>
	Theme: Fraud	
	Reading One: A Miracle Cure	50
	Reading Two: The Organic Health Center	54
	Grammar: Adjectives—Superlatives	60
	Style: Summary Writing	63
<b>4</b>	<b>THE METAMORPHOSIS</b>	<b>67</b>
	Theme: Insects	
	Reading One: The Metamorphosis	71
	Reading Two: Ungeziefer	77
	Grammar: Infinitives of Purpose	81
	Style: Paraphrasing	84
<b>5</b>	<b>SPEAKING OF GENDER...</b>	<b>87</b>
	Theme: Language	
	Reading One: Different Ways of Talking	91
	Reading Two: Speaking of Gender	98
	Grammar: Using Modals for Requests	103
	Style: Comparing and Contrasting	106

<b>6</b>	<b>BREAKING THE SURFACE</b>	<b>111</b>
Theme:	AIDS	
	Reading One: The Last Dive	115
	Reading Two: PAWS-LA	121
Grammar:	Past Progressive and Simple Past Tense	126
Style:	Using Narration	129
<b>7</b>	<b>CARS: PASSION OR PROBLEM?</b>	<b>135</b>
Theme:	Cars	
	Reading One: Cars: Passion or Problem?	139
	Reading Two: New Car Technology	144
Grammar:	Future Time Clauses	149
Style:	Parallel Structure	152
<b>8</b>	<b>ALWAYS IN FASHION</b>	<b>157</b>
Theme:	Fashion	
	Reading One: The Search for Beauty	161
	Reading Two: My Wife Wants to Look Younger	165
Grammar:	Describing the Past with <i>Used to</i>	171
Style:	Giving Advice	173
<b>9</b>	<b>CRIME AND PUNISHMENT</b>	<b>177</b>
Theme:	Punishment	
	Reading One: Life in Prison Is Still Life: Why Should a Killer Live? Why Do We Kill People to Show That Killing People Is Wrong	181
	Reading Two: Letter to the Editor	185
Grammar:	Contrast—Present Perfect and Present Perfect Progressive	190
Style:	Sentence Variety	193
<b>10</b>	<b>FINDING A SPOUSE</b>	<b>197</b>
Theme:	Marriage	
	Reading One: Finding a Spouse	200
	Reading Two: What's Wrong with Tradition?	204
Grammar:	Articles—Definite and Indefinite	209
Style:	Using Related Word Forms for Cohesion	212
	<b>Answer Key</b>	<b>217</b>

## THE WORLD OF ADVERTISING



## 1 APPROACHING THE TOPIC

### A. PREDICTING

- 1 Look at the advertisement and discuss these questions.
  1. What kind of people do you think are most likely to buy this product: teenagers, parents with young children, or senior citizens (age sixty-five and older)?
  2. Is this kind of product popular in your home country? Is this kind of product advertised on television or on billboards?
- 2 Imagine that you are writing an advertisement for this product. Which three words from this list best describe the product: delicious, refreshing, powerful, expensive, cool?

## B. SHARING INFORMATION

- 1 Work in groups of four. Complete the chart with the names of products that you usually buy.

PRODUCT	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
Drinks				
Shampoo				
Snack Food				
Toothpaste				

- 2 Discuss the questions with your group.

1. How often do you buy these products?
2. Do you know any TV commercials or other advertisements for these products? Can you describe the advertisements?
3. Do advertisements sometimes convince you to buy products?



## 2

# **PREPARING TO READ**

## **A. BACKGROUND**

*How much do you know about the world of advertising? Test your knowledge. Read each statement and decide if it is true or false. Write T or F.*

- \_\_\_\_\_ 1. To sell a product in a foreign country, a company must translate its advertisement.
- \_\_\_\_\_ 2. International businesses such as McDonald's offer different products in different parts of the world.
- \_\_\_\_\_ 3. When advertisers write an ad, their goal is to make people laugh.
- \_\_\_\_\_ 4. Laws about advertising are basically the same all over the world.

## **B. VOCABULARY FOR COMPREHENSION**

*Read the definitions. Then read the paragraph on page 4 that describes an imaginary new product. Fill in each blank with the correct form of one of the vocabulary words.*

**a campaign:** a planned, organized effort

**competition:** 1. activity in which people are trying to do better than each other; 2. (then) people or things that you compete against

**to convince:** to make someone want to do something

**to fail:** to not do well, to not reach your goal

**a firm:** a company

**global:** international

**a goal:** something that people want to do

**a market (to market):** a group of people to whom products are sold (to try to sell a product to a certain group of people)

**a message:** information that one person gives to another

**to succeed:** to do well, to reach your goal

Many people are interested in getting more exercise. Some of them are able to (1) \_\_\_\_\_ in making exercise a regular part of their lives. Other people are never able to exercise regularly. They want to, but they (2) \_\_\_\_\_ to do so because their lives are very busy. People who exercise often buy bottled water. People who are interested in their health are also part of the (3) \_\_\_\_\_ for this product. Energy Plus is a group of scientists, sports players, and business people. The members of this (4) \_\_\_\_\_ are working together to make a new kind of bottled water for people who exercise regularly. The people at Energy Plus hope to make a product that will have a delicious taste. Their (5) \_\_\_\_\_ is to finish making this product in one year. Energy Plus bottled water will be advertised on television and in magazines. All the ads in this (6) \_\_\_\_\_ will begin on the same date, and they will all be similar. The (7) \_\_\_\_\_ of the ads will be that drinking plenty of water is very important for people who exercise. A large number of people, both men and women, will be interested in the drink. The interest in this product will be (8) \_\_\_\_\_. Energy Plus will provide a special telephone number to store owners. They can call this number to get information that will (9) \_\_\_\_\_ them to sell Energy Plus in their stores. Several other groups are working to make a similar product. Because of this (10) \_\_\_\_\_, the people at Energy Plus must try to make the best product possible.

## 9

**READING  
ONE:**
**Advertising All Over the World**
**A. INTRODUCING THE TOPIC**

*Work with a partner. Discuss problems that you think advertisers might have if they want to sell a product in different countries. List two or three problems in the space below. Share your list with the class.*

**Possible Problems**


---



---



---



Now read the following magazine article on the subject of global advertising. How many of the problems that your class discussed are found in the article?

## Advertising All Over the World

How can a rabbit be stronger than a football hero? How can a rabbit be more powerful than a big, strong man? In the world of advertising, this is quite possible. Consider the example of Jacko. This great Australian football hero recently appeared on TV and yelled at the audience to buy products. Jacko's angry campaign worked well in Australia, so Energizer batteries invited him north to sell their product in the United States. But Jacko's yelling did not convince the American audience to buy batteries. So, good-bye, Jacko. Hello, Energizer Bunny, the little toy rabbit that has sold far more batteries than Jacko.

In the world of advertising, selling products is the most important goal. As companies are becoming more global, they are looking for new ways to sell their products all over the world. It is true that because of global communication, the world is becoming smaller today.

But it is also true that the problems of global advertising—problems of language and culture—have become larger than ever. For example, Braniff Airlines wanted to advertise its fine leather seats. But when its advertisement was translated from English to Spanish, it told people that they could fly naked! Another example of wrong translation is when Chevrolet tried to market the

Chevy Nova in Latin America. In English, the word *nova* refers to a star. But in Spanish, it means "doesn't go." Would you buy a car with this name?

To avoid these problems of translation, most advertising firms are now beginning to write completely new ads. In writing new ads, global advertisers must consider different styles of communication in different countries. In some cultures, the meaning of an advertisement is usually found in the exact words that are used to describe the product and to explain why it is better than the competition. This is true in such countries as the United States, Britain, and Germany. But in other cultures, such as Japan's, the message depends more on situations and feelings than it does on words. For this reason, the goal of many TV commercials in Japan will be to show how good people feel in a party or some other social situation. The commercial will not say that a product is better than others. Instead, its goal will be to create a positive mood or feeling about the product.

Global advertisers must also consider differences in laws and customs. For instance, certain countries will not allow TV commercials on Sunday, and others will not allow TV commercials for children's products on any day of the week. In some

parts of the world, it is forbidden to show dogs on television or certain types of clothing, such as jeans. The global advertiser who does not understand such laws and customs will soon have problems.

- 6 Finally, there is the question of what to advertise. People around the world have different customs as well as different likes and dislikes. So the best advertisement in the world means nothing if the product is not right for the market. Even though some markets around the world are quite similar, companies such as McDonald's have found that it is very important to sell different products in different parts of the world. So when you go to a McDonald's in Hawaii,

you'll find Chinese noodles on the menu. If you stop for a hamburger in Germany, you can order a beer with your meal. In Malaysia, you can try a milk shake that is flavored with a fruit that most people in other countries have never tasted.

All of these products must be sold with the right kind of message. It has never been an easy job for global advertisers to create this message. But no matter how difficult this job may be, it is very important for global advertisers to do it well. In today's competitive world, most new products quickly fail. Knowing how to advertise in the global market can help companies win the competition for success.

## B. READING FOR MAIN IDEAS

- ① *Look at the true/false statements that you completed in Section 2A. Decide whether or not to change them according to information that you learned from Reading One. If a statement is false, rewrite it to make it true.*

Example: To sell a product in a foreign country, a company must ~~translate its~~ advertisement.

write a new

- ① *Write short answers to the following questions. Then compare your answers with the class.*
1. Who is Jacko? What does he show about international advertising?  
\_\_\_\_\_
  2. What problem do advertisers have when they try to translate ads directly from one language to another?  
\_\_\_\_\_
  3. What must a global advertiser understand in order to avoid having problems?  
\_\_\_\_\_
  4. Why should a company offer different products in different countries?  
\_\_\_\_\_

