

北 极 星 英 语 系 列 教 程



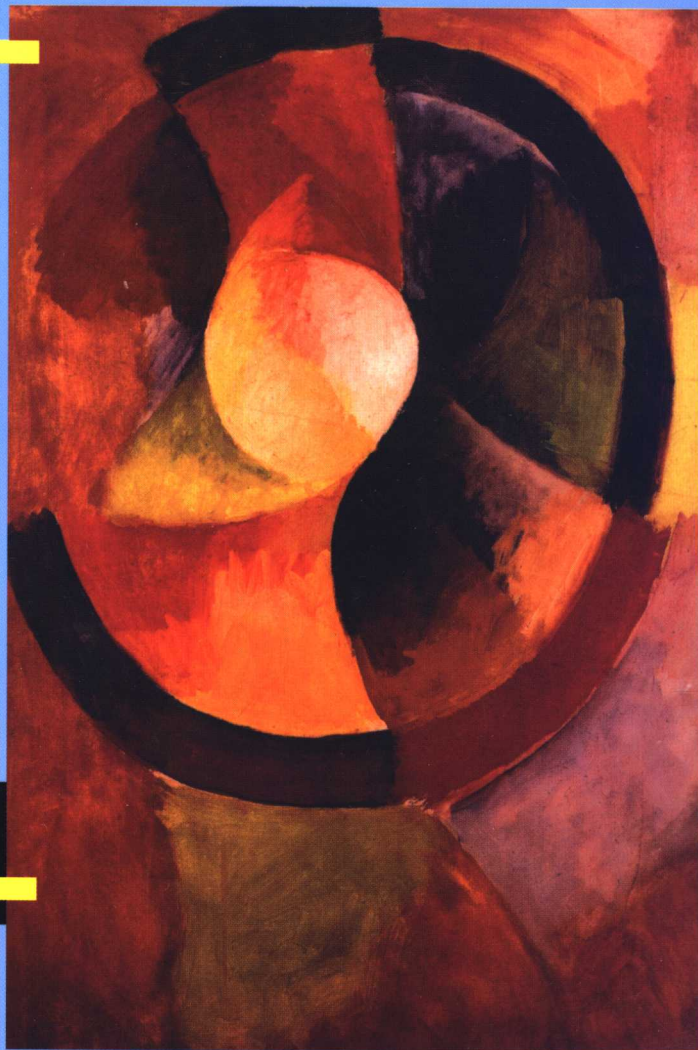
读写 (基础) 教学参考书

Focus on Reading and Writing

NORTHSTAR

Natasha Haugnes
Beth Maher

Basic



清华大学出版社

北极星英语系列教程



读写 (基础)

教学参考书

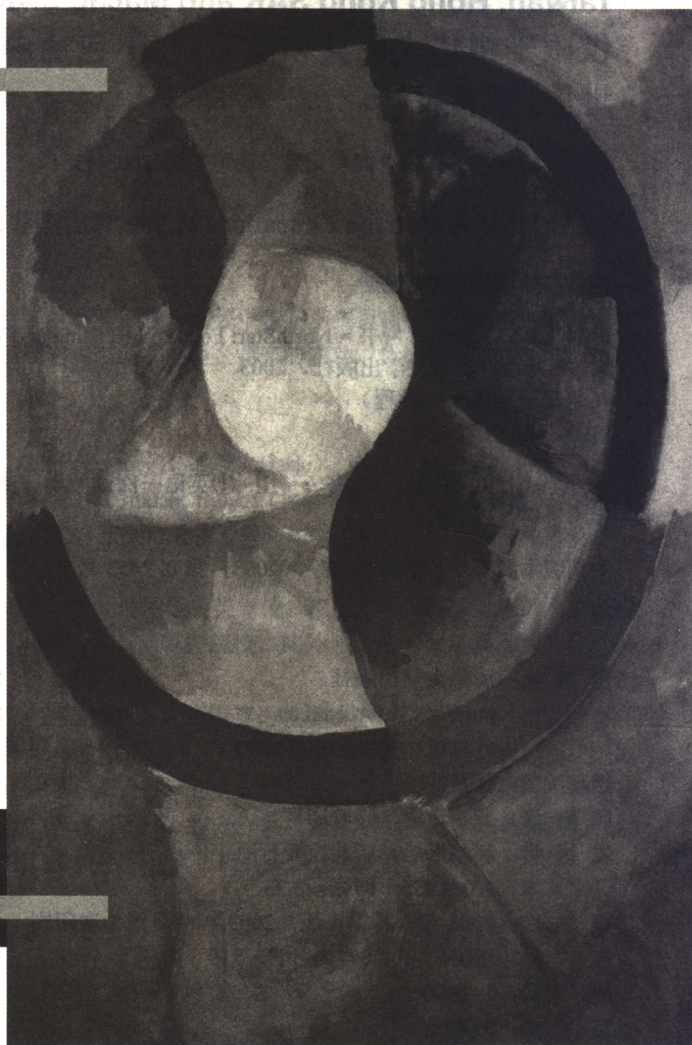
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北京

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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)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.

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. Time for the whole unit: 6–8 hours.

1. APPROACHING THE TOPIC

A. PREDICTING

Students look at a visual and/or a title. 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 share ideas as a class. Keep this activity short.

B. SHARING INFORMATION

Students work with a partner or 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 be talking quite freely. Listen in, encourage, and correct errors in grammar and pronunciation.

2. PREPARING TO READ

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.

In some cases, targeted Vocabulary for Comprehension words are highlighted in Section 2A, then practiced in Section 2B. Part 1 (Sections A and B) and Part 2 (Sections A and B) should take about 45 minutes. You may want to introduce a new unit in the last hour of a class, then assign Reading One (Sections A, B, and C) for homework. In the next class, check the homework, then pick up with Section D, Reading Between the Lines, which works well as a stand-alone exercise and depends on teacher-directed discussion.

B. VOCABULARY FOR COMPREHENSION

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

3. READING ONE

A. INTRODUCING THE TOPIC

Before Reading One, students begin to immerse themselves in the tone of the piece by asking or answering questions to predict content or outcome. Sometimes this activity is preceded by a few comprehension items. This activity, which should be kept brief, is best done in class.

B. READING FOR MAIN IDEAS

The texts can be somewhat long, so you may want to assign them as homework. If the reading is done in class, you may want to set a time limit. Suggest that students first read the comprehension items in order to focus on the purpose. The items are designed to be answered after reading the text once. Formats vary, but in each case the authors elicit main ideas as a way of guiding students through the text. You will want to limit students to one reading at this point.

C. READING FOR DETAILS

Invite students to examine the text more than once. In pairs, students should identify differences in their answers, and then read again. The questions link students with the text and encourage them to reread—and really delve into the comprehension. There will be lots of student-to-student talking.

D. READING 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—especially the fact that there can be only “suggested answers”—may be unfamiliar to you and your students for several reasons, including textbook style, culture, and format. 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. READING TWO

A. EXPANDING THE TOPIC

The selections here are often shorter and easier than in the first text. As a result, the reading could be done in class. There is an assumption that comprehension will not be a big issue, so there is no preteaching of vocabulary and limited comprehension work. If you feel students need comprehension work, you may 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; e.g., if Reading One is expository, Reading Two may be a narrative. The purpose is to add another layer of content to the topic. With this extension, students are more ready to dive into interpretive tasks that require a higher level of thinking.

B. LINKING READINGS 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 readings to explicitly relate the two pieces, consider consequences, and distinguish and express points of view, thereby arriving at a deeper understanding of the topic. Students should now have new vocabulary and new ideas for discussing the topic at a level considerably beyond the Predicting (Section 1A) and Sharing (Section 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, words, and forms.

You may want to assign these activities for homework; it is, however, important to discuss the answers in class.

A. EXPLORING LANGUAGE

Here students are asked to work with and expand on vocabulary and expressions that occur in one or both texts. Students are asked to group related words, eliminate unrelated words, apply vocabulary to new contexts, etc.

B. WORKING WITH WORDS

This activity may build on the previous one (Section 5A). Here students are asked to expand on the vocabulary they have explored in such exercises as synonyms/antonyms, fill-ins in new contexts, and categorization.

6. SKILLS FOR EXPRESSION

A. GRAMMAR

This section is meant not to be exhaustive but rather to reinforce or illustrate a grammatical point that can be useful in discussing or writing about 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 grammatical point is new, it can serve as a means of assessing student needs. All the exercises can be done as homework.

The section exercises follow this format: (1) Students look at the example and guess the function and meaning of the grammatical point. (2) They verify their predictions with explanations and examples. (3) They practice the grammar in the context of the unit topic.

B. STYLE

In this section, students study a rhetorical pattern (e.g., punctuation, transition words, audience, connecting words). As in the Grammar section, students study an example to discover the rhetorical style (usually taken from one or both texts), read the explanation, and then practice the pattern. This section should be done in class; the writing can be done at home.

7. ON YOUR OWN

A. WRITING TOPICS

Students are offered several topics, often of differing types, which have been designed to stimulate the use of information, ideas, vocabulary, grammar, and writing style from the unit, so you will want to encourage students explicitly to do this. Writing can be assigned as homework, although you may want to have a prewriting discussion in small groups in class. If students are in a writing lab, they can work together to discuss and/or write.

B. FIELDWORK

In the research phase, students go outside the classroom, using their knowledge and skills to gather data from personal interviews, library research, telephone, or Internet research, and/or personal observation. In the reporting phase, they select, organize, and critique the information in an oral or written 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 outside-the-classroom application of the language and skills practiced inside the classroom. The results 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 PAIR AND GROUP WORK

Peer feedback and correction is an important dynamic for the *NorthStar* series. Students work with a partner (or in small groups, if possible) to hear each other's answers to exercises, discuss issues raised in readings, and read each other's writing. This way of providing feedback and offering correction encourages students to share what they have learned and to reason things out together while finding the right answers. Encourage students to vary who they work with as much as possible. Especially for vocabulary and grammar work, you may want to ensure that students work in pairs or groups of different language backgrounds (if possible) to discourage the translation of difficult words or concepts.

ABOUT INTEGRATING THE NORTHSTAR READING/WRITING TEXT WITH THE LISTENING/SPEAKING TEXT

As you read the teacher's notes for each activity, you will notice that **Links to NorthStar: Focus on Listening and Speaking** are included in most Variation/Expansion notes. These links provide you with suggestions on how to integrate the work you and your students are doing in both texts.

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UNIT 1: FINDING THE IDEAL JOB

Summary: The issue of job satisfaction and finding satisfying work through identification of personal interests, skills, and other important personal and job characteristics. Reading One discusses how to identify satisfying work. Reading Two features three people who have found personally satisfying work.

The companion unit in *NorthStar: Focus on Listening and Speaking* deals with uncommon jobs and job satisfaction, along with the interests and skills that people bring to their work.

1. APPROACHING THE TOPIC, page 1

A. PREDICTING

Suggested Time: 10 minutes

Focus: To get students thinking about career satisfaction/dissatisfaction issues by having them react to a cartoon that humorously raises the issue.

Setup: Ask students to read the title and the cartoon. Explain vocabulary that students don't understand. Give students a minute or two to think about their answers to the three questions. Elicit responses and write them on the board. Ask if other students agree or disagree.

Variation/Expansion: (1) Students can prepare their answers in small groups and then report back to the class. (2) You may want to have students discuss whether career changes in midlife are easy or difficult to make in cultures they are familiar with. **Link to NorthStar: Focus on Listening and Speaking:** Students using the companion text could look at the professions depicted on page 1. Ask them if they think these professionals would experience any career dissatisfaction at midlife. Why or why not?

B. SHARING INFORMATION

Suggested Time: 25 minutes

Focus: To discover what some of the important job satisfaction criteria are for students.

Setup: Ask students to read the statements in the questionnaire and circle the answers that are true for them. Then have students compare their answers with those of their classmates.

Variation/Expansion: (1) Use the questionnaire to conduct a class survey. Have students mingle, trying to find someone who agrees with them about one of the statements. (2) Have students brainstorm other important criteria and write those sentences on the board.

2. PREPARING TO READ, page 2

A. BACKGROUND

Suggested Time: 15 minutes

Focus: To introduce students to the differences in job satisfaction rates between the United States and other countries. The questions are intended to stimulate students' thinking about career changes versus job changes and reasons why there would be differences in job satisfaction among countries and between men and women.

Setup: Have students work in pairs to discuss their answers to these questions. Allow approximately 2 minutes to read the charts, and then discuss their opinions. Encourage students to work with someone they haven't worked with before.

Variation: Discuss the questions as a class. Write students' ideas on the board.

B. VOCABULARY FOR COMPREHENSION

Suggested Time: 15 minutes

Focus: To acquaint students with vocabulary typically used in discussion about work. These vocabulary items appear in Reading One, so the exercise prepares students to understand the reading.

Setup: Have students work individually to complete the sentences. As they finish, they can compare their answers with those of another student. Then discuss the answers as a class.

Variation/Expansion: (1) Assign as homework. In class, have students discuss their answers in pairs

and then check the answers with you. (2) Have students write sentences using one new word or expression per sentence. Circulate as necessary to correct. Have students read their sentences to the class.

3. READING ONE: FINDING THE IDEAL JOB, page 6

A. INTRODUCING THE TOPIC

Suggested Time: 15 minutes

Focus: To help students predict the content of the book review that follows. The purpose of the brainstorming activity is to get students to generate ideas about how to find a new job.

Setup: Have students work in pairs (of different language backgrounds, if possible). Have them share their lists with each other, then compare them with the lists of other pairs in small groups or as a whole class.

Variation: Ask one pair to read their list to another pair. The pair listening has to cross off the items they hear that are on their own list; they then read the sentences remaining on their list.

B. READING FOR MAIN IDEAS

Suggested Time: 15 minutes

Focus: To have students accurately identify the main ideas in the text.

Setup: Have students first read each of the exercise items. Ask if there is anything they don't understand. Then have students mark their answers to the exercise items as they read.

Variation/Expansion: The reading may be assigned as homework. **Link to NorthStar: Focus on Listening and Speaking:** Students using the companion text could discuss the main ideas of this text in relation to what they have heard in Listening One. Ask about the ice-cream taster: *What skills does he have? What is his job setting? What are the rewards of his job?*

C. READING FOR DETAILS

Suggested Time: 15 minutes

Focus: To help students sort out the specific ideas in the text according to what the highlighted author recommends versus what other people say; to categorize the details.

Setup: Have students sort the job-hunting methods into columns, then compare their answers with those of a partner.

Variation: You may want to have the students complete this exercise at home. Then ask students to compare and discuss their answers in class.

D. READING BETWEEN THE LINES

Suggested Time: 25 minutes

Focus: To help students apply the ideas from the reading to individual situations; to make inferences about what Bolles would think.

Setup: Ask students to review the text, looking for what are considered important reasons for staying in a job and for accepting a particular job offer. Write the reasons on the board, being sure to focus students' attention on how the following issues must match a particular person's needs and interests in order to assure job satisfaction: the ideal job for a particular person, the importance of liking what you do, identification of skills and interests, the kind of setting the job offers, and job rewards. Have students read the situations and determine whether the person is making a mistake or doing the right thing according to the information in the reading. Have students discuss their answers with a partner (who is sitting next to him or her), then as a class.

Expansion: You may want to have students write paragraphs about work situations they or their friends have been involved in, using the paragraphs in the exercise as a model. They can then circulate what they have written for feedback from their classmates.

4. READING TWO: THE IDEAL JOB, page 9

A. EXPANDING THE TOPIC

Suggested Time: 10-15 minutes

Focus: To extend the topic of job satisfaction by having students read about three people who love their work.

Setup: Ask students to read the text individually in class. As they finish reading, pair them up to complete the sentences that follow the text. Go over the answers as a class.

Variation: You may want to assign this section as homework. Students can then compare their answers in class.

B. LINKING READINGS ONE AND TWO

Suggested Time: 25 minutes

Focus: To have students find information in Reading Two related to important job satisfaction criteria highlighted in Reading One.

Setup: Ask students to fill in the information individually, then share their answers in pairs (of different fluency levels, if possible). Note that students fill in item 4 about themselves.

Variation/Expansion: Invite students to share their answers to item 4 in small groups or as a class. Have students mingle to share this information and to find other students who share similar skills, similar job settings, etc. **Link to NorthStar: Focus on Listening and Speaking:** Students using the companion text could review the criteria for job satisfaction outlined in Reading One: Finding the Ideal Job, and discuss how they apply to the jobs they have learned about in Listening One: What's My Job? and Listening Two: More Offbeat Jobs.

5. REVIEWING LANGUAGE, page 11

A. EXPLORING LANGUAGE

Suggested Time: 15 minutes

Focus: To reinforce vocabulary studied in the unit in new contexts.

Setup: Ask students to complete the exercise individually. When they finish, invite them to share their answers with a partner (of a different language background, if possible, to discourage translation). Have students explain why a particular word is unrelated to the others.

B. WORKING WITH WORDS

Suggested Time: 10 minutes

Focus: To use job words in the context of written discourse.

Setup: Have students complete the exercise individually, then compare their answers with those of another student.

Expansion: For homework, have students write their own e-mail to a friend about finding a job.

6. SKILLS FOR EXPRESSION, page 13

A. GRAMMAR: DESCRIPTIVE ADJECTIVES AND POSSESSIVE ADJECTIVES *Suggested Time: 30 minutes*

Focus: To acquaint students with the difference between descriptive adjectives and possessive adjectives, including the concepts of description and possession. To point out adjective placement in the sentence with respect to verbs, nouns, and articles.

Setup: Have students work with a partner (from a different language background, if possible) to read the e-mail and discuss the underlined adjectives. Encourage them to share what they know about these two kinds of adjectives. Have students list the descriptive and possessive adjectives in the e-mail on the lines given. Then ask students to read the grammar explanations silently and complete the exercises. They can then compare their answers with those of another student. Go over the answers as a class, writing them on the board and explaining any problem items.

Variation/Expansion: This whole section works well for homework. Students can complete the exercises at home and then go over them in class or check the Answer Key. For further practice, offer exercises from *Focus on Grammar, Basic*. **Link to NorthStar: Focus on Listening and Speaking:** Encourage students using the companion text to keep material they have learned in both texts in their notebooks. Suggest that they start a new page with the heading "Descriptive Adjectives." They can then write a list of descriptive adjectives and sample sentences from Section 6A of both texts. On a separate page, they can list possessive adjectives. Circulate among the students to assist and correct as necessary. Or you can collect the notebooks and review them before the next class.

B. STYLE: THE SENTENCE

Suggested Time: 40 minutes

Focus: To identify the subject and verb of a sentence and the elements necessary for a complete sentence.

Setup: Have students work in pairs (of similar fluency levels, if possible) on Exercise 1. Discuss why some items are sentences and others are not. Then have students read about the parts of a sentence. Answer any questions that may arise. Students can correct the mistakes in Exercise 2 on their own, and then discuss their answers in small groups. Once the groups agree on the corrections to make, ask students to circle the subject of each sentence, underline the verb, and identify the possessive adjectives in the sentences. Then have students complete Exercise 3 and read their paragraph to the class.

Variation/Expansion: (1) For homework, ask students to write nine sentences about a man named Pablo who worked for a computer company but quit to open up a music store. They should use the nine sentences in Exercise 2 as a model. (2) Have them write Exercise 3 as homework. In class, they can exchange their paragraph with a partner.

7. ON YOUR OWN, page 19

A. WRITING TOPICS

Focus: To integrate the vocabulary, concepts, grammar (possessive and descriptive adjectives) and style focus (parts of a sentence) from the unit in a short writing assignment.

Setup: Assign this exercise for homework, perhaps allowing several days.

Variation/Expansion: Use samples of student writing to review grammar. Create an error-correction exercise from incomplete sentences, or other sentences in which students have misused possessive or descriptive adjectives. **Link to NorthStar: Focus on Listening and Speaking:** Students using the companion text could write up the information from their interviews in Section 7A of that text as an alternate writing task.

B. FIELDWORK

Focus: To apply the ideas of the unit to the real world.

Setup: Have students brainstorm people they might interview. List their names on the board, along with their job titles. Have students read the tips for interviewing; answer any questions that may arise. Then ask students to practice interviewing each other using the questions given. Circulate as necessary, helping students with language issues that may arise. When students have completed interviews with people outside the classroom, have them write a report of the interview, either at home or in class. In writing their reports, encourage students to present information in the order of the questions on page 19. Students can share what they have written in small groups or as a class. Encourage peer correction as much as possible. Then students can discuss the interview experience as a class.

Expansion/Link to NorthStar: Focus on Listening and Speaking: (1) Students using the companion text could review the expressions in Section 6B and the questions from Section 7A to help prepare them for the interview. (2) For students who have researched an offbeat job in listening/speaking Section 7B, you may want to encourage them to interview someone who does that job.

UNIT 2: GUARDING NATURE WITH GREENBELTS

Summary: The unit deals with the preservation of open (green) space in rapidly developing areas. Reading One focuses on the Bay Area Greenbelt in the San Francisco Bay Area. Reading Two discusses Kenya's Greenbelt movement.

The companion unit in *NorthStar: Focus on Listening and Speaking* deals with the development of green areas and community gardens in urban areas.

1. APPROACHING THE TOPIC, page 21

A. PREDICTING

Suggested Time: 10 minutes

Focus: To encourage students to think about the problem of urban sprawl and its impact on the environment.

Setup: Ask students to look at the two pictures and read the questions. Explain vocabulary that students don't understand. Give students a minute or two to think about their answers to the five questions. Elicit responses and write them on the board. Ask if other students agree or disagree.

Variation: Students can prepare their answers in small groups and then report back to the class.

B. SHARING INFORMATION

Suggested Time: 20 minutes

Focus: To develop students' awareness of nature areas close to where they live or where they grew up.

Setup: Ask students to answer the questions individually. Then have them share answers in pairs or in small groups.

Variation/Expansion: Have students walk around the classroom and interview other classmates, using the questions given. Discuss answers as a class. Make a list on the board of places that have changed the most and places that have changed the least. Have students give reasons why each place has changed so much or so little. **Link to NorthStar: Focus on Listening and Speaking:** Students using the companion text could look at the list of words in Section 1B of that text and brainstorm other words to add to the list before answering the questions in this activity.

2. PREPARING TO READ, page 23

A. BACKGROUND

Suggested Time: 15 minutes

Focus: To introduce students to the idea of the "suburban sprawl" that has had an impact on communities in the United States.

Setup: Have students work with a new partner (of a different cultural background, if possible) to discuss their answers to these questions. Give the pairs one or two minutes to read the questions before reading the text. Then discuss their answers to the questions.

Variation/Expansion: Discuss the questions as a class. Write students' responses on the board. **Link to NorthStar: Focus on Listening and Speaking:** Students using the companion text could add the background information presented in Section 2A to the discussion. Ask the following questions: *With more land being developed, what are the important issues for cities? For suburbs? For rural areas? Are these kinds of areas experiencing similar problems in your country?*

B. VOCABULARY FOR COMPREHENSION

Suggested Time: 20 minutes

Focus: To acquaint students with vocabulary typically used in discussion about suburban development. Most vocabulary items appear in Reading One, so the exercise prepares students for comprehension of the text.

Setup: Have students work individually to fill in the blanks. Encourage students to use context clues in the model sentences. As they finish, they can compare their answers to those of another student, then discuss answers as a class.

Variations/Expansion: (1) Assign the exercise as homework. In class, have students share their answers with a partner (someone they haven't worked with before) and then check the answers with you. (2) Have students write sentences using one new word or expression per sentence. Circulate as necessary to correct. Have students take turns reading the sentences to the class. **Link to NorthStar: Focus on Listening and Speaking:** Students using the companion text could generate a list of new words they