

北 极 星 英 语 系 列 教 程



# 听说 (基础) 学生用书

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



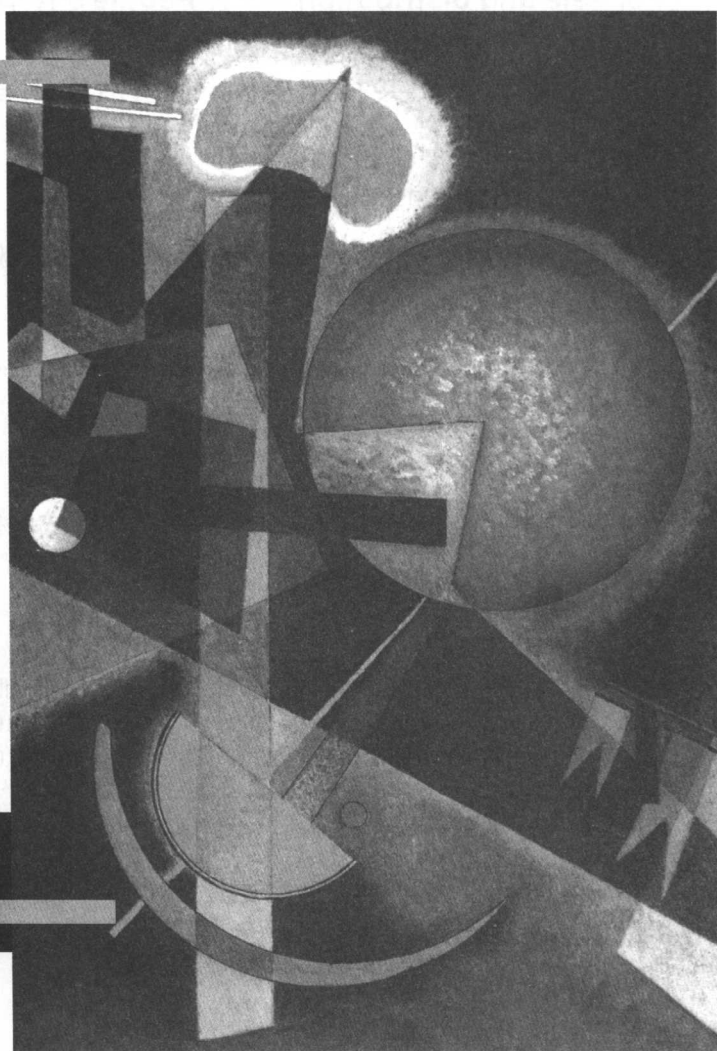
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# 出版前言

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

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

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

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

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

## DESIGN OF THE UNITS

For clarity and ease of use, the listening/speaking and reading/writing strands follow the same unit outline given below. Each unit contains

from 5 to 8 hours of classroom material. Teachers can customize the units by assigning some exercises for homework and/or skipping others. Exercises in sections 1–4 are essential for comprehension of the topic, while teachers may want to select among the activities in sections 5–7.

### 1. Approaching the Topic

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

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

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

### 3. Listening One/Reading One

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

### 4. Listening Two/Reading Two

Here students work with a tape or text that builds on ideas from the first listening/reading. This second tape or text

contrasts with the first in viewpoint, genre, and/or tone. Activities ask students to explicitly relate the two pieces, consider consequences, distinguish and express points of view. In these exercises, students can attain a deeper understanding of the topic.

### 5. Reviewing Language

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

### 6. Skills for Expression

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

### 7. On Your Own

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

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

## AN INVITATION

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

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

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

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Laurie Frazier  
 Robin Mills



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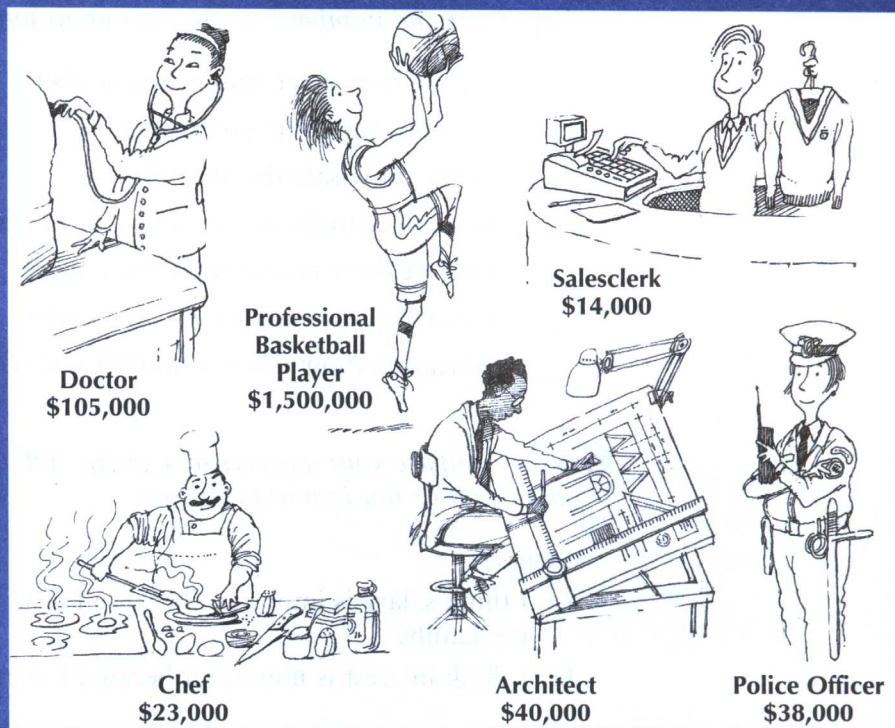
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# OFFBEAT JOBS



## APPROACHING THE TOPIC

### A. PREDICTING

Look at the pictures of the people. Read the title of the unit. Discuss these questions with the class.

1. Which job has the highest salary? Which job has the lowest salary? Why?
2. Should any of the jobs have a higher or lower salary? Why?
3. What do you think the title of the unit means?



## B. SHARING INFORMATION

- ① Look at the list of things to consider when choosing a job. Rank the items in order of importance from 1 to 7. Number 1 is the most important and number 7 is the least important.

\_\_\_\_ salary (how much money you make)  
\_\_\_\_ hours (what hours you work)  
\_\_\_\_ safety (how safe the work is)  
\_\_\_\_ workplace (indoors, outdoors, in an office)  
\_\_\_\_ interest (how much you like the work)  
\_\_\_\_ demand (how easy it is to find a job)  
\_\_\_\_ education (how much schooling you need for the job)

- ② Now compare your answers in a group. Tell why each item is important or not important to you.

**Example:**

A: I think salary is important because I need to make money for my family.

B: I think interest is important because I want a job that I like.

## 2

### PREPARING TO LISTEN

#### A. BACKGROUND

There are good and bad points about every job. So when choosing the best job for yourself, you need to think carefully about what is most important to you. It's also a good idea to think about your skills and interests. Skills are abilities, or things you do well, and interests are things you like to do. Most people are happy with a job that matches their skills and their interests.

Look at the words to describe jobs and people. Then look at the jobs in the chart. Choose two words to describe each job. Then choose at least one skill and one interest that you think is important for a person who does each job. Use the words below and think of your own. Then compare your answers with a partner.

**JOBS****What's the job like?**

interesting or boring  
tiring or relaxing  
safe or dangerous  
high-paying or low-paying  
difficult or easy

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PEOPLE****What skills are important?**

artistic  
careful  
creative  
educated  
friendly  
good with your hands  
hardworking  
strong / athletic

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What interests are important?**

Like to work:

alone  
with people  
with food  
with money  
indoors  
outdoors

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**JOB****WHAT'S THE JOB  
LIKE?****WHAT SKILLS  
ARE IMPORTANT?****WHAT INTERESTS  
ARE IMPORTANT?**

chef

salesclerk

police officer

architect

doctor

professional  
basketball player



## B. VOCABULARY FOR COMPREHENSION

Read the sentences. Then choose the best words to complete the definitions of the underlined words.

1. I work in a computer factory. I help make computers.  
A factory is a \_\_\_\_\_.  
a. building where things are made      b. job making things
2. I like to taste food while I'm cooking to make sure it is good.  
To taste something means to \_\_\_\_\_.  
a. eat all of something      b. try food by eating a little bit
3. Chefs are creative. They think of new ways to cook food.  
To be creative is to \_\_\_\_\_.  
a. make food      b. think of new things
4. I'm a dog walker. I really like my job, but people are often surprised when I tell them my job because it's so offbeat.  
Something that is offbeat is something \_\_\_\_\_.  
a. different or unusual      b. you like
5. I love ice cream because it has a sweet flavor.  
A flavor is something that \_\_\_\_\_.  
a. has its own special taste      b. is good to eat
6. I love to eat spicy food such as Thai food and Mexican food.  
Spicy food is food that \_\_\_\_\_.  
a. is from a different country      b. has a strong flavor from spices
7. My friend was a contestant on a game show once. She answered some of the questions right and won \$2,000.  
A contestant is someone who \_\_\_\_\_.  
a. wins money      b. plays a game
8. I like to listen to a radio talk show every morning. The host is interesting, and she's funny, too.  
A host is someone who \_\_\_\_\_.  
a. talks to guests on a radio or TV program      b. is interesting

9. I have an insurance policy for my car. If I have an accident and my car is damaged, the insurance company will pay me some money. An insurance policy is \_\_\_\_\_.
- a. an agreement with an insurance company to be paid money in case of an accident, illness, or death
  - b. money you are paid when you have an accident
10. I have sensitive taste buds. I don't like to eat spicy foods because they burn my mouth. Taste buds are \_\_\_\_\_.
- a. spicy foods
  - b. the parts of the tongue that can taste food

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## LISTENING ONE:

### What's My Job?

#### A. INTRODUCING THE TOPIC



*Listen to the beginning of What's My Job? Then answer the questions.*

1. You are listening to a \_\_\_\_\_.
  - a. job interview
  - b. game show
  - c. radio show
2. Wayne is a \_\_\_\_\_.
  - a. host
  - b. contestant
  - c. guest
3. Rita is a \_\_\_\_\_.
  - a. host
  - b. contestant
  - c. guest
4. Peter is going to describe \_\_\_\_\_.
  - a. his job
  - b. his company
  - c. himself
5. What do you think Peter will talk about? Circle more than one answer.
  - a. what he does
  - b. where he works
  - c. how much money he makes
  - d. his skills
  - e. his interests

## B. LISTENING FOR MAIN IDEAS



*You will listen to a game show about offbeat jobs. Peter will talk about his job. Read the statements. Circle the best answer to complete each sentence.*

1. Rita asks Peter \_\_\_\_\_ questions.  
a. two                      b. three                      c. four
2. Peter works in a \_\_\_\_\_.  
a. restaurant              b. factory                      c. bakery
3. Peter is \_\_\_\_\_.  
a. a factory worker      b. a chef                      c. an ice-cream taster
4. Peter has to be careful with \_\_\_\_\_.  
a. his taste buds          b. the ice cream              c. the factory machines
5. The people in Peter's family have been \_\_\_\_\_ for a long time.  
a. ice-cream tasters      b. in the restaurant business      c. in the ice-cream business

## C. LISTENING FOR DETAILS



*Listen again. Read the sentences. Decide if they are true or false. Write T or F on the lines.*

- \_\_\_\_\_ 1. Peter can be creative at work.
- \_\_\_\_\_ 2. Peter thinks of new ice-cream flavors.
- \_\_\_\_\_ 3. He eats all the ice cream at work.
- \_\_\_\_\_ 4. He doesn't eat spicy foods.
- \_\_\_\_\_ 5. He doesn't drink alcohol or coffee.
- \_\_\_\_\_ 6. He smokes.
- \_\_\_\_\_ 7. He has a one million-dollar insurance policy for his taste buds.
- \_\_\_\_\_ 8. He studied ice-cream tasting in school.

*Now go back to Section 3A on page 5. Were your predictions correct?*



## D. LISTENING BETWEEN THE LINES



*Listen to the excerpts from Listening One. Discuss your answers to the questions with the class.*

### Excerpt One

1. Does Wayne say that Peter's job is easy or difficult?
2. Listen to Wayne's tone of voice. What do you think Wayne really thinks about Peter's job?
3. Do you think Peter's job is difficult or easy? Why do you think so?
4. Do you think you could do Peter's job?

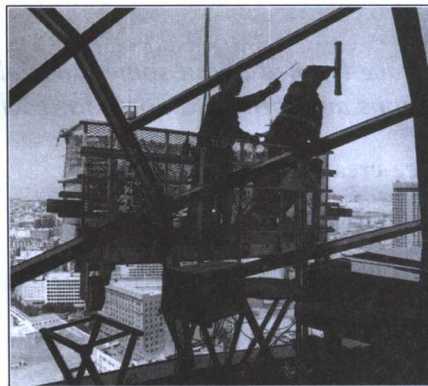
### Excerpt Two

1. Did Peter go to ice-cream tasting school?
2. Listen to Wayne's tone of voice. Why do you think he asks Peter that question?
3. How did Peter get started as an ice-cream taster?
4. What do you think is the best way to get started in a job?

## 4

### LISTENING TWO:

### More Offbeat Jobs



### A. EXPANDING THE TOPIC

- 1 Look at the pictures above. Where does each person work? What job is each person doing?