

北极星英语系列教程



听说 (中高级) 教学参考书

Focus on Listening and Speaking

NORTHSTAR

Tess Ferree
Kim Sanabria

High Intermediate



清华大学出版社

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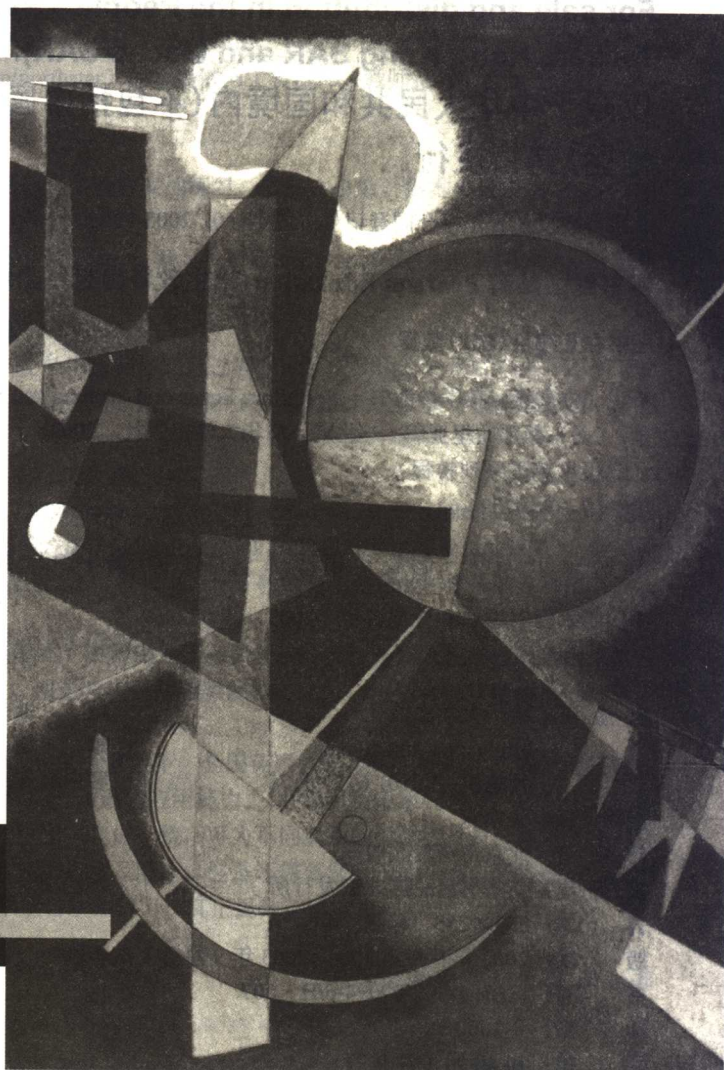
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Original English language title from Proprietor's edition of the Work.

Original English language title: NorthStar: Focus on Listening and Speaking, Teacher's Manual, High Intermediate, by Tess Ferree & Kim Sanabria, Copyright © 1999

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

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北京市版权局著作权合同登记号 图字: 01-2003-5366

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图书在版编目(CIP)数据

听说(中高级)教学参考书 = NorthStar: Focus on Listening and Speaking, Teacher's Manual, High Intermediate / (美) 费里, (美) 桑那布里亚编. —北京: 清华大学出版社, 2003

(北极星英语系列教程)

ISBN 7-302-07094-6

I. 听… II. ①费… ②桑… III. 英语—听说教学—高等学校—教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字 (2003) 第 072869 号

出 版 者: 清华大学出版社

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

社总机: (010) 6277 0175

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组稿编辑: 朱瑞党

印 刷 者: 北京市清华园胶印厂

发 行 者: 新华书店总店北京发行所

开 本: 203×255 印张: 4

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

书 号: ISBN 7-302-07094-6/H·507

印 数: 1~2000

定 价: 14.40 元 (含 1CD)

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

This section is meant to activate students' background knowledge about the unit topic and encourage students to share their initial opinions and ideas before delving into the listenings.

A. PREDICTING

Students look at a visual and a title, make predictions about the content of the unit, and begin thinking about the topic. As students give their responses and reactions to the 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. Keep this activity short.

B. SHARING INFORMATION

Open discussion is encouraged as students work in small groups to share experiences and complete tasks related to the topic of the unit. Students may fill in a chart, complete a short quiz, or respond to discussion questions. At this point, students should be talking quite freely as they react and respond to ideas and information they will encounter later in the listenings.

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

2. PREPARING TO LISTEN

In this section, students are provided with background information and vocabulary important to comprehension of the listenings.

A. BACKGROUND

To introduce the topic, background information is provided in a short passage. Students can read it individually or teachers can read it to them as a listening. This is followed by a task that must be completed based on the students' own knowledge of the topic and/or additional information provided in the text. Sometimes students will take a short quiz or answer questions that they will later review to see if their responses change as a result of what they learn.

B. VOCABULARY FOR COMPREHENSION

Vocabulary essential for comprehending Listening One is first presented in a context related to the theme. Then students complete a variety of tasks to discover the meanings of the words. These activities can be done for homework, with class time used to check answers and practice pronouncing the items.

3. LISTENING ONE

With the first listening, students move from predicting the content based on an excerpt (Section 3A), to listening for the literal meaning (Section 3B and Section 3C), and finally to making inferences about content not explicitly stated in the listening (Section 3D).

A. INTRODUCING THE TOPIC

Before Listening One, students listen to an excerpt and complete tasks in order to begin to immerse themselves in the tone of the piece, become familiar with the speakers' voices, and predict content of the listening. Students should be encouraged to brainstorm ideas but should not be told the correct answers to the questions, which will be revealed while they listen to the whole piece. This activity, which should be kept short, is best done in class.

B. LISTENING FOR MAIN IDEAS

The comprehension tasks in this section are designed to help students understand the listening by focusing on the important ideas and the structure of the listening text. The tasks should be completed while the students listen in class. It is best to play the listening once only at this point, emphasizing to students that they only need to understand the main ideas during the first listening. When correcting an exercise, encourage students to compare and discuss their answers before correcting them.

C. LISTENING FOR DETAILS

Students listen again to Listening One. This time the questions help them focus on details of the listening. After students finish listening, they should pair up, identify differences in their answers, then listen again. If students are having trouble with a particular question or segment, replay that part of the tape again for discussion by the class, encouraging students to listen carefully and really delve into the comprehension instead of relying on the teacher for an answer. Although there is a tapescript for the listenings on pages 237–267 of the book, students should only use this as a last resort.

D. LISTENING BETWEEN THE LINES

This is the most exciting of the comprehension activities. Students are asked to interpret and infer meaning from the listening. This activity may be unfamiliar to you and your students, especially because there are no “correct” answers. Short excerpts of the listening are played and students are asked to infer answers. Because answers are not directly stated in the listening, there is more than one possible answer. After students listen to the excerpts, pair and group work lead to class discussion. Be sensitive to different opinions and encourage students to support their answers. 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.

4. LISTENING TWO

Students get a second perspective on the topic in Listening Two, and then are asked to analyze and compare the information they heard in the two listenings.

A. EXPANDING THE TOPIC

A second listening offers a new or different perspective on the topic and is often presented in a different genre of text. If Listening One is a radio program, for example, Listening Two may be a conversation. The selections here are often shorter and easier than in the first text. 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 that students need comprehension work, you may wish to add it here. With this second listening, 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 and understanding to reflect on the content of the two listenings, explicitly relate the two pieces, consider consequences, and distinguish and express points of view—thereby arriving at a deeper understanding of

the topic. They should now have additional vocabulary and new ideas to discuss the topic at a level considerably beyond the Predicting (1A) and Sharing (1B) activities at the opening of the unit.

Students work in groups or pairs, discussing their answers. Then, in a teacher-directed class discussion, they should be encouraged to give multiple thoughtful answers and 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. The activities concentrate on the study of language, words, and forms, allowing students to practice them within the now familiar context set up by the listenings. Most of these activities require student-to-student interaction in class.

A. EXPLORING LANGUAGE

Here students are asked to work with and expand on a particular aspect of spoken language (often pronunciation) that occurs in one or both listenings. After an introduction to the focus of the section, often accompanied by a recorded example, students move from controlled practice to more open, communicative activities.

B. WORKING WITH WORDS

Students are asked to expand on the vocabulary they have encountered in the listenings. The practice often starts with a pencil and paper exercise that students can complete in pairs or groups, followed by oral exercises where the vocabulary is practiced in a discussion or game.

6. SKILLS FOR EXPRESSION

In this section, students examine a grammar point and a functional gambit that they have heard in the listenings, or that is useful for discussion of the topic.

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, High Intermediate*. If the grammatical point is not new, the activity serves as a contextualized review. On the other hand, if the point is new, it can serve as a means of assessing student needs.

There are useful oral activities that need to be done in class. First, students look at an example of the grammar in a context taken from the listening or related to the topic of the unit. They answer questions about the grammar point, which will help you discover what they already know about it. This is followed by a concise grammar chart explaining the target structure. To present this chart, you can simply read it to the students or have the students read it. However, if time allows, a more interactive method such as the following is preferable: (1) Ask questions to elicit example sentences that include the grammar. (2) Write the sentences on the board and ask students to hypothesize about the grammatical rules. (3) Students open their books and compare the information on the chart with their hypotheses. After presentation of the grammar, students practice in written and oral exercises that progress from mechanical practice to meaningful communication.

B. STYLE

Students are introduced to functional language they have heard in the listening or language that is useful for discussing the topic. Usually the function introduced in this section is necessary for the projects in Section 7, On Your Own. The exercise has a three-part format: a statement of how the function is used, a list of gambits, and a speaking exercise to practice the function in context.

7. ON YOUR OWN

These activities are meant to stimulate students to use the information, ideas, vocabulary, grammar, and functional language from the unit, so you should explicitly encourage them to do this. Students work together on an oral activity related to the topic and go outside the classroom to investigate a topic that grows out of the content of the unit.

A. SPEAKING TOPIC

Speaking assignments 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. Activities include role plays, problem-solving activities, and discussions. Performance activities can either be done in class, tape-recorded, or videotaped for viewing in a media lab. Groups are often asked to report back to the class following the activity, allowing students to respond to their classmates' ideas.

B. FIELDWORK

Research activities require students to go outside the classroom and use the knowledge and skills they have gained to further investigate the topic they have been exposed to in the unit. Before doing the research, students often work together to prepare questions or make a plan for their research. In the research phase, students gather data by doing research in the library or on the Internet; by conducting an interview; or by listening to the radio, watching television, or viewing a movie. In the reporting phase, students select, organize, and critique the information in an oral or written report. The fieldwork activities call for application (outside the classroom) of the language and skills already 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.

WORKING ACROSS THE STRANDS

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

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

CORRECTION IN ORAL WORK

Students with academic and/or career goals need and want correction. You should listen to what students are saying on two levels: form and content.

Purpose: To use correction to help students close the gap between what they want to say and what they're able to say, as much as possible; to provide them with opportunities for self-correction.

Procedures: Cued self-correction is preferable when possible. Self-correction can be promoted in several ways. (You will want to vary your strategies depending on the activity and time available.)

- *On-the-spot correction:* 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.
- *Individual notes:* You may want to write down individual student's errors on a chart to have them corrected when the activity is finished. In the sample error chart on the next page, general feedback

is on the left-hand side and specific feedback is on the right-hand side. An index card, divided into three equal parts, also works well. There is a blank chart on page xii for your use.

- *Collective notes:* You may want to take notes that can be used later to create an error-correction exercise.
- *Taping and making transcriptions:* See explanation below.

TAPING AND MAKING TRANSCRIPTIONS

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

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

Or you may want to videotape an activity. Play it back, eliciting oral and written comments about students' own language and their 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		Pronunciation/Stress	Grammar/Vocabulary
		<u>these</u> /ð/	Yesterday, they <u>say</u> ...
		<u>think</u> /θ/	The students works <u>together</u> ...
		rural /r/	They have <u>much</u> problems.
fluency ↑ accuracy → pronunciation ↓		official	They need a <u>material</u> subject
		próduct	
Notes Interesting ideas about education. Be sure to speak loudly, too. Eye contact was much better.			

Blank Error Chart

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

<i>Name</i> _____ <i>Class</i> _____		
<p>↑ above average</p> <p>→ average</p> <p>↓ lower than average</p> <hr style="border-top: 1px dashed black;"/>	Pronunciation/Stress	Grammar/Vocabulary
fluency accuracy pronunciation		
Notes		

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UNIT 1: NO NEWS IS GOOD NEWS

Unit Summary: This unit focuses on the positive and negative content of the news, and how the news influences individuals and society. Listening One is a radio interview with a man who founded an alternative newspaper that contains only “good news.” Listening Two contains two conversations between friends discussing their feelings about “good news” and tabloid newspapers.

The companion unit in *NorthStar: Focus on Reading and Writing* deals with the effects of tabloid journalism and the news media’s intrusion into people’s private lives.

1. APPROACHING THE TOPIC, page 1

A. PREDICTING

Suggested Time: 10 minutes

Focus: To get students thinking about whether news is usually negative or positive; to predict the unit content from the title.

Setup: Have students work in pairs (of different language backgrounds or language levels, if possible) to look at the cartoon and discuss the questions. As a class, elicit answers to the questions from several of the students, trying to get a variety of opinions. For question 3, write a few of the suggested meanings for the title on the board to encourage discussion.

Variation: You can also discuss these questions as a class without doing the pair work first. Try to elicit opinions from many students and encourage students to discuss ideas with each other.

B. SHARING INFORMATION

Suggested Time: 20 minutes

Focus: To encourage free discussion of the student’s preferred sources of news.

Setup: Have students complete the survey individually before meeting in small groups. Ask students to compare their answers and discuss why some types of news media are better than others for certain types of information. Then have the students discuss the question in Exercise 2. When they are done, ask the groups to report back to the class.

Variation/Expansion: To prepare for the question in Exercise 2, you can ask your students to watch or listen to a U.S. national news report on television or radio the night before class. If your class is not in the United States, you can ask students to watch a national news report in their native language, changing question 2 to: *How well does the media in this country cover news from other countries you are interested in?*

2. PREPARING TO LISTEN, page 3

A. BACKGROUND

Suggested Time: 20 minutes

Focus: To introduce the debate over the content of news and its impact on society; to explore Americans’ opinions about news by looking at graphs showing the results of a national survey about people’s opinions of the news.

Setup: Have students read the introductory paragraph individually. Then put students in pairs (of similar fluency levels) to study the graphs. One student should read the true/false statements out loud, while the other looks at the graphs and writes corrections to the false statements. You can ask each student to cover the half of the page that they are not supposed to look at. After the exercises are completed, ask students to react briefly to the information they learned, particularly if there are any survey results that surprise them.

Variation/Expansion: (1) You can also do this exercise as a guessing game. Have students cover the graphs on the right side of the page, and ask them to read the statements about Americans’ opinions

about the news and mark them T or F. Then have students look at the graphs and see if they guessed correctly. (2) To save time in class, the background paragraph can be read as homework and class time can be used to study the survey results.

B. VOCABULARY FOR COMPREHENSION

Suggested Time: 15 minutes

Focus: To introduce vocabulary and concepts related to news and the media to aid listening comprehension.

Setup: Have students pronounce the underlined words. Then pair them up (with a classmate sitting nearby) to read the sentences and write definitions of the underlined words—without using a dictionary or looking at the matching exercise on the next page. Have each pair write a definition on the board. After they do the matching exercise, have each pair correct or add to their definition on the board if necessary. Go over the answers as a class.

Variation: To save time, you can assign the definitions as homework and use class time to work on pronunciation and check answers.

3. LISTENING ONE: A NEW APPROACH TO NEWS, page 7

A. INTRODUCING THE TOPIC

Suggested Time: 10 minutes

Focus: To encourage students to make predictions about *The World Times*, the newspaper being discussed in the radio report; to become familiar with the speakers' voices.

Setup: Ask students to read the introductory paragraph and the prediction questions. Play the excerpt from the radio report and allow students time to compare their answers in pairs (of different fluency levels). Then elicit predictions from several students, affirming each prediction as a possibility.

Variation: Have students write predictions, share with a partner, then discuss them with the class.

B. LISTENING FOR MAIN IDEAS

Suggested Time: 15 minutes

Focus: To help students identify the main ideas of the radio interview.

Setup: Have students read through the multiple-choice questions. Play the report once without stopping while students answer the questions. Have students compare their answers with those of a partner before checking them with the class.

C. LISTENING FOR DETAILS

Suggested Time: 15 minutes

Focus: To get students to listen for specific details about the speaker's opinions.

Setup: Have students read the items and answer any ones they know. Play the report and have students complete the exercise. If students seem to be having trouble, play the report one more time and allow students to compare their answers with those of a partner. Go over the answers as a class. If disagreements arise, replay those segments rather than simply providing the answer.

D. LISTENING BETWEEN THE LINES

Suggested Time: 25 minutes

Focus: To get students to analyze the reasons why the speakers repeat certain words or phrases.

Setup: Have students read the instructions. Then ask them to look at the questions for Excerpt One. Play Excerpt One and then stop the tape, allowing students time to write their answers. Replay the excerpt as needed so students can note down the language used by the speaker. Repeat this procedure for the other excerpts. During the discussions, make sure that students give reasons for their answers. Emphasize that it is possible for students to have varying opinions as long as their reasoning is sound.

Variation/Expansion: To teach students how to analyze the excerpts, you may want to do Excerpt One as a class. After playing the excerpt, elicit the students' answers to question 2, writing them on the board and probing for answers to the question "Why?" **Link to NorthStar: Focus on Reading and Writing:**

If students are also using the companion text, you can ask them to speculate about how David Hamblin would react to the “Peeping Tom Journalism” described in Reading One, pages 6–8.

4. LISTENING TWO: CONVERSATIONS ABOUT THE NEWS, page 11

A. EXPANDING THE TOPIC

Suggested Time: 20 minutes

Focus: To present other points of view about why people like and dislike “good news” and tabloid newspapers; to expose students to informal conversation.

Setup: Read through the questions with the students. Play Conversation One, having students fill in answers for the first part of the question. Then play Conversation One again as students complete the second part. Replay the conversation as needed. Repeat the procedure with Conversation Two. After listening, have students compare their answers in pairs.

Expansion/Link to NorthStar: Focus on Reading and Writing: If students are using the companion text, you can have them look at the statements in Section 3D, page 10, and discuss whether the speakers in Listening Two would agree or disagree with the statements.

B. LINKING LISTENINGS ONE AND TWO

Suggested Time: 30 minutes

Focus: To get students to synthesize and react to the opinions they heard in Listenings One and Two, and to hypothesize about the future of “good news” newspapers.

Setup: Ask students to think about the questions and jot down notes before meeting in groups (of differing language backgrounds or language levels, if possible). For question 1, students should first summarize all the opinions they remember from the listening and then add their own ideas to the list. For questions 2 and 3, encourage students to give reasons for their opinions. You may want to list the vocabulary from Section 2B, pages 6–7, on the board to encourage students to use the vocabulary in their discussions. Then have the groups share some of their opinions with the class.

Expansion/Link to NorthStar: Focus on Reading and Writing: If students are also using the companion text, you can list on the board the vocabulary from Section 2B, page 5. Ask students to use the vocabulary to expand the discussion to other types of media besides newspapers. For example, you can say: *Today there are many tabloid television news programs. Do you think the networks will ever create a “good news” news program? Why or why not?*

5. REVIEWING LANGUAGE, page 12

A. EXPLORING LANGUAGE: USING IDIOMATIC EXPRESSIONS

Suggested Time: 30 minutes

Focus: To help students understand and learn to use idiomatic expressions they have heard in the listenings.

Setup: Individually or in pairs, have students complete Exercise 1 by reading the sentences and writing in the appropriate idiomatic expressions. Then put students in pairs (of similar fluency levels) for Exercise 2. Have one student read the questions while the other student answers using the expression in parentheses. Monitor the pairs and make corrections. After question 4, the students switch roles.

Variations: (1) To save time in class, Exercise 1 can be done as homework. (2) For Exercise 2, you can help students check their understanding of the expressions by having each pair write one response on the board. Then have the class examine the sentences and discuss any grammatical or usage problems.

B. WORKING WITH WORDS

Suggested Time: 20 minutes

Focus: To review and extend students’ understanding of adjectives used in the listenings to describe types of news reporting.

Setup: Have students do Exercise 1 individually. Then put students in small groups. Have them com-