

北极星英语系列教程



# 读写 (高级) 教学参考书

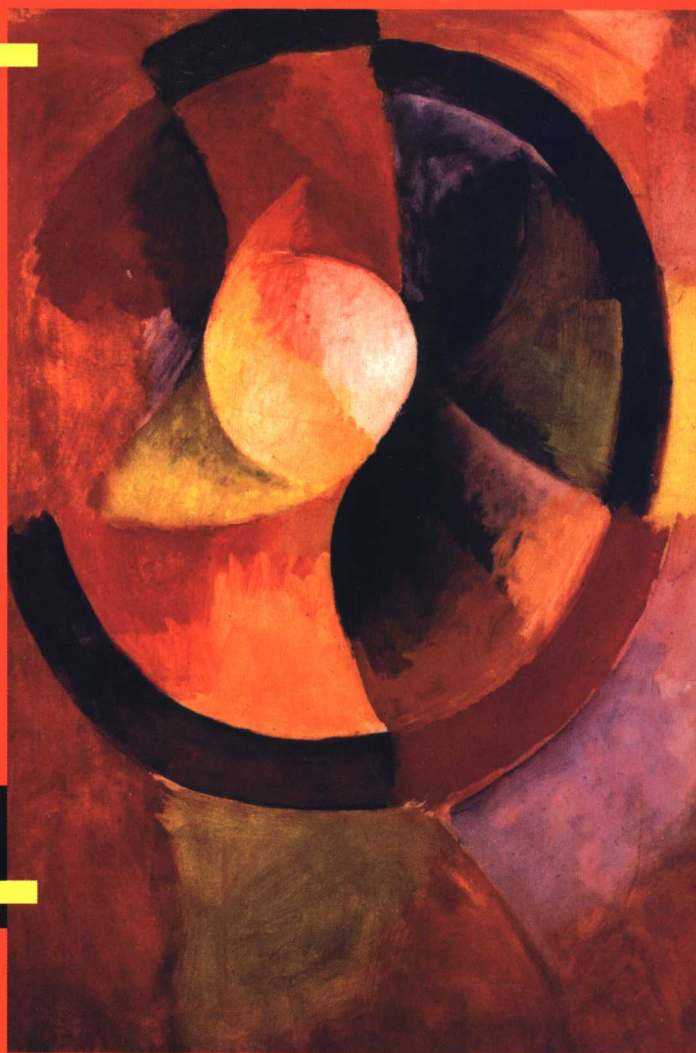
Focus on Reading and Writing

## NORTHSTAR

Judy L. Miller  
Robert F. Cohen

Teacher's Manual

Advanced



清华大学出版社

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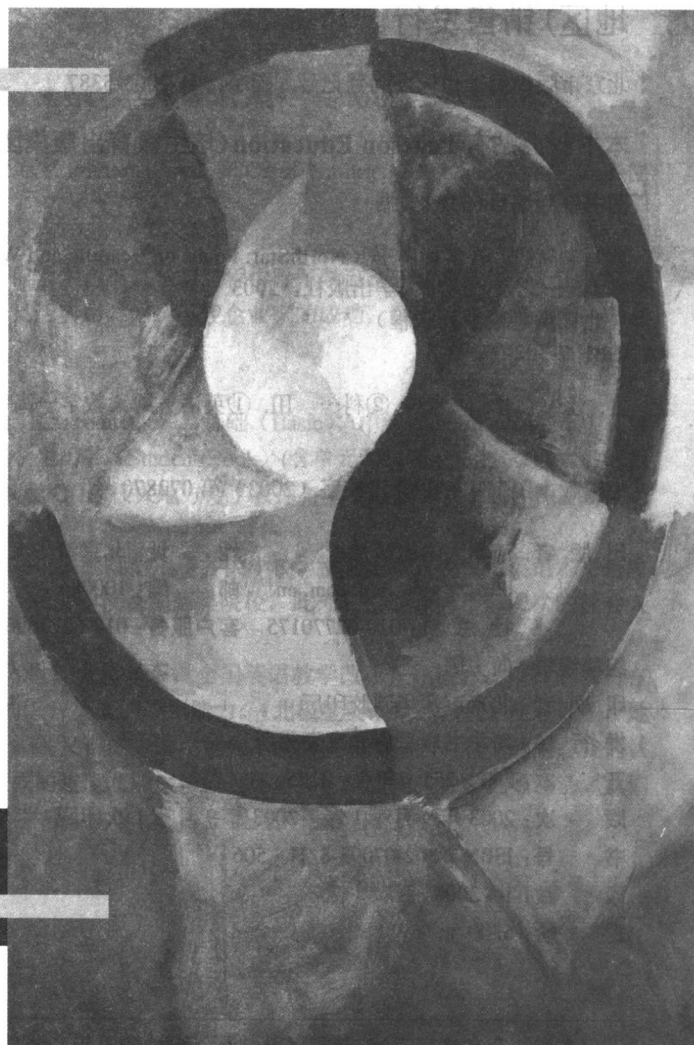
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北京

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## 出版前言

清华大学出版社引进 2003 年版培生教育集团面向非英语国家精心打造的 21 世纪最新英语教材——《北极星英语系列教程》(NorthStar)。引进出版 NorthStar 除了因为其知识内容极其丰富、内涵颇深又极具亲和力等特点以外,更重要的是我们发现她非常符合教育部正在启动的新一轮《大学英语教学课程标准》的思路与精神。我们认为无论从教材的形式还是内容上,该系列教材更能适应新世纪英语学习者需要。其特色如下:

### ● 听说与读写并重

该系列丛书分《听说》(Focus on Listening and Speaking)和《读写》(Focus on Reading and Writing)两大系列。其中《听说》的每个单元设置七大版块。大量操练听说,将听力理解能力与表达能力完美结合。

### ● 教学模式更体现交互式、个性化、自主性

课本、光盘、网络互为补充,强调互动式学习。注重把教师与学生之间、学生与学生之间的反馈通过练习轻松、自然地反映出来,既有利于提高教学质量、活跃课堂气氛、评估学生学习效果,又激发学生的学习兴趣、提倡自主学习、促进学习效率。配套学习网站([www.longman.com/northstar](http://www.longman.com/northstar))免费提供网上资源库、教师指导、网上阅读、写作、听说练习等。

### ● 注重培养应用能力,非应试教育

着重生活工作中需要的技能,如:演讲、场景对话、走出教室实战练习、信件、总结、学术小论文等。

### ● 编写思路明确,编写人员水平出众

遵循外国人学习英语的普遍规律,由著名美国教育专家 Frances Boyd 和 Carol Numrich 主持、召集英美 30 多位常年从事对外英语教学的专家和教师编写。

### ● 语言真实地道,文化信息量大;主题相关,便于巩固

注重把语言技能的训练与知识文化有机结合起来,使学生在英语学习过程中除了学到语言的形式以外,还学习其文化内容。书中主题丰富多样、贴近生活、时代感强,灵活实用。如:年轻企业家的成功,食物对心情的影响,语言与性别的关系,情商与智商,等等。

### ● 教材体系完备,可供不同水平学生灵活选用

《听说》与《读写》系列各分为 5 个级别,即:入门(Introductory)、基础(Basic)、中级(Intermediate)、中高级(High Intermediate)、高级(Advanced)。每套教材包括学生用书(Student Book)(含单元测试题及总测试题)、教师用书(Teacher's Manual)、写作练习册(Activity Book)、配套 CD,极大地方便了教师与学生在教与学中的各种需要。

### ● 适用对象明确

该系列教材是为初、中级英语水平学习者而设计编写的。她既适用于各类学校,特别是新入校学生英语水平跨度较大的学校,如新建本科院校、扩招院校、专科学校、双语学校及师范类院校,此外,也适合同年龄层次的社会人士自学及培训机构使用。

“风乍起,吹皱一池春水”。在中国承办奥运会和入世的大背景下,全国英语教学改革正在进行。以往的教材在新形势下已显“明日黄花”,难以适应和真正提高学生的综合英语的应用能力。《北极星英语系列教程》应运而生,她从初级入门到高级应用,莲花步步,浑然一体;每一个级别又自成一统,可为不同级别的学生因“材”施用。我们认为好的教材就像乐谱或电影脚本,她能告诉您步骤、大概的进度及顺序,但是还需要您赋予她生命,把她演活。我们衷心地希望这套教材能有助于英语教学的改革,激发学生自主性学习,真正提升英语能力。

清华大学出版社外语事业部

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# 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

## 1. APPROACHING THE TOPIC

**Note:** Sections 1–4 are essential. You may want to select among Sections 5–7. Time for the whole unit: 6–8 hours.

### A. PREDICTING

Students look at a visual and a title. As students give their responses and reactions to the question or questions, you may want to write them on the board. Take care to include all ideas, even inaccurate ones, to open students' minds and encourage the broadest participation. Sometimes students begin in pairs or small groups and then share ideas as a class.

### B. SHARING INFORMATION

Students work in small groups in one of two formats: students share their experience in response to questions, or they get information by interviewing other students and then share experience. Students should all be talking 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 and 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 and then practiced in Section 2B.

Sections 1 and 2 should take about an hour. You may want to introduce a unit in the last hour of a class and then assign Reading One (A, B, and C) for homework. In the next class, check the homework and then pick up with 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 that is 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, and so on. 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 and answering questions to predict content or outcome. Sometimes this activity is preceded by a few comprehension items. This activity, which should be kept short, is best done in class.

### B. READING FOR MAIN IDEAS

The texts can be 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 read the comprehension items first 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 have tried to 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 have more than one chance to examine the text. Students should pair up, identify differences in their answers, 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—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, both standardized and teacher-made, by professors in class and on exams.

### **4. READING TWO**

#### **A. EXPANDING THE TOPIC**

The selection here is often shorter and easier than 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 wish to add to 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 in order to 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 new vocabulary and new ideas for discussing the topic at a level considerably beyond the Predicting (Section 1A) and Sharing Information (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 a particular aspect of language that occurs in one or both texts, for example, *-ing/-ed* endings, hyphenated adjectives, categorization, or noun suffixes. Encourage students to explore.

#### 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 fill-ins in new contexts, synonyms, and analogies.

### 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 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, Advanced*.

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. All the exercises can be done as homework.

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

#### B. STYLE

In this section, students study a rhetorical pattern (e.g., paragraph development, the comparison/contrast essay, cover letters and resumés). 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 some kind of 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 application (outside the classroom) of the language and skills practiced (inside the classroom). The results, therefore, may bring up new perspectives on the theme. This activity is usually done in pairs or small groups, with later reporting to the whole class.

### **WORKING ACROSS THE STRANDS**

If students are using both the listening/speaking book and the reading/writing book, you will notice increased depth in both their discussion and their writing; moreover, ideas and vocabulary will serve to reinforce each other. To elicit connections, ask explicitly how the ideas relate to one another, particularly in the Linking (4B) and Writing Topics (7A) sections. 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. Select what fits your students and the environment best.

## CONTENTS

	<b>Introduction</b>	<b>iv</b>
	<b>Teaching the Unit</b>	<b>vii</b>
<b>1</b>	<b>MY TIME IN A BOTTLE</b>	<b>1</b>
<b>2</b>	<b>A BRIDGE ACROSS THE GENERATIONS</b>	<b>5</b>
<b>3</b>	<b>THE ROAD TO SUCCESS</b>	<b>10</b>
<b>4</b>	<b>WATER, WATER EVERYWHERE . . .</b>	<b>14</b>
<b>5</b>	<b>WHAT IS LOST IN TRANSLATION?</b>	<b>18</b>
<b>6</b>	<b>MANAGING A CAREER</b>	<b>23</b>
<b>7</b>	<b>WHEN THE SOLDIER IS A WOMAN</b>	<b>27</b>
<b>8</b>	<b>THE CELLIST OF SARAJEVO</b>	<b>32</b>
<b>9</b>	<b>THE RIGHT TO READ</b>	<b>36</b>

# UNIT 1: MY TIME IN A BOTTLE

**Unit Summary:** This unit deals with the life story of a famous person, the baseball player Mickey Mantle, who suffered from alcoholism, and the consequent ethical debate on dedicating limited medical resources to people with addictions. The first reading is an autobiographical text by Mickey Mantle describing the impact of his father's death, his sudden rise to fame, and his struggle with alcoholism. The second reading is a newspaper editorial that defends Mickey Mantle's fitness for a liver transplant despite his alcohol abuse.

The companion unit in *NorthStar: Focus on Listening and Speaking* deals with Internet addiction.

## 1. APPROACHING THE TOPIC, page 1

### A. PREDICTING

*Suggested Time: 5 minutes*

**Focus:** To get students thinking about the life story of a famous person who suffered from alcoholism, Mickey Mantle; to predict the content of the unit based on the title and student's prior knowledge of Mickey Mantle.

**Setup:** Ask students to read the title, look at the photograph, and read the questions. Give them a minute or two to think about their answers and write their responses individually. Then pair students up to discuss their responses. Have pairs report to the class.

**Variation:** As a class, you may want to elicit responses and write them on the board. Students may want to refer to these notes in the subsequent exercises (Section 2A and 3A) to check the accuracy of their initial predictions.

### B. SHARING INFORMATION

*Suggested Time: 20 minutes*

**Focus:** To encourage free discussion of influential people in the students' lives.

**Setup:** Ask students to read the items in the chart. Have students work individually to fill in the chart. Then have students share their answers in small groups. Ask the class for the most interesting stories of influential people in their lives.

**Variations:** Students can use the chart to conduct interviews in pairs. You may want to have pairs report their findings to the class.

## 2. PREPARING TO READ, page 3

### A. BACKGROUND

*Suggested Time: 15 minutes*

**Focus:** To inform students about the life of Mickey Mantle; to awaken interest in and aid their comprehension of his autobiographical text that follows.

**Setup:** Have students read the text individually. Check comprehension by asking the class the following questions: *Why was Mantle so popular among Americans at that time? What was his private life like? What did he die of?* Then have students complete the sentences individually and read their answers aloud to a partner. Try pairing students from different language backgrounds, if possible.

**Variations:** (1) You may want to assign this as homework. In class students can read their completed sentences aloud in small groups. (2) During the sharing of sentences, encourage students to discuss their ideas fully, challenging any assumptions they may make about celebrities. Students should take notes. As homework, students can write a full paragraph fleshing out one of the original sentences by incorporating some of the ideas discussed in class.

### B. VOCABULARY FOR COMPREHENSION

*Suggested Time: 15 minutes*

**Focus:** To acquaint students with vocabulary that is often used when discussing addictions and health issues.

**Setup:** As a class, have students place a stress mark (ˈ) over the accented syllables and then pronounce the highlighted words. Then have students complete the exercise in small groups (of similar fluency levels, if possible). Encourage them to consult each other and their dictionaries before consulting you. Check the answers as a class.

**Variation/Expansion:** (1) You may want to assign the exercise as homework and then use class time to check answers and correct pronunciation. (2) Using information from the Background reading (Section 2A), students can write sentences about the life of Mickey Mantle, incorporating the new vocabulary.

### 3. READING ONE: MY TIME IN A BOTTLE, page 5

#### A. INTRODUCING THE TOPIC

*Suggested Time: 10 minutes*

**Focus:** To help students predict the contents of the article.

**Setup:** Ask students to look at the photograph and read the question. Give them a minute or two to think about their answers. Then pair students (who are sitting next to each other) to discuss their responses. Encourage them to use the vocabulary from Section 2B by writing the list of words on the board. Have pairs report to the class.

**Variation/Expansion:** (1) If students are also using the companion text, *NorthStar: Focus on Listening and Speaking*, you may want to include on the board vocabulary from that unit's Section 2B. (2) You may want to discuss the photo and question as a class. Write students' ideas on the board. After reading the article, they may check to see how relevant their ideas were to Mantle's life. (3) Students who are also using the companion text, *NorthStar: Focus on Listening and Speaking*, may be able to discuss this question in greater detail. Ask them for examples of how addictions affect relationships.

#### B. READING FOR MAIN IDEAS

*Suggested Time: 20 minutes*

**Focus:** To help students identify the main ideas in the text after one reading.

**Setup:** Have students read the questions before reading the article. Have students answer the questions as they read. In pairs or small groups, have students discuss their answers.

**Variation/Expansion:** (1) This exercise may be assigned as homework. Students can compare and discuss their answers in class. (2) Students who are also using the companion text, *NorthStar: Focus on Listening and Speaking*, may want to discuss how Mickey Mantle's alcoholism demonstrated the typical symptoms of addiction.

#### C. READING FOR DETAILS

*Suggested Time: 10 minutes*

**Focus:** To get students to complete a timeline by using detailed information from the text.

**Setup:** Ask students to read the information being added to the timeline individually and then complete the timeline by referring to the reading.

**Variations:** (1) This exercise may be assigned as homework. (2) Students can guess the date of the photograph of Mickey Mantle with his parents in Section 3A and place it on the timeline.

#### D. READING BETWEEN THE LINES

*Suggested Time: 25 minutes*

**Focus:** To encourage students to interpret information and make inferences about Mickey Mantle's life and choices.

**Setup:** Pair students (of different language backgrounds, if possible), and then have them choose the best answers. If there is disagreement, welcome it. Encourage students to support their point of view with details from the reading. Then have the pairs discuss the questions in Exercise 2. For homework, students can write their responses and then share them with the class.

**Variation/Expansion:** (1) After writing their responses, students can return to their pairs to share their writing. Partners can take turns giving each other feedback on the writing: *Does it answer the question? Is the answer supported with details from the reading? Is it missing any information?* Students can then individually revise their paragraphs and submit them to you for final evaluation. (2) You may want to

discuss the questions as a class. Encourage students to take notes on student ideas. For homework, students can choose one question to answer in detail. They can submit the writing directly to you or do one revision after a peer feedback session as described in variation 1.

#### **4. READING TWO: MICK'S TOUGHEST INNING, page 10**

##### **A. EXPANDING THE TOPIC**

*Suggested Time: 20 minutes*

**Focus:** To expand students' understanding of Mickey Mantle's liver disease; to bring up the ethics of allocating limited health-care resources.

**Setup:** Have students respond to the question in class. Then ask students to read the text individually. As they finish reading, pair them up to complete the chart that follows the text. Discuss students' responses to the chart as a class.

**Variation/Expansion:** (1) You may want to assign this section as homework. Students can complete the chart and show each other their answers in class. (2) In pairs, students can write a conversation between Cathy Burke and Governor Lamm, which they may perform for the class. Make sure they touch on all the points covered in the chart. (3) If students are also using the companion text, *NorthStar: Focus on Listening and Speaking*, encourage them to use Expressions for Challenging an Argument in Section 6B.

##### **B. LINKING READINGS ONE AND TWO**

*Suggested Time: 25 minutes*

**Focus:** To relate Mickey Mantle's case to the issue of fair medical treatment.

**Setup:** Have students read the two sets of questions and brainstorm ideas in pairs or small groups. As a homework assignment, have students write their responses and submit them to you.

**Variations:** (1) To promote active use of new words, you may want to list on the board the vocabulary from Section 2B. If students are also using the companion text, *NorthStar: Focus on Listening and Speaking*, you may want to include vocabulary from that unit's Section 2B. (2) Instead of submitting the responses directly to you, students can evaluate and revise their writing in pairs. Partners can take turns giving each other feedback on their writing: *Does it answer the questions? Is the answer supported with details from the reading or a logical argument? Is it missing any information?* Students may then revise their responses and submit them to you for final evaluation.

#### **5. REVIEWING LANGUAGE, page 12**

##### **A. EXPLORING LANGUAGE: WORD FORMS**

*Suggested Time: 15 minutes*

**Focus:** To reinforce vocabulary studied in the unit; to expand students' vocabulary by deriving word forms.

**Setup:** Have students work in small groups (of similar fluency levels, if possible) to complete the exercise. Encourage them to consult each other and their dictionaries before consulting you. Check the answers as a class. Review the pronunciation of the words. Point out how the stress shifts as words change forms. Have students practice the various stress patterns of the words.

**Variation:** You may want to assign the chart as homework and then use class time to check answers and correct pronunciation.

##### **B. WORKING WITH WORDS**

*Suggested Time: 15 minutes*

**Focus:** To apply vocabulary learned in this unit to the context of a letter from Mickey Mantle to his father.

**Setup:** Ask students to read through the whole letter before filling in the blanks. Have students work individually and then read their answers aloud in pairs to check pronunciation.

**Variation:** You may want to assign the exercise as homework and then use class time to check answers and correct pronunciation.

## 6. SKILLS FOR EXPRESSION, page 14

### A. GRAMMAR: PAST UNREAL CONDITIONALS

*Suggested Time: 30 minutes*

**Focus:** To use past unreal conditionals to explain why things happened for Mickey Mantle the way they did and to express regret about his past.

**Setup:** For Exercise 1, have students (of different language backgrounds, if possible) work in pairs to examine the sentence and answer the three questions that follow. Ask students to read the grammar explanations silently, then combine the ideas in Exercise 2 by using the past unreal conditional. When students finish, they can move on to Exercise 3, using information from the readings to create past unreal conditional sentences. If students finish early, they can compare their answers with those of a partner. Go over the answers with the class, correcting errors.

**Variation/Expansion:** (1) This whole section works well for homework. Students can complete the exercises at home and then go over the answers in class or check the Answer Key. (2) For further practice, offer exercises from *Focus on Grammar, Advanced*.

### B. STYLE: ELEMENTS OF AUTOBIOGRAPHICAL WRITING

*Suggested Time: 25 minutes*

**Focus:** To guide students in using the elements of character, technique, and theme as they write autobiographical texts.

**Setup:** Ask students to read the excerpt from “My Time in a Bottle” and discuss their answers with a partner. Have the pairs continue to read about the elements of autobiographical writing: character, technique, and theme. Together they can discuss the questions in Exercise 3 and then show each other their written answers for Exercises 2 and 4. Assign Exercise 5 for homework.

**Variation/Expansion:** (1) For Exercise 1, you may want to read the excerpt aloud and discuss the following three questions as a class. (2) Exercises 2, 3, and 4 can also be used as a prompt for a class discussion. (3) For Exercise 5, you may want small groups of students to brainstorm the various points of view each character would have. When they write their paragraphs, they can use the ideas discussed in the groups to enrich their writing. (4) Once students have written their paragraphs, they can share their writing in pairs. Students can take turns giving each other feedback on the use of character, technique, and theme. The questions from Exercises 2, 3, and 4, if adapted, can guide the feedback process, for example: *What did you learn about the character? What are the narrator's values? Identify the descriptive words. Are they effective? What do they communicate? What is the main theme of the paragraph? Does this paragraph make you feel closer to the narrator? Why or why not?* (5) When students have reached final draft, they can read their autobiographies aloud to the class without revealing the identity of the narrator. The class can listen to the reading and try to identify the narrator.

## 7. ON YOUR OWN, page 20

### A. WRITING TOPICS

**Focus:** To integrate the concepts, vocabulary, grammar (past unreal conditionals), and style focus (autobiographical writing) of the unit in a complete piece of writing.

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

**Variations:** (1) You may want to use samples of student writing to review grammar. You can create an error correction exercise from sentences in which students misuse the past unreal conditional. (2) To help students focus and strengthen their writing skills, have them complete this assignment in three drafts. For the first draft, focus your feedback on content and organization. In the second draft, focus your feedback on correct structure and accurate word choice. The third and final draft may be shared with the class by reading aloud.



## B. FIELDWORK

**Focus:** To raise students' consciousness about the rationing and distribution of organs; to practice research and reporting skills by examining the organ distribution policies in a different region or country.

**Setup:** Pair students (of different fluency levels) to read the graph and answer the three questions. Discuss student answers in class. To conduct the research, have students work alone or in pairs. Remind them to look for the specific information requested and add interesting details they discover. Encourage them to bring in any questions they have—about vocabulary, medical practices, government policies—as they do the research. Have students write reports and present them to the class.

**Expansion:** You may want to bring in organ donor information that is distributed in hospitals and public clinics for students to read.

If students are also using the companion text, *NorthStar: Focus on Listening and Speaking*, you may want to select from the On Your Own activities. If time allows, you could do both a Speaking (in class) and Writing (at home) topic. However, you probably will want to choose one Fieldwork assignment, selecting what fits your students and the environment best. When students write, remind them to use examples and vocabulary from the speaking/listening material on addictions.

# UNIT 2: A BRIDGE ACROSS THE GENERATIONS

**Unit Summary:** This unit explores one way in which society can better integrate young and old generations, and break through some age-group stereotypes. The first reading is a collection of newspaper articles about an innovative high school program that invites elderly citizens to attend classes. The second reading is a newspaper column that argues the inevitability of aging and the value of self-love.

The companion unit in *NorthStar: Focus on Listening and Speaking* deals with centenarians, people over 100 years old, who are still active.

## 1. APPROACHING THE TOPIC, page 23

### A. PREDICTING

*Suggested Time: 5 minutes*

**Focus:** To get students thinking about generational differences and similarities; to predict the content of the unit based on the title and the photograph.

**Setup:** Ask students to read the title, look at the photograph, and read the questions. Give them a few minutes to think about their answers and write their responses individually.

**Variation:** (1) Once students have written their ideas, you may want to pair up students (who are sitting next to each other) to discuss their responses. The pairs can then report to the class. (2) As a class, elicit responses from the students and write them on the board. Students may want to refer to these notes in the subsequent sections (2A and 3A) to check the accuracy of their initial predictions.

### B. SHARING INFORMATION

*Suggested Time: 15 minutes*

**Focus:** To encourage free discussion of the differences between the elderly population and teenagers; to raise students' awareness of how they perceive the two groups.

**Setup:** Ask students to read the items in the chart. Have small groups fill in the chart. Ask the groups to share their ideas and any surprising differences of opinion.