

北 极 星 英 语 系 列 教 程



学生配套用书

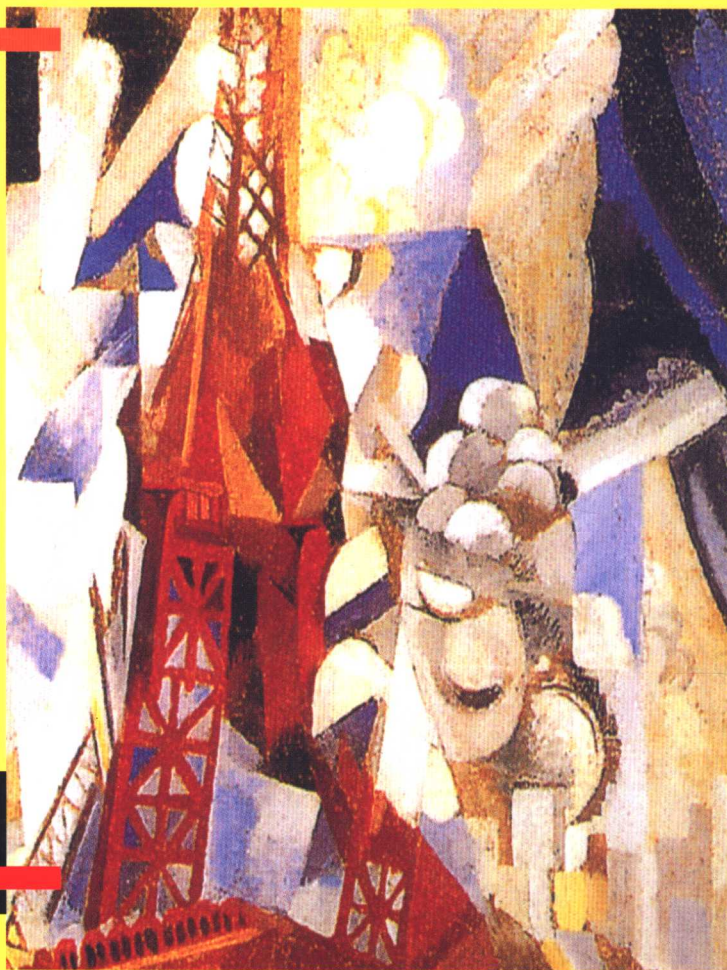
Student Companion Book

NORTHSTAR

系列主编 刘 骏

入门级

Introductory



清华大学出版社

北极星英语系列教程



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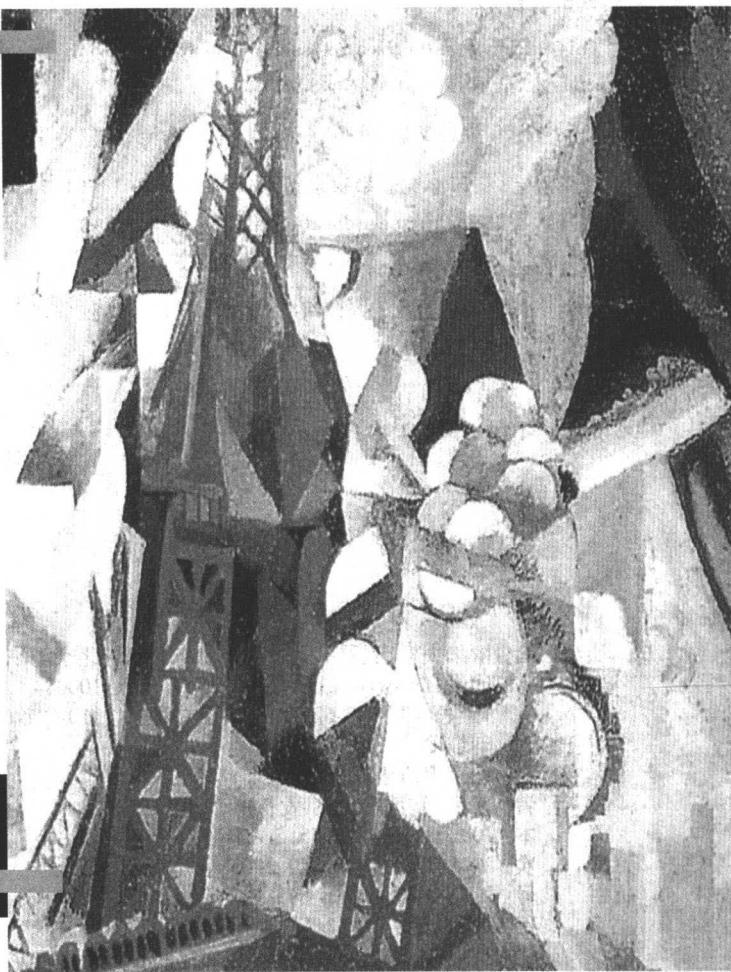
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Introductory



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前言

教材对于外语教学而言是不可或缺的,而教材的选择往往与培养学生的目标是分不开的。我们选用由清华大学出版社引进的《北极星英语系列教程》(NorthStar),是因为该教程具有选材广泛、注重语言综合技能训练以及语言真实地道等特点。然而,由于这一系列教程并非完全针对把英语作为外语的学习者而编写的,在两年来的教学实践过程中,学生普遍反映该系列教程生词量大、文化信息较为浓缩等问题。为了帮助学生从语言和文化背景两方面更好地理解教材的内容,开阔学生的视野,提高他们的交际能力、批判意识和创新能力,汕头大学英语语言中心组织中外教师30多人共同参与编写了《北极星英语系列教程——学生配套用书》。该学生配套用书与系列教程一样共分5级,即:入门级(Introductory)、基础级(Basic)、中级(Intermediate)、中高级(High Intermediate)和高级(Advanced)。

该系列配套用书每单元包括以下八个部分的内容:

1. 单元简介

该部分为学生提供了单元概述,主要针对主题进行简要说明,同时说明该单元的学习目的。

2. 生词

该部分所选词语意义的解释主要依据其在语境中的含义,同时通过加注音标、词性以及附上例句和译文,使学生能更好地理解词语的用法。选词的标准参照了《大学英语课程教学要求》,一般要求的词语不设标记;较高要求和更高要求的词语分别标记为“★”和“▲”;超出要求的词语标记为“◆”。

3. 语言难点

该部分主要解释那些在语言方面或文化方面可能会造成理解困难的词语,如某些表达方式和习语。为了减少学生预习课文的难度,语言点的解释尽量做到简明扼要,并为学生提供了参考译文。

4. 相关文化背景介绍

该部分从历史、人物传记、文化等方面为学生提供与目标文化相关的背景知识,旨在提高学生的批判性思维能力。

5. 相关网站推介

该部分介绍了与课文主题相关的网站,提供了有效使用网站资源的方法,为学生进一步了解相关知识提供了便利。

6. 课外阅读材料

该部分选编了与学生本土文化相关的课外阅读材料并配以相应的练习活动,让学生从不同角度加深对同一主题的理解,进而开阔他们的视野。

7. 附加练习

该部分提供了独立完成或小组活动等形式多样的附加练习,为学生创造了更多提高自身语言与文化技能的机会,其中特别为学生提供了既富于培养创造性思维又能激发学习兴趣的写作练习。

8. 学生自评

该部分从背景知识、词汇、语法和写作技巧等方面让学生对所学知识的实际掌握情况进行自我评价,进而调整自身的学习策略。

《北极星英语系列教程——学生配套用书》是汕头大学英语语言中心30多位中外老师团结协作、辛勤劳动的结果。在此,我们感谢所有参与编写的人员,同时感谢马兰和苏珊·斯宾塞两位老师为该系列配套用书的编写提供了样张。在编写的过程中,清华大学出版社一直非常关心和支持编写工作,特别是该社的蔡心奕编辑为提高书稿的质量做了大量的工作,在此一并致谢。

我们希望该系列配套用书的出版将有助于促进学生提高学习效率和兴趣,对培养学生的批判性思维和英语交际能力起到指导性的作用。由于参与编写的人员较多,时间紧迫,不足之处在所难免,恳请广大读者批评指正。

系列主编:刘 骏

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2005年6月

SERIES FOREWORD

There are three fundamental considerations for any language educator: What to teach, when to teach it, and how to teach it. “What to teach” is related to teaching materials, without which teaching cannot be focused. “When to teach it” addresses the issues of curriculum and syllabus, without which teaching will not be efficient. “How to teach” addresses teaching methodology, without which teaching cannot be effective. Among these three considerations, teaching materials are by far the most essential, indispensable for language teachers and learners. The selection of materials is largely dependent on the projected teaching objectives. Among the various materials in teaching English as a Foreign Language (EFL) on the market, we have chosen the *NorthStar* series for its comprehensive coverage of topics, integrative skills training, and authentic presentation of materials.

In order to maximize the potential of imported textbooks to benefit Chinese students of English, Chinese culture and language, learner styles and strategies, and a sensitivity to students’ prior exposure to English all need to be taken into consideration. This has been consistently agreed upon by curriculum developers, syllabus designers, materials writers, as well as English language teachers in China. At the English Language Center (ELC) in Shantou University, we have used the *NorthStar* textbook series for our English courses for a number of years, focusing on training students’ communicative competence and critical thinking. While we applaud the merits in the textbook series, we have found ourselves busy searching for additional materials, interactive tasks, bilingual annotations, and cultural/intercultural notes to accompany the text and to facilitate the learning process in the Chinese context. As the *NorthStar* series was not originally designed for Chinese students of English *per se*, there is a need to substantiate more culturally appropriate and pedagogically-tailored materials as a complement to the existing textbooks. As such, the faculty at the ELC has produced this *NorthStar Student Companion Book* series as counterparts to the textbooks.

There are five student companion books in the series, parallel to the textbooks, with each book covering both strands of reading and writing, and listening and speaking at each of the five levels (Introductory, Basic, Intermediate, High Intermediate, and Advanced). Every unit in each student companion book in this series is comprised of eight sections as follows:

A Brief Introduction to the Unit

In this section, students are given unit overview, which provides a brief explanation of the theme, imparts some relevant learning information, and states the objectives of the unit.

New Words

This section helps to clarify the meanings and usage of selected words and expressions from the unit in context, adding International Phonetic Alphabets (IPA) and providing examples with a Chinese translation. In addition, words and expressions are all selected and marked in accordance with the “Reference Word List of College English Curriculum Requirements” issued by the Ministry of Education in China. “★” and “▲” correspond to “intermediate requirements” and “higher requirements,” respectively, as stated in the Word List. Words and expressions marked with “◆” indicate that they are beyond the scope of the Word List. Selected words and expressions without any symbol match to “basic requirements” stated in the Word List.

Language Points in the Unit

The focus of this section is to clarify the meanings of words and phrases that are linguistically and/or culturally challenging (e.g., expressions and idioms). They pose potential difficulties for Chinese students previewing the text; therefore, succinct explanations of the language points are provided in both English and Chinese.

Additional Information and Explanations

This section mainly focuses on providing further information (e.g., historical, chronological, biographical, cultural, and thematic) and explanations related to the target culture, while at the same time enhancing the students’ critical thinking.

Recommended Websites for Further Information

This section is intended to provide additional information and resources for students who are eager to learn more about the subject matter and issues presented in the textbook. A few websites related to the theme of each unit are recommended, along with some guidance on the scope and the effective utilization of those websites.

Supplementary Reading Materials with Tasks

This section is designed to expose Chinese students to different perspectives on the same theme, through individual work or group activities, in the hope that students will broaden their outlook and consider contrasting opinions. With sensitivity to the Chinese and Asian context, the additional readings and materials are easier for the Chinese students to relate to.

Suggested Activities and Tasks

To facilitate self-study and group work, the various activities and tasks in this section are designed to provide more opportunities for students to develop their linguistic and cultural competences. In particular, we have provided some additional writing assignments that are more creative and imaginative—even playful—in nature.

Self-Checklist

This section enables students to monitor their own progress and comprehension of the content in terms of cultural background, vocabulary, grammar, and writing style. After completing each unit, students will be able to assess how well they have learned the materials and what skills they need to focus on to further their learning.

About 35 ELC teachers at Shantou University participated in the creation of the *NorthStar Student Companion Books*. We would like to take this opportunity to thank all of our contributors, in various roles, for their involvement in the construction of this *Student Companion Book* series. In particular, we would like to thank our book editors for their leadership throughout the process. Thanks also go to Ma Lan and Susan Spencer for providing a sample unit that served as a model for the development of the series. We are grateful to the editors at Tsinghua University Press, especially Ms. Cai Xinyi, for her conscientiousness in ensuring that we deliver the highest quality possible.

We hope that the publishing of this *NorthStar Student Companion Book* series will greatly facilitate our students by making their learning more efficient, effective, and enjoyable. We encourage our students to take advantage of this series for lesson preparation and unit review. It is our intention that this series will play an instrumental role in developing students' critical thinking and communicative competence in English.

Jun Liu, Series Chief Editor

Liangrong Xiao, Series Deputy Chief Editor

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1 THEME: Friendship

Focus on Reading and Writing: The Friendship Page

Focus on Listening and Speaking: A World of Friends, A World of Peace

I A Brief Introduction to the Unit

Unit 1 focuses on how people meet and communicate with friends from around the world. We will learn about The Friendship Force, an international organization that teaches people about other cultures and helps them meet new people, travel to foreign countries, and live with a local family. This chapter will also introduce a popular website called “The Friendship Page,” which also brings people from all over the world together. The reading passages will explore the meaning of friendship, as well as give you some ideas about how to meet and stay in touch with international friends.

II New Words

Reading 1 The Friendship Page

adult / ə'dʌlt / *n.* one who has attained maturity or legal age 成人; 成年人

When you are an adult, you can make your own decisions. 当你长大成人后你就可以自己做决定了。

communicate / kə'mju:nikeit / *v.* to convey information about; make known; impart 联络; 通信

I am able to communicate my ideas clearly. 我可以清楚地阐述我的观点。

◆ **exclamation** / ,eksklə'meɪʃən / *n.* an abrupt, forceful utterance 惊呼; 感叹惊叹; 惊叹词

"Good heavens!" is an exclamation of surprise. “天哪!”是表达惊奇的感叹词。

graph / grɑ:f; (US) græf / n. a pictorial device, such as a pie chart or bar graph, used to illustrate quantitative relationships 曲线图; 座标图; 图解

Using a graph can help you to understand the data. 使用图解可以帮助你分析这些数据。

humor / 'hju:mə(r) / n. that which is intended to induce laughter or amusement 风趣, 幽默的东西

My friend Joe tells good jokes because he has a good sense of humor. 我们的朋友乔很有幽默感, 因此他很擅于讲笑话。

jealous / 'dʒeləs / adj. having to do with or arising from feelings of envy, apprehension, or bitterness 嫉妒的; 猜忌的

She is jealous of Mary's performance on the exam. 她很眼红玛丽的考试成绩。

organization / ,ɔ:gənaɪ'zeɪʃən / n. a group of people organized for a particular purpose; an association 组织; 机构; 团体

The Red Cross is a big international organization. 红十字会是一个庞大的国际组织。

percentage / pə'sentədʒ / n. a proportion or share in relation to a whole; a part 百分比; 部分

Only a small percentage of the exam is on listening comprehension. 听力理解只占考试的一小部分。

period / 'piəriəd / n. a punctuation mark (.) indicating a full stop, placed at the end of declarative sentences and other statements thought to be complete, and after many abbreviations 句号

Use a period to indicate the end of a sentence. 句子的末尾要使用句号。

poetry / 'pəuitri / n. a piece of literature written in meter; verse 诗; 诗歌; 诗作

I like reading poetry. 我喜欢诗歌。

▲ **snail** / sneil / n. a slow-moving, lazy, or sluggish person 行动缓慢、懒惰或无所事事的人
“Snail” mail 由邮递员分发传递的传统信件

Nowadays, most people would prefer e-mail than snail mail. 现在人们大都使用电子邮件而不是信件了。

stock / stɒk / n. the number of shares that each stockholder possesses 股票; 股份 (BrE. =share)

You'd better collect detailed information on the company before you buy its stock. 在买一家公司的股票前你最好了解一下这家公司的详细信息。

Reading 2 Friendship Quotes

★ **anonymous** / ə'nɒnɪməs / adj. having an unknown or unacknowledged name 匿名的; 姓氏不明的

Anonymous letters cannot be traced. 匿名信很难被追踪。

Listening 1 “Hello. This is the Friendship Force.”

- ◆ **Belize** / be'li:z / 伯利兹城(洪都拉斯首都)
- ◆ **Bulgaria** / bʌl'gɜəriə / 保加利亚
- ◆ **Cyprus** / 'saɪprəs / 塞浦路斯
- ◆ **Czech Republic** / tʃek / (前)捷克斯洛伐克
- ◆ **Estonia** / es'təʊniə / 爱沙尼亚
- ◆ **Georgia** / 'dʒɔ:dʒjə / 格鲁吉亚
- ◆ **Ghana** / 'gɑ:nə / 加纳
- ◆ **Jordan** / 'dʒɔ:dn / 约旦
- ◆ **Kenya** / 'kenjə / 肯尼亚
- ◆ **Lithuania** / ,liθju:'einɪə / 立陶宛
- ◆ **Moldova** / mɒl'dɒvɑ: / 摩尔多瓦
- ◆ **Peru** / pə'ru: / 秘鲁
- ◆ **Slovakia** / slə'vækiə / 斯洛伐克
- ◆ **Sweden** / 'swi:dn / 瑞典
- ◆ **Ukraine** / ju:'kreɪn / 乌克兰
- ◆ **Uzbekistan** / ,uzbeki'stɑ:n / 乌兹别克斯坦

Listening 2 The Best Time in My Life

host / həʊst / *n.* one who receives or entertains guests in a social or an official capacity 主人

The host of the party is very kind. 这个聚会的主人很和蔼。

Language Points in the Unit

Reading 1 The Friendship Page

1. social service organizations (Paragraph 2, Line 3)

organizations that help to improve the lives of disadvantaged people in society
社会福利部门

2. to go online (Paragraph 3, Line 1)

to go onto the Internet; to use the Internet
上网

Reading 2 Friendship Quotes

get by (p. 10)

This is from a famous line in a Beatles song called “With a Little Help from My Friends.” To “get by” means to survive or to live.

这一说法来自于著名乐队“甲壳虫”，意思是“幸存”。

Listening 1 “Hello. This is the Friendship Force.”

1. Hello, Friendship Force. Rick Speaking. (p. 164, 3A)

This is a common way for people to answer the telephone calls of a company or office. Rick has just answered with a greeting and then the company name, then he tells the caller his own name followed by the word “speaking.”

你好，这里是“国际联谊部”，我是里奇。

2. Great! (p. 164, 3B)

The word “great” has many different meanings. In this conversation, it means “very good.” It can also mean large, powerful, or important. It is also used to express enthusiasm.

太好了！

Listening 2 The Best Time in My Life

1. Well, it was great. Actually, it was amazing. (p. 165, 4A, 1st paragraph)

Adam is trying to express that his visit to Ukraine was a very wonderful experience. As explained above, “great” means very good. When he says, “actually, it was amazing,” he means that his experience was even better than great.

不错，事实上是，棒极了。

2. The Friendship Force is not like taking a trip. (p. 165, 4A, 1st paragraph)

To say that something is “not like” something else means that they are not similar. Adam is saying that visiting another country in the Friendship Force program is not similar to being a tourist or traveller in that country.

参加“国际联谊部”的计划去其他国家，和去旅游完全不同。

3. He just filled out an application for the Friendship Force. (p. 11, B, 1a)

To fill out an application simply means to write information (e.g. name, birthday, etc.) on the application paper. The phrase “fill out” is always used when talking about writing information on any document or form.

他刚刚填了参加“国际联谊部”的申请表格。

Additional Information and Explanations

1. The Beatles

The Beatles were a British music group whose songs are among the most popular of the 20th century. The members were John Lennon, James Paul McCartney, George Harrison, and Ringo Starr. The band only stayed together for ten years (1960—1970), but their music is still loved by millions of people around the world.

2. Gore Vidal

Gore Vidal (real name: Eugene Luther Gore Vidal) is a well-known American writer of novels, plays, and essays. He wrote his first novel *Williwaw*, which was about his military experiences, at the age of 21. He has also published many other novels, plays, scripts (for television and film), and articles about politics and history.

3. George Herbert

George Herbert (1593 — 1633) was a 17th century priest and poet. In his short life, Herbert wrote many religious poems about the love of God. In fact, he came from a famous family of writers, poets, and philosophers. He dedicated (gave) his first book of poems "*Holy Sonnets*" to his mother, who raised him and his 9 siblings (brothers and sisters) by herself after their father died in 1596.

Recommended Websites for Further Information

1. <http://www.friendship.com.au>

Celebrate friendship with the largest Internet friendship site. The website contains friendship quotes, poetry, philosophy, humor, pen-pal resources, songs, and more.

2. <http://www.friendshipforce.org>

This is a nonprofit cultural exchange organization promoting friendship and goodwill through an extensive program of home stay exchanges since 1977.

3. <http://www.longman.com/ae/northstar2e/northstar2e/nsintroductory/index.html>

This site provides a vocabulary exercise for this unit.

VI

Supplementary Reading Materials with Tasks

GETTING STARTED

A Friend Most True

After Unit 1 you may have your own definition of friendship. The following is a poem quoted from "The Friendship Page." It might help you in your exploration of the true meaning of friendship.

A Friend Most True

© Wendy Hinson 04.03.99

I need to know if you're my true friend,
will you be by my side until the end?
Can I tell you my secrets deep,
and trust them in your heart you'll keep?
We are neither of us without our flaws¹,
can you accept mine as I will yours?
I'll be a shoulder to cry on when you're blue,
will you be there for me when I need you?
No matter how busy I will make time for you,
if you are busy will you make time for me too?
I will take your hand and comfort your tears,
will you hold me and soothe² my fears?
I will give you joy and many warm smiles,
can we share that even across many miles?
I will not forget what's important to you,
will you remember what's important to me too?
With you my most favorite things I'll share,
if only I know do you truly care?
If you can accept me as I do you,
then I will know you are a friend most true.

¹ flaw *n.* an imperfection

² soothe *v.* to bring comfort; to calm

ACTIVITY FOR WRITING

What is your definition of a “true friend?” Have you ever had any trouble with a friend of yours? What did you do to maintain your friendship?

ACTIVITY FOR COMPREHENSION

According to the poem, what are the qualities of being a good friend?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ACTIVITY FOR DISCUSSION

Think about the above qualities. What do these mean to you personally?

Suggested Activities and Tasks

This exercise includes six sentences quoted from “The Friendship Page.” Think them over and answer the following questions:

1. What do you think each of these quotes means?
2. Do you agree with their meaning?
3. If not, how would you define friendship?

“True friendship is like sound health; the value of it is seldom known until it be lost.”

— Charles Caleb Colton

“Each friend represents a world in us, a world possibly not born until they arrive, and it is only by this meeting that a new world is born.”

— Anais Nin