

国际经典英语系列教材

PEARSON

NORTHSTAR



英语听说

Listening and Speaking



原 著 【美】 Sherry Preiss

中方主编 杨唐峰



上海交通大学出版社
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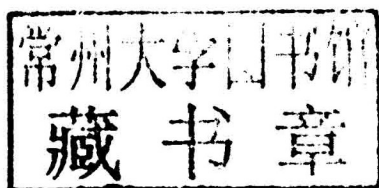
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INTRODUCTION

国际经典英语系列教材《英语听说 1》《英语听说 2》和《英语听说 3》是配合我国目前公共英语教学改革趋势,为本、硕、博一体化课程体系量身打造,供本、硕、博不同层次学生使用的一套英语听说专门教材。

本套教材由培生教育集团出版的 NorthStar 系列教材改编而成。编者根据我国高校英语听说课程的相关教学目标和要求、学生英语听说水平及学习特点,在原版教材的基础上,对每单元内容进行了适当的删减与补充,分别编写了《英语听说 1》《英语听说 2》和《英语听说 3》。

在教材编写过程中,我们尽量保持原教材的编写理念和内容的原汁原味,尽量保持原教材的编写体例和内容安排的逻辑顺序。同时,根据我国高校的教学需求和课时安排,将原教材每册 10 个单元精简为 8 个,去除原教材中对中国学生来说过于简单的语法练习,每个单元增加了部分听力、口语练习和英语词汇表。

改编后的教材特点是,语言材料新颖真实,学习内容系统精炼,练习材料丰富恰当,既突出在内容学习和听说训练中培养学术思辨能力,又注重把语言技能的训练与英语国家的文化有机结合。

我们衷心希望本套教材的出版能使学生有效地提高英语交际能力和批判性思维能力,提升跨文化意识和创新意识。同时,希望教师能得心应手地使用本教材,提高课堂教学效果。

最后,我们真诚感谢上海交通大学出版社对本套教材编写出版工作的支持和帮助。

编 者

2015年7月

UNIT STRUCTURE




FOCUS ON THE TOPIC

This section introduces students to the unifying theme of the listening selections.

PREDICT and **SHARE INFORMATION** foster interest in the unit topic and help students develop a personal connection to it.

BACKGROUND AND **VOCABULARY** activities provide students with tools for understanding the first listening selection. Later in the unit, students review this vocabulary and learn related idioms, collocations, and word forms. This helps them explore content and expand their written and spoken language.



1 The Internet and Other Addictions

UNIT

Hi. My name is Barry, and I check my E-mail two to three hundred times a day.

FOCUS ON THE TOPIC

PREDICT

Look at the cartoon, and read the caption. Barry introduces himself with his first name and a fact about himself. What kind of problem could he have? What kind of group is this? Discuss your thoughts with a partner.

Unit 1: The Internet and Other Addictions 1


UNIT 1

SHARE INFORMATION

Read the opinions and write **A** (agree), **D** (disagree), or **?** (can't decide) in the blank. Work with a partner and compare answers.


1. I think anyone who spends 40 hours a week on non-essential computer use could be called an Internet addict.
2. In my view, it's as easy to get addicted to the Internet as it is to get addicted to nicotine or other harmful substances.
3. To me, communication by e-mail, chat rooms, and instant messaging is cold and impersonal.
4. If you asked me, I'd say that Internet addiction is not as serious as other addictions, such as gambling, nicotine, and drugs.
5. I'll bet the typical Internet addict is probably a college student.
6. In my opinion, television addiction is worse than Internet addiction.
7. It's obvious that cell phone addiction is more widespread and harmful than Internet addiction.

BACKGROUND AND VOCABULARY

1  Read and listen to the magazine article. Discuss your reaction to the idea of Internet addiction.

Bill, a student at the University of Maryland who doesn't want his last name used, said recently: "I surf the Internet probably 8-10 hours a day, most days. So I guess that's over 60 hours a week. Am I an addict? I don't know, but I can't get through the day without being online—downloading music, googling¹ acquaintances, blogging², checking Facebook³, or 'DM-ing'⁴ my friends."

Students like Bill are becoming increasingly common on college campuses all over the world. Can engaging in a behavior such as computer use actually be considered an addiction? Should professors and students be turning each other in to college mental health professionals? For years, researchers have been trying to make sense of the biology and psychology of addiction, its causes,



and its cures. **Addiction** used to mean abuse of substances such as drugs, alcohol, and nicotine. These days, though, the word is also being applied to Internet use, gambling, sex, shopping, cell phone use, and even travel.

¹ **googling**: obtaining information on the Internet using the Google® search engine
² **blogging**: maintaining or adding content to a "blog," a journal-like website where individuals contribute comments, ideas, and thoughts
³ **Facebook®**: an online directory that connects people through social networks at college and universities, and at some high schools and workplaces
⁴ **DM-ing**: instant messaging; using the Internet to send text messages in "real time" between two or more people

2 Continued (page 2)



FOCUS ON LISTENING

This section focuses on understanding two contrasting listening selections.

LISTENING ONE is a radio report, interview, lecture, or other genre that addresses the unit topic. All the listenings are authentic.

LISTEN FOR MAIN IDEAS and **LISTEN FOR DETAILS** are comprehension activities that lead students to an understanding and appreciation of the first selection.

The **MAKE INFERENCES** activity prompts students to "listen between the lines," move beyond the literal meaning, exercise critical thinking skills, and understand the listening on a more academic level. Students follow up with pair or group work to discuss topics in the **EXPRESS OPINIONS** section.

UNIT 1

FOCUS ON LISTENING

A LISTENING ONE: Interview with an Internet Addiction Counselor

Because so many students overuse the Internet, some university health services offer help with the problem. Dr. Jonathan Kandell, a psychologist from the University of Maryland in the United States, was interviewed by Ira Flatow, host of Science Friday from NPR (National Public Radio). Dr. Kandell discusses his approach to students with symptoms of Internet addiction.

Work with a partner. Listen to the first 35 seconds of the interview. Write down three questions that you think Ira Flatow might ask Dr. Kandell, the counselor.

1. _____
2. _____
3. _____

LISTEN FOR MAIN IDEAS

Look at the chart. Listen to the interview and take notes on the main ideas. Use a separate piece of paper if necessary. (You will note details later.) Work with a partner to compare and revise your notes.

MAIN IDEAS	DETAILS
Focus of interview <i>unusual or "other" addictions</i>	Examples of addictions <i>gambling, ...</i>
Kandell's view of Internet addiction	Evidence for this view
Chief symptoms/warning signs of Internet addiction	Other symptoms/warning signs
Possible treatment	Reasons this treatment is helpful

LISTEN FOR DETAILS

Read the chart again. Fill in as many details as possible to support the main ideas. Then listen to the interview again to check your work. Work with a partner to compare and revise your notes.

MAKE INFERENCES

When you are listening, making inferences means understanding something that is not literally stated, but which you believe is true based on the intention, attitude, voice, pausing, and choice of words of the speakers.

Read the questions. Then listen to each excerpt from the interview. Write your answers and then discuss them with a partner. Give reasons for your choices. Each question has more than one possible answer.

Excerpt One

A *groupie* usually refers to someone, especially a young woman, who likes a musician, movie star, or sports star and follows this person around hoping to meet the star. Why does Ira Flatow, the host, use the word *groupie* when he addresses the radio audience to listen carefully? What does the word *groupie* imply in this context?

Excerpt Two

Dr. Kandell doesn't answer Flatow's question directly. What expressions show his hesitation? Why doesn't he answer Flatow directly?

Excerpt Three

How does Flatow feel about this topic at this point in the interview? How do you know? What words and tone of voice does he use to indicate his attitude?

EXPRESS OPINIONS

Discuss the questions with the class. Give your opinions and give reasons for them.

1. Do you know people who overuse the Internet? Do you overuse it? What are the warning signs? What treatment would you recommend for Internet addicts?
2. Dr. Kandell runs a support group for Internet addicts at his university. Do you think that universities should have this service? How helpful can such a support group be? Explain. What other support groups do you know of? Would you ever join one? Why or why not?
3. Anne Lamott, author of a book of essays called *Bird by Bird*, writes, "Getting all of one's addictions under control is a little like putting an octopus to bed." What does she mean? How do you feel about her analogy? Explain.

LISTENING TWO offers another perspective on the topic and is usually another genre. Again, the listenings are authentic. This second listening is followed by an activity that challenges students to question ideas they formed about the first listening, and to use appropriate language skills to analyze and explain their ideas.

INTEGRATE LISTENINGS ONE AND TWO presents culminating activities. Students are challenged to take what they have learned, organize the information, and synthesize it in a meaningful way. Students practice skills that are essential for success in authentic academic settings and on standardized tests.

LISTENING TWO: Time to Do Everything Except This

David Brooks, a well-known journalist and commentator, speaks about our growing fascination with and dependence on wired and wireless gadgets to communicate, including laptops, wireless handheld devices, and cell phones. He is interviewed by David Alpern and Warren Levinson on *Newsweek on Air*, a popular radio broadcast.

Listen to the excerpt from the interview. Take notes in the chart. Using the topic headings, fill in the main ideas on the left side of the chart, and support those ideas with as many details as possible on the right. Discuss your notes with a partner, and revise if necessary.

MAIN IDEAS	DETAILS
Brooks's view of communication and information <i>Creates problems</i>	<ul style="list-style-type: none"> • <i>bombarded with so much information</i>
Advantages of so much information	<ul style="list-style-type: none"> • <i>increase in IQ</i> • •
Disadvantages of so much information	<ul style="list-style-type: none"> • <i>creativity threatened</i> •
Effects on Brooks	<ul style="list-style-type: none"> • <i>always hooked to cell phone</i> •

INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

Dr. Jonathan Kandell, the psychologist, and David Brooks, the journalist, each discussed some problems and solutions of addiction to certain kinds of technology. Review your notes on pages 4 and 6. Look at the list of problems and mark which speaker identified that problem. Then do the same for solutions.

PROBLEMS	KANDELL	BROOKS	SOLUTIONS	KANDELL	BROOKS
1. Loss of creativity and productivity		X	1. Join a support group		
2. Sense of being overwhelmed by information			2. Take time to think and make connections		
3. Depression when you are not online			3. Find causes of addiction		
4. Loss of social skills			4. Read books		
5. Poor grades or job performance			5. Change behaviors to break the online habit		
6. Relationship problems			6. Try to balance online activities with other activities		

FOCUS ON SPEAKING

This section emphasizes development of productive skills for speaking. It includes sections on vocabulary, functional language, pronunciation, and two extended speaking tasks.

The **VOCABULARY** section leads students from reviewing the unit vocabulary, to practicing and expanding their use of it, and then working with it—using it creatively in both this section and in the final speaking task.

In the **FUNCTION** section, students are exposed to functional language that prepares them to express ideas on a higher level. Examples have been chosen based on frequency, variety, and usefulness for the final speaking task.

This is followed by **PRONUNCIATION** section that presents both controlled and freer, communicative practice of the sounds and patterns of English. Models from the listening selections reinforce content and vocabulary.

[illegible][illegible]

The **INTEGRATED PRODUCTION** gives students an opportunity to integrate the ideas, vocabulary, functions, pronunciation presented in this unit. This task is the culminating activity of the unit and gets students to exchange opinions in sustained speaking contexts. Activities are presented in a sequence that builds confidence and fluency, and allows for more than one “try” at expression.

The final **EXPANSION** section provides practice on how to organize and behave in oral communicative events. A brief guideline is followed by carefully designed activities to help students develop communicative skills.

UNIT 1

Jim
5. Drinking fifteen cups of coffee a day was the only thing
6. Totally overwhelmed by work, he drank from 5 in the
7. Now, he was addicted to both coffee and the Internet,
8. He couldn't get to a therapist's office fast enough.

2 Read the conversation. Work with a partner, and words. Then listen to the conversation to check your errors. Practice reading the conversation with your stressed words.

A: Workaholism isn't really an addiction. Some people h
B: But others are workaholics because they love their wor
A: Agreed, but success at any cost may not be such a good
B: Yeah, that makes me think of my father. He was so
he drove, he was on his cell phone; at a red light, he ch
A: You must be joking. That's multitasking at its best!
B: Well, not exactly. He lost his driver's license after his
was also his fifth ticket.

MACRO-STRATEGIES

INTEGRATED PRODUCTION: A Group Discussion

In this activity, you will *plan a professional discussion* to use the vocabulary, pronunciation, and the expressions others' ideas that you learned in the unit.*

Divide into three groups. Read about the situation and situation activity.

Situation and Roles

Every year, the National Psychological Association holds professional issues. This year's theme is "Addiction." You're attending the conference. The afternoon sessions, or not interactive discussions about addiction. During these sessions share and build on each other's ideas. Then they discussions for the participants in the other sessions.

* For Alternative Speaking Topics, see page 18.

SESSION ONE: ADDICTIVE PERSONALITIES

Discussion Topic: Are some people more likely to develop a addiction than other people?

- Discuss if there is such a thing as an "addictive personality."
- Identify different addictive personality types, and give examples from your own life or people you know.

(Use wish to express regret.)

SESSION TWO: RECOVERY PERSONALITIES

Discussion Topic: What are some of the different methods around the world to help people recover from addiction?

- Identify different recovery strategies.
- Discuss the pros and cons of each method.

(Use wish to express regret about failure.)

SESSION THREE: PSYCHOLOGY OF ONLINE COMMUNICATION

Discussion Topic: How is the Internet affecting our personal relationships?

- Identify the ways the Internet, e-mail, and other forms of electronic communication may be affecting people's relationships.
- List the pros and cons of online communication.
- Make recommendations for the future use of online communication.

(Use wish to express some recommendations.)

1. Break up into three groups, decide which session each group and choose a leader and a note taker.
2. Conduct an interactive discussion session. Make sure the notes down the main points. Use expressions like the following:
 - Not only that, but I would also say that...
 - Your point makes me think of...
 - Another thing I'd like to bring up is...
 - OK, and to add to that idea, I'd say...
3. Summarize your discussion for the whole class.

EXPANSION: Retelling & Summarizing


"Tell what's important... in a way that makes sense... without telling too much."
—Debbie Miller

Retelling provides an opportunity for people to process what they have heard or read by organizing and explaining it to others. Retelling is not a literal repetition of the original text, but rather a personal rendition with due attention paid to the information conveyed, elements of the story (such as characters, setting, and plots), and sequence of events. Retelling requires speakers to be able to discern key ideas, organize them, and sometimes eliminate extraneous details. Summarizing is a more sophisticated level of retelling, in that it involves analyzing the information in the story to extract only the key ideas. A summary does not include every detail from the story. Instead it provides an overview of key ideas. Both retelling and summarizing are a part of synthesis—a very complex, meta-cognitive skill.

Activity One

Retelling or summarizing using the five W's and One H—who, what, where, when, why and how—is a technique favored by most language teachers. If you're constructing a news story, state all five W's at the beginning. Even if your retelling is less formal, your listeners will appreciate it if you get to the point right away.

Work with your partner. Use the five W's and one H to lay the groundwork for the description of what happened in the cartoon below. You might begin by one asking questions and the other answering them. Then work together and flesh out more details to produce a complete story.



ALTERNATIVE SPEAKING TOPICS are provided at the end of the unit. They can be used as *alternatives* to the final speaking task, or as additional assignments. **RESEARCH TOPICS** tied to the theme of the unit are organized in a special section at the back of the book.

SCOPE AND SEQUENCE

	UNIT	CRITICAL THINKING	LISTENING
UNIT 1	The Internet and Other Addictions Theme: Addiction Listening One: <i>Interview with an Internet Addiction Counselor</i> A radio interview Listening Two: <i>Time to Do Everything Except Think</i> A radio commentary	Infer word meaning from context Recognize personal assumptions about technology Infer information not explicit in the interviews Compare and contrast differing viewpoints Support opinions with information from the interviews Hypothesize another's point of view	Make predictions Listen for main ideas Listen for details Make inferences Relate listenings to personal experiences and values Organize and synthesize information from the listenings
UNIT 2	Honesty Is the Best Policy Theme: Lying Listening One: <i>Interview with a Psychiatrist</i> A radio interview Listening Two: <i>Family Secrets</i> An interview	Clarify values relating to truth and lying Infer word meaning from context Consider the effects of mistrust Investigate motivations for keeping secrets, and exposing the lies of others Investigate multiple sides to an ethical issue	Make predictions Listen for main ideas Listen for details Make inferences based on tone, pace, and vocabulary Relate listenings to personal experiences and values Organize and synthesize information from the listenings
UNIT 3	The Bold and the Bashful Theme: Personality Listening One: <i>Americans Are Getting Shyer</i> A radio interview Listening Two: <i>The Pollyanna Syndrome</i> A radio commentary	Infer word meaning from context Analyze the impact of shyness on one's life Infer information not explicit in the interviews Categorize and apply descriptive vocabulary Support opinions with information from the interviews Draw conclusions about personality types and roles	Listen for main ideas Listen for details Make inferences based on tone, pace, and vocabulary Relate listenings to personal experiences and values Organize and synthesize information from the listenings
UNIT 4	The Tipping Point Theme: Trends Listening One: <i>The Tipping Point</i> A radio interview Listening Two: <i>Tipping Points in Fighting Crime</i> A radio interview	Interpret graphs Analyze book reviews Infer word meaning from context Analyze different opinions Investigate reasons for trends and changes Understand metaphorical language	Predict content Listen for main ideas Listen for details Make inferences based on tone, pace, and vocabulary Relate information to others' viewpoints Organize and synthesize information from the listenings

SPEAKING	VOCABULARY	PRONUNCIATION	ORGANIZATION
Express and solicit opinions Relate personal experiences Role-play a scripted conversation Express wishes Add information and opinions to others' ideas Participate in and summarize a discussion	Use context clues to infer meaning Identify and use word forms Identify synonyms and idiomatic expressions	Stressing important words	Retelling and summarizing
Express and solicit opinions and values Relate personal experiences Express agreement and disagreement Role-play a scripted conversation Introduce, defend, and express the different sides of an issue	Use context clues to determine sequence Identify and use word forms	Reduction of the auxiliary <i>have</i>	Public speeches
Describe personality Express opinions Express and defend preferences Begin and maintain conversations Role-play discussion in a personality consulting company	Use context clues to infer meaning Use colloquial language Identify and use synonyms and idiomatic expressions Categorize descriptive language	Grouping words together	Conversations
Identify and use different forms of the same root word Understand and use metaphorical expressions Role-play a scripted conversation Discuss trends and viral marketing Add to others' ideas Create and present a public service announcement	Use context clues to infer meaning Identify and use word forms Identify and use synonyms and metaphorical expressions	Stress changing suffixes	Presentations

UNIT 5

UNIT	CRITICAL THINKING	LISTENING
Workplace Privacy Theme: Business Listening One: <i>Interview on Workplace Surveillance</i> A radio interview Listening Two: <i>Managers and Employees Speak Out</i> A radio broadcast	Interpret a cartoon Analyze editorial blogs and individual responses Infer word meaning from context Analyze and discuss different opinions Frame arguments Debate ideas and cases	Make predictions Listen for main ideas Listen for details Make inferences based on tone and word choice Organize and synthesize information from the listenings Relate information in the listenings to one's viewpoints
Warriors without Weapons Theme: The Military Listening One: <i>Warriors without Weapons</i> A radio interview Listening Two: <i>Michael Ignatieff's Views on War</i> A continuation of the radio interview	Respond to pictures and symbols Share experiences Gather background information Infer word meaning from context Analyze and discuss different opinions Distinguish between direct and indirect speech	Make predictions Listen for main ideas Listen for details Make inferences based on tone and word choice Organize and synthesize information from the listenings
Boosting Brain Power through the Arts Theme: The Arts Listening One: <i>Does Music Enhance Math Skills?</i> A radio interview Listening Two: <i>Music, Art, and the Brain</i> A radio interview	Interpret a cartoon Analyze scientific experiments and studies Infer word meaning from context Analyze and discuss different opinions Analyze figurative language Compare and contrast results from experiments and studies	Make predictions Listen for main ideas Listen for details Make inferences based on implied information Organize and synthesize information from the listenings Relate information in the listenings to others' viewpoints
Microfinance: Changing Lives \$50 at a Time Theme: Poverty Listening One: <i>Microfinance</i> A radio interview Listening Two: <i>Interview with a Microfinance Director</i> A radio interview	Interpret photographs Share background knowledge and impressions Analyze and evaluate aid programs Identify and use supporting information Infer word meaning from context Analyze and discuss different opinions	Listen for main ideas Listen for details Make inferences based on vocabulary choices and tone of voice Paraphrase and relate information in the listenings to others' viewpoints Organize and synthesize information from the listenings

UNIT 7

UNIT 8

SPEAKING	VOCABULARY	PRONUNCIATION	ORGANIZATION
Use and check understanding of new words and expressions Agree and disagree with opinions Role-play scripted and semi-scripted conversations Frame oral arguments Conduct a debate on a case related to workplace privacy	Use context clues to infer meaning Identify and use synonyms Identify and use idiomatic expressions	Stress on two-syllable words	Debate
Role-play a scripted conversation Use direct and indirect speech when re-telling a story Respond appropriately to complex and controversial questions Create a public service announcement	Use context clues to infer meaning Identify and use synonyms and commonly confused words Identify and use idiomatic expressions	Vowels	Interviews
Recognize and use figurative language Role-play a scripted and a semi-scripted conversation Discuss experiments and studies Use linking expressions to discuss similarities and differences Role-play a public meeting	Use context clues to infer meaning Distinguish between literal and figurative meanings Identify and use synonyms Identify and use idiomatic expressions	Joining final consonants	Presentations at academic conferences
Share predictions and opinions Discuss proposals Paraphrase and react to quotes Role-play conversations Add details and examples to support main ideas Simulate a policy meeting	Use context clues to infer meaning Identify and use word forms Identify and use paraphrases and synonyms Identify and use idiomatic expressions	Stress in two-word units used as nouns	Chairing conferences or seminars

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Sherry Preiss

REVIEWERS

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