



“十二五”职业教育国家规划教材
经全国职业教育教材审定委员会审定

PEARSON

总主编 丁国声

新核心高职英语

听说教程

Listening and Speaking

1

原 著 (美) Polly Merdinger (美) Laurie Barton

中方主编 赵金柱

副主编 郭黎娜

编 委 肖春艳



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

Authorized Adaptation from the English language edition, entitled NORTHSTAR, LISTENING, AND SPEAKING., 2E (ISBN: 978-0-13-613335-3) ,by BARTON, LAURIE; MERDINGER, POLLY, published by Pearson Education, Inc, publishing as, Copyright ©2009, 2003 by Pearson Education, Inc.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education, Inc.

ENGLISH language adaptation edition published by PEARSON EDUCATION ASIA LTD. and SHANGHAI JIAOTONG UNIVERSITY PRESS
Copyright©2014

ENGLISH language adaptation edition is manufactured in the People's Republic of China, and is authorized for sale only in People's Republic of China excluding Hong Kong, Taiwan and Macau.

本教材由培生教育集团授权出版，改编自培生教育集团的NORTHSTAR 系列教材中的LISTENING AND SPEAKING（第1册，第2版，原著：Polly Merdinger, Laurie Barton）

未经培生教育集团授权，不得以任何方式复制或传播本教材的任何部分。

本教材在中华人民共和国印刷出版，仅限于中华人民共和国境内（不包括中国香港特别行政区、中国台湾地区、澳门特别行政区）销售发行。

本书封面贴有Pearson Education Asia Ltd.（培生教育出版亚洲有限公司）激光防伪标签，无标签者不得销售。

上海市版权局著作权合同登记号图字：09-2013-968

图书在版编目(CIP)数据

新核心高职英语听说教程. 1/ (美)默丁格(Merdinger, P.), (美)巴顿(Barton, L.)著; 丁国声, 赵金柱主编. —上海: 上海交通大学出版社, 2014 (2024重印)

ISBN 978-7-313-10707-7

I. ①新… II. ①默… ②巴… ③丁… ④赵… III. ①英语—听说教学—高等职业教育—教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2014)第128671号

新核心高职英语听说教程 1

著 者: [美] Pdly Merdinger [美] Laurie Barton

出版发行: 上海交通大学出版社

邮政编码: 2000030

印 制: 天津市蓟县宏图印务有限公司

开 本: 889mm×1194mm 1/16

字 数: 297千字

版 次: 2014年7月第1版

书 号: ISBN 978-7-313-10707-7

定 价: 48.60元

主 编: 丁国声 赵金柱

地 址: 上海市番禺路951号

电 话: 021-64071208

经 销: 全国新华书店

印 张: 14.75

印 次: 2024年7月第10次印刷

音像书号: ISBN 978-7-88844-851-3

版权所有 侵权必究

告 读 者: 如发现本书有印装质量问题请与印刷厂质量科联系

联系电话: 022-29140509

CONTENTS 目录

	Preface	
	总序	i
	Introduction	
	编写说明	v
	Unit Structure	
	单元结构	vi
	Scope and Sequence	
	单元内容指南	x
	Acknowledgments	
	致谢	xvi
UNIT 1	Faraway Friends	
	远方的朋友	001
UNIT 2	Recycled Fashion	
	再生时尚	017
UNIT 3	Rap Music	
	说唱音乐	035
UNIT 4	Something Valuable	
	贵重物品	051
UNIT 5	Together Is Better	
	在一起更好	065
UNIT 6	Thinking Young: Creativity in Business	
	年轻的心态：商业中的创造力	081
UNIT 7	Planting Trees for Peace	
	为和平植树	101

UNIT 8	Driving You Crazy 烦恼的交通问题	121
UNIT 9	Only Child—Lonely Child? 独生子女——孤独儿童?	139
UNIT 10	The Beautiful Game 精彩的比赛	159
	Student Activities 学生活动	173
	Research Topics 研究话题	179
	Audioscript 音频脚本	188
	The Phonetic Alphabet 音标	200
	Glossary 词汇表	201
	Credits 著作权人名单	211
	E-Learning Platform 网络学习平台	212

PREFACE 总序

2012年12月,教育部发布了《关于开展职业教育“十二五”国家级规划教材选题立项工作的通知》。上海交通大学出版社随后便开始和我接洽并商讨申报教育部“十二五”职业教育国家级规划教材的事宜。我深感责任重大,因而并未轻易答应出版社的邀请。但该社上至社长下至责任编辑,为此投入了许多时间和精力,表现出了极大热忱。后来,一方面受肩负使命的驱使,另一方面为出版社的真诚所感动,我最终决定接受这项任务。

在广泛调研基础上,根据教育部高职英语的最新教学基本要求,我们设计了这套教材的构架:全套教材分为基础部分和行业英语部分;基础部分由《读写教程》和《听说教程》构成,各两册,建议140个学时,以引进版教材改编为主;行业英语部分由《商务英语》、《旅游英语》、《艺术英语》等构成,建议40个学时,以国家示范性高职院校的讲义为基础编写。

2013年2月底,上海交通大学出版社提交了本套教材的编写方案,并成功立项为教育部“十二五”职业教育国家级规划教材。这也成了我和出版社共同奋进的最大动力——我们力求把这套教材打造成国内一流的高职英语教材。

引进合适的外版教材是一项艰巨的工作。通过几个月的筛选,我们最终选择了培生(PEARSON)教育集团下属朗文(LONGMAN)公司的NORTHSTAR系列教材。培生教育集团是举世闻名的教育机构,在高等教育、英语教育、网络教育、考试测评等众多领域位居全球之首。朗文公司是培生集团旗下的著名出版社,已有280多年的英语教育出版历史,其英语教材和词典等在全球占据权威地位。NORTHSTAR系列教材是朗文公司开发的针对母语为非英语的学生的英语培训教材,

其《读写教程》和《听说教程》主题新颖活泼,结构严谨科学,单元设计符合学生的认知规律,正是我国高职英语教学所需要的绝佳教材。这套教材的引进也给了我们充足的底气,使我们对改编好这套教材充满了信心。

我们组织了一支高职英语教师改编队伍,他们大多来自国家示范性高职院校,多数为教育部职业院校外语类专业教学指导委员会委员,同时也是各地方有代表性的英语教育专家。在团队协作的基础上,通过艰苦的努力,对 NORTHSTAR 系列教材和入选的行业英语教材依据互动性、真实性、融合性、职业性、高等性的特点进行了改编和编著。其基本原则如下。

1. 注重调动学生兴趣

学生的学习兴趣被调动得越充分,其语言习得的效果越好。本套教材的各单元主题贴近学生生活,能够引起学生共鸣,有利于培养学生的表达能力和批判性思维,有助于塑造良好的情感态度。

2. 注重语言的形式和内容

本教材将语言和文化有机结合在一起,使学生能够学习不同语境中语言的形式,同时,通过单元主题的变化和发展,增强学生文化意识,使他们逐渐学会使用较为高级的语言形式表达复杂的思想。

3. 强调学生的主体地位和能动作用

积极主动的学习者才能在语言学习中获得成功。教材中的练习形式多样而富有创意,其主题富有时代感且系统性强,与学生日常生活密切相关,使学生在日常生活交际中积极使用所学语言,以“用”促“学”,贯彻了“用英语做事”的理念。

4. 注重反馈

当学生进行小组活动或回答开放性问题时,老师应积极给予反馈。

5. 注重在课堂中培育师生关系和生生关系

本套教材的设计力求创造一种融洽的课堂氛围,形成一个师生互动、生生互动、包容不同观点、强化发散性思维与沟通的教学格局,从而帮助学生提高语言技能和思维能力,进而进行更高层次的讨论与写作。

本套教材的改编与编著强调了“三个关注”,即关注中高职衔接,关注学习策略和自主学习并重,关注基础英语与行业英语的融合,力求使教学达到学生“学会——会学——爱学”的目标。

这套教材以建构主义理论为基础,以动机为先导,以兴趣为动力,以学生为主体,以任务为驱动,强调培养学生的英语综合应用能力,遵循“以学生为本”的教学理念,应用最新的英语教学理论和科研成果,形成了以下特色。

1. 结构严谨,精细实用

本套教材以培养学生的英语综合应用能力和自学能力为目的,单元设计按照由浅入深、循序渐进的原则,课文主题和练习系统连贯流畅、环环相扣,强调词汇复现率,篇章纵横结合、相得益彰,各分册互相融渗,形成了科学的有机整体。

2. 个性鲜明,针对性强

本套教材体现了中国学生的语言习得认知规律,结合高职的教育现状和区域及行业等因素,突出学生主体地位,强调互动教学,启发能动思考,给使用者自主设计教学保留了空间,彰显了英语教学的

个性化。

3. 选材广泛,内容鲜活

本套教材选材语言规范地道,场景真实准确,内容涉及校园生活、日常活动、就业创业等多个方面,范围包含各行各业,融入区域和行业特征,适合不同专业学生的学习需求。

4. 理念新颖,题型多样

本套教材习题基于猜测、预测、验证、归纳、拓展等多个能力维度的考量,注重学用互动,在关注主题、阅读、写作、听力、口语的同时,还关注学生所学专业的发展,对专业词汇作了适当扩展。

虽然我们倾心编撰、精心制作,但难免百密一疏,恳请各位专家和读者提出宝贵意见,以便在修订中完善。

教育部职业院校

外语类专业教学指导委员会副主任委员

丁国声

2014年6月

INTRODUCTION 编写说明

《新核心高职英语·听说教程》第一册为《新核心高职英语》系列教材中的主干教材之一,改编自原版引进的培生教育集团 NORTHSTAR 系列教材中的 LISTENING AND SPEAKING (第二版)。本教材将语言和文化有机融合,选材时尚活泼,原汁原味,既强调语言基本知识的获取,又注重训练学生运用英语汲取信息和处理信息及解决问题的能力。随着单元主题的变化,内容难度循序渐进,螺旋上升,学生可以逐渐学会用较为高级的语言表达复杂的思想,并不断提升其语用技能,促进学生掌握在课堂教学活动中,在标准化测试中,获得成功的策略。整套教材图文并茂,时尚靓丽。在结构安排、语言材料选择和任务练习设计等方面均具有独树一帜的鲜明特色。

《听说教程》第一册面向高中起点的非英语专业高等职业院校学生。全书共十个单元,每个单元建议课时为 3~4 个学时,供一个学期使用。每个单元包括 Focus on the Topic (聚焦主题)、Focus on Listening (聚焦听力)和 Focus on Speaking (聚焦口语)三大部分。本套教材配有《教师用书》,给老师提供了详细的教学建议,如时间分配、教学方法、测试技巧、学生用书练习答案等内容。对不同任务练习的目的和教学方法及建议学时,请教师根据实际情况参考与本教材配套的《教师用书》及使用说明。

《新核心高职英语·听说教程》第一册中方主编为陕西工业职业技术学院基础部赵金柱老师。本套教材总主编丁国声教授对全书进行了审定。

编者

2014 年 6 月

UNIT STRUCTURE 单元结构



1 FOCUS ON THE TOPIC 聚焦主题

这部分向学生介绍单元主题。

Predict (预习)和 **Share Information** (分享信息)目的是调动学生对单元主题的兴趣,进行初步的热身练习。

Background and Vocabulary (背景与词汇)目的是帮助学生理解第一个听力材料,学习相关习语、搭配及构词法。通过这部分的训练,使学生能够准确把握听力主题,拓展书面表达和口头表达能力。



1 Faraway Friends

UNIT 远方的朋友



1 FOCUS ON THE TOPIC

A PREDICT

Look at the picture. Discuss the questions with the class.

1. Read the title of the unit. What does it mean?
2. Are the people in the picture friends or family? Where are they?
3. Do you have friends from other countries? Where are they from?

Faraway Friends • 远方的朋友 / 001

UNIT 1

SHARE INFORMATION

1 Did you ever visit or live in another country/city? Write your answers to the questions. Then ask a classmate the questions. Write his or her answers.

	MY ANSWERS	MY CLASSMATE'S ANSWERS
1. Did you ever visit another country/city?	Yes / No	
a. (If NO, go to Question 2.) (If YES) What country/city did you visit?	I visited _____.	
b. Who did you go with? (alone, with my family, with my friends, with my school, with a tour group, other).	I went _____.	
c. Where did you stay? (at a hotel, at the home of friends / family, other)	I stayed _____.	
2. Did you ever live in a foreign country?	Yes / No	
a. (If NO, go to Question 3.) (If YES) What country/city did you live in?	I lived in _____.	
b. How long did you live there?	I lived there of _____.	
c. Who did you go with? (alone, with my family, with my friends, with my school, with a group, other)	I went _____.	
d. Who did you live with? (alone, at the home of friends / family, with a host family)	I lived _____.	

• a host family: 寄宿家庭

002 新核心高职英语·听说教程1



2 FOCUS ON LISTENING 聚焦听力

这部分要求学生理解两个对比明显的听力材料，听力材料根据真实的语料加工而成。

Listening One (听力一)通过广播报道、采访、演讲等形式展现主题。

Listen for Main Ideas (泛听)和**Listen for Details (精听)**帮助学生理解和评论听力一。

Make Inferences (推断)目的是帮助学生提高对材料“言外之意”的理解,有助于培养他们的批判性思维。

Express Opinions (表达观点),学生根据听力材料分组讨论,表达自己的观点,完成由“输入”到“输出”的过程。

8. I like to read books about Japan and talk to Japanese people. I'm interested in Japan.

9. Write all your information on your application to the Friendship Force: your name, address, e-mail, phone number, etc.

h. customs
i. want more information about

UNIT 1

LISTEN FOR DETAILS

Listen again. Circle the correct answer to complete each sentence.

- Each group has _____ people.
 - a. 10 to 20
 - b. 25 to 30
- Friendship Force groups meet for the first time _____.
 - a. before they travel
 - b. in the new country
- Nina thinks that when you live with a host family, you learn _____.
 - a. their language
 - b. about their country
- Nina _____ Thai (the language of Thailand).
 - a. speaks a little
 - b. doesn't speak
- Friendship Force visitors stay with their host families for two _____.
 - a. weeks
 - b. months
- After they stay with their host family, many Friendship Force visitors travel _____.
 - a. to a different country
 - b. in the same country
- Nina will get an application for the Friendship Force _____.
 - a. from Rick
 - b. on the Internet

LISTEN FOR MAIN IDEAS

1 Listen to the conversation between Nina and Rick. Read the sentences. Write T (true) or F (false).

- Friendship Force visitors can be young or old.
- Some Friendship Force visitors stay in hotels.
- Nina wants to stay with a host family in Thailand.
- All host families speak English.
- Nina and Rick agree that it's good to have international friends.


2 Go back to Section 2A, Question 2. Were your answers correct?

EXPRESS OPINIONS

Discuss the questions with the class.

- Do you think it's good to stay with a host family? Why or why not?
- Do you need to speak the same language well to make friends with someone? Why or why not?
- What are the best ways to learn about another country?

LISTENING TWO: The Best Summer of My Life!



Experiment students help to paint a school in Costa Rica.

Annie Quinn is an American high school student. Last summer, she traveled to Costa Rica with a group called the Experiment in International Living (EIL).

Listen to the interview with Annie. Then read each sentence. Write T (true) or F (false). Correct the false sentences.

- Experiment group students always come from one city.
- Annie and her group spent a few days together in Costa Rica.
- Annie loved the students in her group.
- Annie's host family was very friendly.
- Annie's real name is "Ann."
- Annie's host family helped her to learn Spanish.
- You don't always need words to show your feelings.
- Experiment groups usually stay in a foreign country for four weeks.
- Experiment groups go to 37 different countries.
- All Experiment students take classes in a foreign language.

Listening Two (听力二)以不同的形式和观点展现本单元主题。该听力活动让学生挑战、质疑听力一的观点并解释理由。

Integrate Listenings One and Two (听力整合)为高级训练,学生应用所学知识搜集并有效整合信息。这种技能是真实专业环境下学习和标准化测试取得成功的基本要素。

→ EXPRESS OPINIONS

Discuss the questions with the class.

1. Do you think it's good to stay with a host family? Why or why not?
2. Do you need to speak the same language well to make friends with someone? Why or why not?
3. What are the best ways to learn about another country?

LISTENING TWO: The Best Summer of My Life!



Experiment students help to paint a school in Costa Rica



Annie Quinn is an American high school student. Last summer, she traveled to Costa Rica with a group called the Experiment in International Living (EIL).

Listen to the interview with Annie. Then read each sentence. Write T (true) or F (false). Correct the false sentences.

1. Experiment group students always come from one city.
2. Annie and her group spent a few days together in Costa Rica.
3. Annie loved the students in her group.
4. Annie's host family was very friendly.
5. Annie's real name is "Ana."
6. Annie's host family helped her to learn Spanish.
7. You don't always need words to show your feelings.
8. Experiment groups usually stay in a foreign country for four weeks.
9. Experiment groups go to 37 different countries.
10. All Experiment students take classes in a foreign language.

INTEGRATE LISTENINGS ONE AND TWO

→ STEP 1: Organize

Look back at the information from Listenings One and Two. Check (✓) the correct column(s) for each sentence. You may check both columns.

	FRIENDSHIP FORCE	EXPERIMENT IN INTERNATIONAL LIVING
1. Visitors know each other before they travel.	✓	
2. People of any age can be in the group.		
3. Only high school students can be in the group.		
4. You can go with the group only in the summer.		
5. You can go with the group all year.		
6. The visitors stay with host families.		
7. The visitors stay with host families for three, four, or five weeks.		
8. There are many classes.		
9. It's not necessary to speak the host family's language.		
10. The host families do not always speak English.		
11. Applications are on the website.		



FOCUS ON SPEAKING 聚焦口语

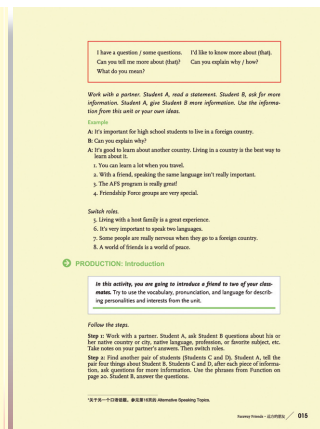
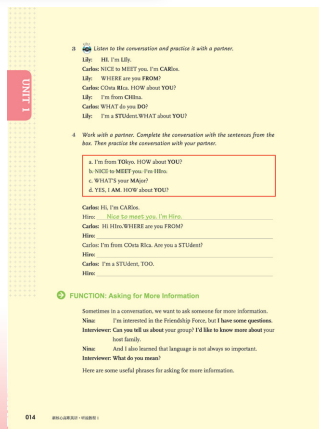
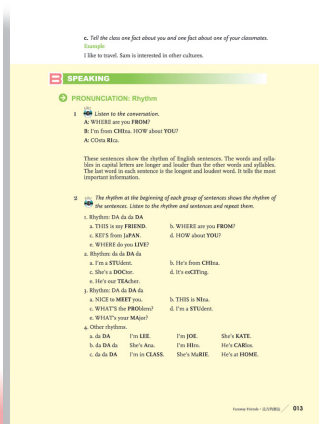
这部分重点培养学生的口语技能，包括词汇、发音、实用表达和口语拓展训练。

Vocabulary (词汇) 引导学生复习单元词汇、理解其用法，最终达到灵活应用。

Pronunciation (发音) 注重通过音标的学习来练习单词发音。

Function (能力练习) 训练学生语言交际能力，例如，如何表达不同观点、如何有礼貌地打断别人的谈话来问问题等。

Production (能力拓展) 是本单元词汇、发音及语言应用的综合训练，学生可联系上下文表达自己的观点。通过不断尝试表达，培养学生的自信心和语言的流利度，同时培养学生的演讲技能，例如，了解听众、演讲组织、与听众的眼神接触、多媒体应用等。



SCOPE AND SEQUENCE 单元内容指南

UNIT 1

UNIT	CRITICAL THINKING	LISTENING
Faraway Friends Theme: Friendship Listening One: <i>Hello. This is the Friendship Force.</i> A conversation Listening Two: <i>The Best Summer of My Life!</i> An interview	Interpret a photograph Infer word meaning from context Differentiate between main ideas and details Relate the listenings to personal opinions and experiences Classify information	Predict content Identify main ideas Listen for details Infer information not explicit in the listening Listen to an interview Organize and synthesize information from the listenings Listen for rhythm in sentences
Recycled Fashion Theme: Fashion Listening One: <i>Eco-Fashion</i> An interview Listening Two: <i>The Quilts of Gee's Bend</i> A radio broadcast	Interpret pictures Evaluate trends and preferences Infer word meaning from context Differentiate between main ideas and details Rate and evaluate personal preferences Classify information	Predict content Listen for main ideas Listen for details Interpret speakers' tone and attitude Complete an outline Organize and synthesize information from the listenings Listen for word stress Listen and evaluate student presentations
Rap Music Theme: The arts Listening One: <i>A Famous Rapper: Tupac Shakur</i> An interview Listening Two: <i>Rap—Good or Bad?</i> A conversation	Analyze and label a picture Activate prior knowledge Relate listenings to personal values Infer information not explicit in the listening Infer word meaning from context Evaluate negative and positive aspects of rap music Classify information Express likes and dislikes	Predict content Listen for main ideas and correct false statements Listen for details Infer speakers' opinions and attitudes Identify opinions Organize and synthesize information from the listenings Classify sounds Listen to student interviews
Something Valuable Theme: Special possessions Listening One: <i>The Hope Diamond</i> An excerpt from a museum tour Listening Two: <i>The Four Cs</i> A radio advertisement	Interpret a photograph Categorize information Infer word meaning from context Infer information not explicit in the listening Hypothesize another's point of view Support opinions with reasons Problem solve Reach a consensus	Predict content Place main ideas in sequential order Listen for supporting details Infer speakers' feelings and attitudes Listen to an advertisement Organize and synthesize information from the listenings Listen to role plays

UNIT 2

UNIT 3

UNIT 4

SPEAKING	VOCABULARY	PRONUNCIATION
Share experiences Express opinions Interview classmates Practice the correct rhythm of sentences Ask for more information Practice introductions	Use context clues to find meaning Define words Use adjectives	Rhythm
Share opinions Agree and disagree with statements Role-play Practice the correct word stress Use expressions for checking understanding Prepare a presentation	Use context clues to find meaning Use new words to complete sentences Use idiomatic expressions	Syllables and word stress
Ask and answer questions Express opinions about rap music Role-play Share personal opinions and knowledge about music Practice pronouncing vowel sounds Use appropriate language for expressing opinions Conduct an interview	Use context clues to find meaning Define words Classify expressions of like and dislike	/l/ and /i:/
Share opinions and experiences Ask and answer questions Agree and disagree with statements Make suggestions Role-play a conversation	Use context clues to find meaning Use new vocabulary to complete a conversation Use idiomatic expressions	-s endings for present tense

UNIT 5

UNIT	CRITICAL THINKING	LISTENING
Together Is Better Theme: Strength in numbers Listening One: <i>I Remember</i> A conversation Listening Two: <i>Elsa's Story</i> A narrative	Interpret the title of the unit Describe a photograph Recall information Activate prior knowledge Infer word meaning from context Infer information not explicit in the listening Hypothesize outcomes Evaluate issues related to Alzheimer's disease Rank personal preferences	Predict content Listen for main ideas Identify supporting details Infer speakers' opinions Listen to a narrative Organize and synthesize information from the listenings Classify sounds Listen to and evaluate student presentations
Thinking Young: Creativity in Business Theme: Business Listening One: <i>K-K Gregory, Young and Creative</i> A lecture Listening Two: <i>A Business Class</i> A lecture	Interpret pictures Infer word meaning from context Infer information not explicit in the listening Evaluate business initiatives Hypothesize another's point of view Reach a consensus Support opinions with reasons	Make predictions Listen for main ideas and correct false statements Listen for details Interpret people's opinions and attitudes Listen to a lecture Organize and synthesize information from the listenings
Planting Trees for Peace Theme: Famous people Listening One: <i>Wangari Maathai and the Green Belt</i> An excerpt from a TV show Listening Two: <i>Rigoberta Menchu, a Mayan Leader</i> A conversation	Analyze and label an illustration Activate prior knowledge Infer word meaning from context Analyze social issues Infer information not explicit in the listening Classify information Hypothesize another's point of view Relate information from the listenings to personal experience	Predict content Arrange events in chronological order Listen for details Infer speakers' opinions and attitudes Correct false statements Organize and synthesize information from the listenings

UNIT 6

UNIT 7

SPEAKING	VOCABULARY	PRONUNCIATION
<p>Express opinions Share personal experiences Express personal preferences Interview a classmate Practice interrupting politely to ask a question Make a poster presentation</p>	<p>Use context clues to find meaning Define words Use idiomatic expressions</p>	<p>/ei/ and /e/</p>
<p>Share opinions Agree and disagree with statements Create a conversation Interview a classmate React to information Role-play a business meeting</p>	<p>Use context clues to find meaning Define words Use idiomatic expressions</p>	<p>Pronunciation of TH: <i>think, this</i></p>
<p>Express opinions Create a conversation Ask and answer questions Produce correct pronunciation of -ed endings Express similarities Perform a role play</p>	<p>Use context clues to find meaning Define words Use idiomatic expressions</p>	<p>-ed endings</p>

	UNIT	CRITICAL THINKING	LISTENING
UNIT 8	Driving You Crazy Theme: Driving problems Listening One: <i>Road Rage</i> A traffic school class Listening Two: <i>Driving Phobia</i> A conversation	Interpret a photograph Identify common driving problems Infer word meaning from context Propose solutions Support opinions with reasons Infer information not explicit in the listening Classify information Hypothesize another's point of view Analyze facts and agree on appropriate punishment Interpret a graph	Predict feelings Listen for main ideas Identify supporting details Infer speakers' attitudes, opinions, and feelings Listen to a conversation Organize and synthesize information from the listenings Identify thought groups
UNIT 9	Only Child— Lonely Child? Theme: Family Listening One: <i>Changing Families</i> ATV talk show Listening Two: <i>How Do Only Kids Feel?</i> ATV talk show	Interpret illustrations Conduct a survey Infer word meaning from context Compare families Identify advantages and disadvantages Infer information not explicit in the listening Hypothesize another's point of view Propose solutions Interpret a graph	Predict content Listen for main ideas Listen for details Correct false statements Infer speakers' opinions and attitudes Organize and synthesize information from the listenings Listen to student presentations
UNIT 10	The Beautiful Game Theme: Sports Listening One: <i>The Sports File</i> A radio show Listening Two: <i>AmericaTalks</i> A radio call-in show	Interpret photographs Conduct a survey Activate prior knowledge Infer word meaning from context Infer information not explicit in the listening Rate preferences Classify information Support opinions with reasons Determine the meaning of a message	Predict content Identify main ideas Identify details Infer speakers' intentions and attitudes Correct false statements Organize and synthesize information from the listenings Listen for important words Listen to and rate student presentations

SPEAKING	VOCABULARY	PRONUNCIATION
Share personal stories Agree and disagree with statements Role-play a scripted conversation Discuss experiences Break sentences into thought groups Express different points of view Discuss a case study and present a decision	Use context clues to find meaning Identify synonyms Use idiomatic expressions	Thought groups
Ask and answer questions Share experiences Express opinions Agree and disagree with statements Act out a scripted conversation Discuss ideas Create a role play	Use context clues to find meaning Define words Use idiomatic expressions	"Going to" vs. "Gonna"
Share experiences Express opinions about sports Ask and answer questions Agree and disagree with statements Talk about sports Practice stressing important words Introduce reasons Create and present a TV ad	Use context clues to find meaning Define words Categorize vocabulary Use idiomatic expressions	Stress on important words

ACKNOWLEDGMENTS 致谢

Many people contributed to this book, and I would like to acknowledge all of them. First of all, the NorthStar series exists because of the creative vision of Frances Boyd and Carol Numrich. I am very grateful to them for inviting me to contribute to this series.

Frances Boyd edited the original manuscript and offered ideas and support throughout the writing process. I thank her for all of her valuable contributions to the text. Debbie Sestino is the editor that every author dreams of. She guided this book from original manuscript to publication of the first edition with incredible dedication and good humor, and supervised production of the second edition with great talent and professionalism. I am especially grateful for the great respect she has for the classroom teacher's point of view. For guiding this text through its second edition, I am very grateful to my development editor, Dana Klinek. Dana made many valuable editorial contributions, and she was unfailingly patient and professional, even under the pressure of tight deadlines. Thanks also to Christine Cervoni and Robert Ruvo for their production expertise.

For getting me started on my professional journey, I would like to acknowledge John Fanselow, whose ideas about teaching and learning have guided me. And to my wonderful colleagues at Columbia University's ALP, from whom I have been learning for over 30 years: Thank you for keeping the journey so challenging, so rewarding, and so much fun! You have enriched my life immeasurably.

Finally, and most importantly, for allowing me to share their real stories, I am extremely grateful to Dr. Alan Dienstag, K-K Gregory, Professor Michael Ray, and Andy Stefanovich. Thanks too to Eli Escobar of WKCR, for educating me about hip-hop.

—Polly Merdinger

Reviewers

For the comments and insights they graciously offered to help shape the direction of the new edition of *NorthStar*, the publisher would like to thank the following reviewers and institutions.

Gail August, Hostos Community College; **Anne Bachmann**, Clackamas Community College; **Aegina Barnes**, York College, CUNY; **Dr. Sabri Bebawi**, San Jose Community College; **Kristina Beckman**, John Jay College; **Jeff Bellucci**, Kaplan Boston; **Nathan Blesse**, Human International Academy; **Alan Brandman**, Queens College; **Laila Cadavona-Dellapasqua**, Kaplan; **Amy Cain**, Kaplan; **Nigel Caplan**, Michigan State University; **Alzira Carvalho**, Human International Academy, San Diego; **Chao-Hsun (Richard) Cheng**, Wenzao Ursuline College of Languages; **Mu-hua (Yolanda) Chi**, Wenzao Ursuline College of Languages; **Liane Cismowski**, Olympic High School; **Shauna Croft**, MESLS; **Misty Crooks**, Kaplan; **Amanda De Loera**, Kaplan English Programs; **Jennifer Dobbins**, New England School of English; **Luis Dominguez**, Angloamericano; **Luydmila Drgaushanskaya**, ASA College; **Dilip Dutt**, Roxbury Community College; **Christie Evenson**, Chung Dahm Institute; **Patricia Frenz-Belkin**, Hostos Community College, CUNY; **Christiane Galvani**, Texas Southern University; **Joanna Ghosh**, University of Pennsylvania; **Cristina Gomes**, Kaplan Test Prep; **Kristen Grinager**, Lincoln High School; **Janet Harclerode**, Santa Monica College; **Carrell Harden**, HCCS, Gulfton Campus; **Connie Harney**, Antelope Valley College; **Ann Hilborn**, ESL Consultant in Houston; **Barbara Hockman**, City College of San Francisco; **Margaret Hodgson**, NorQuest College; **Paul Hong**, Chung Dahm Institute; **Wonki Hong**, Chung Dahm Institute; **John House**, Iowa State University; **Polly Howlett**, Saint Michael's College; **Arthur Hui**, Fullerton College; **Nina Ito**, CSU, Long Beach; **Scott Jenison**, Antelope Valley College; **Hyunsook Jeong**, Keimyung University; **Mandy Kama**, Georgetown University; **Dale Kim**, Chung Dahm Institute; **Taeyoung Kim**, Keimyung University; **Woo-hyung Kim**, Keimyung University; **Young Kim**, Chung Dahm Language Institute; **Yu-kyung Kim**, Sunchon National University; **John Kostovich**, Miami Dade College; **Albert Kowun**, Fairfax, VA; **David Krise**, Michigan State University; **Cheri (Young Hee) Lee**, ReadingTownUSA English Language Institute; **Eun-Kyung Lee**, Chung Dahm Institute; **Sang Hyock Lee**, Keimyung University; **Debra Levitt**, SMC; **Karen Lewis**, Somerville, MA; **Chia-Hui Liu**, Wenzao Ursuline College of Languages; **Gennell Lockwood**, Seattle, WA; **Javier Lopez Anguiano**, Colegio Anglo Mexicano de Coyoacan; **MaryMarch**, Shoreline Community College; **SusanMatson**, ELS Language Centers; **RalphMcClain**, Embassy CES Boston; **VeronicaMcCormack**, Roxbury Community College; **JenniferMcCoy**, Kaplan; **JosephMcHugh**, Kaplan; **CynthiaMcKeag Tsukamoto**, Oakton Community College; **PaolaMedina**, Texas Southern University; **Christine Kyung-ahMoon**, Seoul, Korea; **MargaretMoore**, North Seattle Community College; **MichelleMoore**, Madison English as a Second Language School; **DavidMotta**, Miami University; **SuzanneMunro**, Clackamas Community College; **Elena Nehrbecki**, Hudson County CC; **KimNewcomer**, University of Washington; **Melody Nightingale**, Santa Monica College; **Patrick Northover**, Kaplan Test and Prep; **Sarah Oettle**, Kaplan, Sacramento; **Shirley Ono**, Oakton Community College; **Maria Estela Ortiz Torres**, C. Anglo Mexicano de Coyoac'an; **Suzanne Overstreet**, West Valley College; **Linda Ozarow**, West Orange High School; **Ileana Porges-West**, Miami Dade College, Hialeah Campus; **Megan Power**, ILCSA; **Alison Robertson**, Cypress College; **Ma. Del Carmen Romero**, Universidad del Valle de Mexico; **Nina Rosen**, Santa Rosa Junior College; **Daniellah Salario**, Kaplan; **Joel Samuels**, Kaplan New York City; **Babi Sarapata**, Columbia University ALP; **Donna Schaeffer**, University of Washington; **Lynn Schneider**, City College of San Francisco; **Errol Selkirk**, New School University; **Amity Shook**, Chung Dahm Institute; **Lynn Stafford-Yilmaz**, Bellevue Community College; **Lynne Ruelaine Stokes**, Michigan State University; **Henna Suh**, Chung Dahm Language Institute; **Sheri Summers**, Kaplan Test Prep; **Martha Sutter**, Kent State University; **Becky Tarver Chase**, MESLS; **LisaWaite-Trago**, Michigan State University; **Carol Troy**, Da-Yeh University; **Luci Tyrell**, Embassy CES Fort Lauderdale; **Yong-Hee Uhm**, Myongii University; **Debra Un**, New York University; **JoséVazquez**, The University of Texas Pan American; **HollyahnaVettori**, Santa Rosa Junior College; **SusanVik**, Boston University; **SandyWagner**, Fort Lauderdale High School; **JoanneWan**, ASC English; **PatWiggins**, Clackamas Community College; **HeatherWilliams**, University of Pennsylvania; **Carol Wilson-Duffy**, Michigan State University; **Kailin Yang**, Kaohsiung Medical University; **Ellen Yaniv**, Boston University; **Samantha Young**, Kaplan Boston; **Yu-san Yu**, National Sun Yat-sen University; **Ann Zaaijer**, West Orange High School

1 Faraway Friends

UNIT 远方的朋友



1 FOCUS ON THE TOPIC

A PREDICT

Look at the picture. Discuss the questions with the class.

1. Read the title of the unit. What does it mean?
2. Are the people in the picture friends or family? Where are they?
3. Do you have friends from other countries? Where are they from?

3 SHARE INFORMATION

- 1 Did you ever visit or live in another country/city? Write your answers to the questions. Then ask a classmate the questions. Write his or her answers.

	MY ANSWERS	MY CLASSMATE'S ANSWERS
1. Did you ever visit another country/city?	Yes / No	
a. (If NO, go to Question 2.) (If YES) What country/city did you visit ?	I visited _____ .	
b. Who did you go with? (alone, with my family, with my friends, with my school, with a tour group, other).	I went _____ .	
c. Where did you stay? (at a hotel, at the home of friends / family, other)	I stayed _____ .	
2. Did you ever live in a foreign country?	Yes / No	
a. (If NO, go to Question 3.) (If YES) What country/city did you live in?	I lived in _____ .	
b. How long did you live there?	I lived there of _____ .	
c. Who did you go with? (alone, with my family, with my friends, with my school, with a group, other)	I went _____ .	
d. Who did you live with? (alone, at the home of friends / family, with a host family ¹)	I lived _____ .	

¹ a host family: 寄宿家庭

	MY ANSWERS	MY CLASSMATE'S ANSWERS
3. What countries or cities do you want to visit?	I want to visit _____.	
4. What languages do you want to learn?	I want to learn _____.	

2 Compare your answers with your classmates'.

BACKGROUND AND VOCABULARY



A Friendship Force visitor with friends in Vietnam

Friendship Force Member Countries

Australia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Brazil, Burundi, Canada, Cayman Islands, Chile, Colombia, Costa Rica, Croatia, Cyprus, Czech Republic, Egypt, Estonia, France, Georgia, Germany, Ghana, Hungary, India, Indonesia, Israel, Italy, Japan, Jordan, Kenya, Korea, Latvia, Mexico, Mongolia, Nepal, Netherlands, New Caledonia, New Zealand, Norway, Peru, Philippines, Poland, Romania, Russia, Singapore, Slovakia, South Africa, Sweden, Tanzania, Thailand, Turkey, Ukraine, United Kingdom, United States, Vietnam

- 1 Look at the list of countries. Is there a Friendship Force club in your country?
- 2  Read and listen to the radio commercial for the Friendship Force.

“A World of Friends Is a World of Peace.”

And now, a message from the Friendship Force. They say, “A world of friends is a world of peace.”

The Friendship Force is an **international** friendship organization. Friendship Force groups **travel** to foreign countries. In the new country, each Friendship Force visitor **stays** with a host family. The visitors **spend** a lot of time with their host families.

The visitors learn about their host family’s life and **culture**. They become good friends. Every year, Friendship Force visitors **make** 40,000 new **friends** in 56 different countries. We’re **excited about** all of these new international friends because “a world of friends is a world of peace.”

Are you **interested in** the Friendship Force? Please go to our website for more information. Send us an **application** so we can learn more about you. Remember, when you make international friends, you help to make international peace.

3 Circle the correct answer to complete the sentence.

The Friendship Force says, “When you have international friends, _____.”

- a. you bring peace to the world b. you can be in the Friendship Force

4 Match the underlined words on the left with the definitions on the right. Write the numbers on the correct lines.


- | | | |
|---|-------|--|
| 1. With the Friendship Force, you can make <u>international</u> friends. | _____ | a. get to know new people |
| 2. Friendship Force visitors <u>travel</u> to foreign countries. | _____ | b. paper with information about yourself |
| 3. Friendship Force visitors <u>stay</u> in a foreign family’s home. | _____ | c. pass (time) |
| 4. The visitors and their host families do many things together. They <u>spend</u> time together every day. | _____ | d. feel eager and happy about |
| 5. Host families teach their visitors about their <u>culture</u> , for example, their holidays, food, etc. | _____ | e. go on a trip; go to a different place |
| 6. Friendship Force visitors like to <u>make friends</u> in foreign countries. | _____ | f. from many countries |
| 7. I really want to visit different countries. I’m <u>excited about</u> going to Europe. | _____ | g. live in one place for a short time |

8. I like to read books about Japan and talk to Japanese people. I'm interested in Japan.
9. Write all your information on your application to the Friendship Force: your name, address, e-mail, phone number, etc.

- _____ h. customs
- _____ i. want more information about


2 FOCUS ON LISTENING

A LISTENING ONE: Hello. This is the Friendship Force.

 *Nina and Rick are talking about the Friendship Force. Listen to the beginning of the conversation. Then answer the questions.*

1. What are you listening to? Check (✓) the answer.
- _____ a telephone call _____ a radio talk show
2. What will Nina and Rick talk about? Check (✓) your ideas.
- _____ host families _____ shopping _____ traveling
- _____ hotels _____ music _____ groups
- _____ students _____ children _____ languages

➔ LISTEN FOR MAIN IDEAS

1  *Listen to the conversation between Nina and Rick. Read the sentences. Write T (true) or F (false).*

- _____ 1. Friendship Force visitors can be young or old.
- _____ 2. Some Friendship Force visitors stay in hotels.
- _____ 3. Nina wants to stay with a host family in Thailand.
- _____ 4. All host families speak English.
- _____ 5. Nina and Rick agree that it's good to have international friends.

2 *Go back to Section 2A, Question 2. Were your answers correct?*

→ LISTEN FOR DETAILS



Listen again. Circle the correct answer to complete each sentence.

1. Each group has _____ people.
 - a. 13 to 50
 - b. 15 to 30
2. Friendship Force groups meet for the first time _____.
 - a. before they travel
 - b. in the new country
3. Nina thinks that when you live with a host family, you learn _____.
 - a. their language
 - b. about their country
4. Nina _____ Thai (the language of Thailand).
 - a. speaks a little
 - b. doesn't speak
5. Friendship Force visitors stay with their host families for two _____.
 - a. weeks
 - b. months
6. After they stay with their host family, many Friendship Force visitors travel _____.
 - a. to a different country
 - b. in the same country
7. Nina will get an application for the Friendship Force _____.
 - a. from Rick
 - b. on the Internet

→ MAKE INFERENCES

Listen to the excerpts from Listening One. Circle the correct answer to complete each sentence.



Excerpt One

1. Nina is probably a _____ student.
 - a. high school
 - b. college



Excerpt Two

2. Nina is probably a _____ person.
 - a. nervous
 - b. friendly



Excerpt Three

3. Nina doesn't speak Thai. She is asking Rick, "Will I _____?"
 - a. have problems
 - b. learn the language



Excerpt Four

4. "People, not places" means, "You learn more about a new country when you _____."
 - a. meet the people
 - b. visit the important places

EXPRESS OPINIONS

Discuss the questions with the class.

1. Do you think it's good to stay with a host family? Why or why not?
2. Do you need to speak the same language well to make friends with someone? Why or why not?
3. What are the best ways to learn about another country?


LISTENING TWO: The Best Summer of My Life!



Experiment students help to paint a school in Costa Rica



Annie Quinn is an American high school student. Last summer, she traveled to Costa Rica with a group called the Experiment in International Living (EIL).

 Listen to the interview with Annie. Then read each sentence. Write **T** (true) or **F** (false). Correct the false sentences.

- _____ 1. *Experiment* group students always come from one city.
- _____ 2. Annie and her group spent a few days together in Costa Rica.
- _____ 3. Annie loved the students in her group.
- _____ 4. Annie's host family was very friendly.
- _____ 5. Annie's real name is "Ana."
- _____ 6. Annie's host family helped her to learn Spanish.
- _____ 7. You don't always need words to show your feelings.
- _____ 8. *Experiment* groups usually stay in a foreign country for four weeks.
- _____ 9. *Experiment* groups go to 37 different countries.
- _____ 10. All *Experiment* students take classes in a foreign language.

**INTEGRATE LISTENINGS ONE AND TWO****➔ STEP 1: Organize**

Look back at the information from *Listenings One and Two*. Check (✓) the correct column(s) for each sentence. You may check both columns.

	FRIENDSHIP FORCE	EXPERIMENT IN INTERNATIONAL LIVING
1. Visitors know each other before they travel.	✓	
2. People of any age can be in the group.		
3. Only high school students can be in the group.		
4. You can go with the group only in the summer.		
5. You can go with the group all year.		
6. The visitors stay with host families.		
7. The visitors stay with host families for three, four, or five weeks.		
8. There are many classes.		
9. It's not necessary to speak the host family's language.		
10. The host families do not always speak English.		
11. Applications are on the website.		

➔ STEP 2: Synthesize

Judy is a 15-year-old student. She is studying Chinese. She wants to visit China so she can practice speaking Chinese. Judy is talking to her friend Mei about different groups.

Role-play. Work with a partner. Complete the conversation with information from Step 1: Organize.

Judy: The Friendship Force and the Experiment in International Living are both great! How can I decide?

Mei: Well, let's see. In the Friendship Force, you meet everyone before you travel. Everyone is from the same city.

Judy: That's nice, but it's not that important. I like meeting new people from different cities.

Mei: OK. The Experiment is only for . . .

Judy: The Friendship Force . . .

Mei: . . .

Judy: . . .

3 FOCUS ON SPEAKING

VOCABULARY

➔ REVIEW

- 1 A parent calls the American Field Service (AFS), an international student exchange program. Complete the conversation with the vocabulary from the box.

application	international	spend
culture	is interested in	stay
excited about	make friends	traveling

AFS: Hello, AFS. Amanda Chu speaking.

Parent: Hi, I'm calling for information about your _____^{1.} summer programs.

AFS: Yes, how can I help you?

Parent: Well, my son _____^{2.} going to Argentina.

AFS: OK. We have three groups that are _____^{3.} to Argentina this summer.

Parent: Oh, that's great. Do the students in each group always _____^{4.} together?

AFS: No. For one week, the students are together in Buenos Aires, the capital city. They study some Spanish, and they learn about Argentinean _____^{5.}

Parent: That's a good idea.

AFS: Yes, and it also gives them time to _____^{6.} with the other students, before they go to their Argentinean host families.

Parent: How much time do they _____^{7.} with their host families?

AFS: They live with them for a month. And most students say it's the best time of their lives.

Parent: Wow, I think my son will be very _____^{8.} AFS.

AFS: That's wonderful. I can e-mail you the _____^{9.} now.

Parent: Thank you! That's great.

2  Now listen to the conversation. Check your answers to Exercise 1.

➔ EXPAND

1 Read the conversation and the adjectives in the box. The adjectives describe people's personalities. Each word is listed with its opposite.

Question: What's he like? /What's she like?

This means: "What kind of personality does he / she have?"

Or: "How can you describe him / her?"

Answer: He's / She's (adjective).

friendly
funny
interesting
hardworking
talkative
calm
happy

shy
serious
boring
lazy
quiet
nervous
sad



- 2 Annie is showing her parents pictures of her friends from her summer in Costa Rica. She is telling her parents about each person. Work with a partner. Look at the pictures. For each picture, complete the conversation on the next page using the adjectives from the box. Take turns.

Example (Look at picture 1.)

Parent: Who's that?

Annie: That's Mila.

Parent: What's she like?

Annie: She's friendly.

➔ CREATE

- 1 a. Choose three adjectives **about you**. Write them in the box.
- b. Interview three classmates. Ask, "What are you like?" Write their answers in the box.

I am: _____ _____ _____	_____ is: (classmate's name) _____ _____
_____ is: (classmate's name) _____ _____	_____ is: (classmate's name) _____ _____

- c. Share your answers with the class. Tell about one classmate who is **similar to you** and one who is **different from you**.

Example

Similar: Kei and I are quiet.

Different: I am shy, but Wafa isn't shy. She's friendly.

- 2 a. Complete the first box with information about yourself.
- b. Interview three different classmates. Ask these questions:

Do you like to travel or spend time at home?

What are you interested in?

What are you excited about?

Complete the sentences: I like to travel / spend time at home . am interested in _____ . am excited about _____ .	_____ (classmate's name) likes to _____ . is interested in _____ . is excited about _____ .
_____ (classmate's name) likes to _____ . is interested in _____ . is excited about _____ .	_____ (classmate's name) likes to _____ . is interested in _____ . is excited about _____ .


c. Tell the class one fact about you and one fact about one of your classmates.

Example

I like to travel. Sam is interested in other cultures.

B SPEAKING

➔ PRONUNCIATION: Rhythm


1  Listen to the conversation.

A: WHERE are you FROM?

B: I'm from CHIna. HOW about YOU?

A: COsta RICA.

These sentences show the rhythm of English sentences. The words and syllables in capital letters are longer and louder than the other words and syllables. The last word in each sentence is the longest and loudest word. It tells the most important information.

2  The rhythm at the beginning of each group of sentences shows the rhythm of the sentences. Listen to the rhythm and sentences and repeat them.

1. Rhythm: DA da da DA

a. THIS is my FRIEND.

c. KEI'S from JaPAN.

e. WHERE do you LIVE?

b. WHERE are you FROM?

d. HOW about YOU?

2. Rhythm: da da DA da

a. I'm a STUdent.

c. She's a DOctor.

e. He's our TEAcher.

b. He's from CHIna.

d. It's exCITing.

3. Rhythm: DA da DA da

a. NICE to MEET you.

c. WHAT'S the PROblem?

e. WHAT's your MAjor?

b. THIS is NIna.

d. I'm a STUdent.

4. Other rhythms.

a. da DA I'm LEE.

b. da DA da She's Ana.

c. da da DA I'm in CLASS.

I'm JOE.


I'm HIro.

She's MaRIE.

She's KATE.

He's CARlos.

He's at HOME.

3  Listen to the conversation and practice it with a partner.

Lily: HI. I'm Lily.
 Carlos: NICE to MEET you. I'm CARlos.
 Lily: WHERE are you FROM?
 Carlos: COsta RICA. HOW about YOU?
 Lily: I'm from CHIna.
 Carlos: WHAT do you DO?
 Lily: I'm a STUdent. WHAT about YOU?

4 Work with a partner. Complete the conversation with the sentences from the box. Then practice the conversation with your partner.

- a. I'm from TOKyo. HOW about YOU?
- ~~b. NICE to MEET you. I'm HIro.~~
- c. WHAT'S your MAJor?
- d. YES, I AM. HOW about YOU?

Carlos: Hi, I'm CARlos.
 Hiro: Nice to meet you. I'm HIro.
 Carlos: Hi HIro. WHERE are you FROM?
 Hiro: _____
 Carlos: I'm from COsta RICA. Are you a STUdent?
 Hiro: _____
 Carlos: I'm a STUdent, TOO.
 Hiro: _____

➔ **FUNCTION: Asking for More Information**

Sometimes in a conversation, we want to ask someone for more information.
 Nina: I'm interested in the Friendship Force, but I have some questions.
 Interviewer: Can you tell us about your group? I'd like to know more about your host family.
 Nina: And I also learned that language is not always so important.
 Interviewer: What do you mean?

Here are some useful phrases for asking for more information.

I have a question / some questions. I'd like to know more about (that).
Can you tell me more about (that)? Can you explain why / how?
What do you mean?

Work with a partner. Student A, read a statement. Student B, ask for more information. Student A, give Student B more information. Use the information from this unit or your own ideas.

Example

A: It's important for high school students to live in a foreign country.

B: Can you explain why?

A: It's good to learn about another country. Living in a country is the best way to learn about it.

1. You can learn a lot when you travel.
2. With a friend, speaking the same language isn't really important.
3. The AFS program is really great!
4. Friendship Force groups are very special.

Switch roles.

5. Living with a host family is a great experience.
6. It's very important to speak two languages.
7. Some people are really nervous when they go to a foreign country.
8. A world of friends is a world of peace.

➔ PRODUCTION: Introduction

In this activity, you are going to introduce a friend to two of your classmates. Try to use the vocabulary, pronunciation, and language for describing personalities and interests from the unit.

Follow the steps.

Step 1: Work with a partner. Student A, ask Student B questions about his or her native country or city, native language, profession, or favorite subject, etc. Take notes on your partner's answers. Then switch roles.

Step 2: Find another pair of students (Students C and D). Student A, tell the pair four things about Student B. Students C and D, after each piece of information, ask questions for more information. Use the phrases from Function on page 14. Student B, answer the questions.

Step 3: Complete the activity three more times so that everyone in the group has a chance to tell about someone, ask questions, and answer questions.

Example

A: I'm going to tell you about my friend Francisco. He's new to our city.

C: What do you mean?

B: I moved here last week. I'm from Buenos Aires, Argentina.

A: Francisco speaks three languages.

D: That's interesting! I have a question. Francisco, what languages do you speak?

B: Spanish, Portuguese, and some English.

A: Francisco is studying history.

C: Cool. Can you tell me more about that?

ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary from the unit.

1. Do groups like the Friendship Force, EIL, and AFS really help bring peace to the world? Why or why not?
2. Which group are you interested in? Why?

RESEARCH TOPICS, see page 179.