

**TEACHER'S MANUAL
AND
ACHIEVEMENT TESTS**

NORTHSTAR 5

LISTENING AND SPEAKING

THIRD EDITION



PEARSON
Longman

Sherry Preiss

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**NorthStar: Listening and Speaking Level 5, Third Edition
Teacher's Manual and Achievement Tests**

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LISTENING TWO offers another perspective on the topic and is usually another genre. Again, in levels 1 to 3, the listenings are based on authentic materials and in levels 4 and 5, they 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.

B LISTENING TWO: Interview with a Microfinance Director

Listen to a microfinance expert, Will Bullard, tell the story of a woman in a village in Honduras, Central America. This real story illustrates how a local lending organization, or "assembly," works—the benefits and pitfalls.

Part One: Maria Jose's Story

Check (✓) the true statements. Correct the false statements.

- ___ 1. Maria Jose Perona had nine children, all of whom were malnourished.
- ___ 2. The women in the assembly decide who gets the loan.
- ___ 3. The women did not vote to grant Maria Jose Perona the loan because they thought she would spend the loan on food, not on the business.
- ___ 4. The women finally agreed and gave her a loan of 25 dollars.
- ___ 5. Maria Jose Perona had to take a test to get the 25 dollars.
- ___ 6. Maria Jose Perona bought flour and cooking supplies with her loan.
- ___ 7. She created a small meat pie business in front of the school.
- ___ 8. Although she paid her friend back, she was not allowed into the assembly.
- ___ 9. She finally became successful and was then allowed into the assembly.
- ___ 10. She built a concrete house and became president of the assembly.

Part Two: Non-Monetary Benefits of Microfinance

Check (✓) the non-monetary benefits (other benefits not related to money) that the speaker mentions or implies.

- ___ 11. sales and marketing skills
- ___ 12. education
- ___ 13. confidence
- ___ 14. risk-taking ability

Part Three: Business Training

Check (✓) the phrases that complete the statement accurately.

- The speaker believes that business training is important because the women ___.
- ___ 15. find the loans too small
 - ___ 16. don't know how to manage their money carefully
 - ___ 17. sell very similar things
 - ___ 18. should sell things that bring them more money

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C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

Review Listenings One and Two. In each listening, speakers refer to three major benefits of microfinance. Work with a partner. Complete the chart by identifying specific examples of these benefits from each listening.

BENEFITS OF MICROFINANCE	EXAMPLES: LISTENING ONE	EXAMPLES: LISTENING TWO
Financial changes		
Non-monetary changes		
Sustainability		

STEP 2: Synthesize

Work in groups of three. Each person will choose one of the benefits listed in the chart above. Review the related examples from Listening One and Listening Two. After two minutes, close your book and present a one-minute summary to the group. Use examples.

3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

A journalist for *Economic Daily*, Pedro Martínez, broadcast an "audio postcard" about his recent trip to La Ceiba, Honduras.

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OTHER NORTHSTAR COMPONENTS

EXAMVIEW

NorthStar ExamView is a stand-alone CD-ROM that allows teachers to **create and customize** their own *NorthStar* tests.

DVD

The *NorthStar* DVD has **engaging, authentic video clips**, including animation, documentaries, interviews, and biographies, that correspond to the themes in *NorthStar*. Each theme contains a three- to five-minute segment that can be used with either the *Reading and Writing* strand or the *Listening and Speaking* strand. The video clips can also be viewed in MyNorthStarLab.

COMPANION WEBSITE

The companion website, www.longman.com/northstar, includes resources for teachers, such as the scope and sequence, correlations to other Longman products and to state standards, and podcasts from the *NorthStar* authors and series editors.

★ REVIEW

Suggested Time: 15 minutes



Go to www.mynorthstarlab.com for Review Exercise 1.

1. Focus the class' attention on the word forms chart. Elicit from the class some common word endings for nouns (*-ion, -ness, -ment, -y*), for verbs (*-ize*), and adjectives (*-ed, -ous, -ive, -ing, -ic*). Remind students that not all nouns, verbs, and adjectives use these endings, but are one more clue that students can use to help determine the part of speech of an unfamiliar word.
2. Have students work with a partner to complete the chart. Let students use dictionaries if available.
3. Go over the answers with the class, checking pronunciation and spelling. Where there are two different noun or adjective forms for one word, make sure students know what the difference between the two terms is (e.g., an *addict* is a person; an *addiction* is a condition).

Expansion/Homework

(1) You may want to assign the exercise as homework and then use class time to check answers and correct pronunciation. Point out the word ending *-aholism* and *-aholic* that come originally from the terms *alcoholism/alcoholic* (for addiction to alcohol) but are now used informally to create new words to describe addictions. These endings can even be used humorously, as in *chocoholic* for someone “addicted” to chocolate. (2) Divide the class into groups of three. If necessary, have one group of four, with two students sharing a role, or a group of two, with one student reading both B and C. (3) Tell students to skim the entire conversation before filling in the vocabulary because they will need the context to help them choose the appropriate words. Then have the groups work together to fill in the blanks. (4) Check answers with the whole class. Check comprehension of the entire conversation by asking volunteers to explain *shop 'til you drop* (shop for a long time), *that little piece of plastic* (a credit card), *a few hundred bucks* (two to three hundred dollars), *kick the habit* (give up an addiction or behavior), and *a private shrink* (a psychiatrist who treats patients individually). (5) Have students read the conversation aloud in their groups. Encourage them to read with expression. If time permits, have students read through two or three roles. (6) Have groups rehearse their role plays until they feel comfortable, and then call on groups to perform for the class or another group. (7) In pairs or small groups, have students create a script for a support group with a different kind of addiction. Students can write out the entire script or just make notes to speak from. Remind them to use vocabulary from the unit.

★★ EXPAND

Suggested Time: 10 minutes

1. As a class, practice pronouncing the boldfaced words and expressions.
2. Have students work individually and then compare answers with a partner's, or work with a partner and then compare answers with another pair's. Remind students to use context clues in the sentence to help them guess the meaning of the boldfaced words and expressions. Then check the answers as a class.



Go to www.mynorthstarlab.com for *Background and Vocabulary*.

Suggested Time: 20 minutes

1. Read the introductory paragraph about plagiarism. Before students read and listen to the article, ask students to share their ideas on how plagiarism can be detected.
2. Ask students to follow along in their books while they listen to the letters. Point out that the bold words and expressions are target words for the unit and the upcoming listening tasks. Make sure students notice the footnoted words and their definitions.
3. Check students' comprehension by asking after the first letter: *How do professors at Midlake University check students' papers for plagiarism? What reason does Dean Miller give for why some students plagiarize? After the second letter: What examples of non-academic plagiarism does the writer give? Whom does the writer think should be responsible for stopping academic plagiarism? How does he suggest this be done? After the third letter: Why is the student upset with university administrators? What "solution" does she propose for plagiarism?*
4. Have students work with a partner to complete the vocabulary exercise, or have students work alone and then compare answers with a partner's. Remind students to reread the context sentence in the letters, as well as the previous and subsequent sentences, for clues. Then go over the answers as a class. Make sure students know how to pronounce each word.

Expansion/Homework

(1) As homework, have students individually or with a partner research famous cases of plagiarism on the Internet and write a short summary of the case, using as much of the target vocabulary as they can. Then have them read their summaries to the class. (2) For homework, have students research the plagiarism policies of the institution where they are currently studying. If possible, have them interview an administrator or instructor from another class about how common a problem it is. Have students report their findings back to the class. (3) Students could also read the background and complete the vocabulary exercise as homework. However, if time permits, have students listen to the letters in class afterwards.



Go to www.mynorthstarlab.com for additional *Background and Vocabulary* practice.



FOCUS ON LISTENING

SKILLS

Predict; understand main ideas and details; make inferences; express opinions.

earned. In addition, they are not able to cope with setbacks and disappointments. Ask students if they feel there is a similar trend in their own cultures.

CRITICAL THINKING

Give students the following questions for discussion in small groups before discussing as a whole class:

1. According to the article, what are people's opinions about shyness?

Answer: People say that shyness is undesirable, that shy people are less popular, have fewer friends, lower self-esteem, make less money, their life is more boring, less intimate; they have fewer leadership skills, less social support, and they're more likely to be depressed.

2. Do you agree or disagree with this assessment?

Answers will vary, and students can analyze the list on a case-by-case basis, providing reasons and examples to support their opinions.

3. Do you think people are accurate when they say that they are shy, or do you believe they expect too much of themselves?

Answers will vary, but students should support their opinions with information from the text and their own experience.

4. How would you advise someone who wants to overcome shyness? Explain.

Answers will vary, but students can use information from the text and from their own experience in formulating this advice. They should be encouraged to elaborate, rather than to give short answers.



B

LISTENING TWO: The Pollyanna Syndrome



Go to www.mynorthstarlab.com to listen to *The Pollyanna Syndrome*.

Suggested Time: 10 minutes

Listening Two is a radio commentary by Julie Danis who explains why she thinks that *not* looking at the bright side all the time might be a suitable approach to life.

1. Read the introductory paragraph aloud to the class. Make sure students understand the meaning of “make lemonade out of lemons,” a shortening of the adage “When life hands you lemons, make lemonade,” meaning to try to find something positive in a bad situation. Have students describe any Pollyannas that they know. Encourage them to describe both the benefits of having a positive attitude and how a persistent optimism can seem annoying to others. Explain that even though many people have not read the original book, the term “Pollyanna” is familiar to most North American English speakers.
2. The ideas in this commentary are made through tone of voice as well as word choice. The first time that students listen, have them close their books. You may also ask students to close their eyes.



FOCUS ON THE TOPIC

SKILLS

Analyze graphs and trends; predict content; preview vocabulary; infer the meaning of new vocabulary from context.

*** A PREDICT

Suggested Time: 10 minutes

1. Ask students to read the title and look at the graphs. To check graph comprehension, ask: *How many murders were there in New York City in 1992? How about in 1997? How many cell phone subscribers were there in Asia in the year 2000? How many were there in the Middle East and Africa in 2005? How many subscribers were there in Latin America in 2007?*
2. Have students work in groups to continue verbalizing what they see in the graphs and to discuss the questions. You may need to explain that “tipping” here is used in the sense of something “tipping over,” or suddenly shifting from one state to another. This less common use of the word might not be in students’ dictionaries.
3. Have volunteers from different groups report their ideas to the class.

** B SHARE INFORMATION

Suggested Time: 15–20 minutes

1. After students have surveyed their partners and recorded the answers in **Exercise 1**, have them discuss the questions in **Exercise 2** with another pair.
2. Follow up with the class by reading the questions of the survey and having the class show by raising their hands how many of them chose each answer. You could also write the tally of answers on the board. Are there any class trends that stand out?

Expansion/Homework

Have students survey friends, family, and acquaintances and report their answers back to the class. Tally the responses on the board. Were the results of the broader survey similar to or different from the results of the class survey?

3. Have students compare their notes with a partner's. Let students discuss different responses and revise their notes if they want to.
4. Go over the answers with the whole class.

*** LISTEN FOR DETAILS

Suggested Time: 15 minutes

1. Give students time to read the questions and fill in any answers they remember.
2. Play the interview again for students to check their answers and write in any missing information. Let them compare answers with a partner after each part. If there are any disagreements, play the interview again.
3. Go over the answers with the whole class.

Expansion/Homework

(1) Have students reread the vocabulary on pages 101–102 or write it on the board. Play the interview again and have students raise their hands when they hear the vocabulary. (2) You could have pairs of students quiz each other by reading the questions aloud. Student A reads the questions in Part One to Student B, and then for Part Two, they switch roles. You may want to write some phrases for expressing uncertainty on the board: *I guess . . . /Perhaps . . . /I have no idea./Beats me* (informal).

*** MAKE INFERENCES

Suggested Time: 10 minutes

1. Explain that making inferences involves drawing conclusions about what we hear from indirect information—for example, vocabulary choice, hesitations, and tone of voice. In this section, then, the answers will not be given directly in the listening passages; rather, students must use context clues to figure out what the speakers intend. Give students time to read the questions before you play the excerpts. Because the excerpts are not linked, you can check answers after each one.
2. Play each excerpt and have students discuss their answers. Encourage them to explain how they made their choices.
3. Go over the answers with the whole class. Replay the excerpts if necessary.

Expansion/Homework

(1) To teach students to infer meaning and look for a range of answers, you may want to do one excerpt as a class before playing the others. Encourage a range of responses by writing all students' ideas on the board. Emphasize that it is possible for students to have varying inferences as long as their reasoning is sound. (2) Have students follow along with the audioscript in the back of their books as you replay the excerpts. Then have students repeat the lines, trying to use the same intonation.