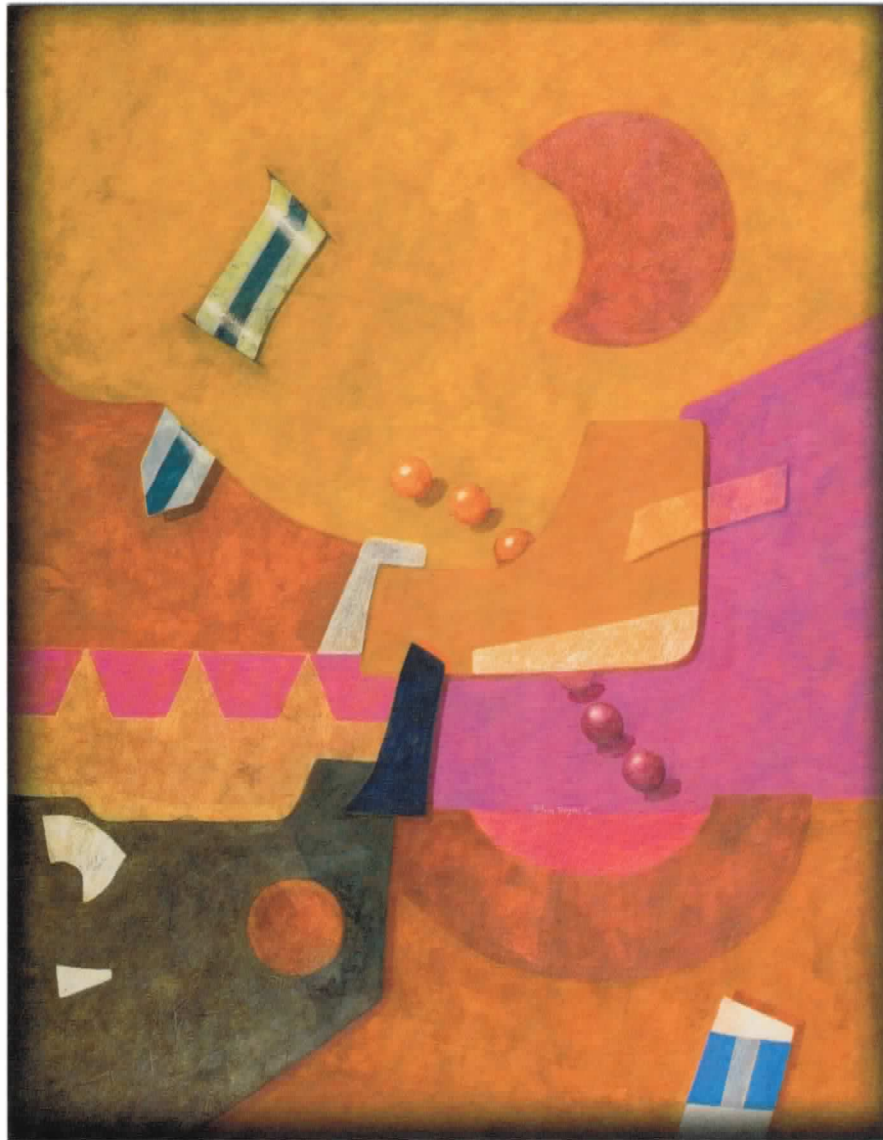


NORTHSTAR 1

LISTENING AND SPEAKING

SECOND EDITION



PEARSON
Longman

Polly Merdinger
Laurie Barton

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Longman

Dedication

This book is dedicated to my husband Ricky, and our daughters Julia and Nina,
who cannot remember a time in their lives when I was not writing *NorthStar*.
Polly Merdinger

I dedicate this book to my husband, Craig Binns,
who took care of our children so that I could write.

Laurie Barton

NorthStar: Listening and Speaking Level 1, Second Edition

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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.

4. I don't like to spend money on clothing. I don't think it's necessary to spend a lot of money on pants or a dress.
 ___ Agree
 ___ Disagree
5. I want to be a fashion designer. I think making new clothes is very exciting.
 ___ Agree
 ___ Disagree

B LISTENING TWO: The Quilts of Gee's Bend



Gee's Bend is the name of a small town in Alabama. The women of Gee's Bend are famous for their quilts. They use old materials to make beautiful quilts.



C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

Answer the questions in the chart. Use information from *Listenings One and Two*.

USING RECYCLED MATERIALS		
	Deborah Lindquist	Gee's Bend Women
1. What do they do?	Makes trendy clothes with unusual materials; makes eco-fashion	
2. Why do they use recycled materials?		
3. Where do they live?		

STEP 2: Synthesize




Imagine that Deborah Lindquist from *Listening One* and the Gee's Bend woman from *Listening Two* are speaking to a news reporter.

- 1 **Role-play.** Work in groups of three. Complete the conversation with information from *Step 1: Organize*.

REPORTER: What do you make?
 LINDQUIST: I make ...
 GEE'S BEND WOMAN: Well, I don't make ...
 REPORTER: Why do you use recycled materials?
 GEE'S BEND WOMAN: I use them because ...
 LINDQUIST: I use recycled materials ...

- 2 **Practice responding to the questions.** Then share one question and the answer with the class.

SCOPE AND SEQUENCE

UNIT	CRITICAL THINKING	LISTENING
 <p>5 Together Is Better</p> <p>Theme: Strength in numbers</p> <p>Listening One: <i>I Remember</i> A conversation</p> <p>Listening Two: <i>Elsa's Story</i> A narrative</p>	<p>Interpret the title of the unit</p> <p>Describe a photograph</p> <p>Recall information</p> <p>Activate prior knowledge</p> <p>Infer word meaning from context</p> <p>Infer information not explicit in the listening</p> <p>Hypothesize outcomes</p> <p>Evaluate issues related to Alzheimer's disease</p> <p>Rank personal preferences</p>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Identify supporting details</p> <p>Infer speakers' opinions</p> <p>Listen to a narrative</p> <p>Organize and synthesize information from the listenings</p> <p>Classify sounds</p> <p>Listen to and evaluate student presentations</p>
 <p>6 Thinking Young: Creativity in Business</p> <p>Theme: Business</p> <p>Listening One: <i>K-K Gregory, Young and Creative</i> A lecture</p> <p>Listening Two: <i>A Business Class</i> A lecture</p>	<p>Interpret pictures</p> <p>Infer word meaning from context</p> <p>Infer information not explicit in the listening</p> <p>Evaluate business initiatives</p> <p>Hypothesize another's point of view</p> <p>Reach a consensus</p> <p>Support opinions with reasons</p>	<p>Make predictions</p> <p>Listen for main ideas and correct false statements</p> <p>Listen for details</p> <p>Interpret people's opinions and attitudes</p> <p>Listen to a lecture</p> <p>Organize and synthesize information from the listenings</p>
 <p>7 Planting Trees for Peace</p> <p>Theme: Famous people</p> <p>Listening One: <i>Wangari Maathai and the Green Belt</i> An excerpt from a TV show</p> <p>Listening Two: <i>Rigoberta Menchu, a Mayan Leader</i> A conversation</p>	<p>Analyze and label an illustration</p> <p>Activate prior knowledge</p> <p>Infer word meaning from context</p> <p>Analyze social issues</p> <p>Infer information not explicit in the listening</p> <p>Classify information</p> <p>Hypothesize another's point of view</p> <p>Relate information from the listenings to personal experience</p>	<p>Predict content</p> <p>Arrange events in chronological order</p> <p>Listen for details</p> <p>Infer speakers' opinions and attitudes</p> <p>Correct false statements</p> <p>Organize and synthesize information from the listenings</p>

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 <u>interested in</u> Japan. | _____ | h. customs |
| 9. Write all your information on your <u>application</u> to the Friendship Force: your name, address, e-mail, phone number, etc. | _____ | i. want more information about |

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	shy
funny	serious
interesting	boring
hardworking	lazy
talkative	quiet
calm	nervous
happy	sad



1. Mila

3. James, Kelly, and Shiro


5. The students in my Spanish class

2. Saranya


4. Lakesha

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.

LISTEN FOR MAIN IDEAS

- 1  Now listen to the whole interview. Read the list. Check (✓) the main ideas.
- ___ 1. Eco-fashion uses new clothes.
 - ___ 2. Deborah Lindquist thinks vintage¹ materials are beautiful.
 - ___ 3. Eco-fashion is good for the environment.
 - ___ 4. Fashion design is a difficult job.
 - ___ 5. Deborah Lindquist says that people like to wear unusual clothes.
 - ___ 6. Not many stores sell eco-fashion.
- 2 Go back to Section 2A, Question 3, on page 26. Were your answers correct?

LISTEN FOR DETAILS

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

1. Lindquist uses old clothing from ___ and Japan.
 - a. England
 - b. India
2. Lindquist thinks that more ___ need to help the environment.
 - a. countries
 - b. companies
3. ___ countries have eco-fashion companies.
 - a. Several
 - b. Many
4. Going to ___ is a good way to become a fashion designer.
 - a. New York
 - b. fashion school
5. Some of Lindquist's fashions have ___ characters.
 - a. Korean
 - b. Chinese
6. Lindquist gets new ideas for fashion every _____.
 - a. year
 - b. day
7. Eco-fashion is becoming _____.
 - a. popular
 - b. expensive

¹vintage: old and showing high quality

A: What kind of material _____ she _____?
4. (use)

B: She _____ this jacket out of an old pair of jeans. Do you like
5. (make)
what she _____?
6. (wear)

A: Yeah, it's cool. Why?

B: She made it out of recycled clothing. Her clothes _____ very
7. (become)
popular these days.

- 5 Work in pairs. Student A, look at the picture on this page. Student B, look at Student Activities page 207. Ask your partner **yes / no** questions about his or her picture. Then, answer questions about your picture. Try to find three or four differences between the pictures. Use the present progressive.



Example

A: Do you have a picture of a woman?

B: No, a man.

A: Is he making something?

B: ...

A: Is he _____ing ...?

B: ...

C SPEAKING

PRONUNCIATION: Syllables and Word Stress

Syllables are parts of words. The word woman has two syllables. Designer has three syllables. New has one syllable.



3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

Work with a partner. Student A, look at this page. Student B, look at Student Activities, pages 208–209. Student A, read line 1. After that, choose the sentence that makes sense. Student B will continue the conversation with you. If you think that your partner chose the wrong sentence, say, “I don’t think that makes sense.”

Conversation 1: “I don’t like rap.”

1. Do you like rap music?

I agree. Rappers are great musicians.

3. OR

I agree. Rappers are not real musicians.

That’s true. And the words don’t even rhyme!

5. OR

That’s true. And the songs are just slang words that rhyme.

I don’t understand it either!

7. OR

I like it, too.

Switch roles. Now Student B will begin the conversation.

Conversation 2: “Do you like Brazilian jazz?”

Yeah, I love Brazilian jazz! It has great rhythm.

2. OR

Yeah, I love rap. It has great rhythm.

The cool Brazilian singer? Do you have his CD?

4. OR

The cool Brazilian singer? When did it come out?

That’s old. Where did you buy his new CD?

6. OR

That’s old. Where did you buy it?

I don’t want to buy any CDs. Let’s go there now!

8. OR

I want to buy some jazz CDs. Let’s go there now!