

# NORTHSTAR 2

## LISTENING AND SPEAKING

THIRD EDITION



PEARSON  
Longman

Laurie Frazier  
Robin Mills

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**NorthStar: Listening and Speaking Level 2, Third 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.

### B LISTENING TWO: My Life, My Language

 Listen to the class guest-speaker talk about her experience with her native language and culture. Then read each question and circle the correct answer.

- Where does she live?
  - New Zealand
  - Greenland
- What language did she learn in school?
  - Maori
  - English
- What language did her grandparents speak?
  - Maori
  - English
- How did she feel in her family?
  - empty and different
  - happy and excited
- Where do her children learn Maori language and culture?
  - in elementary school
  - in language nests
- What is a language nest?
  - a pre-school
  - a home school
- What is / are the official language(s) of New Zealand now?
  - English
  - English and Maori
- What are three Maori values that children learn?
  - love, caring, and respect for elders
  - hope, sharing, and family responsibilities
- Who teaches the Maori adults their language and culture?
  - linguists
  - older Maoris
- Where do they meet?
  - in schools
  - in neighborhood centers



Young Maori boys

### C INTEGRATE LISTENINGS ONE AND TWO

#### STEP 1: Organize

Work with a partner. In the chart, list the examples from Listening Two for each idea from Listening One.

REASONS FOR LANGUAGE LOSS	EXAMPLES FROM LISTENING TWO
1. Children don't learn the language in school.	Children only learned English, not Maori, in school.
2. Children stop learning the language and only old people speak it.	
3. Children don't learn the culture.	
WAYS TO SAVE LANGUAGES AND CULTURES	
1. Children learn the language and culture.	
2. The government makes the language official.	
3. Adults learn the language and culture.	




#### STEP 2: Synthesize

Work with the same partner. Student A, you are the student asking questions; Student B, you are the professor giving examples. Begin by asking about the reasons for language loss, and then ask about ways to save languages and cultures. If the answer is not complete, ask a follow-up question, such as "Could you say more about that?" Then switch roles. Use the information from Step 1.

#### Example

- A: Why are we losing so many languages?  
 B: One reason for language loss is because children don't learn their native language in school.  
 A: Could you say more about that?  
 B: Before, Maori children only learned English in school, so they couldn't speak Maori with their grandparents. Now, they learn Maori and English.

# SCOPE AND SEQUENCE

UNIT	CRITICAL THINKING	LISTENING
 <b>5 Etiquette</b> <b>Theme:</b> Etiquette <b>Listening One:</b> <i>What Ever Happened to Manners?</i> A radio interview <b>Listening Two:</b> <i>Our Listeners Respond—Why is There a Lack of Manners?</i> A call-in portion of the radio show	Interpret an illustration Rank personal opinions about manners and certain behaviors Summarize and analyze responses Infer information not explicit in a text Infer word meaning from context Classify information Propose solutions	Predict content Listen for main ideas Listen for details Interpret speaker's tone and attitude Organize and synthesize information from the listenings Listen for sentence level intonation Listen to and take notes on students' role plays
 <b>6 Who's Game for These Games?</b> <b>Theme:</b> Games <b>Listening One:</b> <i>Entertainment for All</i> A news broadcast <b>Listening Two:</b> <i>Do You Like Video Games, Too?</i> A conversation	Analyze photographs Rank personal opinions about games Interpret pie charts Infer information not explicit in a text Infer word meaning from context Formulate and defend a position on the value of electronic games	Predict content Listen for main ideas Listen for and categorize supporting details Infer speakers' meaning Relate listening to personal experiences Organize and synthesize information from the listenings Listen for word linking Listen to student arguments and formulate counterarguments
 <b>7 Good-Mood Foods</b> <b>Theme:</b> Food <b>Listening One:</b> <i>Street Talk</i> An excerpt from a radio show <b>Listening Two:</b> <i>What's the Matter?</i> Three excerpts from a radio show	Identify personal attitudes toward food Interpret a chart Infer word meaning from context Categorize collocations Propose food solutions Design a restaurant Interpret illustrations	Predict content Listen for main ideas Listen for and identify details Infer speaker's tone and reaction Relate listening to personal experiences Listen and take notes using a chart Organize and synthesize information from the listenings Compare and contrast sounds

## MAKE INFERENCES

Listen to three excerpts from *What's My Job?* After listening to each excerpt, read the statements. Circle **True** or **False**.

<sup>C D 7</sup>  
6

### Excerpt One

- |   |      |       |
|---|------|-------|
| 1. Wayne thinks ice-cream tasting is a difficult job. | True | False |
| 2. Peter loves his job.                               | True | False |

<sup>C D 7</sup>  
7

### Excerpt Two

- |  |      |       |
|--|------|-------|
| 1. Wayne doesn't think Peter has to be careful.                | True | False |
| 2. Wayne is surprised that Peter can't smoke or drink alcohol. | True | False |

<sup>C D 7</sup>  
8

### Excerpt Three

- |   |      |       |
|---|------|-------|
| 1. Wayne doesn't think Peter went to an ice-cream tasting school. | True | False |
| 2. Peter learned about ice-cream tasting from his family.         | True | False |

Compare your answers with a classmate's. Explain your answers using details from the listening.

## EXPRESS OPINIONS

Discuss the questions with the class. Give your opinions.

1. Do you think Peter's job is difficult or easy? Why do you think so?
2. Do you think you could do Peter's job? Why or why not?
3. Do you think it was easy for Peter to get started in his job? Why or why not?

## B LISTENING TWO: More Offbeat Jobs

- 1 Look at the pictures. Where does each person work? What job is each person doing? Write the name of the job under the picture.



- 2 Work with a partner. Take turns making statements using the nouns and adjectives provided. After one of you makes a statement, the other one reacts, saying, "I agree" or "I don't agree." If you don't agree with a statement, correct it.

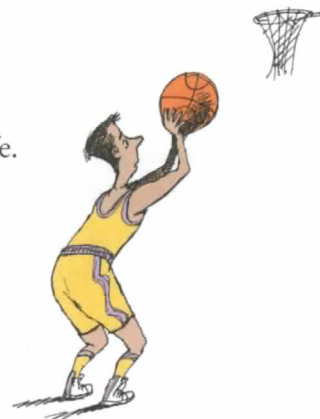
**Example**

a secretary's work / dangerous

A: A secretary's work is dangerous.

B: I don't agree. A secretary's work isn't dangerous. It's safe.


1. a mountain-climbing guide's job / tiring
2. an ice-cream taster / creative person
3. a basketball player's work / difficult
4. a cartoon artist / offbeat job
5. a window washer / interesting job
6. a game-show host / boring job
7. a professional shopper's job / relaxing



**C SPEAKING**

**PRONUNCIATION: Stress**

In words with multiple syllables, one syllable is stressed. Stressed syllables sound longer than unstressed syllables. They are also louder and higher in pitch than unstressed syllables.

 Listen to the examples.

careful

creative

relaxing

A compound noun is formed when two nouns are used together as one noun. In compound nouns, the stress is stronger on the first word in the compound.

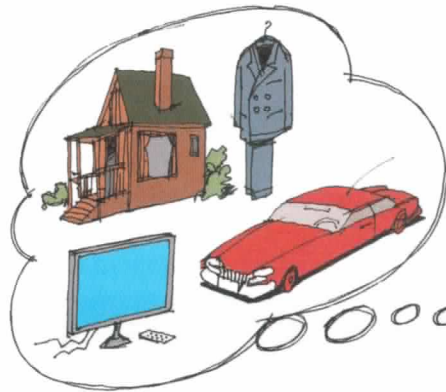


6. You're at the train station. Where's the park? It's three \_\_\_\_\_.
7. You're at the post office and going to the market. Where's the college? It's \_\_\_\_\_.
8. You're at the grocery store and going to Jhumpa's apartment. Where's the sweet shop? It's \_\_\_\_\_ to Jhumpa's apartment.
9. You're at the college. Where's the train station? It isn't \_\_\_\_\_.
10. Where's the shoe store? It's \_\_\_\_\_ Main Road. It's \_\_\_\_\_ Das Street and Cadel Road.



UNIT  
**3**

# A Penny Saved Is a Penny Earned



## **1** FOCUS ON THE TOPIC

### **A** PREDICT

*Look at the picture and discuss the questions with the class.*

1. What is the man's problem?
2. What do you think he should do?
3. Read the title of the unit. It is a famous American saying. What do you think it means?

### Example

A: How about trading your television for my computer?

B: But my television is newer than your computer.

A: Yeah, but my computer is more valuable.

B: Thanks, but that's not worth it. I want to keep looking.

OR

B: OK. It's a deal.

**Step 3:** Report your exchanges to the class.

### Example

A: I traded a two-year-old television worth \$300 for a three-year-old computer worth \$350.

B: That's a pretty good deal.

C: Well, I paid an arm and a leg for a TV.

### Listening Activity

*Listen to your classmates' reports. Who made the most exchanges? Who got the best deal?*

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## ALTERNATIVE SPEAKING TOPICS

*Work in a small group. Discuss the questions.*

1. Do you think that most people have too much stuff? Why or why not? Give examples.
2. Do you think the Compact is a good idea or a bad idea? Why? Could you keep a promise not to buy anything new for a year? Explain.

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## RESEARCH TOPICS, see page 189.