

NORTHSTAR 3

LISTENING AND SPEAKING

THIRD EDITION



PEARSON
Longman

Helen S. Solórzano
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NorthStar: Listening and Speaking Level 3, 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: Simple Gifts

- 1 Read the information about the Shakers, an eighteenth-century religious group who chose to live simply.

The Shakers were a religious group that formed in Britain in the 1700s. They came to the United States so they could be free to practice their religion.

The Shakers believed that simple living would make them happy and would bring them closer to God. They wore plain clothing and shared everything. They never married or had children. Men and women lived in separate houses. The name "Shakers" came from the group's style of dancing. Dancing was an important part of Shaker religion. However, other people thought the Shaker dances were very strange.

"Simple Gifts" is a Shaker dance song written in 1848 that is still a popular folk song today.



- 2 Listen to the song. Complete the song lyrics with the missing words from the box. Some words are used twice. Listen again if you need to.

ashamed	delight	gained	simple
be	free	right	

Simple Gifts

Written by Joseph Brackett.
Performed by Kathryn Robbins.

- Line
- 'Tis' the gift to be simple, 'tis the gift to be _____.
 - 'Tis the gift to come down² where we ought to _____.
 - And when we find ourselves in the place just _____.
 - 'Twill³ be in the valley⁴ of love and _____.

¹be: it is
²come down: stop at
³twill: it will
⁴valley: a low area of land between two mountains

C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

There are connections between the ideas in the Shaker song "Simple Gifts" and the lifestyle of the urban homesteaders. Work with a partner. Read the lines from the song. Then answer the questions.

LINES FROM "SIMPLE GIFTS"	QUESTIONS	ANSWERS FOR URBAN HOMESTEADERS
'Tis the gift to be simple.	1. What do the urban homesteaders do to lead a simple life?	they grow their own vegetables
'Tis the gift to be free.	2. In what ways are the urban homesteaders free? (What things are they free from?)	
'Tis the gift to come down where we ought to be.	3. Why is the inner city the place where the urban homesteaders want to be?	
'Twill be in the valley of love and delight.	4. What makes the urban homesteaders delighted (happy)?	

STEP 2: Synthesize




Work with a new partner and compare your answers to the questions. Take turns reading the questions and responding by agreeing, disagreeing, or adding more information. Use the information from Step 1 and the useful language on the next page.

Example

STUDENT A: OK. Question 1 says, "What do the urban homesteaders do to lead a simple life?" Well . . . to lead a simple life the urban homesteaders grow their own vegetables.

STUDENT B: Right. They also don't use electricity.

SCOPE AND SEQUENCE

UNIT	CRITICAL THINKING	LISTENING
 5 Culture and Commerce Theme: Tourism Listening One: <i>Tourist Attractions or Human Zoo?</i> A radio report Listening Two: <i>Town Hall Meeting in Cape Cod</i> A recording of a town hall meeting	Interpret a photograph Infer word meaning from context Evaluate advantages and disadvantages Support opinions with reasons Classify information Read a map Hypothesize outcomes Collaborate to reach a compromise	Predict content Listen for main ideas and details Infer speakers' emotions Identify contrasting viewpoints in the listenings Organize and synthesize information from the listenings Categorize sounds
 6 The Art of Storytelling Theme: Storytelling Listening One: <i>Lavender</i> A story Listening Two: <i>How to Tell a Story</i> A recording of a storyteller sharing his craft	Interpret a photograph Infer word meaning from context Sequence events in a story Analyze storytelling techniques Complete an outline Match actions to their consequences	Make predictions about events in a story Identify main events in a story Arrange details in a story chronologically Relate emotions to details in a story Match storytelling techniques to purposes Organize and synthesize information from the listenings Identify stress patterns in speech
 7 Voluntary Simplicity Theme: The simple life Listening One: <i>Urban Homesteaders</i> A radio report Listening Two: <i>Simple Gifts</i> A traditional folk song	Interpret photographs Infer word meaning from context Evaluate information Classify information Brainstorm ideas Apply information to new contexts Complete an outline	Predict content Listen for main ideas Identify correct details Infer preferences based on statements Link lines from a song to details from an interview Listen for rhythm patterns in speech

- FEELINGS often makes the sale, not INFORMATION

Most common appeal = HUMOROUS

eg., Doggie Delight - dog FOOD

- funny voice, sound effects

- not much INFORMATION about the product

Effective:

1. "Feel-good" factor = gives us POSITIVE FEELINGS about the product

2. GETTING OUR ATTENTION = advertisers' #1 problem

eg., Neighbors' Bank

- humor can be used with GET OUR ATTENTION products

MAKE INFERENCES

Listen again to the ads. What does the advertiser assume about the consumers who will hear these ads? Circle the best answer to complete each statement.

^{C D 7}
6

Ad 1: Doggie Delight

The advertiser thinks the consumers want _____.

- a. cheap dog food
- b. a happy dog
- c. a dog who listens and obeys

^{C D 7}
7

Ad 2: Neighbors' Bank

The advertiser thinks the consumers want _____.

- a. a bank with personal service
- b. a bank with affordable service (no fees)
- c. a bank that's close to home

Discuss your answers in small groups. Explain your choices with examples from the ads.

<p>2. Use the present progressive to tell about something that is happening right now.</p>	<p>Martin is sitting on the beach. He isn't reading e-mail.</p>
<p>3. Use the simple present with non-action verbs. Non-action verbs describe states or situations, not actions. They can:</p> <ul style="list-style-type: none"> a. show emotions (<i>hate, like, love, want, wish</i>) b. show mental states (<i>know, believe, remember, forget</i>) c. show possession (<i>have, own, belong</i>) d. describe senses (<i>hear, see</i>) <p>NOTE: Some verbs that describe senses have an action and a non-action meaning. (<i>smell, taste, feel, look, think</i>)</p>	<p>Martin wants a new job. Martin loves Sunny Resorts. He remembers the office as a bad dream. He has all the time he needs. He sees nothing but blue skies.</p> <p>Action: Martin is looking at an ad for Sunny Resorts. (<i>is looking = is reading</i>) Non-action: Martin looks tired. (<i>looks = seems / appears</i>)</p>

2 Complete the ad with the words in parentheses. Use simple present or present progressive. Read the ad with a partner.

MARY: I just _____ springtime! Outside my window, the sun
(love)
_____, the birds _____, the flowers
(shine) (sing)
_____ ...
(bloom)

BOB: Aaachooo! [Bob sneezes]

MARY: Hey Bob, what's the matter?

BOB: It's my allergies! I _____ the spring! I
(hate)
_____ I could do something about it!
(wish)

ANNOUNCER: Don't let spring get you down. Try new Allerfree. One pill a day
_____ your allergies away. Allerfree. It really
(keep)
_____!
(work)

3 Work with a partner. Look at the ads on page 13. Take turns describing what is happening in each ad. Use the simple present and present progressive and the verbs provided.

2 Circle the correct synonym or definition for each phrasal verb.

rip off	steal	keep
clean out	steal everything	pay
catch on	solve	realize
turn out	cause	result
track down	lose	find
watch out for	ignore	be careful of

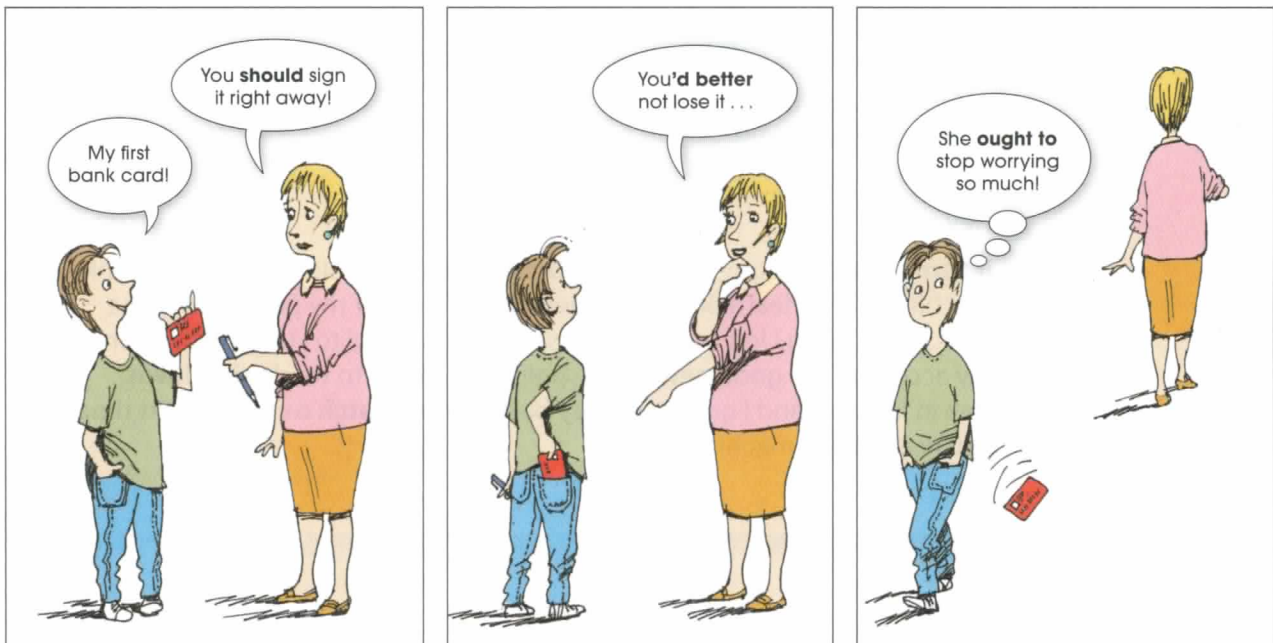
CREATE

Work with a partner. Take turns asking and answering the questions. Use the vocabulary from Review and Expand in your answers. Then switch partners and repeat.

1. Talk about a time when something was stolen from you or someone you know. What happened? Did the police ever track down the criminal?
2. What can credit card companies do to stop identity theft? Do they do enough to deal with the problem? What can they do better?
3. How can you protect yourself from identity theft? What sorts of things can you watch out for?

B GRAMMAR: Modals of Advice

1 Read the cartoon. Notice the modals of advice that appear in bold.



Racing Overnight

Many ultramarathons take several days to finish. Runners must eat and sleep on the course. In some races, food and supplies are carried in a car and the runners sleep in hotels. In other races, runners carry everything they need in backpacks and they sleep outside in **tents**.

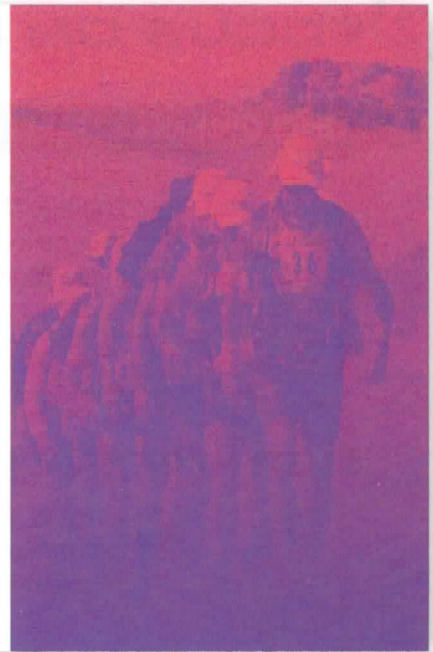
Running Safely

To stay healthy during an ultramarathon, runners must follow safety rules. For example, runners must drink their daily **ration** of water, even if they don't feel thirsty.

Crossing the Finish Line

What is in it for the runners?¹ Many runners say they **get into** ultramarathons because they feel that normal marathons are not challenging enough. They enjoy the **experience** of crossing the finish line and completing an extremely difficult event.

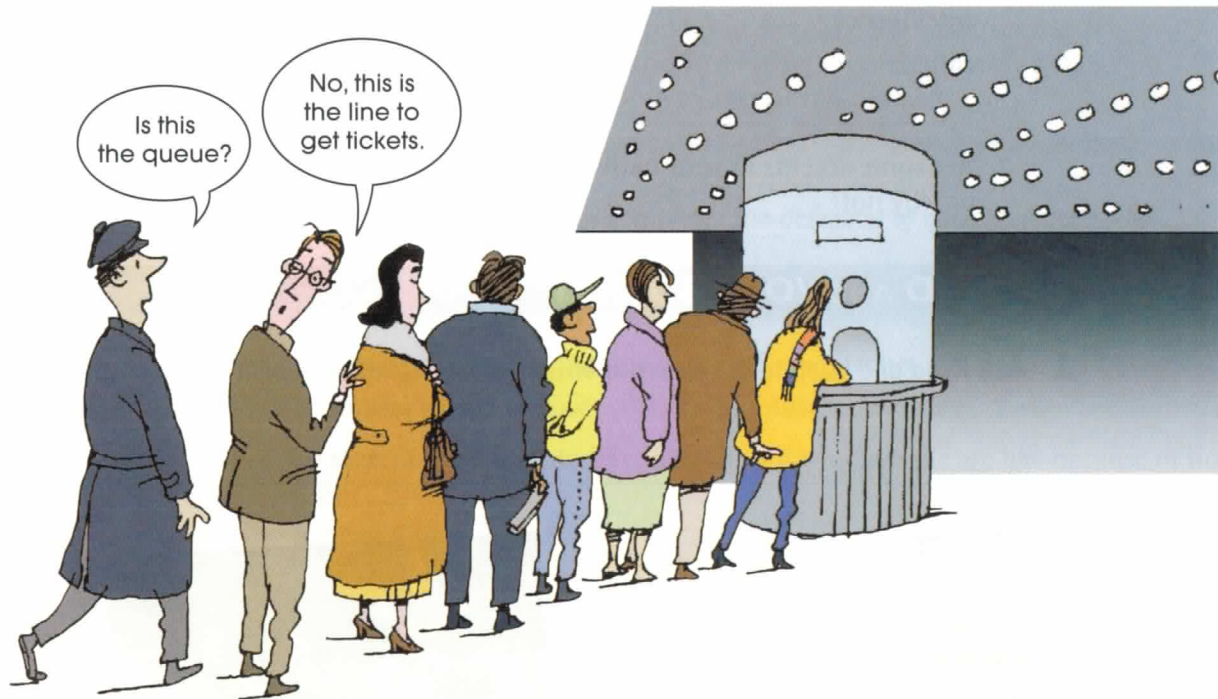
¹ "What is in it for the runners": "What are the advantages for the runners to run in the ultramarathons?"



2 Match the words on the left with the definitions on the right.

- | | |
|----------------------|---|
| _____ 1. marathon | a. being the only one of its kind |
| _____ 2. course | b. a piece of cloth supported by poles and rope that is used for sleeping outside |
| _____ 3. format | c. a specific amount of something that you are allowed to have |
| _____ 4. stage | d. a step in a longer process |
| _____ 5. terrain | e. a type of land |
| _____ 6. sand | f. become interested in |
| _____ 7. unique | g. a 26-mile race |
| _____ 8. tent | h. very small grains of rock found in a desert or beach |
| _____ 9. ration | i. something that happens to you that affects the way you think or feel |
| _____ 10. get into | j. the path of a race |
| _____ 11. experience | k. the way the parts of something are arranged |

Separated by the Same Language



1 FOCUS ON THE TOPIC

A PREDICT

Discuss the questions with the class.

1. Look at the cartoon. Are the men talking about the same thing?
2. In what country do people say *queue*? In what country do they say *line*?
3. English novelist Sir Walter Besant (1836–1901) said: "England and America are two countries separated by the same language." What did he mean?