

NORTHSTAR 5

LISTENING AND SPEAKING

THIRD EDITION



PEARSON
Longman

Sherry Preiss

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NorthStar: Listening and Speaking Level 5, 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: 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 Martinez, broadcast an "audio postcard" about his recent trip to La Ceiba, Honduras.

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SCOPE AND SEQUENCE

UNIT	CRITICAL THINKING	LISTENING
 <p>4 The Tipping Point</p> <p>Theme: Trends</p> <p>Listening One: <i>The Tipping Point</i> A radio interview</p> <p>Listening Two: <i>Tipping Points in Fighting Crime</i> A radio interview</p>	<p>Interpret graphs</p> <p>Analyze book reviews</p> <p>Infer word meaning from context</p> <p>Analyze different opinions</p> <p>Investigate reasons for trends and changes</p> <p>Understand metaphorical language</p>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Make inferences based on tone, pace, and vocabulary</p> <p>Relate information to others' viewpoints</p> <p>Organize and synthesize information from the listenings</p>
 <p>5 Feng Shui: Ancient Wisdom Travels West</p> <p>Theme: Cross-cultural insights</p> <p>Listening One: <i>Interview with a Feng Shui Expert</i> A radio interview</p> <p>Listening Two: <i>Feng Shui in the Newsroom</i> A radio interview</p>	<p>Consider the impact of a philosophy on daily life</p> <p>Infer word meaning from context</p> <p>Infer information not explicit in the interviews</p> <p>Compare and contrast differing viewpoints</p> <p>Support opinions with information from the interviews</p> <p>Choose information in a passage to mark and highlight</p>	<p>Make predictions</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Make inferences based on vocabulary choices and tone of voice</p> <p>Relate listenings to personal experiences</p> <p>Organize and synthesize information from the listenings</p>
 <p>6 Spiritual Renewal</p> <p>Theme: Religion</p> <p>Listening One: <i>The Religious Traditions of Fasting</i> A radio interview</p> <p>Listening Two: <i>Describing Monastic Life</i> A radio interview</p>	<p>Separate fact from myth</p> <p>Infer word meaning from context</p> <p>Analyze and discuss different opinions</p> <p>Recognize similarities and differences among various religions</p> <p>Understand the importance and value of religious rituals</p>	<p>Make predictions</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Make inferences about a speaker's intention</p> <p>Organize and synthesize information from the listenings</p>
 <p>7 Workplace Privacy</p> <p>Theme: Business</p> <p>Listening One: <i>Interview on Workplace Surveillance</i> A radio interview</p> <p>Listening Two: <i>Managers and Employees Speak Out</i> A radio broadcast</p>	<p>Interpret a cartoon</p> <p>Analyze editorial blogs and individual responses</p> <p>Infer word meaning from context</p> <p>Analyze and discuss different opinions</p> <p>Frame arguments</p> <p>Debate ideas and cases</p>	<p>Make predictions</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Make inferences based on tone and word choice</p> <p>Organize and synthesize information from the listenings</p> <p>Relate information in the listenings to one's viewpoints</p>

MAKE INFERENCES

When you are listening, making inferences means understanding something that is not literally stated, but which you believe is true based on the intention, attitude, voice, pausing, and choice of words of the speakers.

Read the questions. Then listen to each excerpt from the interview. Write your answers and then discuss them with a partner. Give reasons for your choices. Each question has more than one possible answer.



Excerpt One

A *groupie* usually refers to someone, especially a young woman, who likes a musician, movie star, or sports star and follows this person around hoping to meet the star. Why does Ira Flatow, the host, use the word *groupie* when he advises the radio audience to listen carefully? What does the word *groupie* imply in this context?



Excerpt Two

Dr. Kandell doesn't answer Flatow's question directly. What expressions show his hesitation? Why doesn't he answer Flatow directly?



Excerpt Three

How does Flatow feel about this topic at this point in the interview? How do you know? What words and tone of voice does he use to indicate his attitude?

EXPRESS OPINIONS

Discuss the questions with the class. Give your opinions and give reasons for them.

1. Do you know people who overuse the Internet? Do you overuse it? What are the warning signs? What treatment would you recommend for Internet addicts?
2. Dr. Kandell runs a support group for Internet addicts at his university. Do you think that universities should have this service? How helpful can such a support group be? Explain. What other support groups do you know of? Would you ever join one? Why or why not?
3. Anne Lamott, author of a book of essays called *Bird by Bird*, writes, "Getting all of one's addictions under control is a little like putting an octopus to bed." What does she mean? How do you feel about her analogy? Explain.

- _____ 12. College administrators really don't know what's **going on** in many computer labs. They think students are doing research and studying, but in many cases the students are playing computer games and chatting with their friends online.
- _____ 13. Right before the holidays, she **went on a shopping binge** buying gifts for dozens of friends and relatives, and ending up flat broke.
- _____ 14. Wanting to start his marriage with a **clean slate**, he gave up cigarettes, alcohol, and even his cell phone.
- _____ 15. In order to finally break the **vicious cycle** of her technology addictions, her therapist recommended she give away her three computers, cell phone, TVs, and a Blackberry®.

- | | |
|---|--|
| a. improve, enrich | h. experienced |
| b. doing different things at the same time | i. free from a dangerous situation |
| c. attacked by a lot of information, data, or questions | j. increasing |
| d. influencing in a particular way | k. was unhappy (because nothing seemed important or interesting) |
| e. upset, strongly affected | l. trying extremely hard |
| f. became (something different) | m. began to overdo something |
| g. happening | n. fresh beginning |
| | o. serious situation that is very difficult to stop |

CREATE

1 Work with a partner.

Student A: Ask Student B questions 1 through 3.

Student B: Cover the left column. Answer Student A's questions using the key words in your column in any order. Answer in several sentences and give an example if possible. Then switch roles after question 3.

Example

STUDENT A: Have you ever been addicted to a particular TV program?

STUDENT B: (problematic, turn in, compulsive) Oh, sure! A couple years ago, I felt totally **compulsive** about watching a TV show called *Lost*. It was quite **problematic** because I used to arrange my social life and my homework around the time of the show, so I could be sure to watch it. For several hours each night, I watched old episodes on the Internet and did Internet searches to read about the show and its stars. My roommate threatened to **turn me in** to a counselor because she thought I had become addicted.

2 FOCUS ON LISTENING

A LISTENING ONE: Interview with a Psychiatrist

Lying is a topic of public discussion in the media. In the interview, you'll hear Dr. Paul Ekman, a psychiatrist, explain why people lie. What do you think Dr. Ekman will say?



Write down your predictions. Then listen to the excerpt and check your predictions.

LISTEN FOR MAIN IDEAS



Now, listen to the entire interview. Stop after each part and write the one main idea about the topic. Work with a partner. Compare your main idea statements. Revise them and write them in the Listen for Details chart on page 29.

Part One

Main idea: Liars are narcissistic.

Part Two

Main idea: _____

Part Three

Main idea: _____

Part Four

Main idea: _____

Part Five

Main idea: _____

MODALS—DEGREES OF CERTAINTY

Use **modal verbs** to express different **degrees of certainty** about the present, the past, and the future. The modal you use shows how strongly you believe something is true or not true.

Almost Certain

Present	must	The students' papers are identical, although they insist they didn't cheat. Clearly, one of them must be lying.
Past	Must + have + past participle (must've)*	He claimed to have received a music award in high school, but there is no official record of it. He must have (must've) lied on his application.

Almost Certain, Negative (Impossible)

Present / Future	Can't / couldn't	His excuse for missing the exam due to illness can't possibly be true. I just know he is telling a big, fat whopper!
Past	Can't / couldn't + have + past participle (couldn't've)*	I'm shocked. The university's president couldn't have (couldn't've) committed plagiarism in his speech. He is known for his impeccable integrity.

Quite Sure

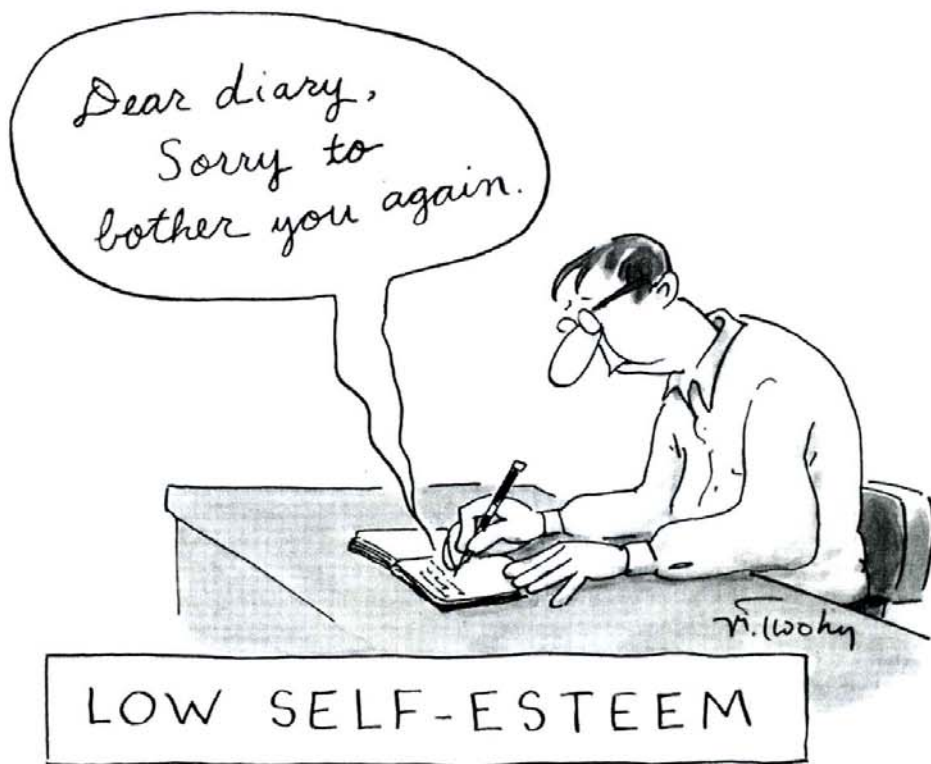
Future	Should / ought to	Due to improvements in technology, brain scans should soon be able to help us detect liars and cheaters more accurately.
Past	Should + have + past participle (should've)*	He should've read the university's Honor Code by now. All first-year students do.

Less Certain

Present / Future	Could / may / might	The final grades in the professor's class look a bit inflated. He might be fudging them to make himself look like a better teacher.
Past	Could / may / might + have + past participle (might've)*	Walt has always been so honest, but he might have (might've) cheated on the exam because of the intense competition and the pressure from his parents.

* In speaking, the auxiliary *have* [modal + *have* + past participle] is pronounced /əv/ and is joined to the preceding word. This form is used only in speech.

- 3 Work with a partner. Look at the cartoon, and discuss the answers to the questions that follow.



Drawing by M. Twohy, © 1996 The New Yorker Magazine, Inc.

1. What does “low self-esteem” mean? Do you think all shy people have low self-esteem? What could cause low self-esteem?
2. Is writing in a diary a useful way to express your feelings and cope with problems? What advice would you give to the man to boost his self-esteem?

B LISTENING TWO: The Pollyanna Syndrome

Are you an optimist or a pessimist? Have you ever run into an overly optimistic person? In this on-air essay from Public Radio International, Julie Danis gives her opinion about Pollyannas—people who refuse to accept that anything bad can happen. The name comes from the heroine of a 1913 novel, Pollyanna, who had a consistently optimistic outlook on life, which many people today see as unrealistic.

In the commentary, Danis gives examples of ways that one coworker was able to “make lemonade out of lemons.” What might this phrase mean? Have you ever known any Pollyannas? If so, describe them.