

NORTHSTAR 1

LISTENING AND SPEAKING

SECOND EDITION

AUTHORS

Polly Merdinger

Laurie Barton

SERIES EDITORS

Frances Boyd

Carol Numrich



PEARSON
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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WELCOME TO NORTHSTAR

SECOND EDITION

NorthStar, now in its new edition, motivates students to succeed in their **academic** as well as **personal** language goals.

For each of the five levels, the two strands—*Reading and Writing* and *Listening and Speaking*—provide a fully integrated approach for students and teachers.

WHAT IS SPECIAL ABOUT THE NEW EDITION?

NEW THEMES

New themes and **updated content**—presented in a **variety of genres**, including literature and lectures, and in **authentic reading and listening selections**—challenge students intellectually.

ACADEMIC SKILLS

More purposeful integration of critical thinking and an enhanced focus on **academic skills** such as inferencing, synthesizing, note taking, and test taking help students develop strategies for **success** in the **classroom** and on **standardized tests**. A **culminating productive task** galvanizes content, language, and **critical thinking skills**.

- In the *Listening and Speaking* strand, a **structured approach** gives students opportunities for **more extended and creative oral practice**, for example, presentations, simulations, debates, case studies, and public service announcements.
- In the *Reading and Writing* strand, a new, **fully integrated writing section** leads students through the **writing process** with engaging writing assignments focusing on various rhetorical modes.

NEW DESIGN

Full **color pages** with more **photos, illustrations, and graphic organizers** foster student engagement and make the content and activities come alive.

MyNorthStarLab

MyNorthStarLab, an easy-to-use **online learning and assessment program**, offers:

- Unlimited access to reading and listening selections and DVD segments.
- Focused test preparation to help students succeed on international exams such as TOEFL® and IELTS®. Pre- and post-unit assessments improve results by providing individualized instruction, instant feedback, and personalized study plans.
- Original activities that support and extend the *NorthStar* program. These include pronunciation practice using voice recording tools, and activities to build note taking skills and academic vocabulary.
- Tools that save time. These include a flexible gradebook and authoring features that give teachers control of content and help them track student progress.

THE NORTHSTAR APPROACH

The *NorthStar* series is based on **current research in language acquisition** and on the **experiences of teachers and curriculum designers**. Five principles guide the *NorthStar* approach.

PRINCIPLES

1 The more profoundly students are stimulated intellectually and emotionally, the more language they will use and retain.

The thematic organization of *NorthStar* promotes intellectual and emotional stimulation. The 50 sophisticated themes in *NorthStar* present intriguing topics such as recycled fashion, restorative justice, personal carbon footprints, and microfinance. The authentic content engages students, links them to language use outside of the classroom, and encourages personal expression and critical thinking.

2 Students can learn both the form and content of the language.

Grammar, vocabulary, and culture are inextricably woven into the units, providing students with systematic and multiple exposures to language forms in a variety of contexts. As the theme is developed, students can express complex thoughts using a higher level of language.

3 Successful students are active learners.

Tasks are designed to be creative, active, and varied. Topics are interesting and up-to-date. Together these tasks and topics (1) allow teachers to bring the outside world into the classroom and (2) motivate students to apply their classroom learning in the outside world.

4 Students need feedback.

This feedback comes naturally when students work together practicing language and participating in open-ended opinion and inference tasks. Whole class activities invite teachers' feedback on the spot or via audio/video recordings or notes. The innovative new MyNorthStarLab gives students immediate feedback as they complete computer-graded language activities online; it also gives students the opportunity to submit writing or speaking assignments electronically to their instructor for feedback later.

5 The quality of relationships in the language classroom is important because students are asked to express themselves on issues and ideas.

The information and activities in *NorthStar* promote genuine interaction, acceptance of differences, and authentic communication. By building skills and exploring ideas, the exercises help students participate in discussions and write essays of an increasingly complex and sophisticated nature.

THE NORTHSTAR UNIT

1 FOCUS ON THE TOPIC

This section introduces students to the unifying theme of the listening selections.

PREDICT and **SHARE INFORMATION** foster interest in the unit topic and help students develop a personal connection to it.

BACKGROUND and **VOCABULARY** activities provide students with tools for understanding the first listening selection. Later in the unit, students review this vocabulary and learn related idioms, collocations, and word forms. This helps them explore content and expand their written and spoken language.

UNIT 6

Thinking Young: Creativity in Business



Picture 1



Picture 2

1 FOCUS ON THE TOPIC

A PREDICT

Look at the pictures. Discuss the questions with the class.

1. What are the co-workers doing in picture 1? How do they feel?
2. What are the same co-workers doing in picture 2? How do they feel?
3. What does "Thinking Young" mean?

101

B SHARE INFORMATION

Creative people have new and unusual ideas. Sometimes they create or make new things. Children are usually creative when they play. They have many new ideas.

- 1 When you were a child, what creative thing(s) did you do? Circle your answers. Then share your answers with three classmates. Ask, "What did you do?"
 - a. I created a new game or toy.
 - b. I created a piece of art (painting, sculpture).
 - c. I wrote a song or played a musical instrument.
 - d. I wrote a story or poem.
 - e. I solved a problem in an unusual way.
 - f. (something else?) _____
- 2 When you were creative, how did you feel? Circle all the words that describe your feelings. Use your dictionary for help.
 - a. proud
 - b. excited
 - c. happy
 - d. nervous
 - e. (another feeling?) _____

C BACKGROUND AND VOCABULARY

- 1 Read and listen to the information from the business magazine Fast Company.

Can Your Employees Learn to Be More Creative? Many Business Owners Say "YES!"

Big companies, like American Express®, Microsoft®, FedEx®, Kinko's®, and Disney®, want their employees to be creative—to think in new and interesting ways. These companies pay billions of dollars for creativity classes for their employees.

102 UNIT 6

2 FOCUS ON LISTENING

This section focuses on understanding two contrasting listening selections.

LISTENING ONE is a radio report, interview, lecture, or other genre that addresses the unit topic. In levels 1 to 3, listenings are based on authentic materials. In levels 4 and 5, all the listenings are authentic.

LISTEN FOR MAIN IDEAS and **LISTEN FOR DETAILS** are comprehension activities that lead students to an understanding and appreciation of the first selection.

The **MAKE INFERENCES** activity prompts students to "listen between the lines," move beyond the literal meaning, exercise critical thinking skills, and understand the listening on a more academic level. Students follow up with pair or group work to discuss topics in the **EXPRESS OPINIONS** section.

2 FOCUS ON LISTENING

A LISTENING ONE: Hello, This is the Friendship Force.

Nina and Rick are talking about the Friendship Force. Listen to the beginning of the conversation. Then answer the questions.

- What are you listening to? Check (✓) the answer.
☐ a telephone call ☐ a radio talk show
- What will Nina and Rick talk about? Check (✓) your ideas.
☐ host families ☐ shopping ☐ traveling
☐ hotels ☐ music ☐ groups
☐ students ☐ children ☐ languages

LISTEN FOR MAIN IDEAS

- Listen to the conversation between Nina and Rick. Read the sentences. Write T (true) or F (false).
☐ 1. Friendship Force visitors can be young or old.
☐ 2. Some Friendship Force visitors stay in hotels.
☐ 3. Nina wants to stay with a host family in Thailand.
☐ 4. All host families speak English.
☐ 5. Nina and Rick agree that it's good to have international friends.
- Go back to Section 2A, Question 2. Were your answers correct?

LISTEN FOR DETAILS

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

- Each group has _____ people.
a. 13 to 50 b. 15 to 30
- Friendship Force groups meet for the first time _____.
a. before they travel b. in the new country
- Nina thinks that when you live with a host family, you learn _____.
a. their language b. about their country
- Nina _____ Thai (the language of Thailand).
a. speaks a little b. doesn't speak

- Friendship Force visitors stay with their host families for two _____.
a. weeks b. months
- After they stay with their host family, many Friendship Force visitors travel _____.
a. to a different country b. in the same country
- Nina will get an application for the Friendship Force _____.
a. from Rick b. on the Internet

MAKE INFERENCES

Listen to the excerpts from Listening One. Circle the correct answer to complete each sentence.

Excerpt One

- Nina is probably a _____ student.
a. high school b. college

Excerpt Two

- Nina is probably a _____ person.
a. nervous b. friendly

Excerpt Three

- Nina doesn't speak Thai. She is asking Rick, "Will I _____?"
a. have problems b. learn the language

Excerpt Four

- "People, not places" means, "You learn more about a new country when you _____."
a. meet the people b. visit the important places

EXPRESS OPINIONS

Discuss the questions with the class.

- Do you think it's good to stay with a host family? Why or why not?
- Do you need to speak the same language well to make friends with someone? Why or why not?
- What are the best ways to learn about another country?

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.

3 FOCUS ON SPEAKING

This section emphasizes development of productive skills for speaking. It includes sections on vocabulary, grammar, pronunciation, functional language, and an extended speaking task.

The **VOCABULARY** section leads students from reviewing the unit vocabulary, to practicing and expanding their use of it, and then working with it—using it creatively in both this section and in the final speaking task.

Students learn useful structures for speaking in the **GRAMMAR** section, which offers a concise presentation and targeted practice. Vocabulary items are recycled here, providing multiple exposures leading to mastery. For additional practice with the grammar presented, students and teachers can consult the **GRAMMAR BOOK REFERENCES** at the end of the book for corresponding material in the *Focus on Grammar* and *Azar* series.

3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

Read the radio advertisement and look at the picture on page 33. Fill in the blanks with the words from the box.

advice	famous	recycled	trendy
environment	material	trash	unusual

Do you want to enjoy camping and outdoor sports all year—even in the winter, in the rain? Then here's my _____ for you: You should wear Polar Fleece sports clothing. Polar Fleece clothing keeps you dry in wet weather and warm in cold weather. How is Polar Fleece made? Believe it or not, Polar Fleece clothing is made out of _____ plastic bottles! Recycled bottles go to a big factory¹. Machines at the factory clean the bottles, cut them into small pieces, and heat them. The bottles melt and become a liquid, like water. Then, another machine changes the liquid into a _____ that looks like wool. This "wool" is called Polar Fleece! This _____ material is comfortable and very warm. You can buy Polar Fleece winter clothes in many styles, so you will always look _____! Polar Fleece also reduces _____ because it is made out of recycled plastic bottles. So it helps the _____. Today, the name Polar Fleece is _____ all over the world.



A skier wearing Polar Fleece

¹factory: a place where things are made with machines

B GRAMMAR: Present and Past Tense of Be

1 Read the excerpts. Follow the directions.

NINA: My name is Nina Rodriguez, and I'm interested in the Friendship Force.

RICK: Language isn't so important.

ANNIE: My group was great! We were all from the U.S., but we were very different. If you're in high school, go on the Experiment!

- Underline all the present forms of *be*. Circle all the past forms of *be*.
- What negative forms of *be* can you find? _____

PRESENT AND PAST TENSE OF BE

1. The present tense of *be* has three forms:

am
is
are

To form negative statements, use *am, is, are + not*.

I am Nina.
It is a friendship organization.
You are my friend.
We are friends.
They are friends.
He is my friend.
She is my friend.

They are not friends.
He is not my friend.
She is not my friend.

2. Contractions are short forms. Use contractions in speaking and in informal writing.

I'm Nina.
It's a friendship organization.
You're my friend.
We're friends.
They're friends.
He's my friend.
She's my friend.

The **PRONUNCIATION** section presents both controlled and freer, communicative practice of the sounds and patterns of English. Models from the listening selections reinforce content and vocabulary. This is followed by the **FUNCTION** section where students are exposed to functional language that prepares them to express ideas on a higher level. Examples have been chosen based on frequency, variety, and usefulness for the final speaking task.

The **PRODUCTION** section gives students an opportunity to integrate the ideas, vocabulary, grammar, pronunciation, and function presented in the unit. This final speaking task is the culminating activity of the unit and gets students to exchange ideas and express opinions in sustained speaking contexts. Activities are presented in a sequence that builds confidence and fluency, and allows for more than one "try" at expression. When appropriate, students practice some presentation skills: audience analysis, organization, eye contact, or use of visuals.

C SPEAKING

PRONUNCIATION of TH: think, this

How many words with "th" can you find in this sentence?

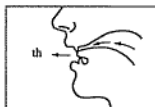
We sold 333,333 pairs of Wristies.

PRONOUNCING TH SOUNDS

Put the tip of your tongue between your teeth.

This is the most important part of the pronunciation of the "th" sounds.

Blow out air to make the sound. Keep the tip of your tongue between your teeth.



The "th" sound in this, these, and then is a voiced sound. The vocal cords vibrate. The "th" sound in think, three, and thousand is a voiceless sound. The vocal cords do not vibrate.

The tip of the tongue is between the teeth for both sounds.

1. Read the sentences and underline every word that has a "th" sound. Then read the sentences aloud to a partner. Be sure to pronounce all the "th" sounds correctly. Listen to the sentences to check your pronunciation.

1. They're long gloves with no fingers.
2. There's a hole for the thumb.
3. Some people wear them outside; others wear them inside.
4. They all wore them every day.
5. So then I thought, "I can sell these things!"
6. My mother didn't know anything about business.
7. A lot of stores sell them, and there's also a website.

PRODUCTION: Role-Play



In this unit, you learned about three important women—Wangari Maathai, Rigoberta Menchu, and Eleanor Roosevelt. In this activity, you are going to play the role of one of these women. Try to use the vocabulary, grammar, pronunciation, and language for expressing similarities from the unit.*

Step 1: Divide the class into three groups: Group A—Wangari Maathai, Group B—Rigoberta Menchu, and Group C—Eleanor Roosevelt.

Step 2: As a group, talk about your person's life. Be sure that every student in the group knows all the information. Look back at the unit to check any information you need. Then write four questions that your person can ask the other two important women about their lives. Every person in the group must write all four questions.

Step 3: Make new groups with at least one person from Group A, Group B, and Group C. Take turns telling about "your" life (as Wangari, Rigoberta, or Eleanor). Use "I..." Answer any questions that your partners ask you.

When your partners are speaking, listen very carefully. If one person tells about an experience, and you had the same experience, tell him/her immediately, using "too" or "either".

*For Alternative Speaking Topics, see page 146.

ALTERNATIVE SPEAKING TOPICS are provided at the end of the unit. They can be used as *alternatives* to the final speaking task, or as *additional* assignments. **RESEARCH TOPICS** tied to the theme of the unit are organized in a special section at the back of the book.

