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NORTHSTAR

LISTENING & SPEAKING

THIRD EDITION



POLLY MERDINGER LAURIE BARTON

ALWAYS LEARNING

PEARSON

NORTHSTAR¹

LISTENING & SPEAKING

THIRD EDITION

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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 & Speaking Level 1, Third Edition

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WELCOME TO NORTHSTAR

A BLENDED-LEARNING COURSE FOR THE 21ST CENTURY

Building on the success of previous editions, *NorthStar* continues to engage and motivate students through new and updated contemporary, authentic topics in a seamless integration of print and online content. Students will achieve their academic as well as language and personal goals in order to meet the challenges of the 21st century.

New for the THIRD EDITION

★ Fully Blended MyEnglishLab

NorthStar aims to prepare students for academic success and digital literacy with its fully blended online lab. The innovative new MyEnglishLab: *NorthStar* gives learners immediate feedback—anytime, anywhere—as they complete auto-graded language activities online.

★ NEW and UPDATED THEMES

Current and thought-provoking topics presented in a variety of genres promote intellectual stimulation. The authentic content engages students, links them to language use outside of the classroom, and encourages personal expression and critical thinking.

★ EXPLICIT SKILL INSTRUCTION and PRACTICE

Language skills are highlighted in each unit, providing students with systematic and multiple exposures to language forms and structures in a variety of contexts. Concise presentations and targeted practice in print and online prepare students for academic success.

★ LEARNING OUTCOMES and ASSESSMENT

A variety of assessment tools, including online diagnostic, formative and summative assessments, and a flexible gradebook, aligned with clearly identified unit learning outcomes, allow teachers to individualize instruction and track student progress.

THE NORTHSTAR APPROACH TO CRITICAL THINKING

What is critical thinking?

Most textbooks include interesting questions for students to discuss and tasks for students to engage in to develop language skills. And often these questions and tasks are labeled critical thinking. Look at this question as an example:

When you buy fruits and vegetables, do you usually look for the cheapest price? Explain.

The question may inspire a lively discussion with students exploring a variety of viewpoints—but it doesn't necessarily develop critical thinking. Now look at another example:

When people in your neighborhood buy fruits and vegetables, what factors are the most important: the price, the freshness, locally grown, organic (without chemicals)? Make a prediction and explain. How can you find out if your prediction is correct? This question does develop critical thinking. It asks students to make predictions, formulate a hypothesis, and draw a conclusion—all higher-level critical thinking skills. Critical thinking, as philosophers and psychologists suggest, is a sharpening and a broadening of the mind. A critical thinker engages in true problem solving, connects information in novel ways, and challenges assumptions. A critical thinker is a skillful, responsible thinker who is open-minded and has the ability to evaluate information based on evidence. Ultimately, through this process of critical thinking, students are better able to decide what to think, what to say, or what to do.

How do we teach critical thinking?

It is not enough to teach “about” critical thinking. Teaching the theory of critical thinking will not produce critical thinkers. Additionally, it is not enough to simply expose students to good examples of critical thinking without explanation or explicit practice and hope our students will learn by imitation.

Students need to engage in specially designed exercises that aim to improve critical-thinking skills. This approach practices skills both implicitly and explicitly and is embedded in thought-provoking content. Some strategies include:

- subject matter that is carefully selected and exploited so that students learn new concepts and encounter new perspectives.
- students identifying their own assumptions about the world and later challenging them.
- activities that are designed in a way that students answer questions and complete language-learning tasks that may not have black-and-white answers. (Finding THE answer is often less valuable than the process by which answers are derived.)
- activities that engage students in logical thinking, where they support their reasoning and resolve differences with their peers.


Infused throughout each unit of each book, *NorthStar* uses the principles and strategies outlined above, including:

- Make Inferences: inference comprehension questions in every unit
- Vocabulary and Comprehension: categorization activities
- Vocabulary and Synthesize: relationship analyses (analogies); comparisons (Venn diagrams)
- Synthesize: synthesis of information from two texts teaches a “multiplicity” approach rather than a “duality” approach to learning; ideas that seem to be in opposition on the surface may actually intersect and reinforce each other
- Focus on the Topic and Preview: identifying assumptions, recognizing attitudes and values, and then re-evaluating them
- Focus on Writing/Speaking: reasoning and argumentation
- Unit Project: judgment; choosing factual, unbiased information for research projects
- Focus on Writing/Speaking and Express Opinions: decision-making; proposing solutions

THE NORTHSTAR UNIT

1 FOCUS ON THE TOPIC

***CT** Each unit begins with a photo that draws students into the topic. Focus questions motivate students and encourage them to make personal connections. Students make inferences about and predict the content of the unit.



UNIT 2

MAKING UNUSUAL Art

1 FOCUS ON THE TOPIC

1. Look at the photo. What kind of art is this? What material did the artist use?
2. What does the art look like? Do you like this art? Why or why not?
3. What kind of art do you like?

MyEnglishLab

CT A short self-assessment based on each unit's learning outcomes helps students check what they know and allows teachers to target instruction.

MyEnglishLab

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NORTHSTAR 1 LISTENING & SPEAKING

1 Unit 2

Check What You Know

Read the list of skills. You may already use some of them. Don't worry if you don't know about some or all of these skills. You will learn and practice them in this unit.

Check what you know. Put an 'X' by the number of each skill that you already use.

If this activity was not assigned by your teacher, it will not be checked. You can still do this activity for practice.

Vocabulary	
1 Use context clues to find meaning	1
2 Recognize and use words that express likes and dislikes	2

Listening	
3 Identify and understand main ideas and details	3
4 Understand the difference between the meanings of general and specific vocabulary	4
5 Understand phrases that express surprise	5
6 Make inferences about surprising statements	6

Speaking	
7 Express opinions	7

Pronunciation	
8 Recognize and pronounce rising and rising-falling intonation at the end of statements and questions	8

Grammar	
9 Use the simple present tense	9

Submit

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*indicates Critical Thinking

2 FOCUS ON LISTENING

Two contrasting, thought-provoking listening selections, from a variety of authentic genres, stimulate students intellectually.

VOCABULARY

- 1 Read and listen to the information about how Mia Pearlman makes sculptures. Mia uses paper to make very big sculptures. You can see them in many museums and galleries all over the world.

FREQUENTLY ASKED QUESTIONS ABOUT MIA PEARLMAN'S PAPER ART

How does Mia Pearlman make her sculptures?

Mia is very different from other artists. She makes her art in a very **unusual** way. First, Mia goes to the museum or gallery, and she looks at the **space**. She needs to know: "How big is the space? Does it have any windows? Does it have any sunlight?" This is important because Mia makes each sculpture for one **specific** space.



COMPREHENSION



Gee's Bend is the name of a very small town in Alabama. The women of Gee's Bend are famous for their quilts.

- 2 Listen to the documentary about the women from Gee's Bend. Choose the best way to complete each sentence.

1. The women in Gee's Bend make quilts _____.
a. because they are artists
b. to use on their beds

MyEnglishLab

Unit 2

Vocabulary Practice

Drag and drop the words to the correct places.

nature three specific current unusual two sculptures cut material parts space

- Mia Pearlman uses paper to make beautiful _____.
- Mia's art is very different from traditional art. Her art is _____.
- Many people think that paper is not a good _____ for sculptures.
- They say this because paper isn't very strong. It doesn't _____ a long time.
- Each sculpture is very big, so Mia needs to put it in a very big _____.
- Mia doesn't have a _____ plan when she makes a new sculpture.
- To start, she uses a black pen to _____ many lines on the paper.
- Then, she uses scissors to _____ the paper.
- She cuts out all the _____ of the paper, and she takes them to the museum.
- Mia's art looks like clouds and wind because she loves _____.
- Her art shows that nature is strong, and people cannot _____ it.

CT Students predict content, verify their predictions, and follow up with a variety of tasks that ensure comprehension.

- 3 Listen to these excerpts and fill in the missing main ideas and details. Remember to listen for general words and specific words.

Main Ideas

Excerpt One

The quilts are unusual.

Excerpt Two

They make their quilts with material from old clothes.

Excerpt Three

One woman's great-grandmother said, "Let me tell you my story. Listen to the story of my life."

CONNECTING THE LISTENINGS

STEP 1: Organize

Who can say these sentences? Write **Yes** or **No** under Mia Pearlman, A Woman from Gee's Bend, or both. Some answers have been done for you.

	MIA PEARLMAN	A WOMAN FROM GEE'S BEND
I am an artist.	Yes	No
I make sculptures.	Yes	No
I use unusual materials.	Yes	No
I use expensive materials.		No
I put together many pieces.		
I always make a plan before I begin.		
My work has many colors.	No	
I work alone.		No
I make my art for one specific space.		No
My work is in museums.		
My work has a special meaning.		
My work lasts a long time.		Yes

40 UNIT 2

CT Students are challenged to take what they have learned and organize, integrate, and synthesize the information in a meaningful way.

MyEnglishLab

Auto-graded vocabulary practice activities reinforce meaning and pronunciation.

EXPLICIT SKILL INSTRUCTION AND PRACTICE

CT Step-by-step instructions and practice guide students to exercise critical thinking and to dig deeper by asking questions that move beyond the literal meaning of the text.

LISTENING SKILL

IDENTIFYING MAIN IDEAS AND DETAILS

When you listen to a story or report, it's important to separate main ideas and details. Of course, the main ideas are very important. Why are **details** important?

Details can:

- help you to understand the main idea.
- highlight the main idea—show why it is important.
- give you a good example so you can remember the main idea.
- add "color" or beautiful language that you might enjoy.

Listen carefully to the vocabulary that the speaker uses. The main ideas have **general** vocabulary. The details have **specific** vocabulary.

Example

MAIN IDEA	DETAIL
These women work just like artists .	They decide how to put all the pieces together, always in new and different ways .

Artists is a general word. (There are many kinds of artists.) How do these specific artists work?

The detail explains this. It gives us two examples:

They decide how to put all the pieces together, always in new and different ways.

(continued on next page)

Making Unusual Art 39

MAKE INFERENCES

UNDERSTANDING SURPRISING STATEMENTS

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

Sometimes a speaker says something that is surprising to the listener. The speaker may tell the listener **unusual information**, or may use a **word** in a new or unusual way. In these situations, we have to make an inference to understand why the listener feels surprised.

Here are some phrases we use to express surprise:

Really? Interesting! That's (a little/very) unusual. I don't understand!

Listen to an excerpt from the interview. Choose the best answer to question 1. In question 2, circle **a** or **b** to explain why the information is surprising.

Example

1. Why is the writer surprised?

Mia (played with Barbie dolls / made "Barbie worlds") when she was very young.

The correct answer is: Mia made "Barbie worlds" when she was very young.

Explanation

Many little girls play with Barbie dolls, so that is **not** surprising.

Most girls make up stories about their dolls' lives. But when Mia played with dolls, she **didn't make up stories about their lives**. She wanted to make the world where the dolls lived.

2. This is surprising because the museum guide ____.

- a. tells unusual information
- b. uses a word in a new or unusual way

The correct answer is: a.

Explanation

a. Most children think only about their lives and about their family and friends. They don't think about the world. **This is unusual.**

Explicit skill presentation and practice lead to student mastery and success in an academic environment.

MyEnglishLab

Key listening skills are reinforced and practiced in new contexts. Meaningful and instant feedback provides students and teachers with essential information to monitor progress.

MyEnglishLab

Unit 2

Listening Skill: Identifying Main Ideas and Details

Listen to the excerpt about Mia Pearlman and choose the correct main idea or detail.

Example:

1. Main Idea: Mia was always interested in the world, even when she was a child.
Detail: When she played with dolls, she wanted to make the world they lived in.

2. Main Idea: Mia's sculptures look like _____.
Detail: Clouds, the wind, different kinds of weather.

3. Main Idea: Mia is _____.
Detail: She loves to dance, perform, and listen to music.

4. Main Idea: Mia wants people to feel things they can't feel in the real world.
Detail: When you stand near her sculpture, you feel like _____.

Using models from the unit listening selections, the pronunciation and speaking skill sections expose students to the sounds and patterns of English as well as to functional language that prepares them to express ideas on a higher level.

PRONUNCIATION

FINAL INTONATION

At the end of a sentence, we use special intonation. This means that our voice may go up to a higher pitch or note ("rising" intonation), or it may go up and then down ("rising-falling" intonation).

When you:

a. make a **statement**

OR

b. ask a **wh-question** ("information question")

your voice **ris**es (goes up) on the last stressed syllable, and then it goes **down** to a low sound.

Wh-question words include:
who, what, where, when, why, how, how much/many

To ask a **yes/no question**, your voice rises (goes up) on the last stressed word or after the last stressed syllable.

STATEMENTS:

(one-syllable word)
I only wanted to make the place where
Barbie **Lived**.

(two-syllable word)
Mia is an unusual **PER**son.

WH-QUESTIONS:

(one-syllable word)
What do you **ME**an?

(two-syllable word)
What's going to happen to this **SCUL**pture?

Yes / No QUESTIONS:

(one-syllable word)
Is that why her sculptures are so **BIG**?

(two-syllable word)
Do you see that **WIN**dow?

1 Listen to the intonation at the end of these sentences. Does the speaker's voice go "up" or "up-down" on the last stressed word (marked in **bold**)? Circle the correct answer.

a. Mia's sculptures look like things we see in **nature**. (up / up-down)

b. What's going to **happen**? (up / up-down)

c. Is it going to a different **museum**? (up / up-down)

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4 Compare your arrows with your partner's and the teacher's. Then practice reading the conversation aloud with your partner. Pay special attention to use correct intonation.

SPEAKING SKILL

EXPRESSING OPINIONS

When we say our opinion, we often begin with a phrase such as "I think." Here are some other useful phrases:

In my opinion, ... I believe (that) ...
If you ask me, ... I feel (that) ...

I **feel** (that) Mia Pearlman's art is beautiful.

In my opinion, the Gee's Bend women are true artists.

If you ask me, eggshell sculpture is not real art.

I believe (that) art is a good way to express your ideas about the world.

Work with a partner. Student A: Tell Student B your opinion about the type of art in number 1. Begin with one of the phrases from the box. You can also add a sentence to say if you like it or not. Then ask Student B, "What do you think?" Student B: Explain your opinion. Begin with one of the phrases from the box. Then switch roles.

Example Mia Pearlman's art

STUDENT A: In my opinion, Mia Pearlman's paper art is beautiful. I love it.

What do you think?

STUDENT B: I feel that it's very unusual. I like it a lot.

1. modern art

A: If you ask me, _____

What do you think?

B: _____

(continued on next page)

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MyEnglishLab

Students continue online practice of key pronunciation and speaking skills with immediate feedback and scoring.

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NORTHSTAR 1 LISTENING & SPEAKING

1 Unit 2

Speaking Skill: Final Intonation

Read each sentence. Is the intonation rising or rising-falling? Drag and drop the sentences to the correct categories.

Do you feel the same way? Why do you like this painting? Does it have a special meaning?

Do you like this kind of art? Is this your favorite kind of art? If you ask me, this art is very unusual.

In my opinion, it's very difficult to make this. Why do you feel that way? I can take it or leave it.

Why is this art interesting? Is it difficult to make this kind of art? Why is this a good piece of art for a museum?

I believe that people want to see art that is different. Do you like this sculpture? Is this art interesting?

Rising intonation:

Do you feel the same way? (example)

Rising-falling intonation:

Why do you like this painting? (example)

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Welcome to NorthStar ix

FOCUS ON SPEAKING

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Read about the Eggshell Sculptor. Fill in each blank with words from the box. (You will not use all the words.) Then take turns reading the paragraphs aloud with a partner.

control	expensive	material	put ... together	specific
cut	inside	outside	sculpture	throw away
draws	last (verb)	parts of	space	unusual



an uncooked egg



an eggshell sculpture made by Gary LeMaster

42 UNIT 2

Productive vocabulary targeted in the unit is reviewed, expanded upon, and used creatively in this section and in the final speaking task. Grammar structures useful for the final speaking task are presented and practiced. A concise grammar skills box serves as an excellent reference.

GRAMMAR

1 Read the excerpts from the interview. Notice the verbs in **bold**.

- a. **WRITER:** I'm very interested in Mia Pearlman's art.
- b. **GUIDE:** When little girls **play** with dolls, like Barbie dolls, they usually **make up** stories about them.
- c. **GUIDE:** **Do you see** that window?
- d. **GUIDE:** And the sunlight from outside **really comes** through the window. . . . It **gives** the sculpture light.

WRITER: S4 Look at the sentences on page 45.

GUIDE: Yi 1. Underline all the forms of the verbs *be* and *have*.
it 2. Look at all the other verbs.

e. **GUIDE:** I:
 II:
 III:

a. Which verbs end with *s*?

b. Why?

c. After the subjects *I*, *You*, and *They*, the verb (*ends with*

f. WRITER: I. THE SIMPLE PRESENT

THE SIMPLE PRESENT

- | | |
|---|--|
| 1. Use the simple present tense for everyday actions or facts. | Mia Pearlman makes sculptures
The Gerls Bend women make quilts. |
| 2. When the subject is the third-person singular— <i>he, she, or it</i> —put an s at the end of the main verb. | Paper moves and changes .
(= It)

<i>Everything in the world changes</i> |
| NOTE: After the subjects:
<i>everything, something, nothing, anything</i>
<i>everybody, somebody, nobody, anyone</i>
use the third person singular (<i>verb</i>). | |
| NOTE: The verbs <i>be</i> and <i>have</i> are irregular. | <i>be: am, is, are</i> (See Unit 1.)
<i>have: I have</i> some questions.
The writer has some questions. |
| 3. To form negative statements with contractions, use
<i>doesn't or don't</i> + the base form of the verb. | Paper doesn't last forever.
The women in Gerls Bend don't have a plan for their quilts. |
| 4. For <i>yes/no</i> questions, use:
<i>Do (or Does)</i> + subject + the base form of the verb. | Do you see the window? |
| 5. For <i>wh-</i> questions, use:
<i>Wh- word</i> + <i>do (or does)</i> + subject + the base form of the verb. | Why does Mia Pearlman use paper? |

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NORTHSTAR 1

LISTENING & SPEAKING

1 Unit 2

Vocabulary Review 1

Complete the missing word with vocabulary from Unit 2. The first letter of each word is given.

Example:

1 I use paper to make a c r d i t h e r p a p e r

Miss Pearson:

2 I make my art for one specific s u b j e c t i o n e s t h e r e s t h e

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NOVEMBER 11 LISTENING & SPEAKING

1 Unit 2

Grammar 1: The Simple Present

Choose the correct verb in the simple present tense.

Some artists their art to tell people they don't about the world we in today. For example, Chris Jordan many very different kinds of materials to make his art. Jordan one kind of art that is very unusual and surprising. When you far away, you that you a very famous painting by the French artist, Georges Seurat. At first, you that Jordan just copied this famous painting. However, when you at this "painting" very closely, you to understand that it is not really a painting.

Jordan his art by putting together many, many small things. These are usually things that people like plastic bags or soda cans. For example, he made the Statue "Painting" with 106,000 soda cans. Why 106,000? Jordan that people in the U.S. 106,000 soda cans every thirty seconds! Most people that Jordan people to stop throwing away so many cans because it is bad for nature. When people Jordan's art, they at it. They always about his ideas.

Answer

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Auto-graded vocabulary and grammar practice activities with feedback reinforce meaning, form, and function.

CT A final speaking task gives students an opportunity to exchange ideas and express opinions in sustained speaking contexts using vocabulary, grammar, pronunciation, listening, and speaking skills presented in the unit.

4. Mia Pearlman's sculpture *Eddy*

A: I believe _____
What do you think?
B: _____

GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.

FINAL SPEAKING TASK

A role play is a short performance. The students take on roles, or become characters, and act out a situation.
You are going to role-play a discussion about what kind of art to buy for a museum. Use the vocabulary, grammar, intonation, and phrases for expressing opinions from this unit.*

Role-play: Choosing Unusual Art for a Modern Art Museum.

You work for a Modern Art Museum. The Museum wants to buy one new piece of art. You are going to choose the art.

STEP 1: Meet in three groups:

- Group 1: Mia Pearlman's paper sculpture
- Group 2: a Gee's Bend quilt
- Group 3: an eggshell sculpture

* For Alternative Speaking Topics, see page 55.

52 UNIT 2

In each group, look carefully at the picture(s) of your art and discuss these questions:

- a. Is this art beautiful or interesting?
- b. Is it difficult to make this art?
- c. Does this art have a special meaning? What is it?
- d. Did the artist use unusual material?
- e. How will people feel when they see this art?
- f. Why is this art important or special?
- g. Why is this a good piece of art for a modern art museum?

STEP 2: Now, form new groups of three. Each new group has one person from each "art" group.

You and your partners work for the same modern art museum. You need to decide which type of art to buy for your museum. You can buy only one piece of art. Take turns speaking about the art you discussed in Step 1. Tell your partners why that art is the best one to buy. If anyone says, "That is not art," explain why it is art.

Listeners: Ask questions about the art your partners are describing.

STEP 3: Decide together which type of art you are going to buy for your museum.

STEP 4: Compare your answers with the other groups.

Group 1: Mia Pearlman's paper sculpture



"Eddy," a paper sculpture by Mia Pearlman

hat moves in a circle

Making Unusual Art 53

UNIT PROJECT

STEP 1: Work with a partner. Do research online about traditional paper art from one of these countries (or any other country that you are interested in): China, Germany, India, Indonesia, Japan, Korea, Mexico, Poland, Turkey

STEP 2: Print some pictures or be prepared to show some online images of the type of art you researched.

STEP 3: Together with your partner, prepare to speak to your class for 3 minutes about what you learned. Don't memorize a speech. Just practice speaking about the type of paper art you researched.

Practice pronouncing the key words in your presentation before you speak. Ask your teacher to help you with this before your presentation.

STEP 4: Take turns speaking and presenting your pictures/photos to your classmates. Be sure to make eye contact with all of your classmates as you speak. Answer any questions that your classmates ask you.

Listening Task

Listen to your classmates' presentations. Ask them a question about something you don't understand completely, or ask them to give you more information

ALTERNATIVE SPEAKING TOPICS

1. Does your country have a traditional type of art (paper or other type)? What materials do people use to make it?
2. In your country, do students take art classes in school?
 - a. If yes: At what age? (elementary school, junior high school, high school) Do the students make art, learn about art, or study famous art?
 - b. If no: Is this OK? Why or why not?
 - c. Is it important to have art classes in school? Why or why not?
3. Do you have any art in your room, apartment, or house? What kind of art is it? (paintings, posters, sculptures) What kind of art do you like to have in your home?

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT ART, AND TAKE THE UNIT 2 ACHIEVEMENT TEST.

Making Unusual Art 55

CT A group unit project inspires students to inquire further and prepares students to engage in real-world activities. Unit projects incorporate Internet research, helping to build students' digital literacy skills.

INNOVATIVE TEACHING TOOLS

USING **MyEnglishLab**, **NORTHSTAR** TEACHERS CAN:

With instant access to a wide range of online content and diagnostic tools, teachers can customize learning environments to meet the needs of every student.

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- engaging, authentic video clips, including reports adapted from ABC, NBC, and CBS newscasts, tied to the unit themes.
- opportunities for written and recorded reactions to be submitted by students.



Use a powerful selection of diagnostic reports to:

- view student scores by unit, skill, and activity.
- monitor student progress on any activity or test as often as needed.
- analyze class data to determine steps for remediation and support.

Unit	Student	Completed	Score	Grade	Completed	Score	Grade
UNIT 1	Bawshen Khalid	3/4	100	C	1/1	100	B
	Faithi Carman	4/4	100	A	1/1	100	A
	Perez Miguel	4/4	100	A	1/1	100	A
	Luna Xiomara	4/4	100	A	1/1	100	A
	Morales Carol	4/4	100	A	1/1	100	A
	Mulung Araya	4/4	100	A	1/1	100	A
	Oruma Kyoko	4/4	100	A	1/1	100	A
	Rajab Abdullah	4/4	100	A	1/1	100	A
	Solo Tania	3/4	100	C	1/1	100	A
	Yu Martin	4/4	100	A	1/1	100	A
Average							

Use Teacher Resource eText* to access:

- a digital copy of the student book for whole class instruction.
- downloadable achievement and placement tests.
- printable resources including lesson planners, videoscripts, and video activities.
- classroom audio.
- unit teaching notes and answer keys.

* Teacher Resource eText is accessible through MyEnglishLab: NorthStar

Listening and Speaking I
Unit I Achievement Test

Name: _____
Date: _____

PART I: LISTENING SKILLS

☒ Listen to the discussion about studying abroad. Then use the information to complete the activities that follow.

A. Choose the best answer.

- The director wants Don to talk about _____.
A. getting a job
B. being a friend
C. studying abroad
D. going to college
- Don traveled to the Czech Republic, Belgium, and _____.
A. England
B. France
C. Italy
D. Spain
- In Germany, Don lived with a _____.
A. family
B. friend
C. student
D. teacher
- Don studied in Germany to learn about _____.

COMPONENTS PRINT or eTEXT

STUDENT BOOK and MyEnglishLab



★ Student Book with MyEnglishLab

The two strands, Reading & Writing and Listening & Speaking, for each of the five levels, provide a fully blended approach with the seamless integration of print and online content. Students use MyEnglishLab to access additional practice online, view videos, listen to audio selections, and receive instant feedback on their work.

eTEXT and MyEnglishLab



★ eText with MyEnglishLab

Offering maximum flexibility for different learning styles and needs, a digital version of the student book can be used on iPad® and Android® devices.

★ Instructor Access: Teacher Resource eText and MyEnglishLab (Listening & Speaking 1–5)

Teacher Resource eText

Each level and strand of *NorthStar* has an accompanying Teacher Resource eText that includes: a digital student book, unit teaching notes, answer keys, downloadable achievement tests, classroom audio, lesson planners, video activities, videoscripts, and a downloadable placement test.

MyEnglishLab

Teachers assign MyEnglishLab activities to reinforce the skills students learn in class and monitor progress through an online gradebook. The automatically-graded exercises in MyEnglishLab *NorthStar* support and build on academic skills and vocabulary presented and practiced in the Student Book/eText. The teacher-graded activities include pronunciation, speaking, and writing, and are assigned by the instructor.



★ Classroom Audio CD



The Listening & Speaking audio contains the recordings and activities, as well as audio for the achievement tests. The Reading & Writing strand contains the readings on audio.

SCOPE AND SEQUENCE

UNIT OUTCOMES	 1 FRIENDSHIP A WORLD OF FRIENDS pages 2–27 <i>Listening 1: The Friendship Force</i> <i>Listening 2: The Best Summer of My Life</i>	 2 ART MAKING UNUSUAL ART pages 28–55 <i>Listening 1: Mia Pearlman</i> <i>Listening 2: The Quilts of Gee's Bend</i>
LISTENING	<ul style="list-style-type: none"> • Make and confirm predictions • Identify main ideas and details • Recognize and use <i>and</i> and <i>but</i> to introduce similar and contrasting ideas MyEnglishLab Vocabulary and Listening Skill Practice	<ul style="list-style-type: none"> • Make and confirm predictions • Identify and distinguish between main ideas and details • Recognize phrases that express surprise MyEnglishLab Vocabulary and Listening Skill Practice
SPEAKING	<ul style="list-style-type: none"> • Express opinions • Ask for more information • Describe someone's personality Task: Introduce a friend MyEnglishLab Speaking Skill Practice and Speaking Task	<ul style="list-style-type: none"> • Express opinions • Express likes and dislikes Task: Create and dramatize a group discussion MyEnglishLab Speaking Skill Practice and Speaking Task
INFERENCE	<ul style="list-style-type: none"> • Infer a speaker's reaction 	<ul style="list-style-type: none"> • Infer meaning from statements that express surprise
PRONUNCIATION	<ul style="list-style-type: none"> • Recognize common rhythm patterns • Pronounce stressed and unstressed words in sentences MyEnglishLab Pronunciation Skill Practice	<ul style="list-style-type: none"> • Recognize and pronounce rising and rising-falling intonation at the end of statements and questions MyEnglishLab Pronunciation Skill Practice
VOCABULARY	<ul style="list-style-type: none"> • Infer word meaning from context MyEnglishLab Vocabulary Practice	<ul style="list-style-type: none"> • Infer word meaning from context MyEnglishLab Vocabulary Practice
GRAMMAR	<ul style="list-style-type: none"> • Recognize and use the present and past tenses of the verb <i>be</i> MyEnglishLab Grammar Practice	<ul style="list-style-type: none"> • Recognize and use the simple present tense MyEnglishLab Grammar Practice
VIDEO	MyEnglishLab <i>Fans Forever—The Beatles</i> , ABC News Video Activity	MyEnglishLab <i>Fish Artist</i> , ABC News, Video Activity
ASSESSMENTS	MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 1 Achievement Test	MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 2 Achievement Test

<div>  <div> <h3>3 SPECIAL POSSESSIONS</h3> <p>SPECIAL POSSESSIONS pages 56–81</p> <p><i>Listening 1: The Story of Dream Catchers</i> <i>Listening 2: Toys in College</i></p> </div> </div> <div>  <div> <h3>4 BUSINESS</h3> <p>CREATIVITY IN BUSINESS pages 82–109</p> <p><i>Listening 1: KK Gregory, Young and Creative</i> <i>Listening 2: A Business Class</i></p> </div> </div>	
<ul style="list-style-type: none"> • Make and confirm predictions • Identify main ideas and details • Order statements based on ideas in a listening selection • Recognize speech markers that show excitement <p>MyEnglishLab Vocabulary and Listening Skill Practice</p>	<ul style="list-style-type: none"> • Make and confirm predictions • Identify main ideas and details • Recognize signal words for main ideas in a lecture <p>MyEnglishLab Vocabulary and Listening Skill Practice</p>
<ul style="list-style-type: none"> • Express agreement and disagreement • Support ideas with reasons • Ask questions to include others in a conversation <p>Task: Discuss, describe, and report on special possessions</p> <p>MyEnglishLab Speaking Skill Practice and Speaking Task</p>	<ul style="list-style-type: none"> • Express opinions • React to general and surprising information <p>Task: Create and dramatize a business meeting</p> <p>MyEnglishLab Speaking Skill Practice and Speaking Task</p>
<ul style="list-style-type: none"> • Infer a speaker's beliefs 	<ul style="list-style-type: none"> • Infer contrasting ideas by noticing stress
<ul style="list-style-type: none"> • Distinguish between the three -s endings of present tense verbs <p>MyEnglishLab Pronunciation Skill Practice</p>	<ul style="list-style-type: none"> • Recognize and pronounce the <i>th</i> sounds <p>MyEnglishLab Pronunciation Skill Practice</p>
<ul style="list-style-type: none"> • Infer word meaning from context <p>MyEnglishLab Vocabulary Practice</p>	<ul style="list-style-type: none"> • Infer word meaning from context <p>MyEnglishLab Vocabulary Practice</p>
<ul style="list-style-type: none"> • Recognize and use adverbs of frequency in the simple present tense <p>MyEnglishLab Grammar Practice</p>	<ul style="list-style-type: none"> • Recognize and use <i>there + be</i> in the present and past tense <p>MyEnglishLab Grammar Practice</p>
<p>MyEnglishLab <i>Wedding Dress Crisis Averted</i>, ABC News, Video Activity</p>	<p>MyEnglishLab <i>Hawking Hot Dogs</i>, ABC News, Video Activity</p>
<p>MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 3 Achievement Test</p>	<p>MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 4 Achievement Test</p>

SCOPE AND SEQUENCE

UNIT OUTCOMES	 5 PHOBIAS UNDERSTANDING FEARS AND PHOBIAS pages 110–133 <i>Listening 1: Psyched: A Radio Show</i> <i>Listening 2: Crossing a Bridge</i>	 6 ADVENTURE RISKS AND CHALLENGES pages 134–161 <i>Listening 1: The Amazing Swimmer, Diana Nyad</i> <i>Listening 2: An Outward Bound Experience</i>
LISTENING	<ul style="list-style-type: none"> • Make and confirm predictions • Identify main ideas and details • Recognize and understand meaning behind contradictions MyEnglishLab Vocabulary and Listening Skill Practice	<ul style="list-style-type: none"> • Make and confirm predictions • Identify main ideas and details • Recognize the use of <i>even though</i> to express an unexpected or surprising result MyEnglishLab Vocabulary and Listening Skill Practice
SPEAKING	<ul style="list-style-type: none"> • Express opinions • Give advice using imperative verbs Task: Create and dramatize a situation about phobias MyEnglishLab Speaking Skill Practice and Speaking Task	<ul style="list-style-type: none"> • Express opinions • Express an unexpected or surprising result using <i>even though</i> • Compare and contrast information from two listenings Task: Create and dramatize an interview with a risk-taker MyEnglishLab Speaking Skill Practice and Speaking Task
INFERENCE	<ul style="list-style-type: none"> • Infer meaning from exaggerations 	<ul style="list-style-type: none"> • Infer meaning from rhetorical questions
PRONUNCIATION	<ul style="list-style-type: none"> • Recognize and pronounce the three -ed endings in the regular past tense MyEnglishLab Pronunciation Skill Practice	<ul style="list-style-type: none"> • Recognize and pronounce words with the vowel sounds /iy/ and /i/ MyEnglishLab Pronunciation Skill Practice
VOCABULARY	<ul style="list-style-type: none"> • Infer word meaning from context MyEnglishLab Vocabulary Practice	<ul style="list-style-type: none"> • Infer word meaning from context • Recognize and use adjectives ending in -ing and -ed MyEnglishLab Vocabulary Practice
GRAMMAR	<ul style="list-style-type: none"> • Recognize and use the simple past tense with regular and irregular verbs MyEnglishLab Grammar Practice	<ul style="list-style-type: none"> • Recognize and use the present continuous tense MyEnglishLab Grammar Practice
VIDEO	MyEnglishLab <i>Unusual Phobias</i> , Healthguru, Video Activity	MyEnglishLab <i>Cockpit Cool</i> , ABC News, Video Activity
ASSESSMENTS	MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 5 Achievement Test	MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 6 Achievement Test

 <h2>7 FAMILY</h2> <h3>ONLY CHILD—LONELY CHILD?</h3> <p>pages 162–189</p> <p><i>Listening 1: Changing Families</i> <i>Listening 2: How Do Only Kids Feel?</i></p>	 <h2>8 SPORTS</h2> <h3>SOCCER: THE BEAUTIFUL GAME</h3> <p>pages 190–216</p> <p><i>Listening 1: The Sports File</i> <i>Listening 2: America Talks</i></p>
<ul style="list-style-type: none"> • Make and confirm predictions • Identify main ideas and details • Take notes using a graphic organizer • Identify advantages and disadvantages <p>MyEnglishLab Vocabulary and Listening Skill Practice</p>	<ul style="list-style-type: none"> • Make and confirm predictions • Identify main ideas and details • Recognize signal words that introduce reasons and results (<i>because, because of, so, that's why</i>) • Categorize information from two listenings <p>MyEnglishLab Vocabulary and Listening Skill Practice</p>
<ul style="list-style-type: none"> • Express opinions • Express agreement, disagreement, and uncertainty <p>Task: Create and dramatize a conversation between parents</p> <p>MyEnglishLab Speaking Skill Practice and Speaking Task</p>	<ul style="list-style-type: none"> • Express and support opinions with reasons • Express and explain reasons and results <p>Task: Create and present a TV commercial</p> <p>MyEnglishLab Speaking Skill Practice and Speaking Task</p>
<ul style="list-style-type: none"> • Infer meaning based on word choice 	<ul style="list-style-type: none"> • Infer meaning from comparisons with <i>be like</i>
<ul style="list-style-type: none"> • Recognize and understand the appropriate use of <i>going to</i> vs. <i>gonna</i> <p>MyEnglishLab Pronunciation Skill Practice</p>	<ul style="list-style-type: none"> • Recognize the use of contrastive stress <p>MyEnglishLab Pronunciation Skill Practice</p>
<ul style="list-style-type: none"> • Infer word meaning from context <p>MyEnglishLab Vocabulary Practice</p>	<ul style="list-style-type: none"> • Infer word meaning from context <p>MyEnglishLab Vocabulary Practice</p>
<ul style="list-style-type: none"> • Recognize and use the future tense with <i>be going to</i> <p>MyEnglishLab Grammar Practice</p>	<ul style="list-style-type: none"> • Recognize and make comparisons with regular and common irregular adjectives <p>MyEnglishLab Grammar Practice</p>
<p>MyEnglishLab <i>You and Your Siblings</i>, ABC News, Video Activity</p>	<p>MyEnglishLab <i>Game On</i>, ABC News, Video Activity</p>
<p>MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 7 Achievement Test</p>	<p>MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 8 Achievement Test</p>

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—Laurie Barton

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