

Fifth Edition

GSE  
Global Scale of English  
42–49

# NorthStar 2

## Listening & Speaking

Laurie Frazier



Fifth Edition

# NorthStar 2

Listening & Speaking 

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Carol Numrich

NorthStar: Listening & Speaking Level 2, Fifth Edition

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# CONTENTS

	Welcome to NorthStar, Fifth Edition	xv
	Scope and Sequence	xv
	Acknowledgments/Reviewers	xviii
UNIT 1	Offbeat Jobs	2
UNIT 2	Where Does the Time Go?	26
UNIT 3	A Penny Saved is a Penny Earned	50
UNIT 4	What Happened to Etiquette?	72
UNIT 5	The Sounds of Our Lives	94
UNIT 6	Everyday Heroes	118
UNIT 7	Take Care of Yourself	144
UNIT 8	Endangered Languages	170
	Expand Vocabulary	198
	Academic Word List Vocabulary	199
	Grammar Book References	200
	Audio Script	201
	The Phonetic Alphabet	223
	Credits	224

# WELCOME TO NORTHSTAR

## A Letter from the Series Editors

We welcome you to the 5th edition of NorthStar Listening & Speaking Level 2.

Engaging content, integrated skills, and critical thinking continue to be the touchstones of the series. For more than 20 years NorthStar has engaged and motivated students through contemporary, authentic topics. Our online component builds on the last edition by offering new and updated activities.

Since its first edition, NorthStar has been rigorous in its approach to critical thinking by systematically engaging students in tasks and activities that prepare them to move into high-level academic courses. The cognitive domains of Bloom's taxonomy provide the foundation for the critical thinking activities. Students develop the skills of analysis and evaluation and the ability to synthesize and summarize information from multiple sources. The capstone of each unit, the final writing or speaking task, supports students in the application of all academic, critical thinking, and language skills that are the focus of unit.

The new edition introduces additional academic skills for 21st century success: note-taking and presentation skills. There is also a focus on learning outcomes based on the Global Scale of English (GSE), an emphasis on the application of skills, and a new visual design. These refinements are our response to research in the field of language learning in addition to feedback from educators who have taught from our previous editions.

NorthStar has pioneered and perfected the blending of academic content and academic skills in an English Language series. Read on for a comprehensive overview of this new edition. As you and your students explore NorthStar, we wish you a great journey.

Carol Numrich and Frances Boyd, the editors

## New for the FIFTH EDITION

### New and Updated Themes

The new edition features one new theme per level (i.e., one new unit per book), with updated content and skills throughout the series. Current and thought-provoking topics presented in a variety of genres promote intellectual stimulation. The real-world-inspired content engages students, links them to language use outside the classroom, and encourages personal expression and critical thinking.

### Learning Outcomes and Assessments

All unit skills, vocabulary, and grammar points are connected to GSE objectives to ensure effective progression of learning throughout the series. Learning outcomes are present at the opening and closing of each unit to clearly mark what is covered in the unit and encourage both pre- and post-unit self-reflection. 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.


### Note-Taking as a Skill in Every Unit

Grounded in the foundations of the Cornell Method of note-taking, the new note-taking practice is structured to allow students to reflect on and organize their notes, focusing on the most important points. Students are instructed, throughout the unit, on the most effective way to apply their notes to a classroom task, as well as encouraged to analyze and reflect on their growing note-taking skills.

### Explicit Skill Instruction and Fully-Integrated Practice

Concise presentations and targeted practice in print and online prepare students for academic success. Language skills are highlighted in each unit, providing students with multiple, systematic exposures to language forms and structures in a variety of contexts. Academic and language skills in each unit are applied clearly and deliberately in the culminating writing or presentation task.

### Scaffolded Critical Thinking

Activities within the unit are structured to follow the stages of Bloom's taxonomy from remember to create. The use of **APPLY** throughout the unit highlights culminating activities that allow students to use the skills being practiced in a free and authentic manner. Sections that are focused on developing critical thinking are marked with  to highlight their critical focus.

### Explicit Focus on the Academic Word List

**AWL** words are highlighted at the end of the unit and in a master list at the end of the book.

### The Pearson Practice English App

The Pearson Practice English App allows students on the go to complete vocabulary and grammar activities, listen to audio, and watch video.

### ExamView

ExamView Test Generator allows teachers to customize assessments by reordering or editing existing questions, selecting test items from a bank, or writing new questions.

### MyEnglish Lab

New and revised online supplementary practice maps to the updates in the student book for this edition.

# THE NORTHSTAR UNIT

## 1 FOCUS ON THE TOPIC

Each unit begins with an eye-catching unit opener spread that draws students into the topic<sup>o</sup> The learning outcomes are written in simple, student-friendly language to allow for self-assessment<sup>o</sup> Focus on the Topic questions connect to the unit theme and get students to think critically by making inferences and predicting the content of the unit<sup>o</sup>

Topic questions connect to the unit theme and get you thinking critically by making inferences and predicting of the unit°



UNIT 1

# Offbeat Jobs

**1** **FOCUS ON THE TOPIC**

- Look at the photo. What is happening? What is the person's job?
- Read the title of the unit. *Offbeat* means "unusual." A bike messenger has an offbeat job. Can you think of other offbeat jobs?
- What is most important to you when choosing a job? Think about things like salary (how much money you make), hours, interest, safety (how safe or dangerous it is), workplace (indoors, outdoors, home, office), education, and number of job openings (how easy it is to find a job). Compare your answers as a class.


**LEARNING OUTCOMES**

- Infer the use of humor
- Use descriptive adjectives
- Take notes with key words
- Use word stress
- Recognize contrast
- Show interest

Go to [MyEnglishLab](#) to check what you know.

2 UNIT 1

Offbeat Jobs 3



Practice Today - Sign up

# NorthStar 2 Listening & Speaking

Lesson 6

Click What You Know

**Check What You Know**

Read the list of units. You may already use some of them. Don't worry if you don't know some or all of them. You will learn more about each one in this unit.

**Inference**  
 (able to read or find)

**Note-taking**  
 (able to write what you read)

**Learning**  
 (acquiring a skill)

**Grammar**  
 (the structure of a language)

**Pronunciation**  
 (the way words are said)

**Spelling**  
 (how letters are used)

Click what you know, then in each box, write the number (from 1 to 7) that describes your level.

1 = I can do this very well  
 2 = I can do this fairly well  
 3 = I can do this a little  
 4 = I can do this with some help  
 5 = I can do this with a lot of help  
 6 = I can't do this  
 7 = I don't know

**Listening**  
 (able to hear and understand)

**Note-taking**  
 (able to write what you hear)

**Learning**  
 (acquiring a skill)

**Grammar**  
 (the structure of a language)

**Pronunciation**  
 (the way words are said)

**Spelling**  
 (how letters are used)

Back to Menu

Next

Cancel

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PEARSON

## MyEnglishLab

The “Check What You Know” pre-unit diagnostic checklist provides a short self-assessment based on each unit’s GSE-aligned learning outcomes to support the students in building an awareness of their own skill levels and to enable teachers to target instruction to their students’ specific needs<sup>o</sup>



## 2 FOCUS ON LISTENING

A vocabulary exercise introduces words that appear in the listenings, encourages students to guess the meanings of the words from context, and connects to the theme presented in the final speaking task<sup>o</sup>

### 2 FOCUS ON LISTENING

#### LISTENING ONE | What's My Job?

##### VOCABULARY

1 Read and listen to the job postings on a website for college students. Notice the boldfaced words. Try to guess their meanings.

Looking for a fun summer job? Need to earn some extra income? Here are some jobs you might like. Visit the College Job Center office for more information about these jobs.

##### Job Manager

Do you like activities that are exciting and sometimes dangerous? Do you like to work outdoors? Do you like to work in a team? Then this job is just for you. For this job, you must have your own boat and be able to ride quickly through the city to deliver packages and letters to our customers.

##### Corporate Assistant

Do you like computers? Do you know a lot about them? Do you want to work in an office? Then this is a great job for you. You will be responsible for answering the phone, taking messages, and making appointments for our executives. You must also be able to communicate in our second language.

##### Restaurant Server

Do you like to work with people? Do you want to work in a fun environment? Then this is a great job for you. You will be responsible for taking orders, serving food and drinks, and making sure our customers are happy. You must also be able to communicate in our second language.

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Do you like to work with people? Do you want to work in a fun environment? Then this is a great job for you. You will be responsible for taking orders, serving food and drinks, and making sure our customers are happy. You must also be able to communicate in our second language.

UNIT 1

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

- |                     |  |
|---------------------|--|
| 1. misadventure     | a. able to make new things or think of new ideas   |
| 2. misadventure     | b. an agreement with an insurance company to be paid money in case of an accident, illness, or death |
| 3. insurance policy | c. to begin doing or working in something  |
| 4. misadventure     | d. to be careful and pay attention   |
| 5. misadventure     | e. a building where things are made  |
| 6. misadventure     | f. the part made of your mouth that moves and is used for eating food and speaking                   |
| 7. professional     | g. the particular emotions, feelings, moods, or attitudes, or behavior of a food or drink            |
| 8. misadventure     | h. relating to your job or work  |
| 9. misadventure     | i. try food by eating a little bit   |
| 10. misadventure    | j. the money you earn when you work  |

Go to the Pearson Practice English App or MyEnglishLab for more vocabulary practice.

##### PREVIEW

1 People can have many different kinds of jobs. Some are smart and some are silly. Look at the pictures and listen to the beginning of the story. Circle the correct answer to complete each statement.

1. The man in the picture is a...  
a. job interviewer b. speaker c. multi-tasker
  2. Wayne is a...  
a. food b. restaurant c. plant
  3. Wayne is going to describe...  
a. his job b. his company c. himself
  4. Wayne is going to describe...  
a. his job b. his company c. himself
- 2 Make predictions. What will Peter talk about? Check (✓) your guesses.
1. What he does  
a. how much money he makes  
b. when he works  
c. what he likes to do

Go to MyEnglishLab lines indicate when additional practice is available online.

MyEnglishLab NorthStar 2 Listening & Speaking

Listening One Vocabulary Practice

Drag and drop the words to complete the sentences.

1. The man in the picture is a...  
a. job interviewer b. speaker c. multi-tasker

2. Wayne is a...  
a. food b. restaurant c. plant

3. Wayne is going to describe...  
a. his job b. his company c. himself

4. Wayne is going to describe...  
a. his job b. his company c. himself

5. Wayne is going to describe...  
a. his job b. his company c. himself

6. Wayne is going to describe...  
a. his job b. his company c. himself

7. Wayne is going to describe...  
a. his job b. his company c. himself

8. Wayne is going to describe...  
a. his job b. his company c. himself

9. Wayne is going to describe...  
a. his job b. his company c. himself

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a. his job b. his company c. himself

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97. Wayne is going to describe...  
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98. Wayne is going to describe...  
a. his job b. his company c. himself

99. Wayne is going to describe...  
a. his job b. his company c. himself

100. Wayne is going to describe...  
a. his job b. his company c. himself

Note-taking practice on main ideas and details appears in every unit<sup>o</sup>

Two contrasting listenings on a contemporary topic are presented in every unit<sup>o</sup>

Listen to the recordings. Is Wayne expressing his true meaning or is he using humor? Circle the correct word.

1. Wayne is...  
a. true meaning b. humor  
What words or tone of voice can you hear that tell you the speaker's meaning?

2. Wayne is...  
a. true meaning b. humor  
What words or tone of voice can you hear that tell you the speaker's meaning?

3. Wayne is...  
a. true meaning b. humor  
What words or tone of voice can you hear that tell you the speaker's meaning?

4. Wayne is...  
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a. true meaning b. humor  
What words or tone of voice can you hear that tell you the speaker's meaning?

18. Wayne is...  
a. true meaning b. humor  
What words or tone of voice can you hear that tell you the speaker's meaning?

#### LISTENING TWO | A Conversation with a Job Counselor

##### VOCABULARY

1 Read the words in the box below. Then read the conversation and circle the correct definition of the boldfaced words.

- |        |      |          |         |       |
|--------|------|----------|---------|-------|
| corner | quit | relaxing | stomach | bring |
|--------|------|----------|---------|-------|

- How: How are you?  
Elm: I'm great.  
How: What's new?  
Elm: Well, I've been thinking about a new job.

- How: You don't work at the bank anymore?  
Elm: No, I quit my job at the bank six months ago.

- How: Why?  
Elm: I was working really long hours. It was so tiring. And there were so many problems at the bank. I was under a lot of stress every day.

- How: So you quit?  
Elm: I'm a pragmatist.

- How: Not kidding? That sure is a change. From bank manager to pragmatist? How did you do it?  
Elm: Well, I was already doing a lot of the same stuff with the stress—so I decided to take some classes to learn how to be a pragmatist. Now I work at a pragmatist, and I love it. Doing a job is so relaxing. I'm not stressed anymore, and the best part is I get to help other people relax, too.

- How: Good for you!  
1. quit  
a. leave a job  
b. continue working at a job

2. bring  
a. making you feel unhappy  
b. making you feel you want to quit

3. stomach  
a. causing you to feel worried  
b. difficult

4. corner  
a. something you study in school  
b. a kind of work you do for a long time

5. relaxing  
a. helping you to quit  
b. helping you to work hard

- Go to the Pearson Practice English App or MyEnglishLab for more vocabulary practice.

Official title 9

Use Your Notes boxes remind students to use their notes to complete exercises that support language, academic skills, production and critical thinking<sup>o</sup>

Every unit focuses on noting main ideas and details and features an additional note-taking skill applicable to the listenings<sup>o</sup> Activities are designed to support students in successfully completing the final speaking tasks<sup>o</sup>



# EXPLICIT SKILL INSTRUCTION AND PRACTICE

Step-by-step instructions and practice guide students to move beyond the literal meaning of the listenings° highlights activities that help build critical thinking skills°

**DETAILS**

1 Listen again and add to your notes. Then read the statements. Write T (true) or F (false). Correct the false statements. Use your notes to help you.

1. Peter can be creative at work.
2. Peter thinks of new ice-cream flavors.
3. He eats all the ice cream at work.
4. He doesn't eat spicy foods.
5. He doesn't drink alcohol or coffee.
6. He smokes.
7. He has a one-million-dollar insurance policy on his taste buds.
8. He studied ice-cream tasting in school.

2 With a partner, take turns summarizing your notes. Then discuss how your notes and your answers in Preview helped you understand the listening.

Go to [MyEnglishLab](#) for more listening practice.

**MAKE INFERENCES**

**Inferring the Use of Humor**

**MyEnglishLab** Home | Help | Sign out

**NorthStar 2 Listening & Speaking**

Focus on Listening Attempt 1

**Listening Practice: Recognizing Contrast**

Listen to the people talk about their offbeat jobs. For each job, choose the two ideas that are being contrasted.

1 **Cartoon Voice Actor**

- ☐ My job is pretty offbeat.
- ☐ I feel lucky to have a job that's fun and pays well.
- ☐ I work as a cartoon voice actor.
- ☐ It's sometimes hard to find work.

2 **Professional Matchmaker**

- ☐ Most people don't know it's important to get personal help finding someone.
- ☐ That's where I come in.
- ☐ There are many sites for Internet dating.
- ☐ I am a professional matchmaker.

3 **Video Producer - A**

- ☐ My uncle gave me his old camera when I was 14.
- ☐ I started making videos when I was 14.
- ☐ I loved meeting people and making videos about them.
- ☐ I didn't do very well in school.

4 **Video Producer - B**

- ☐ I love working for myself.
- ☐ I work full-time.
- ☐ I make videos.
- ☐ Things change a lot, so I'm always taking classes.

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**PEARSON**

**MyEnglishLab**

Key listening skills are reinforced and practiced in new contexts° Autograded skills-based activities provide instant scores, allowing teachers and students to identify where improvement is needed°

# 3 FOCUS ON SPEAKING

Productive vocabulary targeted in the unit is reviewed, expanded upon, and used creatively<sup>o</sup>

Grammar presentations focus on skills that are used in the listenings and applied in the final speaking task<sup>o</sup>  
A concise grammar skills box serves as a reference point for students throughout the unit and beyond<sup>o</sup>

## MyEnglishLab

Auto-graded vocabulary and grammar practice activities reinforce meaning, form, and function<sup>o</sup> Meaningful and instant feedback guides students to self-correct and provides students and teachers with essential information to monitor progress<sup>o</sup>

# 3 FOCUS ON SPEAKING

## VOCABULARY

### REVIEW

Match the statement on the left with the best response on the right.

- |   |   |
|---|---|
| 1. My friend went to school to learn to cook. She just got her first job cooking in a French restaurant. She loves her job. | a. It sounds like you want to quit!   |
| 2. Working for myself isn't easy. I have a lot of work to do.   | b. You're so busy your friend is a professional chef! She's never cook for you! |
| 3. I don't like my job. I want to get a new job.  | c. Wow, having your own business sounds stressful.                              |
|   | d. You're very creative.  |

## GRAMMAR FOR SPEAKING

1. Work with a partner. Read the conversations aloud. Look at the underlined words. Then answer the questions.

- |   |  |
|---|--|
| 1. A: What's your job like?<br>B: My job is <u>interesting</u> .            | 2. A: What kind of person are you?<br>B: I'm a <u>creative</u> person. |
| a. Look at the answers to the questions. What is the verb in each sentence? | b. What is the noun in each sentence?                                  |
| c. Which words describe the noun? Where do they come in the sentence?       |  |

### Descriptive Adjectives

#### GRAMMAR: Descriptive Adjectives

- |  |                                      |
|--|--------------------------------------|
| 1. Adjectives can come after the verb be.  | My job is <u>interesting</u> .       |
| 2. Adjectives can also come before a noun.   | Artists are <u>creative</u> people.  |
| 3. When a singular noun follows an adjective, use a before the adjective if the adjective begins with a consonant sound. | This isn't a <u>high-paying</u> job. |
| 4. When a singular noun follows an adjective, use an before the adjective if the adjective begins with a vowel sound.    | Peter has an <u>offbeat</u> job.     |

2. Some words describe a person, some describe a job, and some describe both. Write the words in the correct box. If the word can describe a person and a job, write it in both boxes.

boring	dangerous	friendly	hardworking	interesting	offbeat	safe	tiring
creative	difficult	happy	high-paying	low-paying	relaxing	stressful	

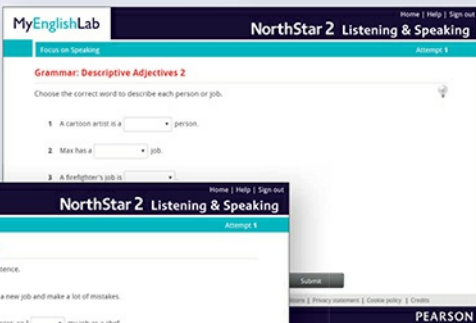
#### WORDS ABOUT PEOPLE

a) \_\_\_\_\_ person

#### WORDS ABOUT JOBS

a) \_\_\_\_\_ job

18 UNIT 1



Pearson Practice English App Vocabulary and grammar exercises from MyEnglishLab are also offered in the mobile app<sup>o</sup>

# A TASK-BASED APPROACH TO PROCESS WRITING

Pronunciation and Speaking Skill tasks are focused on learning outcomes which are later used in the final speaking task, helping students develop their professional and academic public speaking skills<sup>o</sup>

- 3 Work with a partner. Take turns making statements using the nouns and adjectives provided. React by saying, "I agree" or "I don't agree." / disagree. If you don't agree with a statement, correct it.

Example

Restaurant blogger / dangerous

A: Restaurant blogging is dangerous.

B: I don't agree. Restaurant blogging isn't dangerous. It's safe.

1. a film messenger's job / boring

2. an ice-cream taster / creative person

3. selling insurance / stressful

4. computer animation software job

5. window washing / interesting job

6. a game show host / hardworking

7. professional doggy job / relaxing

- 4 Choose a list of your top five favorite jobs. Discuss them with a partner. Use descriptive adjectives to describe the jobs on your list.

Go to the Pearson Practice English App or MyEnglishLab for more grammar practice. Check what you learned in MyEnglishLab.

## PRONUNCIATION

### Using Word Stress

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

- Listen to the examples.

Example One

creative

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

Example Two

film messenger

insurance salesperson

When an adjective is followed by a noun, the stress is usually stronger on the noun.

Example Three

A professional blogger

A good salary

**APPLY** calls out activities that get students to use new skills in a productive task<sup>o</sup>

The Final Speaking task incorporates themes and skills from the unit in a final productive task that engages students in a variety of public speaking genres, from interactive role-plays to academic presentations<sup>o</sup>

- A: Hi, My name's \_\_\_\_\_.
- B: Hi, I'm \_\_\_\_\_.
- A: Now to meet you, too. So what do you do?
- B: I'm \_\_\_\_\_.
- A: \_\_\_\_\_ How do you like it?
- B: \_\_\_\_\_ How about you? What do you do?
- A: \_\_\_\_\_ So what do you like to do in your free time?
- B: \_\_\_\_\_ How about you?
- A: \_\_\_\_\_

Go to MyEnglishLab for more class practice and to check what you learned.



## SPEAKING SKILL

### Showing Interest

When we speak to others, it is polite to show interest in the other person and in what he or she says. We can show interest with our words and also with body language.

WORDS EXPRESSED INTEREST	WORDS ABOUT INTEREST	WORDS ABOUT INTEREST	WORDS ABOUT INTEREST
What do you do?	I'm not working right now. I'm a [freelance / chef / housewife]. I'm retired.	Oh, ... really? Oh, I see. Oh, why not?	Make eye contact. [Look at the person.] Nod your head up and down to show you are listening.
How do you like it?	It's great. It's interesting. It's all right, but ... I don't like it at all.	Good for you. That's nice. Oh, yes, why not?	Smile at the person. Use a facial expression to show concern.
What do you like to do in your free time?	I like to listen to music / play tennis. I enjoy reading / playing computer games.	That's interesting. That's nice. Really? Oh, yes!	Raise your eyebrows to show you are pleasantly surprised and interested.

\*Retired is longer working in a job, usually because of age.



Showing interest



Showing interest to the person and about

Offbeat Jobs 21

## FINAL SPEAKING TASK: A Job Interview

In this activity, you will take part in a job interview. You will choose a job that you would like to have. Your partner will interview you for the job.

### STEP 1

Choose one job from the list below or another job. List the reasons you want to have this job. Then list the strengths and skills you have that will help you to do that job. Use words and phrases from Review and Expand. Give examples of times you used those strengths and skills.

computer animation artist	film messenger	restaurant blogger
insurance salesperson	computer assembler	game show host
window washer	ice-cream taster	professional shopper
other: _____		

### Example

#### Job: computer animation artist

Why do you want this job?

I like to work with computers.

I like cartoons.

I want to work in an office.

What are your strengths?

creative

handwriting

team player

Examples:

Worked on my own characters and cartoons.

Worked on my school work on time.

Worked with other students on group projects.

What skills do you have?

good with computers

good with my hands

good at drawing pictures

Examples:

know computer animation programs.

Offbeat Jobs 23

**STEP 2**

Use the vocabulary, grammar, pronunciation, and speaking skills from the unit. Use the checklist to help you.

- Vocabulary:** Read through the list of vocabulary on page 20. Which words can you include in your notes from Step 1 to make it clearer and more interesting? Choose at least three words or phrases to use and add them to your notes.
- Grammar:** Read your notes for descriptive adjectives. Are they in the correct place? Do you need to add a or an to most of them?
- Pronunciation:** Look for examples of compound nouns and adjectives + nouns in your notes. Which syllable should you stress in each? Underline it.
- Speaking Skills:** Review ways to show interest to the other person with words and body language.

**STEP 3**

- Work with a partner. Student A, you are the job interviewer. Greet your partner and ask questions to find out if they are the right person for the job. Take notes of your partner's answers. Student B, you are interviewing for a job. Answer the interviewer's questions. Then switch roles.
- Report back to the class. Do you want to hire (choose) your partner for the job? Why or why not?

**ALTERNATIVE SPEAKING TOPIC**

Discuss the questions. Use the vocabulary, grammar, pronunciation, and speaking skills you learned from the unit.

- Why do you think some people like offbeat jobs?
- How do you think most people get started in their offbeat jobs in the first place?
- What job skills do you think are the most difficult to learn? Why do you think they are difficult?
- What skills do you think are most important for students to learn so they can find a job or start a career in the future?

**CHECK WHAT YOU'VE LEARNED**

Check (✓) the outcomes you've met and vocabulary you've learned. Put an X next to the skills and vocabulary you still need to practice.

Learning Outcomes	Vocabulary	Multi-word Units
<input type="checkbox"/> Infer the use of humor	<input type="checkbox"/> career	<input type="checkbox"/> professional
<input type="checkbox"/> Take notes with key words	<input type="checkbox"/> concentrate	<input type="checkbox"/> quit
<input type="checkbox"/> Recognize context	<input type="checkbox"/> creative	<input type="checkbox"/> relaxing (adj)
<input type="checkbox"/> Use descriptive adjectives	<input type="checkbox"/> factory	<input type="checkbox"/> stressful
<input type="checkbox"/> Use word stress	<input type="checkbox"/> flower	<input type="checkbox"/> taste (v)
<input type="checkbox"/> Show interest	<input type="checkbox"/> income	<input type="checkbox"/> strange
	<input type="checkbox"/> insurance policy	<input type="checkbox"/> timing
		<input type="checkbox"/> get started

Go to MyEnglishLab to watch a video about an offbeat job, access the Unit Project, and take the Unit 2 Achievement Test.

Offbeat Job 25

At the end of the unit, students are directed to MyEnglishLab to watch a video connected to the theme, access the Unit Project, and take the Unit Achievement Test°

Academic Word List words are highlighted with **AWL** at the end of the unit°

**MyEnglishLab** NorthStar 2 Listening & Speaking

Home | Help | Sign out

Focus on Speaking Attempt 1

**Speaking Practice: Showing Interest**

Drag the words and phrases to complete the conversation.

Me, too! Oh, really? What do you do? Oh, I see. It's great! It's all right. Good for you! freetime  
yeah interesting

A: Hi, I'm Carolina.  
B: Nice to meet you, Carolina. I'm Fatemah. So, what do you do?  
A: I'm a dentist.  
B:  How do you like it?  
A:  , but sometimes it's stressful. Most people don't like going to the dentist!  
B:  I can understand how that would be stressful.  
A: How about you?   
B: I'm a student at City College. I'm studying business.  
A: That's  ! How do you like it?  
B:  I love my classes.  
A:  So, what do you like to do in your  ?  
B: I like to go jogging in the park.  
A: Oh,  ?   
B: Well, then we should go together sometime.  
A: Sounds good!

Back to course Save Submit

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ALWAYS LEARNING PEARSON

### MyEnglishLab

Key writing skills and strategies are reinforced and practiced in new contexts° Autograded skills-based activities provide instant scores, allowing teachers and students to identify where improvement is needed°

# COMPONENTS

Students can access the following resources on the Pearson English Portal.

- **Classroom Audio and Videos**

Classroom audio (the readings for the Reading & Writing strand and the listenings and exercises with audio for the Listening & Speaking strand) and the end-of-unit videos are available on the portal.

- **Etext**

Offering maximum flexibility in order to meet the individual needs of each student, the digital version of the student book can be used across multiple platforms and devices.

- **MyEnglish Lab**

MyEnglish Lab offers students access to additional practice online in the form of both auto-graded and teacher-graded activities. Auto-graded activities support and build on the academic and language skills presented and practiced in the student book. Teacher-graded activities include speaking and writing.

- **Pearson Practice English App**

Students use the Pearson Practice English App to access additional grammar and vocabulary practice, audio for the listenings and readings from the student books, and the end-of-unit videos on the go with their mobile phone.

# INNOVATIVE TEACHING TOOLS

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. Digital resources, all available on the Pearson English Portal, include [MyEnglish Lab](#) and ExamView.

Using [MyEnglish Lab](#), NorthStar teachers can

Deliver rich online content to engage and motivate students, including

- student audio to support listening and speaking skills, in addition to audio versions of all readings.
- engaging, authentic video clips tied to the unit themes.
- opportunities for written and recorded reactions to be submitted by students.

Use 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.

Access Teacher Resources, including

- unit teaching notes and answer keys.
- downloadable diagnostic, achievement and placement tests, as well as unit checkpoints.
- printable resources including lesson planners, videoscripts, and video activities.
- classroom audio.

Using ExamView, teachers can customize Achievement Tests by

- reordering test questions.
- editing questions.
- selecting questions from a bank.
- writing their own questions.



# SCOPE AND SEQUENCE

	 <p>1 Offbeat Jobs  Pages: 2–25  Listening 1: What’s My Job?  Listening 2: A Conversation with a Job Counselor</p>	 <p>2 Where Does the Time Go?  Pages: 26–49  Listening 1: Student Success Workshop  Listening 2: A Student Discussion</p>	
Inference	Inferring the use of humor	Inferring the purpose of questions	
Note-Taking	Taking notes with key words	Taking notes with questions	
Listening	Recognizing contrast	Identifying disagreement	
Grammar	Descriptive adjectives	Simple present	
Pronunciation	Using word stress	Identifying stressed and unstressed words	
Speaking	Showing interest	Using your voice effectively	
Final Speaking Task	Role-play: job interview	Presentation: strategies for student success	
Video	An offbeat job	Creativity	
Assessments	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	
Unit Project	Research and present information on an offbeat job you’d like to have	Research and present more strategies for student success	



### 3 A Penny Saved is a Penny Earned

Pages: 50–71

Listening 1: A Barter Network

Listening 2: The Compact



### 4 What Happened to Etiquette?

Pages: 72–93

Listening 1: What ever happened to manners?

Listening 2: Our Listeners Respond—Why is there a lack of manners?

Inferring feelings from intonation

Inferring contrasting ideas

Taking notes with symbols

Organizing your notes

Recognizing and understanding emphatic stress

Recognizing and understanding summaries and paraphrases

Comparative adjectives

Can / Could / Would

Pronouncing numbers and prices

Using rising and falling intonation in questions and statements

Making suggestions and coming to an agreement

Making polite offers and invitations

Role-play: bartering and negotiating

Role-play: situations involving etiquette

Money

Etiquette

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

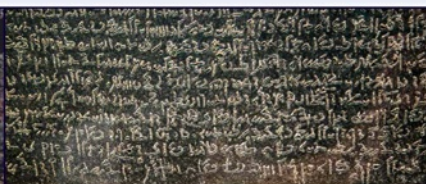
Unit Achievement Test

Comparison shop for something you'd like to buy and report back on data for two similar items

Conduct a study about etiquette (door test, document drop, customer service test)

# SCOPE AND SEQUENCE

	 <p>5 The Sounds of Our Lives Pages: 94–117 Listening 1: Sound Experience Listening 2: Music With A Purpose</p>	 <p>6 Everyday Heroes Pages: 118–143 Listening 1: The Subway Hero Listening 2: Psychology Lecture—Altruism</p>
Inference	Inferring meaning from context	Inferring feelings from tone and word choice
Note-Taking	Taking notes on cause and effect	Organizing notes with numbers
Listening	Recognizing incomplete and complete ideas	Recognizing and understanding definitions
Grammar	Simple present and present progressive	Simple past
Pronunciation	Linking sounds	Pronouncing -ed endings
Speaking	Showing confidence	Using signal phrases in presentations
Final Speaking Task	Presentation: a favorite piece of music	Presentation: everyday heroes
Video	Color psychology	Heroes
Assessments	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test
Unit Project	Research and present on the effects sounds in our environment have on us	Research and present information on an organization that tries to help others



## 7 Take Care of Yourself

Pages: 144–169

Listening 1: Self-Care

Listening 2: Let's Hear from our Listeners

## 8 Endangered Languages

Pages: 170–197

Listening 1: Language Loss

Listening 2: My Life, My Language

Inferring a speaker's assumptions

Inferring a speaker's viewpoint

Taking notes with abbreviations

Taking notes on reasons and examples

Recognizing and understanding clarification

Recognizing and understanding pronoun reference

Should / Ought to / Have to

Modals of possibility: Can / Could / Would

Using reductions

Pronouncing contractions of will

Asking for and expressing opinions

Using pauses effectively

Group discussion: healthy habits

Presentation: an endangered language

Health problems

Endangered cultures

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Research and present information on technology used to help people lead healthier lives

Research and report back on an endangered language and culture

# ACKNOWLEDGMENTS

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—Laurie Frazier

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## LEARNING OUTCOMES

- > Infer the use of humor
- > Take notes with key words
- > Recognize contrast
- > Use descriptive adjectives
- > Use word stress
- > Show interest

 Go to [MyEnglish Lab](#) to check what you know.



UNIT

# 1

# Offbeat Jobs

## 1


## FOCUS ON THE TOPIC

1. Look at the photo. What is happening? What is the person's job?
2. Read the title of the unit. Offbeat means "unusual." A bike messenger has an offbeat job. Can you think of other offbeat jobs?
3. What is most important to you when choosing a job? Think about things like salary (how much money you make), hours, interest, safety (how safe or dangerous it is), workplace (indoors, outdoors, home, office), education, and number of job openings (how easy it is to find a job). Compare your answers as a class.

# 2 FOCUS ON LISTENING

## LISTENING ONE | What's My Job?

### VOCABULARY

- 1  Read and listen to the job postings on a website for college students. Notice the boldfaced words. Try to guess their meanings.

Looking for a fun summer job? Need to earn some extra income? Here are some jobs you might like.

Visit the **College Job Center** office for more information about these jobs.

#### Bike Messenger

Do you like activities that are exciting and sometimes dangerous? Do you like to work outdoors? Are you athletic? Then this offbeat job is just for you. For this job, you must have your own bike and be able to ride quickly through the city to deliver packages and letters to our customers.

#### Computer Assembler

Do you like computers? Do you know a lot about them? We need people to work in our factory to make computers. You must be fast and like to build things. You must also be able to concentrate so you put the parts together correctly without making mistakes.

#### Insurance Salesperson

Do you like sales? Do you like to work with people? Are you good with numbers? Come work in our insurance company. We sell every kind of insurance policy: auto, home, life, and medical.

#### Computer Animation Artist

Are you artistic? Are you good with computers? Do you like to play video and computer games? Then we have the right job for you. Our video game company makes games that are popular with many people, from children to adults of all ages. We are looking for young creative people to help us create interesting new characters for our games.

#### Restaurant Blogger

Do you like good food and eating out in restaurants? Are you a good writer? Then we need you! For this job, you will need to taste different kinds of food—even spicy food, such as Thai or Mexican. You also need a good sense of taste. Your tongue must be able to taste many different flavors, such as sweet or sour, so you can write about the foods you try.

#### Professional Secret Shopper

Do you like to shop, but you don't like to spend money? Then you have what it takes to get started as a professional shopper. Go shopping and get paid for it! Our stores hire secret shoppers to make sure the salespeople are doing a good job.



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

- |                           |  |
|---------------------------|--|
| <u>d</u> 1. concentrate   | a. able to make new things or think of new ideas   |
| _____ 2. factory          | b. an agreement with an insurance company to be paid money in case of an accident, illness, or death |
| _____ 3. insurance policy | c. to begin doing or working on something  |
| _____ 4. creative         | <u>d. to be careful and pay attention</u>  |
| _____ 5. income           | e. a building where things are made  |
| _____ 6. taste (v.)       | f. the part inside of your mouth that moves and is used for tasting food and speaking                |
| _____ 7. professional     | g. the particular sweetness, saltiness, sourness, spiciness, or bitterness of a food or drink        |
| _____ 8. flavor           | h. relating to your job or work  |
| _____ 9. get started      | i. try food by eating a little bit   |
| _____ 10. tongue          | j. the money you earn when you work  |

Go to the Pearson Practice English App or MyEnglish Lab for more vocabulary practice.

PREVIEW

- 1 People can have many different kinds of jobs. Some are usual and some are offbeat. Look at the picture and listen to the beginning of What's My Job? Circle the correct answer to complete each statement.

- You are listening to a \_\_\_\_\_.  
a. job interview    b. game show    c. radio show
- Wayne is a \_\_\_\_\_.  
a. host    b. contestant    c. guest
- Rita is a \_\_\_\_\_.  
a. host    b. contestant    c. guest
- Peter is going to describe \_\_\_\_\_.  
a. his job    b. his company    c. himself



- 2 Make predictions. What will Peter talk about?

Check (✓) your guesses.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> what he does   | <input type="checkbox"/> how much money he makes | <input type="checkbox"/> what he likes to do |
| <input type="checkbox"/> where he works | <input type="checkbox"/> what he is like         |  |

## LISTEN

- 1  Listen to the whole game show. Create a chart like the one below to take notes.

TAKE NOTES    What's my job?	
Main Ideas	Details
Game show about offbeat jobs	Wayne Williams = host Rita = contestant Peter = guest #1

- 2 Compare your notes with a partner's. How can you improve your notes?

 Go to [MyEnglish Lab](#) to view example notes.

## MAIN IDEAS

Circle the correct answers. Use your notes to help you.

- Rita asks Peter \_\_\_\_\_ questions to guess his job.
  - two
  - three
  - four
- Peter works in a \_\_\_\_\_.
  - restaurant
  - factory
  - bakery
- Peter is \_\_\_\_\_.
  - a factory worker
  - a chef
  - an ice-cream taster
- Peter has to be careful with \_\_\_\_\_.
  - his taste buds
  - the ice cream
  - the factory machines
- Peter thinks his job is \_\_\_\_\_.
  - tiring
  - great
  - dangerous