

Scope and Sequence for NorthStar Listening & Speaking Intermediate

	Critical Thinking Skills	Listening Tasks	Speaking Tasks	Pronunciation	Vocabulary	Grammar
Unit 1	<p>Critique magazine and television ads</p> <p>Identify salient features of an ad</p> <p>Propose advertising campaigns according to market information</p> <p>Infer word meaning from context</p> <p>Support answers with information from the lecture</p> <p>Identify intended market of ads</p> <p>Compare and contrast advertising strategies</p> <p>Correlate examples with abstract principles</p>	<p>Identify chronology</p> <p>Listen for details</p> <p>Relate listenings to personal values</p> <p>Synthesize information from both listenings</p> <p>Identify emphasis in speech</p> <p>Listen to and evaluate student product promotions</p> <p>Identify message and strategy of student ads</p>	<p>Make predictions</p> <p>Propose advertising strategy</p> <p>Comment on ads using new vocabulary</p> <p>Read ads aloud with proper stress and intonation</p> <p>Promote a product with attention-grabbing language</p> <p>Offer advice using imperatives</p> <p>Create, rehearse, and perform a TV ad</p> <p>Record a two-minute summary of research</p>	<p>Highlighting words</p>	<p>Context clues</p> <p>Synonyms</p> <p>Definitions</p>	<p>Imperatives</p>
	Critical Thinking Skills	Listening Tasks	Speaking Tasks	Pronunciation	Vocabulary	Grammar
Unit 2	<p>Challenge stereotypes</p> <p>Infer word meaning from context</p> <p>Support opinions with examples from the text</p> <p>Infer information not explicit in the text</p> <p>Correlate an individual example with broad trends</p> <p>Rank outdoor activities</p> <p>Analyze survey results</p>	<p>Identify main ideas</p> <p>Listen for details</p> <p>Interpret speaker's emotions</p> <p>Synthesize information from two listenings</p> <p>Distinguish between vowels sounds</p> <p>Listen for specific information in student responses</p> <p>Classify sounds</p> <p>Listen to student presentations and take notes</p>	<p>Discuss interests in sports</p> <p>Construct and perform a dialogue using new vocabulary</p> <p>Elaborate extemporaneously on an idea</p> <p>Ask and answer questions about personal preferences</p> <p>Make travel suggestions</p> <p>Express and defend opinions</p> <p>Conduct a survey</p> <p>Present research on a sport</p>	<p>Front vowels /iy/, /i/, /ey/, /ε/</p>	<p>Context clues</p> <p>Definitions</p> <p>Synonyms</p>	<p>Modals of preference</p>
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Unit 3	<p>Critique a solicitation from a con artist</p>	<p>Identify chronology in a report</p>	<p>Describe types of fraud</p>	<p>Reductions</p>	<p>Context clues</p>	<p>Equatives and comparatives</p>

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	<p>Theorize about the success of fraud</p> <p>Infer word meaning from context</p> <p>Support opinions with reason</p> <p>Evaluate one's susceptibility to fraud</p> <p>Choose appropriate punishments for criminal acts</p> <p>Hypothesize outcomes</p>	<p>Listen for details</p> <p>Interpret speaker's tone and emotions</p> <p>Support answers with information from the text</p> <p>Identify a con artist's strategies</p> <p>Listen for rhythm in speech</p> <p>Listen for reductions in speech</p> <p>View and critique a movie</p> <p>Listen to and comment on student research findings</p>	<p>Share experiences</p> <p>Make predictions</p> <p>Recount experiences using new vocabulary</p> <p>Express and defend opinions</p> <p>Facilitate a group discussion</p> <p>Agree or disagree with statements</p> <p>Make comparative statements</p> <p>Present research findings on fraud</p>		<p>Definitions</p>	
	Critical Thinking Skills	Listening Tasks	Speaking Tasks	Pronunciation	Vocabulary	Grammar
Unit 4	<p>Interpret a photograph</p> <p>Express opinions about different types of storytelling</p> <p>Infer word meaning from context</p> <p>Analyze storytelling techniques</p> <p>Analyze and describe characters in a story</p> <p>Support opinions with reasons</p> <p>Match actions to their consequences</p> <p>Interpret meaning from text</p>	<p>Listen for the main ideas</p> <p>Identify chronology in the story</p> <p>Interpret a speaker's emotions</p> <p>Synthesize information from two listenings</p> <p>Take a dictation</p> <p>Identify stress patterns in speech</p> <p>Listen for specific information in student responses</p> <p>Take notes on interviewee responses</p> <p>Listen to and evaluate student responses</p>	<p>Make predictions</p> <p>Enhance storytelling with adjectives, adverbs, and details</p> <p>Practice composing descriptive sentences</p> <p>Make statements of purpose</p> <p>Collaborate to create, rehearse, and perform a story</p> <p>Record a summary of a story</p> <p>Conduct an interview</p>	<p>Rhythm of prepositional phrases</p>	<p>Context clues</p> <p>Word definitions</p> <p>Synonyms</p> <p>Dictionary work</p>	<p>Infinitives of purpose</p>
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Unit 5	<p>Interpret a cartoon</p> <p>Recognize personal bias and stereotypes about accents</p> <p>Classify information</p> <p>Infer word meaning from context</p> <p>Interpret word usage</p> <p>Hypothesize scenarios</p> <p>Infer information not explicit in the listenings</p> <p>Hypothesize another's point of view</p> <p>Analyze problems and propose solutions</p>	<p>Listen for main ideas</p> <p>Listen for details</p> <p>Listen closely to interpret a speaker's emotions</p> <p>Relate listening to personal values</p> <p>Take notes on a lecture</p> <p>Integrate information from two listenings</p> <p>Listen for specific information in student responses</p>	<p>Make predictions</p> <p>Pose and respond to questions</p> <p>Lead a group discussion</p> <p>Express and defend opinions</p> <p>Compare past and present abilities with modals</p> <p>Present a plan to improve English skills</p> <p>Present research on slang</p> <p>Conduct an interview and report findings</p>	<i>Can/can't</i>	<p>Word definitions</p> <p>Context clues</p>	Modals of ability and possibility
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Unit 6	<p>Recognize personal assumptions about tourism</p> <p>Evaluate the advantages and disadvantages of tourism</p> <p>Infer word meaning from context</p> <p>Support opinions with reasons</p> <p>Hypothesize outcomes</p> <p>Compare and contrast vacation experiences</p>	<p>Listen for main ideas</p> <p>Listen for details</p> <p>Interpret speaker's tone and emotions</p> <p>Identify contrasting viewpoints in the listening</p> <p>Synthesize information from two listenings</p> <p>Categorize end sounds</p> <p>Take a dictation</p> <p>Listen to student presentations and pose questions</p>	<p>Make predictions</p> <p>Express and defend opinions</p> <p>Use new vocabulary in an open conversation</p> <p>Tell a story using transition words</p> <p>Interview a classmate</p> <p>Summarize an interview</p> <p>Outline, rehearse, and present a three-minute speech</p> <p>Present a poster session about a local tourist attraction</p>	Past tense endings	<p>Context clues</p> <p>Word definitions</p> <p>Vocabulary classification</p>	Simple past tense
	Critical Thinking Skills	Listening Tasks	Speaking Tasks	Pronunciation	Vocabulary	Grammar
Unit 7	<p>Interpret jokes</p> <p>Compare personal preferences in humor</p> <p>Infer word meaning from context</p>	<p>Identify main ideas</p> <p>Listen for details</p> <p>Interpret speaker's tone of voice</p> <p>Compare</p>	<p>Make predictions</p> <p>Give examples to illustrate new vocabulary</p> <p>Compose and tell original jokes</p>	Reduction of <i>h</i> in pronouns	<p>Word definitions</p> <p>Phrasal verbs</p> <p>Context clues</p>	<i>Wh-</i> questions

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	<p>Classify types of jokes</p> <p>Distinguish between ironic and non-ironic statements</p> <p>Draw conclusions</p> <p>Evaluate and rank quality of jokes</p>	<p>observations in listening to one's personal observations</p> <p>Listen to jokes and predict punch lines</p> <p>Decipher words spoken with reduced pronunciation</p> <p>Take notes on student information</p>	<p>Discuss preferences in entertainment</p> <p>Ask for repetition or clarification</p> <p>Ask and answer questions in an information gap activity</p> <p>Practice telling and reacting to jokes</p>			
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Unit 8	<p>Compare and contrast two types of dress</p> <p>Compare cultural norms of dress</p> <p>Interpret word usage</p> <p>Analyze the advantages and disadvantages of traditional dress</p> <p>Hypothesize point of view</p> <p>Compare and contrast points of view</p> <p>Analyze relationships between words</p> <p>Interpret the significance of how a person dresses</p>	<p>Identify main topics</p> <p>Listen for details</p> <p>Interpret speaker's attitude</p> <p>Relate listening to personal values</p> <p>Identify a speaker's point of view</p> <p>Synthesize information from two listenings</p> <p>Identify thought groups in speech</p> <p>Listen to student presentations and answer questions</p>	<p>Make predictions</p> <p>Express opinions</p> <p>Give impromptu definitions of new vocabulary</p> <p>Group words for appropriate intonation and meaning</p> <p>Manipulate intonation to change meaning of a sentence</p> <p>Describe changes in fashion using the phrase <i>used to</i></p> <p>Outline, rehearse, and present an introduction to an oral report</p> <p>Give an impromptu presentation using an outline to quickly organize ideas and notes</p> <p>Give an oral report on research</p>	Thought groups	<p>Context clues</p> <p>Definitions</p> <p>Synonyms</p> <p>Analogies</p>	<i>Used to</i>
	Critical Thinking Skills	Listening Tasks	Speaking Tasks	Pronunciation	Vocabulary	Grammar
Unit 9	<p>Recognize personal assumptions about spanking</p> <p>Infer word meaning from context</p>	<p>Determine a speaker's point of view</p> <p>Identify supporting ideas</p>	<p>Share background information</p> <p>Make predictions</p> <p>Make impromptu opinion statements</p>	<p>Final consonants</p> <p>Tongue twisters</p>	<p>Word definitions</p> <p>Context clues</p> <p>Vocabulary</p>	Present perfect tense

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	<p>Identify arguments for and against spanking</p> <p>Evaluate persuasiveness of arguments</p> <p>Analyze strategies speakers use to support their opinions</p> <p>Compare and contrast past and current childrearing practices</p> <p>Develop arguments in favor of or against an issue</p>	<p>Take notes using a graphic organizer</p> <p>Listen for details</p> <p>Interpret a speaker's intensity of opinion</p> <p>Relate listening to personal values</p> <p>Synthesize information from two listenings</p> <p>Identify end sounds</p> <p>Listen for specific information in student responses</p>	<p>using new vocabulary</p> <p>Support an opinion with facts, statistics, examples, and anecdotes</p> <p>Ask and answer questions</p> <p>Conduct a debate</p> <p>Express and defend opinions</p> <p>Use an outline to organize an argument</p> <p>Summarize observations on child discipline</p>		classification	
	Critical Thinking Skills	Listening Tasks	Speaking Tasks	Pronunciation	Vocabulary	Grammar
Unit 10	<p>Interpret quotations</p> <p>Judge the value of a prenuptial agreement</p> <p>Infer word meaning from context</p> <p>Hypothesize another's point of view</p> <p>Support opinion with information from the text</p> <p>Develop arguments for and against an issue</p> <p>Evaluate the quality of arguments</p>	<p>Identify main ideas</p> <p>Listen for details</p> <p>Determine a speaker's point of view</p> <p>Identify supporting reasons</p> <p>Listen for emphasis in speech</p> <p>Listen for student interruption strategies</p> <p>Listen closely to interpret meaning</p>	<p>Make predictions</p> <p>Express and defend opinions</p> <p>Perform a role-play using new vocabulary</p> <p>Use word stress to change the meaning of a sentence</p> <p>Practice interrupting politely</p> <p>Present a topic and lead a group discussion</p> <p>Conduct an oral history interview</p> <p>Research a topic and make a class presentation</p>	Contrastive stress	<p>Word definitions</p> <p>Context clues</p>	Articles