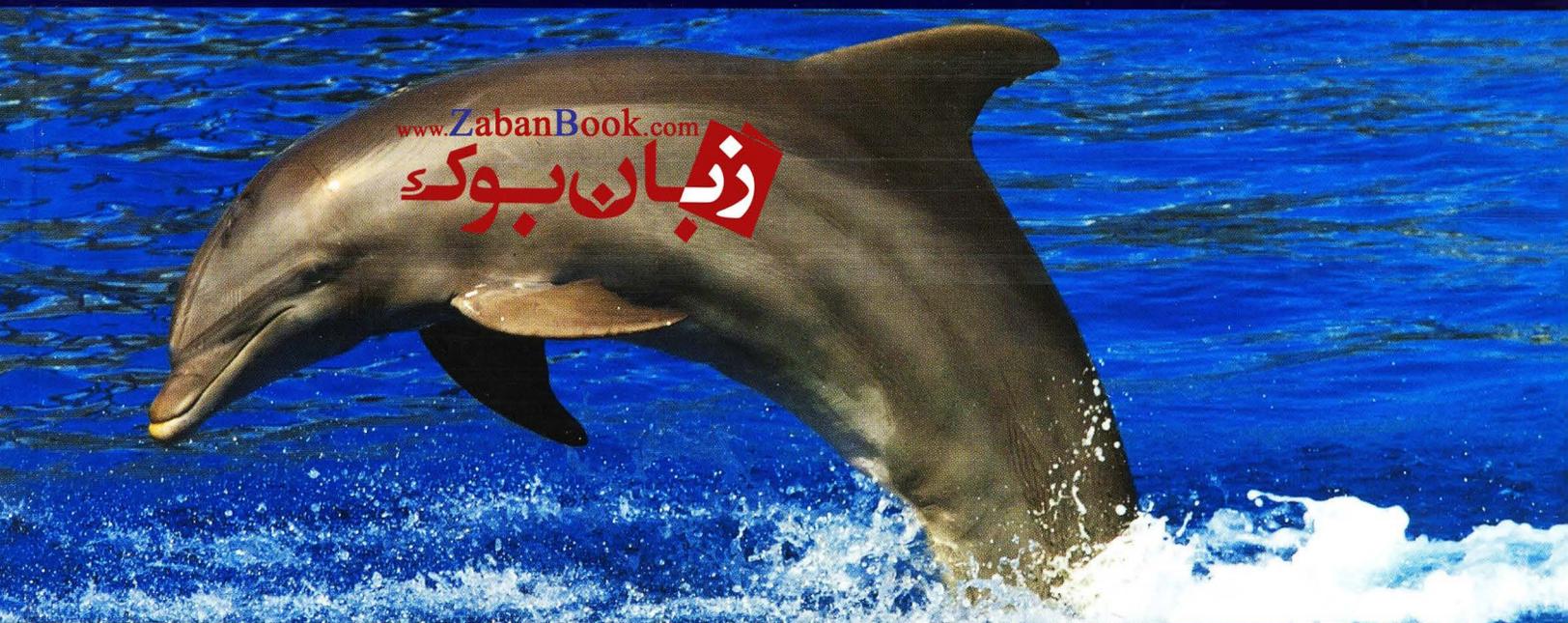




NORTHSTAR 4

LISTENING & SPEAKING

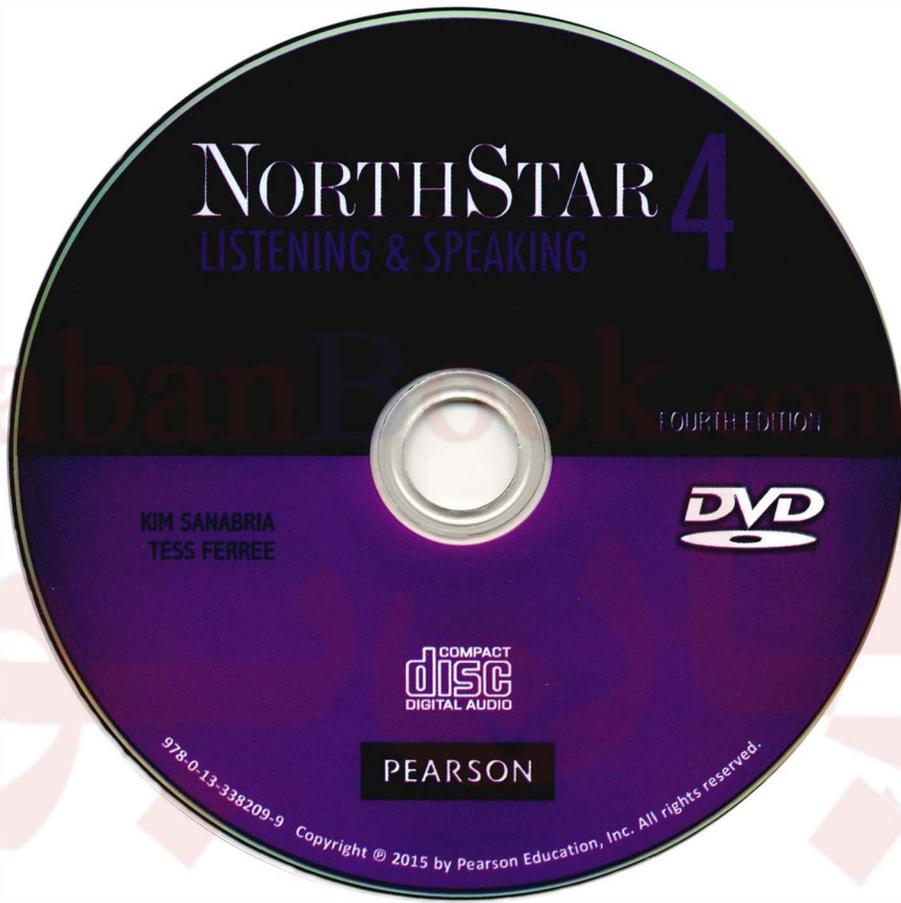
FOURTH EDITION



TESS FERREE KIM SANABRIA

ALWAYS LEARNING

PEARSON



NORTHSTAR 4

LISTENING & SPEAKING

FOURTH EDITION

Authors TESS FERREE

KIM SANABRIA

Series Editors FRANCES BOYD

CAROL NUMRICH

CONTENTS

| | |
|--|-----|
| Welcome to <i>NorthStar</i> , Fourth Edition | iv |
| Scope and Sequence | xiv |
| Acknowledgments/Reviewers | xix |
| | |
| UNIT 1 Exploring Genius | 2 |
| UNIT 2 The Achilles Heel | 26 |
| UNIT 3 Early to Bed, Early to Rise | 52 |
| UNIT 4 Animal Intelligence | 78 |
| UNIT 5 The Golden Years | 106 |
| UNIT 6 Giving to Others | 130 |
| UNIT 7 Do Your Homework! | 158 |
| UNIT 8 Pros and Cons of Gaming | 182 |
| | |
| Unit Word List | 211 |
| Grammar Book References | 213 |
| Audioscript | 215 |
| Credits | 231 |
| The Phonetic Alphabet | 233 |

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 **FOURTH 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. 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 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 4

ANIMAL Intelligence

1 FOCUS ON THE TOPIC

1. The photo shows a dolphin, considered to be one of the most intelligent animals on Earth. In what ways do you think a dolphin could demonstrate intelligence? How would you test a dolphin for intelligence?
2. Do you think that other animals think? Do *all* animals think? What kinds of things might they think about?

MyEnglishLab

Home | Help | Test Student | MyEnglishLab.com | Sign Out

NORTHSTAR 4 LISTENING & SPEAKING

1 Unit 4

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.

| Category | Item |
|---------------|---|
| Vocabulary | 1 Infer word meaning from context |
| | 2 Identify relationships between words |
| Listening | 3 Identify main ideas and details |
| | 4 Summarize key information |
| | 5 Infer a speaker's attitude from intonation and stress |
| | 6 Distinguish between main ideas and supporting details or examples |
| Speaking | 7 Express opinions |
| | 8 Ask for and give examples |
| | 9 Present and defend an argument |
| Pronunciation | 10 Identify rising or falling intonation in yes/no questions with <i>or</i> |
| | 11 Recognize reported speech and use a range of reporting verbs |

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.

* indicates Critical Thinking

EXPLORING Genius

1 FOCUS ON THE TOPIC

1. A *prodigy* is a young person with exceptional abilities. Do you know about anyone who could be considered a prodigy? What does this person do that is different or special?
2. If a young child shows unusual talent in one particular area, how do you think parents should react? Should they push the child to develop that talent, or allow the child to develop it naturally?
3. Why do you believe some children show advanced abilities at an early age? Are they born with a special talent, or do they learn it somehow?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

LISTENING ONE THE MUSIC IN MY HEAD

VOCABULARY

1  Read and listen to the radio report, paying particular attention to the words in **bold**.

REPORTER: Hello, everyone. Today, we have a great subject to talk about: genius, what it is, and where it comes from. I'm sure all our listeners have heard of child prodigies—people who display incredible abilities when they are very young. Let's begin by taking your calls on this interesting topic.

CALLER 1: Yes, hi, there. My husband and I have always been **fascinated** by this subject, but right now, I'm calling about our son Mike. He's only ten years old, but he can do all kinds of mathematical calculations **at the speed of light**. For example, we'll show him a rule that is completely **unfamiliar** to him—addition of large numbers, for example—and he gets it immediately. Is he a prodigy?

REPORTER: I'm not too sure, but Mike certainly sounds interested in math. Does he ever make mistakes?

CALLER 1: Well, sure, sometimes. But then he goes back to **revise** the answers he gets wrong. And he enjoys doing calculations. He has a lot of **confidence** in his own abilities.

REPORTER: That's terrific. Whether he's a prodigy or not, I think you should definitely encourage his interest.

CALLER 2: Hello? Yes, well, I'd like to know where talented young children get their abilities.

REPORTER: You know, we're not really sure. Even the most **renowned** scientists don't agree on why a few children become prodigies. Some young children become skilled in something like math, music, or chess **before our very eyes**. They don't have any training, and, most of the time, they're completely **unconscious** of their abilities. It's just the way they are. For example, Mozart started composing when he was five. It was instinctive, almost **involuntary**. And perhaps you've heard about Akrit Jaswal, the young Indian boy who performed surgery at the age of 7. Now, he really *was* a prodigy, as far as I'm concerned.

CALLER 3: Hi. . . . I wanted to point out that all children have a lot of **potential**. That's an **objective** fact.

REPORTER: Yes, you're right—and we certainly want to encourage all children to do their best. But personally, I do think that some individuals are a bit different. They seem to be born with some kind of **underlying** talent. Let's take a break now. When we return, we'll be talking about how parents should handle their children's talents.

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

- | | |
|------------------------------|---|
| ___ 1. at the speed of light | a. directly in front of us; while we watch |
| ___ 2. before our very eyes | b. review and correct or change something |
| ___ 3. confidence | c. the feeling that you can trust someone or something to be good or successful |
| ___ 4. fascinated | d. a natural ability that could develop to make you very good at something |
| ___ 5. involuntary | e. unaware; not realizing what you are doing |
| ___ 6. objective | f. very interested |
| ___ 7. potential | g. not influenced by your own feelings, beliefs, or ideas |
| ___ 8. renowned | h. known and admired by a lot of people |
| ___ 9. revise | i. something you do without intending to |
| ___ 10. unconscious | j. extremely quickly |
| ___ 11. underlying | k. not known to you |
| ___ 12. unfamiliar | l. the most important part of something or reason for something, but that is not easy to discover |

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW

 In this report, we learn about a musical prodigy named Jay. Listen to the introduction. What two points about Jay does the reporter mention?

1. A characteristic that sets Jay apart: _____

2. An unusual activity that sets Jay apart: _____

3. What might be other characteristics and activities of “the greatest [musical] talent to come along in 200 years”? Check (✓) the things you think the report might include.

- ___ his role models
- ___ his successes
- ___ his challenges
- ___ reaction of his parents
- ___ his critics



MAIN IDEAS

1  Listen to the whole report. Look again at your answers and predictions in Preview. What information did you learn about Jay and how did your predictions help you understand the report?

2  Listen to the report again. Write short answers to the questions.

1. What does Jay’s teacher say about his talent?

2. What does Jay say about how he creates compositions?

3. Why does Jay’s computer frequently crash?

4. Why doesn’t Jay ever go back and revise his work?

DETAILS

🔊 Listen again. Write **T** (true) or **F** (false) for each statement. Correct the false statements. Then discuss your answers with a partner.

- ___ 1. Jay Greenberg named himself “Bluejay” because he produces a lot of sound, like a small bird.
- ___ 2. Other musicians have helped Jay to compose his music.
- ___ 3. Sam Zyman is a composer and teacher at the Juilliard School.
- ___ 4. At 12, Jay could write a great sonata in two hours.
- ___ 5. Jay doesn’t need to think about his compositions.
- ___ 6. Jay’s parents are professional musicians.
- ___ 7. At 2, Jay began drawing pictures of instruments that his parents had at home.
- ___ 8. By the age of three, Jay began composing music by drawing small cellos as musical notes on a scale.
- ___ 9. As a child, Jay’s hero was Batman.
- ___ 10. Jay creates symphonies by writing for one instrument, then thinking about how the others should come in.

GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

EXPAND

Read the opinions of three researchers about how people become geniuses. Then match the words in **bold** with a definition from the same column.

HOW DO PEOPLE BECOME GENIUSES?

Three researchers offer their opinions.

| Some people are born geniuses | Everyone is full of potential | Geniuses are born <i>and</i> made |
|--|---|---|
| <p>At least to some extent, genius is innate. We (1) inherit all kinds of personality traits from our ancestors, like a natural (2) aptitude for music or for math. Nature has a powerful influence on us: There is just no other explanation for the phenomenon of child prodigies. Look at the children who take up musical instruments (3) on their own and begin to play them. How can this be possible, if they are not genetically (4) predisposed to be good at music? The evidence for (5) inborn talent is undeniable.</p> | <p>In my opinion, no one is born with skills, just with potential. We (6) acquire skills and experiences throughout our lives. There are certainly stories of child prodigies, but, in many cases, these children have been heavily (7) influenced by their parents. (8) In actual fact, sometimes the parents even put unbelievable (9) pressure on these children to succeed.</p> <p>If children show an interest in music, the parents should encourage them to (10) take up an instrument. It's as simple as that.</p> | <p>There's no doubt that our genes (11) interact with our environment to make us who we are. It's a very (12) complex process. It's not (13) either/or. Current research suggests that parents should (14) motivate their children in any way they can.</p> <p>In other words, there is no way to separate (15) heredity from environment.</p> |
| <p>_____ a. something you have had naturally since birth</p> <p>_____ b. by themselves</p> <p>_____ c. likely to behave in a particular way</p> <p>_____ d. get from one of your parents</p> <p>_____ e. ability or skill</p> | <p>_____ f. begin doing a job or activity</p> <p>_____ g. develop or learn a skill</p> <p>_____ h. affected by someone else</p> <p>_____ i. in truth; in reality</p> <p>_____ j. attempt to make someone do something</p> | <p>_____ k. connect, work together</p> <p>_____ l. push, stimulate</p> <p>_____ m. difficult to understand or deal with</p> <p>_____ n. a choice between two options</p> <p>_____ o. genetic makeup</p> |



cord and would never walk again. My family was _____
(2)
by the news, but, you know, my father was determined to get back
on his feet. He said he wasn't going to give up—he was going to
_____. And he did! Now, he's able to get around on his
(3)
own. He's made great progress physically, but for me his achievements
_____ that. He's also become an inspiration to me because
(4)
he's shown me how to face obstacles in life.

CALLER 2: I want to talk about Helen Keller. She's a historical figure I really admire.

Helen became blind and deaf when she was a baby, and everyone had

so many _____ about her—
(5)

including her family! They thought she

lived in a world of her own, and that there

was no hope for her future. But Helen was

not a(n) _____ person. Not
(6)

only did she learn to communicate, but she

also became a world-famous speaker and

author. And she even earned a B.A. along the way. In 2003, Alabama put

her portrait on a quarter, and it's beautiful. It really _____
(7)

her _____.! Sadly, some people have _____
(8)

ideas about the disabled, but Helen Keller is an incredible example that

disproves many of them.



(continued on next page)

VOCABULARY

- 1  Read and listen to an article from a news magazine about philanthropists. Notice the words and expressions in **bold**.

A FEW GOOD PEOPLE

Bill and Melinda Gates

For Bill Gates, founder of Microsoft, giving to others is a personal **requirement**. Believing that every life has



equal value, he and his wife created the Bill & Melinda Gates Foundation to improve healthcare, reduce poverty, expand educational opportunities, and provide access to information. This powerful foundation places special **emphasis** on developing countries. It is also involved in granting money to other organizations that are **responsive** to human needs and committed to improving living conditions the world over.

Warren Buffet

He is one of the wealthiest men in the world, but Warren Buffett believes that children should not



inherit too much money. So Buffett gave each of his children a gift of \$600 million to be used for charity. He always made it clear: If the children ran into financial difficulties and asked him for a loan, he would give them a **definitive** answer: No.

Some people might think that Buffett's position is **debatable**. However, his children are thankful. His son Peter and his wife have established their own **foundation** called NoVo, a non-profit organization dedicated to empowering women and girls around the world. Warren Buffett is also a notable philanthropist, having pledged to give away 99 percent of his fortune to philanthropic causes, primarily via the Gates Foundation.

Karen Pittelman

A growing number of young, wealthy Americans believe in some sort of social **cause**, and one of them is Karen Pittelman. Pittelman says that young people need strong **moral** values. She commented, "So many people work equally hard every day, and yet they're struggling to make ends meet. In the meantime, I was given a fortune just for being born." So she founded the Chahara Foundation, an organization to help low-

| <i>NorthStar: Listening & Speaking Level 4, Fourth Edition</i> | <i>Focus on Grammar, Level 4, Fourth Edition</i> | <i>Azar's Understanding and Using English Grammar, Fourth Edition</i> |
|--|---|---|
| Unit 6 Relative Pronouns in Adjective Clauses | Unit 13 Adjective Clauses with Subject Relative Pronouns Unit 14 Adjective Clauses with Object Relative Pronouns or <i>When</i> and <i>Where</i> | Unit 13 Adjective Clauses |
| Unit 7 <i>Make, Have, Let, Help, and Get</i> | Unit 10 <i>Make, Have, Let, Help, and Get</i> | Chapter 15 Gerunds and Infinitives, Part 2: 15-7, 15-8 |
| Unit 8 Tag Questions | Unit 7 Negative Yes/No Questions and Tag Questions | Appendix B Questions: B-5 |

KC: Of course!

AC: Right, I know, and I think this is one thing people don't understand: You have to put it in the family context. Every family's different. If you say that in some families, it could be really horrible, and harsh, and undermining. But I grew up with extremely strict but also extremely loving Chinese parents, immigrant parents. And for me, I mean, as a grownup looking back, their having high expectations for me coupled with love was really the greatest gift they could give me. I felt like I owed them everything. Which is why I tried to do it with my own two daughters. And with my first daughter, things went smoothly, but then, my second daughter came along, and that's when I kind of got my comeuppance. I mean, she and I are very similar, she's a fireball, you know—we both have hot tempers, we locked horns from day one, and again, at 13 she really rebelled, we began having terrible fights, a very dark period in my life, and I really began questioning everything I'd ever done, and that's actually why I wrote the book.

KC: So . . . in a nutshell, what can Western parents learn, though, about those high expectations? About the emphasis on studying that you talk about?

AC: I think that there are strengths and weaknesses to both the Asian and the Western models. They are almost mirror images of each other. Er . . . there are real strengths, though. I really think so. I think there is a question we are all confronting which is where does true self-esteem come from? I'm really a little surprised. It's almost like the idea of striving for excellence is a bad word, you know . . .

KC: Right . . . like maybe you're putting too much pressure on them?

AC: Yes . . . and that's true, by the way . . . I agree with that. If there's too much pressure, you get to a point where people are cracking, and they're miserable, you've got to pull back, that's the point of my book, in a way. I retreated. But short of that, if there's love, for many, many people, having high expectations, learning that you can do something that you thought you couldn't, that's a great feeling, and once you have that experience, in the future, you think: Wait a second. I once thought I couldn't do something and that through hard work and not giving up, I learned that I could do it. So you know, this is a good lesson. And also not making excuses. I find it interesting that these are called "Chinese values," you know, hard work, and don't give up, and don't make excuses, take responsibility, be self-reliant, I mean, the way I was taught. Because I think of those as really fundamental American values.

page 167, Listening Skill

Excerpt 1

AMY CHUA: . . . I actually say early on in the book that I'm using this term loosely: I'm NOT speaking for all Chinese parents, and in fact it's more of an immigrant thing: You were just saying, you know, I know a lot of Guinean, Jamaican, Korean, Indian parents who have similar mindsets . . .

Excerpt 2

AC: I find it interesting that these are called "Chinese values," you know, hard work, and don't give up, and don't make excuses, take responsibility, be self-reliant . . .

UNIT 8: Pros and Cons of Gaming

Listening One, page 186, Preview

INTERVIEWER: We spend more than 3 billion a year on gaming, more than we spend on film or music. And gaming has shed its nerdy image to become an essential part of youth culture. As a parent, I often wonder what effect it will have on my children. It's an immersive, interactive, cinematic experience, but is it too much for some people to handle?

page 186, Main Ideas, Part I

RAFAEL ROSE: In the past five years, computer gaming has exploded in popularity.

TEEN A: "I love playing video games."

TEEN B: "I play games every day."

TEEN C: I've been waiting for this game for a really long time."

INTERVIEWER: We spend more than 3 billion a year on gaming, more than we spend on film or music. And gaming has shed its nerdy image to become an essential part of youth culture. As a parent, I often wonder what effect it will have on my children. It's an immersive, interactive, cinematic experience, but is it too much for some people to handle?

It's a fate 20-year-old Leo, not his real name, is trying to avoid.

LEO: you substitute the real world for this world. I mean two years I've been playing, 12 hours of the day, online, for two years if you want to look at it that way. It was fun while you're playing, but then when you think about the derogatory effect it's having on your life, then, um, then obviously, phh, you don't feel so good.

INTERVIEWER: His university work is suffering; he's lost contact with his friends and damaged his relationship with his family.

LEO: I would never inflict this game on anyone. This game is just a disease. It's just horrible. It's very hard to

UNIT 8

“Gaming Addiction.” Copyright © BBC Worldwide Americas Inc. All rights reserved. Reproduced by permission.

“Jane McGonigal: Truths & Myths in Gaming,” Copyright © Big Think, Inc. All rights reserved. Reproduced by permission.

PHOTO CREDITS

Cover photo credits: (top left) Tan Lian Hock/AGE Fotostock, (top right) tonyino/Fotolia, (middle left) Hiya Images/Corbis, (middle right) tonyino/Fotolia, (bottom left) Bruce Rolff/Shutterstock, (bottom right) Blend Images/Alamy.

Page xii (top) ABC News; p. 2 Randy Faris/Corbis; p. 6 Photodisc/Getty Images; p. 14 Ruth Jenkinson/Dorling Kindersley; p. 26 Boomer Jerritt/All Canada Photos/Alamy; p. 29 Wallace/Mirrorpix/Newscom; p. 34 Alexey Zarubin/Alamy; p. 48 Zero Gravity Corp/AP Images; p. 49 Wally McNamee/Corbis Entertainment/Corbis; p. 52 Peter Dazeley/Photographer’s Choice/Getty Images; p. 64 DOPhoto/Shutterstock; p. 65 National Geographic/SuperStock; p. 78 Tonyino/Fotolia; p. 80 Ndiphila/Fotolia; p. 82 Juniors Bildarchiv/GmbH/Alamy; p. 86 Michael Patrick O’Neill/NHPA/Photoshot/Newscom; p. 87 Thomas W. Woodruff/Shutterstock; p. 91 Shane Wilson Link/Shutterstock; p. 104 David Livingston/Getty Images Entertainment/Getty Images; p. 106 Wolfgang Flamisch/Crush/Corbis; p. 113 Dan Moore/E+/Getty Images; p. 119 Jeanne McRight/Shutterstock; p. 120 Oleksiy Maksymenko Photography/Alamy; p. 130 RSBPhoto/Alamy; p. 132 (top) JEFF CHRISTENSEN/AFP/GETTY IMAGES/Newscom, (bottom) Amit Shabi/Getty Images; p. 133 Justin Sullivan/Getty Images News/Getty Images; p. 145 (top) Jim West/Alamy, (bottom) Brendan Fitterer/Tampa Bay Times/ZUMA Press, Inc./Alamy p. 158 Marcio Eugenio/Shutterstock; p. 160 Bill Aron/PhotoEdit; p. 165 Ansgar Photography/Corbis; p. 182 Gallo Images-Richard Keppel-Smith/Alamy; p. 194 Kevin Britland/Alamy; p. 208 quavondo/E+/Getty Images.

THE PHONETIC ALPHABET

| Consonant Symbols | | | |
|-------------------|------------|------|--------------|
| /b/ | be | /t/ | to |
| /d/ | do | /v/ | van |
| /f/ | father | /w/ | will |
| /g/ | get | /y/ | yes |
| /h/ | he | /z/ | zoo, busy |
| /k/ | keep, can | /θ/ | thanks |
| /l/ | let | /ð/ | then |
| /m/ | may | /ʃ/ | she |
| /n/ | no | /ʒ/ | vision, Asia |
| /p/ | pen | /tʃ/ | child |
| /r/ | rain | /dʒ/ | join |
| /s/ | so, circle | /ŋ/ | long |

| Vowel Symbols | | | |
|---------------|------------------|------|-----------------|
| /ɑ/ | far, hot | /iy/ | we, mean, feet |
| /ɛ/ | met, said | /ey/ | day, late, rain |
| /ɔ/ | tall, bought | /ow/ | go, low, coat |
| /ə/ | son, under | /uw/ | too, blue |
| /æ/ | cat | /ay/ | time, buy |
| /ɪ/ | ship | /aw/ | house, now |
| /ʊ/ | good, could, put | /oy/ | boy, coin |

NORTHSTAR

FOURTH EDITION

4

SERIES EDITORS:
FRANCES BOYD AND CAROL NUMRICH

NORTHSTAR—a blended-learning course for the 21st century

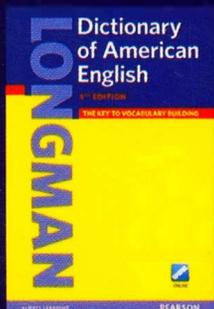
Building on the success of the previous editions, *NorthStar, Fourth Edition* continues to engage and motivate students with new and updated contemporary topics delivered through a seamless integration of print and online components.

What is special about the fourth edition?

- **Blended approach with MyEnglishLab.** Online activities offer support and expansion, fully blending the student book with MyEnglishLab for extra practice, ongoing assessment, and instant feedback.
- **New and updated themes and topics.** Presented in a variety of genres—including literature and lectures—and in authentic reading and listening selections, the content challenges and engages students intellectually.
- **Explicit skills instruction.** The inclusion of 2–3 explicit language skills in every unit allows students to build their language proficiency.
- **New and revised assessments tied to learning outcomes.** Online assessments allow teachers to track students' progress and mastery of the material and skills.
- **A new design with thought-provoking images.** A compelling graphic look makes the content and activities come alive.

LISTENING & SPEAKING 4

| | |
|---|-------------------|
| Student Book with MyEnglishLab | 978-0-13-338207-5 |
| eText with MyEnglishLab | 978-0-13-334778-4 |
| Instructor Access: Teacher Resource eText and MyEnglishLab | 978-0-13-390175-7 |
| Classroom Audio CDs | 978-0-13-338209-9 |



**Your Perfect Partner
Try it for FREE**

www.longmandictionariesusa.com



ISBN-13: 978-0-13-338207-5
ISBN-10: 0-13-338207-9

