

NORTHSTAR 4

READING & WRITING

FOURTH EDITION



ANDREW K. ENGLISH LAURA MONAHON ENGLISH

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NORTHSTAR 4
READING & WRITING

FOURTH EDITION

ANDREW K. ENGLISH
LAURA MONAHAN ENGLISH

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NORTHSTAR 4

READING & WRITING

FOURTH EDITION

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CONTENTS

| | | |
|--------|--|-----|
| | Welcome to <i>NorthStar</i> , Fourth Edition | iv |
| | Scope and Sequence | xiv |
| | Acknowledgments/Reviewers | xix |
| UNIT 1 | Genius: Nature or Nurture? | 2 |
| UNIT 2 | Facing Life’s Obstacles | 34 |
| UNIT 3 | Making Medical Decisions | 62 |
| UNIT 4 | Instinct or Intellect? | 90 |
| UNIT 5 | Too Much of a Good Thing? | 122 |
| UNIT 6 | Making a Difference | 154 |
| UNIT 7 | The Empty Classroom. | 188 |
| UNIT 8 | Managing Your Smartphone | 224 |
| | Grammar Book References | 260 |
| | Unit Word List | 262 |
| | Credits | 264 |
| | The Phonetic Alphabet | 266 |

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 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 1

GENIUS: NATURE OR Nurture?

1 FOCUS ON THE TOPIC

1. Why are some people geniuses and others are not? Does the environment a person is raised in (nurture) create a genius, or is it because the person was simply born that way (nature)? Which part do you think each of these plays in being a genius?
2. What is one special talent or ability that you have? When did you first become aware of it? Did it come naturally, or did you have to practice a long time to perfect it? Explain. (You may instead answer these questions about someone you know who has a talent or

MyEnglishLab

Home | Help | Test student_reallylongname@emailaddress.com | Sign out

NORTHSTAR 4 READING & WRITING

1 Unit 1

Check What You Know

Look at the list of skills. You may already know how to do some of these. Don't worry if you don't know how to do some or all of these skills. You will learn and practice them in Unit 1. Check the skills that you already know. Put an X by the number.

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.

Vocabulary

1. Enter word meaning from context
2. Recognize word roots to create and use related nouns, verbs, adjectives, and adverbs

Reading

3. Identify the main idea of each paragraph in a reading
4. Identify and categorize details and examples
5. Scan a text to locate specific information
6. Enter a writer's assumptions
7. Distinguish voice in quotations

Writing

8. Identify and write the topic sentence and controlling idea of a summary paragraph
9. Write a summary paragraph

Vocabulary

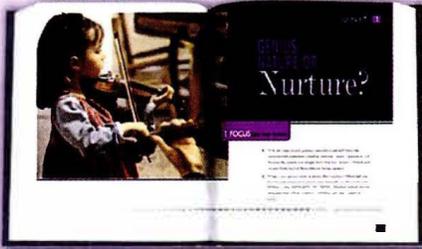
- 1.
- 2.
- Reading
- 3.
- 4.
- 5.
- 6.
- 7.
- Writing
- 8.
- 9.
- 10.
- 11.
- 12.
- Grammar
- 13.

*indicates Critical Thinking

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 (Reading & Writing 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 |  <h2>1 PRODIGIES</h2> <h3>GENIUS: NATURE OR NURTURE?</h3> <p>pages 2–33</p> <p><i>Reading 1: A Genius Explains</i> <i>Reading 2: 10,000 Hours to mastery</i></p> |  <h2>2 OVERCOMING OBSTACLES</h2> <h3>FACING LIFE'S OBSTACLES</h3> <p>pages 34–61</p> <p><i>Reading 1: The Education of Frank McCourt</i> <i>Reading 2: Marla Runyan</i></p> |
|--------------------|--|---|
| READING | <ul style="list-style-type: none"> • Make and confirm predictions • Identify the main idea of each paragraph in a reading • Identify and categorize details and examples • Scan a text to locate specific information • Distinguish voice in quotations <p>English Vocabulary and Reading Skill Practice</p> | <ul style="list-style-type: none"> • Make and confirm predictions • Identify the main ideas in a reading • Construct chronology from a reading • Identify different types of supporting details • Scan a text to locate specific information • Recognize the use of synonyms and antonyms to reinforce word meaning <p>English Vocabulary and Reading Skill Practice</p> |
| WRITING | <ul style="list-style-type: none"> • Identify and write the topic sentence and controlling idea of a summary paragraph • Distinguish between sentence fragments and complete sentences • Use strategies to correct sentence fragments • Edit and revise writing for content, language, and conventions <p>Task: Write a summary paragraph</p> <p>English Writing Skill Practice and Writing Task</p> | <ul style="list-style-type: none"> • Write a comparison paragraph • Identify and write topic sentences, supporting sentences, and a concluding sentence in a paragraph • Recognize inappropriate supporting ideas within a text • Edit and revise writing for content, language, and conventions <p>Task: Write a biographical paragraph</p> <p>English Writing Skill Practice and Writing Task</p> |
| INFERENCE | <ul style="list-style-type: none"> • Infer the writer's assumptions | <ul style="list-style-type: none"> • Infer the meaning of idioms and expressions from context |
| VOCABULARY | <ul style="list-style-type: none"> • Infer word meaning from context • Recognize and use word forms (nouns, verbs, adjectives, and adverbs) <p>English Vocabulary Practice</p> | <ul style="list-style-type: none"> • Infer word meaning from context • Identify synonyms • Classify words • Analyze relationships between words <p>English Vocabulary Practice</p> |
| GRAMMAR | <ul style="list-style-type: none"> • Identify and categorize a range of modal and semi-modal verbs <p>English Grammar Practice</p> | <ul style="list-style-type: none"> • Recognize and use gerunds and infinitives <p>English Grammar Practice</p> |
| VIDEO | <p>English <i>Small Wonders</i>, ABC News, Video Activity</p> | <p>English <i>A Child's Voice</i>, ABC News, Video Activity</p> |
| ASSESSMENTS | <p>English Check What You Know, Checkpoints 1 and 2, Unit 1 Achievement Test</p> | <p>English Check What You Know, Checkpoints 1 and 2, Unit 2 Achievement Test</p> |

GENIUS: NATURE OR Nurture?

1 FOCUS ON THE TOPIC

1. Why are some people geniuses and others are not? Does the environment a person is raised in (nurture) create a genius, or is it because the person was simply born that way (nature)? Which part do you think each of these plays in being a genius?
2. What is one special talent or ability that you have? When did you first become aware of it? Did it come naturally, or did you have to practice a long time to perfect it? Explain. (You may instead answer these questions about someone you know who has a talent or ability.)

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

READING ONE A GENIUS EXPLAINS

VOCABULARY

- 1 Read the short piece about Daniel Tammet, who is considered by many to be a genius. Being a genius does not mean that all aspects of your life are easy or even that you are good at everything. Daniel is very good at some things but challenged by others. Pay attention to the boldfaced words. Try to understand them from the context.

Autism and autistic spectrum disorder (ASD) are names given to groups of complex developmental disorders involving the brain. Some of the symptoms of these disorders are problems with verbal and non-verbal social **interaction**, the display of repetitive behavior, and an inability to be **flexible**. Many people with ASD **compensate** for these problems and are able to be high functioning and lead “normal” lives; others are more **disabled** by the disorder.

ASD is an umbrella term that includes many subcategories. One of these subcategories is autistic **savants**. Psychologists **estimate** that 10 percent of people with ASD have some savant abilities. An autistic savant is a person with an unusual ability, skill, or knowledge that is much more developed than that of an average person. Many savants are able to **retain** large amounts of information in their memory. For example, some autistic savants can recite entire dictionaries or telephone books word for word. Others are able to draw detailed maps of an area after flying over it once in a helicopter. Although the autistic savant has these specific abilities or skills, he or she may have difficulty with other types of mental or physical tasks.

Daniel Tammet is an autistic savant. Like many people with ASD, he **benefits** from leading a **predictable** life. In other words, he has fewer problems if his life has structure and routine. If it does not, he may become **anxious**. One of Daniel’s special abilities is in mathematics; he is able to almost immediately solve complex multiplication problems. When he does this, he sees each number he is multiplying as an **image**. These images transform into a third image, which is the **sum**.

Why autistic savants have these special abilities is a question that still has no definitive answer.

2 Complete the sentences with the words in the boxes.

compensate estimate retain

1. No one is sure of the exact number of autistic savants there are in the world, but experts _____ that there are fewer than 100.
2. Studies indicate that one hemisphere of a savant's brain may _____ for damage to the other hemisphere.
3. It is amazing how much information a small USB drive can _____.

anxious disabled flexible predictable

4. Children may feel _____ about their first day in a new school because they don't know what to expect.
5. For me, it is very hard to change my plans because I am not very _____.
6. Although savants have amazing abilities and knowledge, in other areas of their lives they may appear to be _____.
7. Because I know him so well, Sam's reaction to my suggestion was very _____.

benefit image interaction savant sum

8. It is sometimes hard for people who are shy to engage in social _____, especially with people they don't know well.
9. Finding the _____ of 20×3 in your head is not difficult.
10. A(n) _____ can exhibit amazing mental powers and is able to memorize huge amounts of information.
11. One _____ of my new job is health insurance, and another is two weeks of paid vacation.
12. Even though Daniel had not been to Paris in many years, he still had a clear _____ in his mind of what his hotel looked like.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW

You are going to read an article about Daniel Tammet, an autistic savant. Before you read, look at the statements below. Check (✓) three things about Daniel that you think you will read in the story.

- ___ 1. He can't drive a car. ___ 4. He has lots of friends.
- ___ 2. He has trouble remembering things. ___ 5. He has invented his own language.
- ___ 3. He loves going to the beach. ___ 6. He lives with his parents.

Now read the Daniel Tammet article.

A GENIUS EXPLAINS

By Richard Johnson
 The Guardian

1 Daniel Tammet is talking. As he talks, he studies my shirt and counts the stitches. Ever since the age of three, when he suffered an epileptic fit, Tammet has been obsessed with counting. Now he is 26, and a mathematical genius who can figure out cube roots quicker than a calculator and recall pi to 22,514 decimal places. He also happens to be autistic, which is why he can't drive a car, wire a plug, or tell right from left. He lives with extraordinary ability and disability.



2 Tammet is calculating 377 multiplied by 795. Actually, he isn't "calculating": there is nothing conscious about what he is doing. He arrives at the answer instantly. Since his epileptic fit, he has been able to see numbers as shapes, colors, and textures. The number two, for instance, is a motion, and five is a clap of thunder. "When I multiply numbers together, I see two shapes. The **image** starts to change and evolve, and a third shape emerges. That's the answer. It's mental imagery. It's like maths without having to think."

3 Tammet is a "**savant**," an individual with an astonishing, extraordinary mental ability. An **estimated** 10% of the autistic population—and an estimated 1% of the non-autistic population—have savant abilities, but no one knows exactly why.

4 Scans of the brains of autistic savants suggest that the right hemisphere might be **compensating** for damage in the left hemisphere. While many savants struggle with language and comprehension (skills associated primarily with the left hemisphere), they often have amazing skills in mathematics and memory (primarily right hemisphere skills). Typically, savants have a limited vocabulary, but there is nothing limited about Tammet's vocabulary.

5 Tammet is creating his own language, strongly influenced by the vowel and image-rich languages of northern Europe. (He already speaks French, German, Spanish, Lithuanian, Icelandic, and Esperanto.) The vocabulary of his language—"Mänti," meaning a type of tree—reflects the relationships between different things. The word "ema," for instance, translates as "mother," and "ela" is what a mother creates: "life." "Päike" is "sun," and "päive" is what the

TOO MUCH OF A GOOD Thing?

1 FOCUS ON THE TOPIC

1. It has been projected that by the year 2050, the average lifespan will reach 125, and by 2087 it will be 150! Do you think living longer is a good thing? Why or why not? Think about how such issues as relationships, marriage, family structure, and career might be affected.
2. Immortality means living forever. Do you know stories or myths about the desire or search for immortality?
3. If scientists could create a pill that would allow you to live twice as long while staying healthy, would you take it?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

READING ONE DEATH DO US PART

VOCABULARY

Reading One is a story about Marilisa and her husband, Leo. Read the letter Marilisa wrote to a friend about Leo. Then choose the definition that best defines each boldfaced word.

Dear Joan,

I know you're worried about my marrying Leo, but please realize that he has many good qualities. For example, he is quite (1) **vigorous**. Despite his age, he still exercises for hours and then works in the garden. In addition, he's very thoughtful. Unlike some of my friends, he always arrives (2) **punctually**. If he says he'll meet me at 10 o'clock, he'll be there exactly at 10.

He is also (3) **immeasurably** wise. He has so much knowledge and experience and is interested in so many (4) **disparate** subjects like Greek history, diamond mining, dinosaurs, and alternative medicine. Even though they're not related, he enjoys them all. I find this quality (5) **utterly** fascinating, and I'm totally amazed by his vast knowledge. Leo really has had an (6) **awesome** life when you think about everything he's done. It's so exciting living with someone who has had so many incredible experiences.

However, I'm not claiming that Leo is perfect. For one thing, he can be very (7) **impetuous**. Just last week, he bought a new car. He didn't even think about the fact that we needed that money to pay our credit card bills!

1. a. mean
b. energetic
c. lazy
2. a. on time
b. well dressed
c. considerably
3. a. understandably
b. incredibly
c. to some extent
4. a. difficult
b. fascinating
c. different
5. a. slightly
b. always
c. completely
6. a. complicated
b. impressive
c. terrible
7. a. doing things slowly after much thinking
b. doing things because somebody said to
c. doing things quickly without thinking

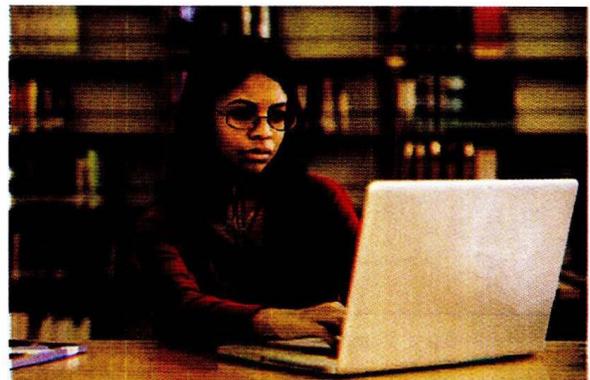
2 Look at the chart. The writer has described her experience taking a **course** in a traditional school and taking a MOOC course.

| POINTS TO COMPARE / CONTRAST | MOOC | TRADITIONAL SCHOOL CLASS |
|---|--|--|
| Where the class takes place | Wherever there is an Internet connection | In a classroom in a school |
| When the class takes place | Sometimes at specific times, but generally whenever the student wants | At set times |
| Mode of student-teacher communication | Via Internet videos, e-mail, online forums, live-stream seminar-style discussions etc. | Listening and taking notes, face-to-face talking, writing papers, e-mail |
| Mode of student-student communication | Forums, in-person study groups (rare) | Face-to-face talking, texting, e-mail, in-person study groups |
| Ability to communicate nonverbally (nods, eye contact, intonation . . .) | Only for professor and videoed students in seminars, but not for the majority of students | For students and professors |
| Class size and makeup | 100,000 + students from 100 + countries | Generally 25–30, although some large lecture classes could be for a hundred or more students; Students are predominantly from one country. |
| Socializing with classmates | Yes, through virtual and real-time communication via forums In-person study groups (rare) | Yes, before, between, and after classes; in clubs, sports teams, in-person study groups etc. |

3 Brainstorm a list of areas to compare for your essay. Make a chart like the one above. Complete it with details about the two different educational experiences that you are comparing.

WRITE: A Comparison-and-Contrast Essay

A **comparison-and-contrast essay** explains the similarities and differences between two topics (ideas, people, or things).



CONNECT THE READINGS

STEP 1: Organize

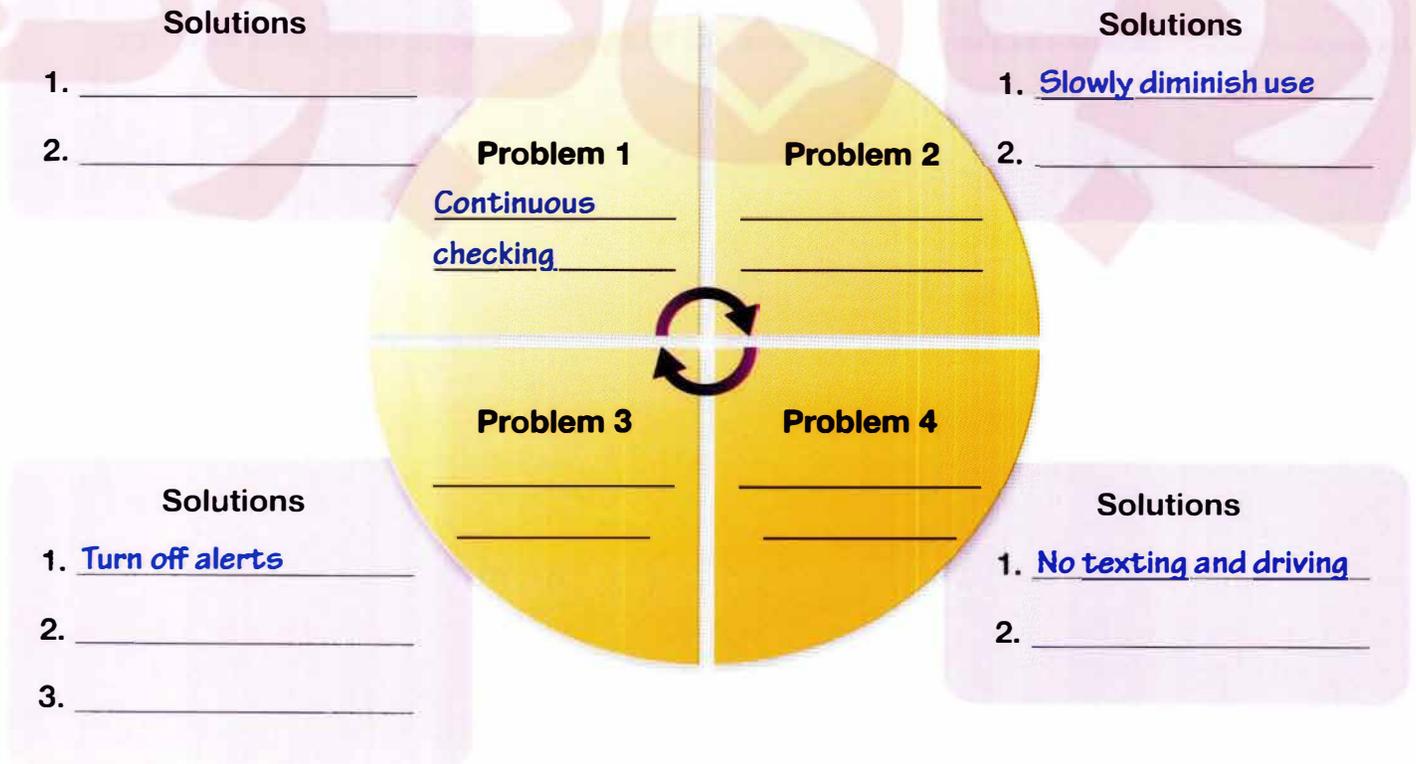
Reading One (R1) and Reading Two (R2) both address the problems caused by our growing dependence on smartphones and other electronic devices. They suggest some specific problems associated with this dependence. In R1, along with her personal experiences, Susan Davis also includes the opinions of experts regarding dependency issues. In R2, the writer uses her son as an example of some problems that overreliance on smartphones and other electronic devices *may* cause. Both readings also offer solutions for how to manage smartphone dependency.

Complete the graphic organizer by categorizing the items as either problems or solutions. According to the readings, each problem has specific solutions.

- Slowly diminish use
- Make commitment not to use phone in certain situations
- No texting and driving
- Self-discipline

- Turn off alerts
- Use at inappropriate times
- Anxiety if lost or unavailable
- Predictable time off
- Avoid using web browsers

- Constant availability
- Make specific times smartphone-free
- Continuous checking
- Wean yourself away



GRAMMAR BOOK REFERENCES

| <i>NorthStar: Reading and Writing 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 1 Modals and Semi-Modals | Unit 15 Modals and Similar Expressions: Review Unit 16 Advisability in the Past Unit 17 Speculations and Conclusions about the Past | Chapter 11 The Passive: 11-1, 11-2, 11-3 |
| Unit 2 Gerunds and Infinitives | Unit 9 Gerunds and Infinitives: Review and Expansion | Chapter 14 Gerunds and Infinitives, Part 1 Chapter 15 Gerunds and Infinitives, Part 2 |
| Unit 3 Past Unreal Conditionals | Unit 24 Past Unreal Conditionals | Chapter 20 Conditional Sentences and Wishes: 20-1, 20-4 |
| Unit 4 Identifying 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> | Chapter 13 Adjective Clauses |
| Unit 5 Contrasting the Simple Past, Present Perfect, and Present Perfect Continuous | Unit 3 Simple Past, Present Perfect, and Present Perfect Progressive | Chapter 1 Overview of Verb Tenses 1-1, 1-3, 1-4, 1-5 Chapter 2 Present and Past; Simple and Progressive: 2-7, 2-8 Chapter 3 Perfect and Perfect Progressive Tenses: 3-1, 3-4 |

UNIT 5

awesome
chilly
disparate
emphatic*
fond of
immeasurably
impetuous
inevitably*
insufferable

loveless
presumptuous
punctually
radically*
tolerable
ultimately*
utterly
vigorous
worrisome

UNIT 6

admiring
challenge*
determined
devote*
donate
fulfilling
indignation
inspired
manage

opposed
oxymoron
passion
proposal
proudly
resentful
satisfaction
thrilled

UNIT 7

adjusted*
analyzes*
anticipation*
assumption*
collaboration
crucial*
disappointed
dispute
diversity*

enhances*
issue*
overall*
sector*
significantly*
subsequent*
via*
virtual*

UNIT 8

anxiety
compulsive
conscious
dependency
devices*
diminishing*
dysfunction
ensures*
influx

literally
relent
temptation
trigger*
twitching
urge
wean away from
withdrawal

TEXT CREDITS

UNIT 1

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UNIT 2

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UNIT 3

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UNIT 6

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UNIT 7

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UNIT 8

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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 |

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FOURTH EDITION

4

SERIES EDITORS:
FRANCES BOYD AND CAROL NUMRICH

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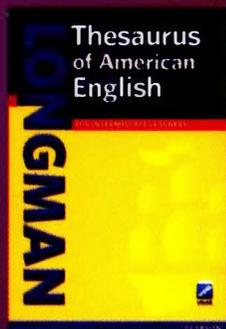
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