

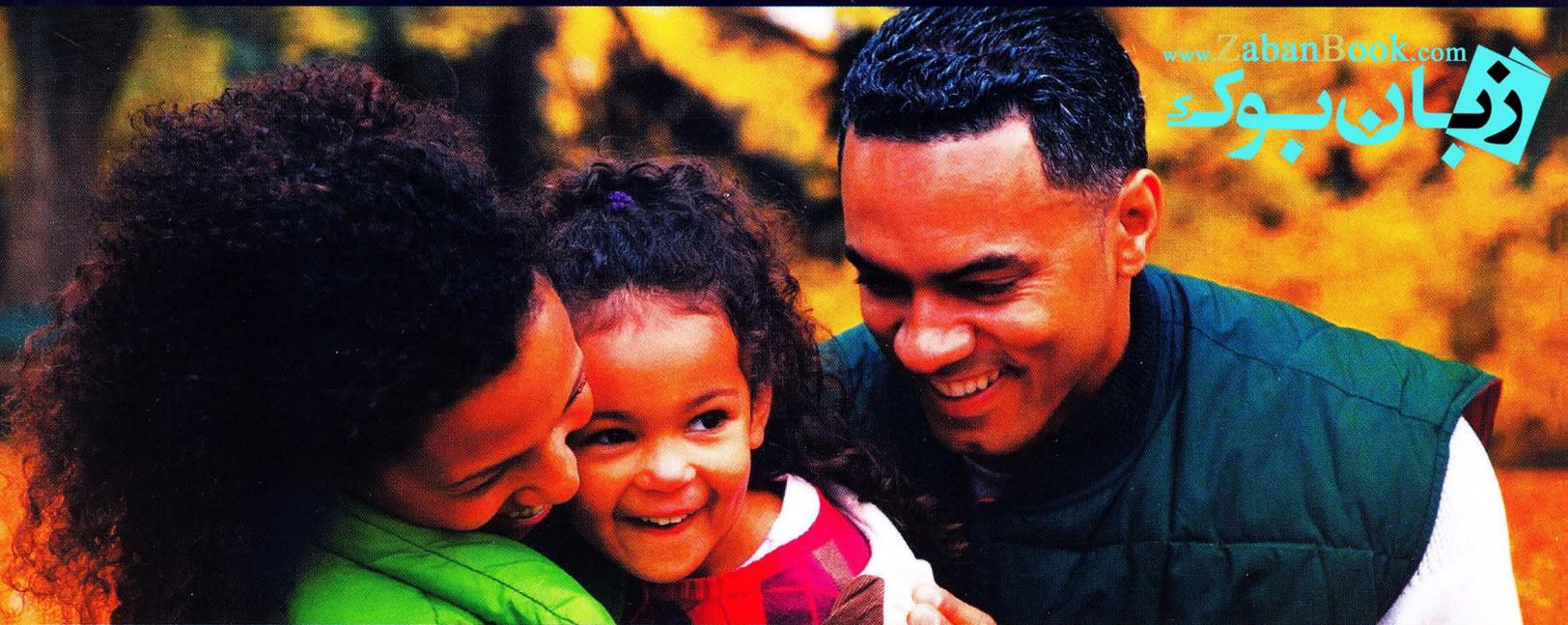


# NORTHSTAR

## LISTENING & SPEAKING

# 1

THIRD EDITION



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POLLY MERDINGER LAURIE BARTON

ALWAYS LEARNING

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# NORTHSTAR 1

LISTENING & SPEAKING

THIRD EDITION

POLLY MERDINGER  
LAURIE BARTON



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DIGITAL AUDIO

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# NORTHSTAR

## LISTENING & SPEAKING

# 1

THIRD EDITION

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# CONTENTS

	Welcome to <i>NorthStar</i> , Third Edition . . . . .	iv
	Scope and Sequence . . . . .	xiv
	Acknowledgments . . . . .	xviii
	Reviewers . . . . .	xix
UNIT 1	A World of Friends . . . . .	2
UNIT 2	Making Unusual Art . . . . .	28
UNIT 3	Special Possessions . . . . .	56
UNIT 4	Creativity in Business . . . . .	82
UNIT 5	Understanding Fears and Phobias . . . . .	110
UNIT 6	Risks and Challenges . . . . .	134
UNIT 7	Only Child—Lonely Child? . . . . .	162
UNIT 8	Soccer: The Beautiful Game . . . . .	190
	Unit Word List . . . . .	217
	Grammar Book References . . . . .	219
	Audioscript . . . . .	220
	Credits . . . . .	235
	The Phonetic Alphabet . . . . .	236

# WELCOME TO NORTHSTAR

## A BLENDED-LEARNING COURSE FOR THE 21<sup>ST</sup> 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 21<sup>st</sup> century.

### New for the **THIRD EDITION**

#### ★ **Fully Blended MyEnglishLab**

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

#### ★ **NEW and UPDATED THEMES**

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

#### ★ **EXPLICIT SKILL INSTRUCTION and PRACTICE**

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

#### ★ **LEARNING OUTCOMES and ASSESSMENT**

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

## THE NORTHSTAR APPROACH TO CRITICAL THINKING

### What is critical thinking?

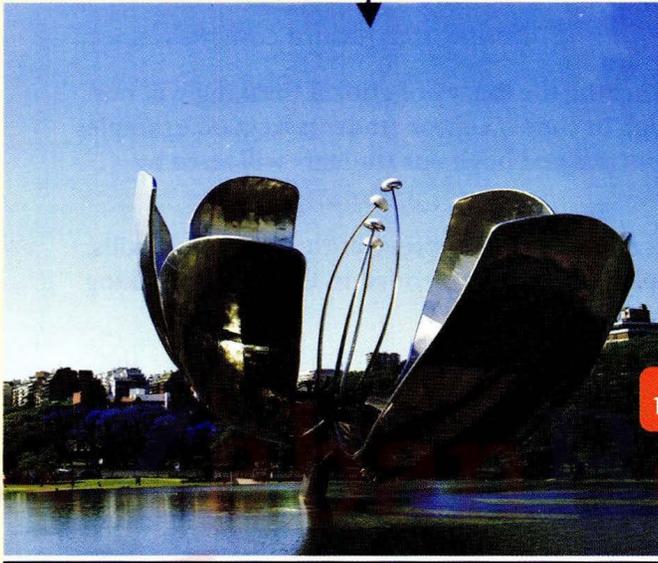
Most textbooks include interesting questions for students to discuss and tasks for students to engage in to develop language skills. And often these questions and tasks are labeled critical thinking. Look at this question as an example:

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

# THE NORTHSTAR UNIT

## 1 FOCUS ON THE TOPIC

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



UNIT 2

## MAKING UNUSUAL Art

1 FOCUS ON THE TOPIC

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

**MyEnglishLab**

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

Home | My English Lab | My English Lab | My English Lab | My English Lab

**NORTHSTAR** | LISTENING & SPEAKING

1 Unit 2

**Check What You Know**

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

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

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

<p><b>Vocabulary</b></p> <p>1 Use context clues to find meaning</p> <p>2 Recognize and use words that express likes and dislikes</p> <p><b>Listening</b></p> <p>3 Identify and understand main ideas and details</p> <p>4 Understand the difference between the meanings of general and specific vocabulary</p> <p>5 Understand phrases that express surprise</p> <p>6 Make inferences about surprising statements</p> <p><b>Speaking</b></p> <p>7 Express opinions</p> <p><b>Pronunciation</b></p> <p>8 Recognize and pronounce rising and falling inflection at the end of statements and questions</p> <p><b>Grammar</b></p> <p>9 Use the simple present tense</p>	<p><b>Vocabulary</b></p> <p>1:</p> <p>2:</p> <p><b>Listening</b></p> <p>3:</p> <p>4:</p> <p>5:</p> <p>6:</p> <p><b>Speaking</b></p> <p>7:</p> <p><b>Pronunciation</b></p> <p>8:</p> <p><b>Grammar</b></p> <p>9:</p> <p style="text-align: center; background-color: black; color: white; padding: 2px 10px;">Submit</p>
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\*indicates Critical Thinking

## 2 FOCUS ON LISTENING

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

### VOCABULARY

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

### FREQUENTLY ASKED QUESTIONS ABOUT MIA PEARLMAN'S PAPER ART

#### How does Mia Pearlman make her sculptures?

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



### COMPREHENSION



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

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

1. The women in Gee's Bend make quilts \_\_\_\_\_.
- because they are artists
  - to use on their beds

MyEnglishLab  
 NORTHSTAR 1  
 Unit 2  
 Vocabulary Practice  
 Drag and drop the words to the correct places.

nature draw specific control unusual last sculptures cut material parts space

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

PEARSON

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

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

Main Ideas Details

#### Excerpt One

The quilts are unusual.

#### Excerpt Two

They make their quilts with material from old clothes.

#### Excerpt Three

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

GO TO MyEnglishLab FOR MORE SKILL PRACTICE

### CONNECTING THE LISTENINGS

#### STEP 1: Organize

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

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

40 UNIT 2

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

MyEnglishLab

Auto-graded vocabulary practice activities reinforce meaning and pronunciation.

# A WORLD OF Friends

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## 1 FOCUS ON THE TOPIC

1. Read the title of the unit. What does it mean?
2. Look at the photo. Are the people friends or family? Where are they?
3. Do you have friends from other countries? How did you meet them?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

## LISTENING ONE THE FRIENDSHIP FORCE

### VOCABULARY

**1** Look at the list of countries. Is there a Friendship Force club in your country?



A Friendship Force visitor from the U.S. with her host family in Norway

#### Friendship Force Member Countries

Australia	Costa Rica	India	Nepal	Slovakia
Austria	Croatia	Indonesia	Netherlands	South Africa
Azerbaijan	Cyprus	Israel	New Caledonia	Sweden
Belarus	Czech Republic	Italy	New Zealand	Taiwan (ROC)
Belgium	Egypt	Japan	Norway	Tanzania
Bosnia and Herzegovina	Estonia	Jordan	Peru	Thailand
Brazil	France	Kenya	Philippines	Turkey
Burundi	Georgia	Korea	Poland	Ukraine
Canada	Germany	Latvia	Romania	United Kingdom
Cayman Islands	Ghana	Mexico	Russia	United States
Chile	Hungary	Mongolia	Singapore	Vietnam
Colombia				

- 2  Read and listen to the radio commercial for the Friendship Force.

### “A World of Friends Is a World of Peace”<sup>1</sup>

And now, a message from the Friendship Force. The Friendship Force says, “A world of friends is a world of peace.”

The Friendship Force is an **international** friendship organization.<sup>2</sup> Friendship Force groups **travel** to **foreign** countries. In the new country, the Friendship Force visitors **stay** with **host families**. They learn about their host family’s life and **culture**. The visitors and their host families **spend** a lot of **time** together and they become good friends.

Every year, Friendship Force visitors **make** 40,000 new **friends** in 56 different countries. This is important because when people make international friends, they help to make peace in the world.

**Are** you **interested in** the Friendship Force? Please go to our website for more information. If you want to travel with the Friendship Force, send us an **application** so we can learn more about you. And remember, “a world of friends is a world of peace.”

<sup>1</sup> **peace**: good relationships; the opposite of war/fighting

<sup>2</sup> **organization**: a large group or company

- 3 Circle the correct answer to complete the sentence.

The Friendship Force says, “When you have friends in foreign countries,

\_\_\_\_\_”

- a. you help to bring peace to the world      b. you can be in the Friendship Force

4 Match the boldfaced words on the left with the definitions on the right. Write the letter of the correct definition on the line.

\_\_\_ 1. The Friendship Force goes to 56 different countries. It is an **international** organization.

\_\_\_ 2. Friendship Force visitors **travel** to many different countries.

\_\_\_ 3. Friendship Force visitors want to learn about **foreign** countries.

\_\_\_ 4. Friendship Force visitors **stay** in a family's home.

\_\_\_ 5. Friendship Force visitors stay with a **host family** in a foreign country.

\_\_\_ 6. The visitors and their host families do many things together. They **spend time** together every day.

\_\_\_ 7. Host families teach their visitors about their **culture**; for example, their holidays and food.

\_\_\_ 8. Friendship Force visitors like to **make friends** with people in different countries.

\_\_\_ 9. I like to read books about Japan and talk to Japanese people. I **am interested in** Japan.

\_\_\_ 10. Write all your information on your **application** to the Friendship Force: your name, address, e-mail, and phone number.

a. get to know new people

b. a page with information about yourself

c. do things

d. not your country or language

e. go on a trip; go to a different place

f. from many different countries

g. live in a place for a short time

h. customs

i. like to learn about

j. a family that invites a foreign visitor to live with them for some time.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## PREVIEW

 Nina and Rick are talking about the Friendship Force. Listen to the beginning of the conversation. Then answer the questions.

1. What are you listening to? Check (✓) the answer.

\_\_\_ a telephone call

\_\_\_ a radio talk show

**PARENT:** This sounds like a great program for my son. Can you e-mail me the \_\_\_\_\_?  
13.

**AFS:** Sure! I'll send it right now. Do you need to know \_\_\_\_\_?  
14.

**PARENT:** No, I don't think so. Thanks so much for your help.

### EXPAND

**1** Read the conversation and the adjectives in the box. The adjectives describe people's personalities. Each word is listed with its opposite.

**QUESTION:** What's he like? / What's she like?

**This means:** "What kind of personality does he/she have?"

Or: "How can you describe him/her?"

**ANSWER:** He's/She's (adjective).

friendly/warm

talkative

serious

quiet

funny

calm

boring

nervous

interesting

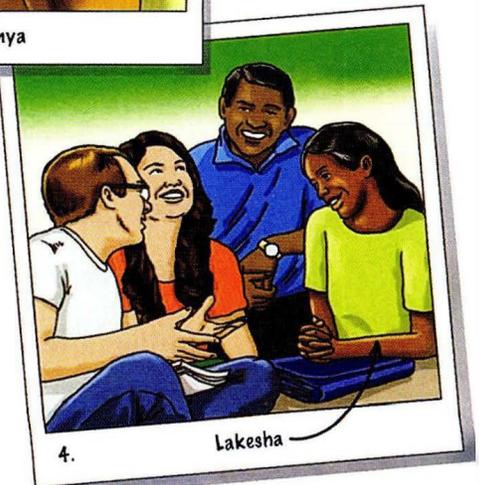
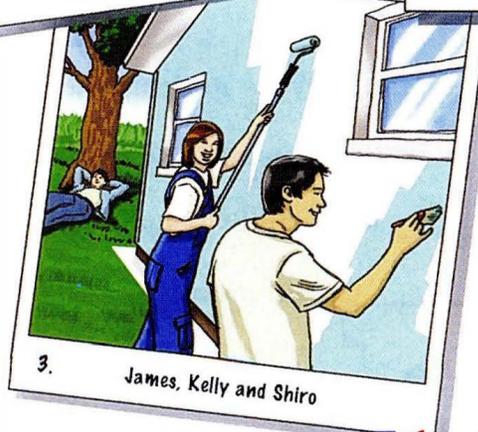
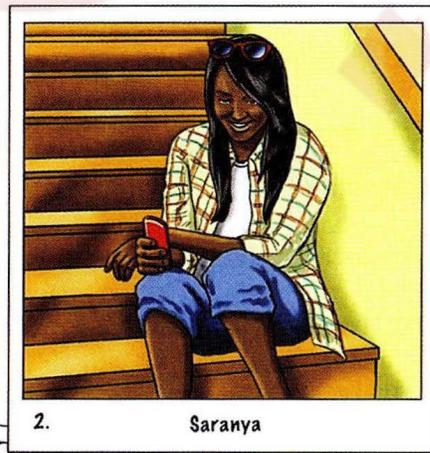
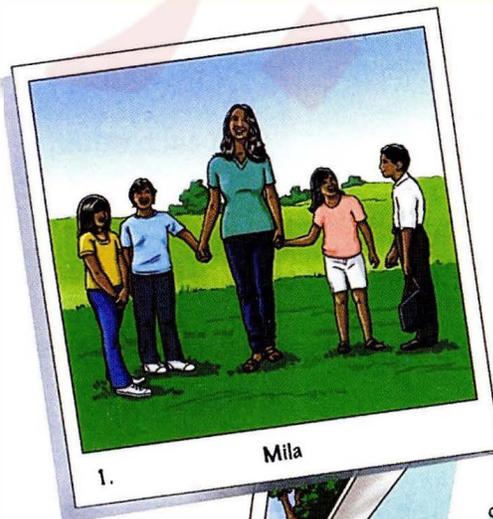
nice/kind

lazy

mean

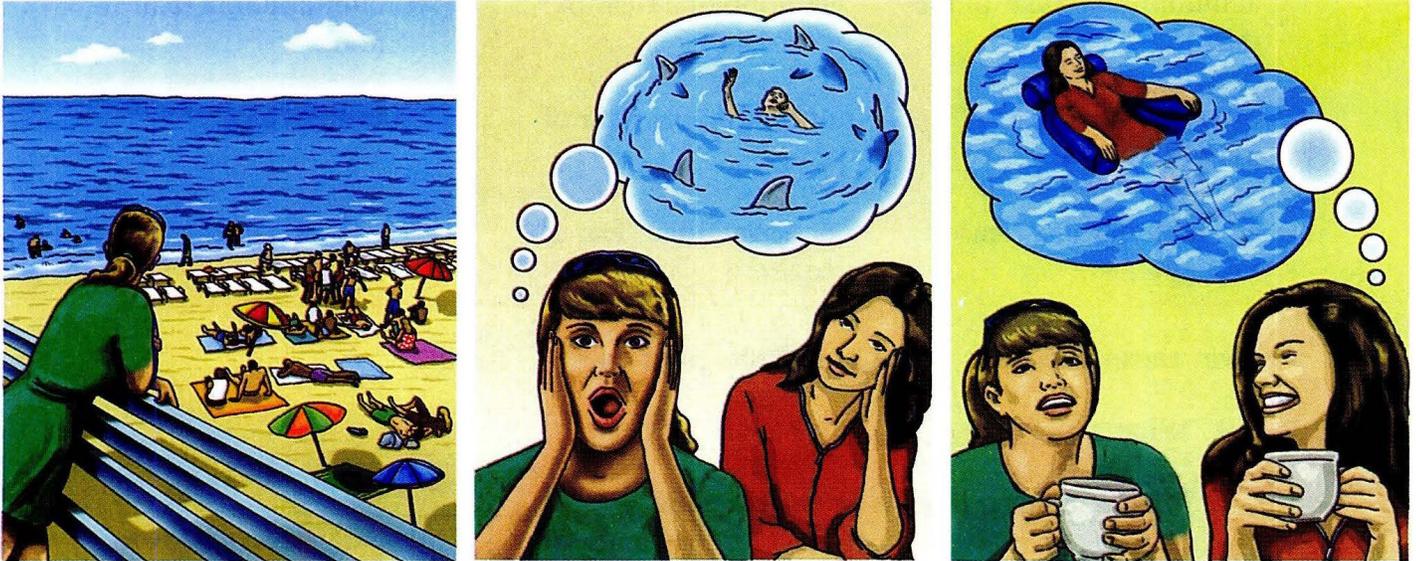
hardworking

shy



## FINAL SPEAKING TASK

*In this task, you will create and perform a 1–3 minute role play about phobias. Try to use the vocabulary, grammar, pronunciation, and language for using imperatives that you learned in this unit.\**



Work in pairs. Look at the story strip. Student A, you are a person with a water phobia. Student B, you have the same phobia, but your life is better today. Follow these steps:

**STEP 1:** Think about the situation. Plan your conversation. Follow these points:

- Student A, explain your problem. Talk about your water phobia and all your problems—all the things you can't do in your life.
- Student B, tell about your life in the past. You had a difficult life with your water phobia. But your life is better today. Give some advice to Student A.

**STEP 2:** Practice the role play several times. Act like your character and speak naturally. As you practice, write notes about what you will say. Ask your teacher for help as needed.

**STEP 3:** Perform your role play for the class.

### Listening Task

Watch the role plays. Which role play did you like best? Discuss with a partner why you liked that role play.

\* For Alternative Speaking Topics, see page 132.

## VOCABULARY

- 1 Lisa and Jules Conner are the parents of an only child. They started a new blog for one-child families. Work with a partner. Read the conversation that they posted on their blog. Choose the correct word for each blank.

## A Conversation with the Bloggers: *Lisa and Jules Conner*

**HOME**

**CONTACT**

**ABOUT US**

**Lisa:** Welcome to “Our Only Child!” “Our Only Child” is the first blog for families like us—happy families with just one child. We started this blog because we want to share information with other one-child families.



**Lisa, Jules, and Jonathan Conner**

**Jules:** Many people think that only children are \_\_\_\_\_  
because they don't have \_\_\_\_\_. However, we all know  
that this is not true!

1. (intelligent / lonely)  
2. (a baby / siblings)

**Lisa:** Of course it's not true! We can spend a lot of time with our children  
because we don't have to \_\_\_\_\_. Many  
parents with large families don't have enough time to do this, especially if both  
parents work full-time. Parents with one child don't have this problem.

3. (afford / take care of)

## CREATE

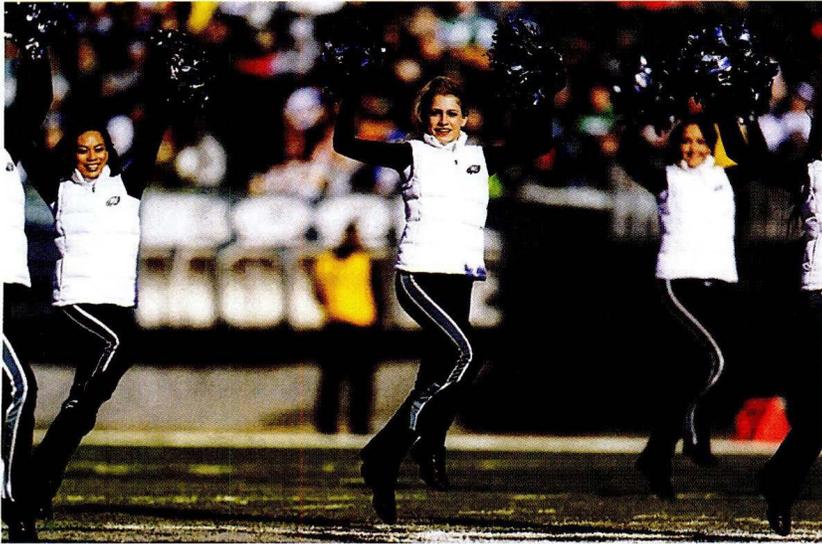
Work in groups of three. Look at the list of activities.

- cheerleading
- poker
- eating contests
- wrestling
- extreme skateboarding
- gymnastics

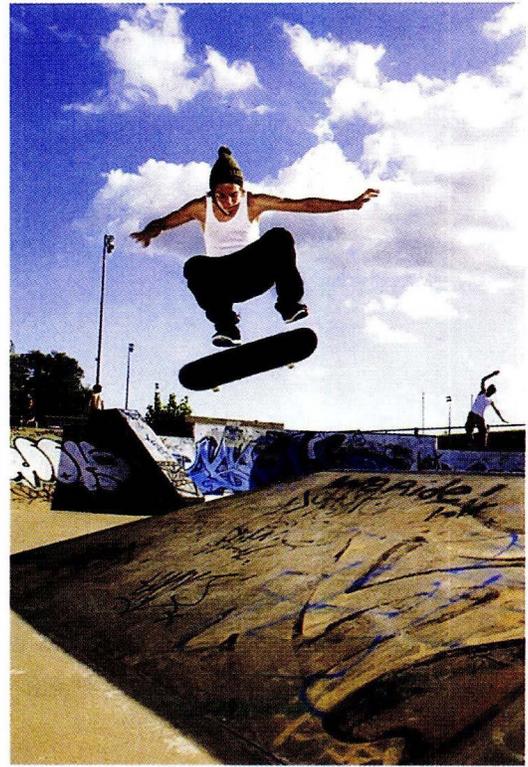
Discuss these questions. Use the vocabulary from Review and Expand.

What is a sport? Are all of these activities sports? Why or why not?

When you have finished, form new groups and have another conversation.



cheerleading



skateboarding

You may begin like this:

### Example

A: I think a sport is a game with two teams, a ball, and a goal.

B: I disagree. Tennis and cheerleading don't have a goal.

C: Is cheerleading a sport? Cheerleaders are not **athletes**.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.



Mia Hamm—American women's soccer champion

Mia Hamm is the best women's soccer player in U.S. history. When she was young, she was always very good at sports. She was a \_\_\_\_\_ 6. (good) athlete \_\_\_\_\_ most of the boys her age. Mia loved to compete against boys who were \_\_\_\_\_ and \_\_\_\_\_ 7. (old) 8. (fast) she was. This made her a \_\_\_\_\_ 9. (strong) athlete. But when she got \_\_\_\_\_, it was \_\_\_\_\_ 10. (old) 11. (difficult) for her to play traditional sports like baseball or football. In most American schools, those sports were only for boys. At that time, women's soccer was new in the U.S., so it was \_\_\_\_\_ 12. (easy) for an American girl to play soccer than other American sports. Mia played soccer in high school and she joined the U.S. women's national soccer team when she was only 15 years old. She was \_\_\_\_\_ 13. (young) all of the other women on the team. At university, Mia was the "Player of the Year" for three years because she was \_\_\_\_\_ 14. (successful) all of her teammates.

(continued on next page)

### UNIT 5

a serious issue	fear
be angry with	just kidding
be in danger	keep going
believe in yourself	not your fault
calm down	shake
come on	still
confused	what's wrong with
give up	me?
hurt	

### UNIT 6

amazing*	prove* something*
careful*	reach* (one's) goal**
challenge**	set* a record*
dangerous*	strong*
decide*	take* a risk*
(be) determined*	unfortunately*
discover*	without*
distance*	

### UNIT 7

act*	mature**
alone*	opportunities*
can('t)* afford*	personal*
get* married*	population*
have a baby*/child*	raise*
have* fun*	responsible*
lonely	sibling
make* a decision*	take care* of
make* money*	

### UNIT 8

fans*	players*
favorite*	rules*
field*	score (n)*
higher*	simple*
kick*	team**
lose*	tie*
low*	won*
match*	

# GRAMMAR BOOK REFERENCES

<b>NorthStar: Listening and Speaking Level I, Third Edition</b>	<b>Focus on Grammar, Level I, Fourth Edition</b>	<b>Azar's Basic English Grammar, Fourth Edition</b>
<b>Unit 1</b> Present and past tense of <i>Be</i>	<b>Unit 3</b> Present of <i>Be</i> ; statements <b>Part III</b> <i>Be</i> : Past	<b>Chapter 1</b> Using <i>Be</i> <b>Chapter 3</b> Using the Simple Present <b>Chapter 8</b> Expressing Past Time, Part 1
<b>Unit 2</b> Simple present tense	<b>Part V</b> Simple Present	<b>Chapter 3</b> Using the Simple Present
<b>Unit 3</b> Simple present tense with Adverbs of frequency	<b>Unit 14</b> Simple Present with Adverbs of frequency	<b>Chapter 3</b> Using the Simple Present
<b>Unit 4</b> <i>There is / There are,</i> <i>There was / There were</i>	<b>Unit 27</b> <i>There is / There are</i>	<b>Chapter 5</b> Talking About the Present 5-4, 5-5
<b>Unit 5</b> Simple past tense	<b>Part VIII</b> Simple Past	<b>Chapter 8</b> Expressing Past Time, Part 1 <b>Chapter 9</b> Expressing Past Time, Part 2
<b>Unit 6</b> Present progressive	<b>Part VI</b> Present Progressive	<b>Chapter 4</b> Using the Present Progressive
<b>Unit 7</b> Future tense— <i>be going to</i>	<b>Part XI</b> Future with <i>Be going to</i>	<b>Chapter 10</b> Expressing Future Time, Part 1 10-1
<b>Unit 8</b> Comparative adjectives	<b>Unit 29</b> Comparative Adjectives	<b>Chapter 15</b> Making Comparisons

**DREW:** [*Older man*] Hi. I think **the reason** is that Americans love superstars. But we haven't had any really big American soccer stars yet. I mean, Pele played in the U.S. in 1975, but he's from Brazil, and that was a really long time ago. I think David Beckham made Americans more interested in soccer. He WAS a superstar, and so was his wife, Victoria. I think they helped soccer in the U.S. a lot.

**COMMENTATOR:** Yes, I agree.

**DREW:** But they're from England. If you ask me, we need an American superstar—someone like Michael Jordan. Then soccer will become more popular, for sure!

**COMMENTATOR:** OK, thanks for your call, Drew. And that's it for today's show. Tune in again tomorrow for *America Talks*.

### page 198, Listening Skill

#### Example

**BOB:** Hi. Thanks for taking my call.

**COMMENTATOR:** Bob, why isn't soccer popular in this country?

**BOB:** Well, I think it's mostly **because** of the **low scores**.

**COMMENTATOR:** Uh-huh.

#### Excerpt One

**COMMENTATOR:** Interesting. And speaking of scores, people also say that ties are a problem for sports fans in the U.S. Americans really like one team to win and one team to lose.

**BOB:** Yeah, **that's definitely another reason** that soccer isn't very popular here.

#### Excerpt Two

**LINDA:** Hi. I think soccer is less popular here **because** we just didn't grow up with it. We didn't play it very much as kids, and there were no professional soccer teams, so we couldn't watch it on TV.

#### Excerpt Three

**DREW:** Hi. I think **the reason is that** Americans love superstars. But we haven't had any really big American soccer stars yet.

## TEXT CREDITS

### UNIT 4

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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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SERIES EDITORS:  
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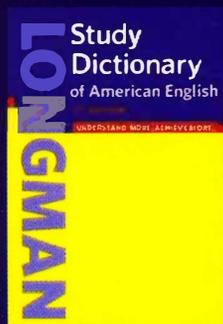
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