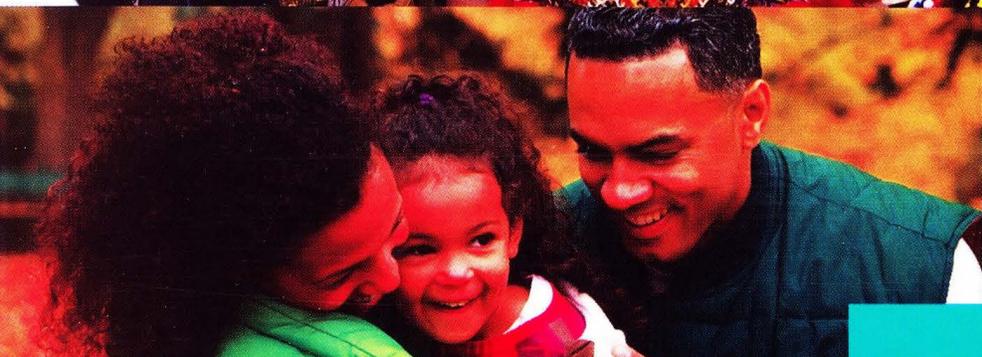


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NORTH STAR 2

LISTENING & SPEAKING

FOURTH EDITION



ROBIN MILLS LAURIE FRAZIER

ALWAYS LEARNING

PEARSON

NORTHSTAR 2

LISTENING & SPEAKING

FOURTH EDITION

LAURIE FRAZIER
ROBIN MILLS



PEARSON

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NORTHSTAR²

LISTENING & SPEAKING

FOURTH EDITION

Authors LAURIE FRAZIER

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CAROL NUMRICH

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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 8

ENDANGERED Languages

1 FOCUS ON THE TOPIC

1. What do you think the people are talking about? What language do you think they are speaking?
2. What do you think an endangered language is? Why do you think people stop speaking a language?
3. Do you speak the same language as your parents? As your grandparents? Why or why not?

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.

MyEnglishLab

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.

Skill	1	2	3	4	5	6	7	8	9	10	11	12
Vocabulary												
1 Infer word meaning from context												
2 Recognize and use synonyms												
Listening												
3 Identify main ideas and details												
4 Interpret a graph												
5 Infer a speaker's viewpoint												
6 Recognize phrases that identify reasons and examples												
7 Support ideas from one listening with examples from a second listening												
Speaking												
8 Express opinions												
9 Agree and disagree with opinions												
10 Present and defend a position												
11 Give reasons and examples to explain general statements												
Pronunciation												
12 Recognize and use contractions and reductions with will and be going to												
Grammar												

ALWAYS LEARNING PEARSON

*indicates Critical Thinking

OFFBEAT Jobs

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1 FOCUS ON THE TOPIC

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

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

LISTENING ONE WHAT'S MY JOB?

VOCABULARY

1  Read and listen to the job postings on a website for college students.

HOME

CONTACT

ABOUT US

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

<p style="text-align: center;">Bike Messenger</p> <p>Do you like exciting and sometimes dangerous activities? Do you like to work outdoors? Are you athletic? Then this offbeat job is just for you. For this job, you must have your own bike and be able to ride quickly through the city to deliver packages and letters to our customers.</p>	<p style="text-align: center;">Computer Assembler</p> <p>Do you like computers? Do you know a lot about them? We need people to work in our factory to make computers. You must be fast and like to build things. You must also be able to concentrate so you put the parts together correctly without making mistakes.</p>	<p style="text-align: center;">Insurance Salesperson</p> <p>Do you like sales? Do you like to work with people? Come work in our insurance company. We sell every kind of insurance policy: auto, home, life, and medical.</p>
<p style="text-align: center;">Computer Animation Artist</p> <p>Are you artistic? Are you good with computers? Do you like to play video and computer games? Then we have the right job for you. Our video game company makes games that are popular with many generations of people, from children to adults of all ages. We are looking for young creative people to help us make some new games for the next generation of game players.</p>	<p style="text-align: center;">Restaurant Blogger</p> <p>Do you like good food and eating out in restaurants? Are you a good writer? Then we need you! For this job, you will need to taste different kinds of food— even spicy food, such as Thai or Mexican. You also need a good sense of taste. Your tongue must be able to taste many different flavors, such as sweet or sour, so you can write about the foods you try.</p>	<p style="text-align: center;">Professional Secret Shopper</p> <p>Do you like to shop, but you don't like to spend money? You can be a professional shopper and get paid to shop! Our stores hire secret shoppers to make sure the salespeople are doing a good job.</p>

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

- | | |
|---------------------------------|--|
| <u> d </u> 1. concentrate | a. thinking of new ways of doing things |
| <u> </u> 2. factory | b. an agreement with an insurance company to be paid money in case of an accident, illness, or death |
| <u> </u> 3. insurance policy | c. all the people who are about the same age |
| <u> </u> 4. creative | d. to be careful and pay attention |
| <u> </u> 5. income | e. a building where things are made |
| <u> </u> 6. taste | f. the part inside your mouth that moves and is used for eating food and speaking |
| <u> </u> 7. professional | g. particular taste of a food or drink |
| <u> </u> 8. flavor | h. doing something for money instead of for fun or pleasure |
| <u> </u> 9. generation | i. try food by eating a little bit |
| <u> </u> 10. tongue | j. the money you earn when you work |

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW

1  People can have many different kinds of jobs. Some are usual and some are offbeat.

Listen to the beginning of *What's My Job?* Circle the correct answer to complete each statement.

1. You are listening to a _____.

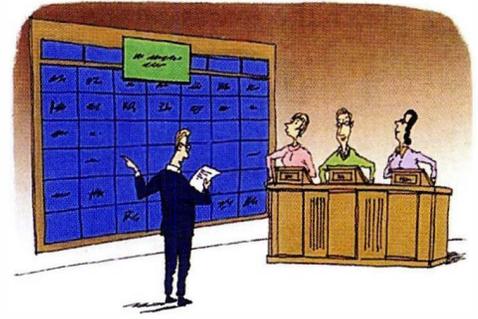
a. job interview	b. game show	c. radio show
------------------	--------------	---------------

2. Wayne is a _____.

a. host	b. contestant	c. guest
---------	---------------	----------

(continued on next page)

3. Rita is a ____.
- a. host b. contestant c. guest
4. Peter is going to describe ____.
- a. his job b. his company c. himself



2 Make predictions. Circle more than one answer.

Peter will talk about . . .

- a. what he does. c. how much money he makes. e. what he likes to do.
- b. where he works. d. what he is like.

MAIN IDEAS

1 🎧 Listen to *What's My Job?* Look at your predictions from the Preview section. Were any of them correct? Did your predictions help you understand the listening?

2 Circle the correct answer to complete each statement.

1. Rita asks Peter questions to guess ____.

a. his last name b. his job c. his age

2. Peter works in a ____.

a. restaurant b. factory c. bakery

3. Peter is ____.

a. a factory worker b. a chef c. an ice-cream taster

4. Peter has to be careful with ____.

a. his taste buds b. the ice cream c. the factory machines

5. Peter thinks his job is ____.

a. tiring b. great c. dangerous

DETAILS

 Listen to *What's My Job?* again. Then read each statement. Write **T** (true) or **F** (false).
Correct the false statements.

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

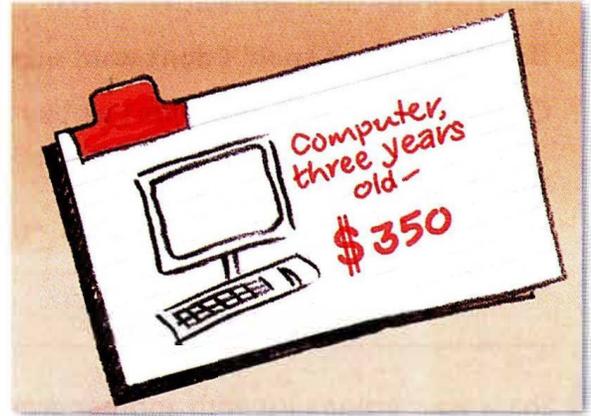


GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

STEP 2: Go around the class and barter with your classmates. Compare your items and services and negotiate with each other until you come to an agreement. When you come to an agreement, trade your cards.

Example

- A: How about exchanging your television for my computer?
- B: But my television is newer than your computer.
- A: Yeah, but my computer is more valuable.
- B: Thanks, but that's not worth it. I want to keep looking.



OR

- B: OK. It's a deal.

STEP 3: Report your exchanges to the class.

Example

- A: I traded a two-year-old television worth \$300 for a three-year-old computer worth \$350.
- B: That's a pretty good deal.
- C: Well, I paid an arm and a leg for a TV.

Listening Task

Listen to your classmates' reports. Who made the most exchanges? Who got the best deal?

UNIT PROJECT

Before you buy something, especially something expensive, it's a good idea to do comparison shopping. When you comparison shop, you compare the different choices and then decide which is the best one to buy.

STEP 1: Think of something you would like to buy, such as a camera, a cell phone or other electronic device, or a jacket. Then go to a store or use the Internet to compare two different kinds. Compare the item and price. You may want to read some reviews to see what other people think of it. Answer the questions about your choice. If the question doesn't apply, write N/A (not applicable). Take notes and write the information in the chart below.

EXPAND

Read the brochure. Pay attention to the words in boldface.

5 STEPS TO HEALTHY EATING

1. Don't **go on a diet**! People who go on diets might lose weight at first, but as soon as they stop dieting, they not only **gain** back everything they lost, but often gain extra weight.
2. Become a more colorful eater—fruits and vegetables that are bright and colorful are especially good for you. Dark green, blue, purple, and red fruits and vegetables are good choices. Colorful foods taste great and will give you lots of energy.



broccoli



spinach



blueberries



cabbage



eggplant



beets



tomatoes

3. Watch your **portion** size by using small bowls and plates. Try the “healthy plate” model. Fill half your plate with salad or vegetables. Fill one-quarter of it with some kind of **protein**—fish, seafood, beans, meat, eggs, tofu, or chicken (without the skin). Fill the final quarter with **whole-grain** bread or cereal, rice, pasta, or potatoes.



Proteins



beans



tofu



fish



meat



eggs



Whole Grains

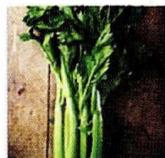
4. Eat your biggest meals early in the day. Research shows you burn more **calories** if you eat earlier in the day than if you eat in the evening. And eating a good, healthy breakfast, including fresh fruit and protein (yogurt, eggs, cottage cheese) starts your day off right. Just like a car needs gas to move, your body needs energy early in the day.
5. Be smart with snacks. You don't need to **give up** snacks—just choose healthy ones, such as **raw** carrots, cauliflower, or celery, a tablespoon of raw nuts, a piece of fruit, or yogurt or cottage cheese with whole-grain crackers.



carrots



cauliflower



celery



nuts

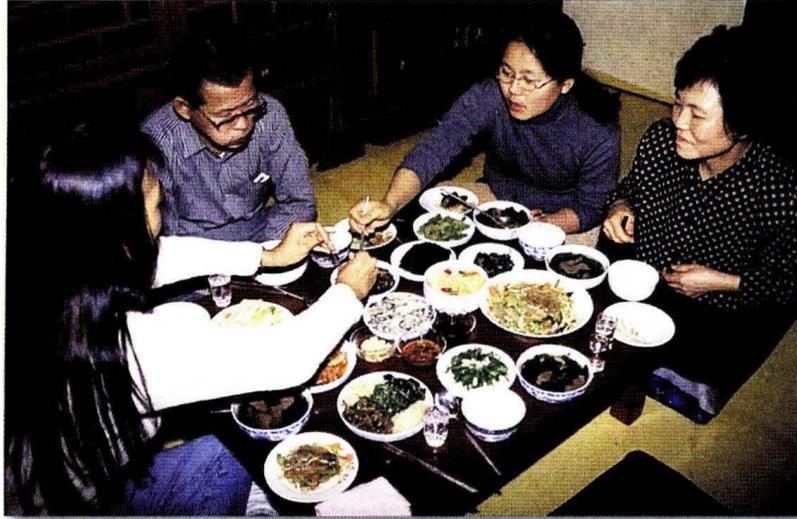


yogurt

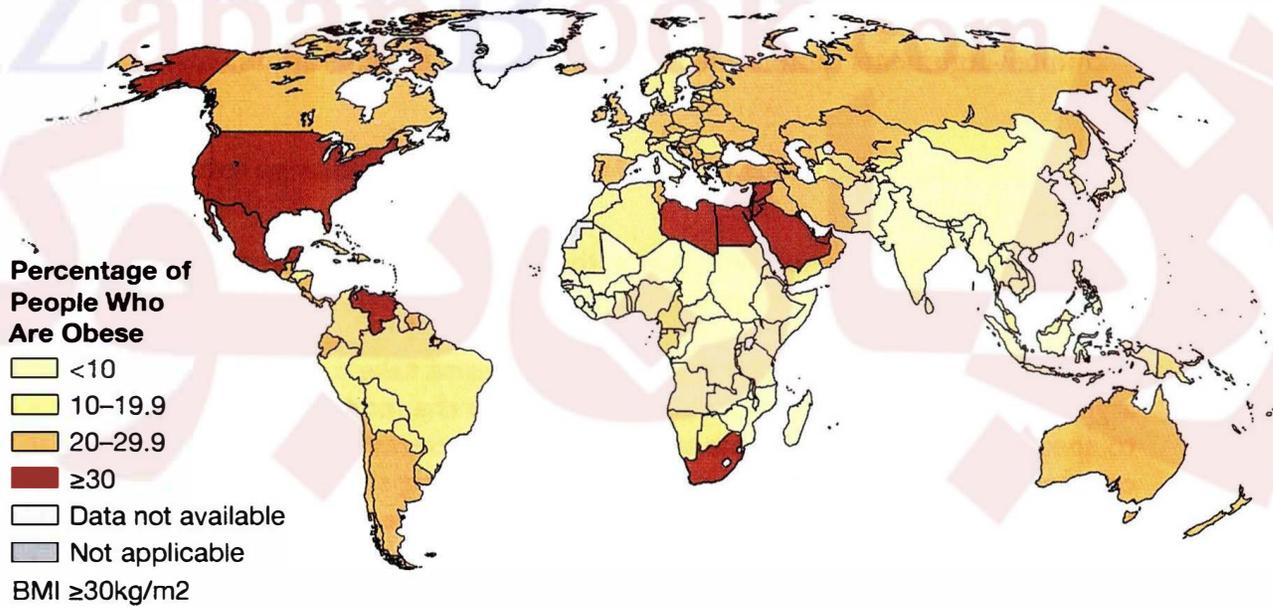


cottage cheese

UNIT PROJECT



STEP 1: Research on the Internet to find out about obesity and eating habits in a different country. Choose a country that has either a large number of obese people or a low number of obese people.



VOCABULARY

REVIEW

Complete the magazine article with the words in the box.

community	praised	show concern for	turned out
courage	reacted	take risks	volunteer

ALTRUISM IN ANIMALS

1 Most discussions of altruism focus on people, but what about animals? Does altruism happen in the animal world? Actually, research shows that, in fact, animals may also _____ 1. _____ others.

2 For example, in one study, researchers found that female chimpanzees prefer to share their food rather than keep it for themselves. In the study, one chimp had three choices: feed a piece of banana to herself, feed herself and another chimp, or do nothing. It _____ 2. _____ that almost always, the chimps chose to share the bananas. Other studies with chimpanzees show that they often _____ 3. _____ to help each other in dangerous situations.

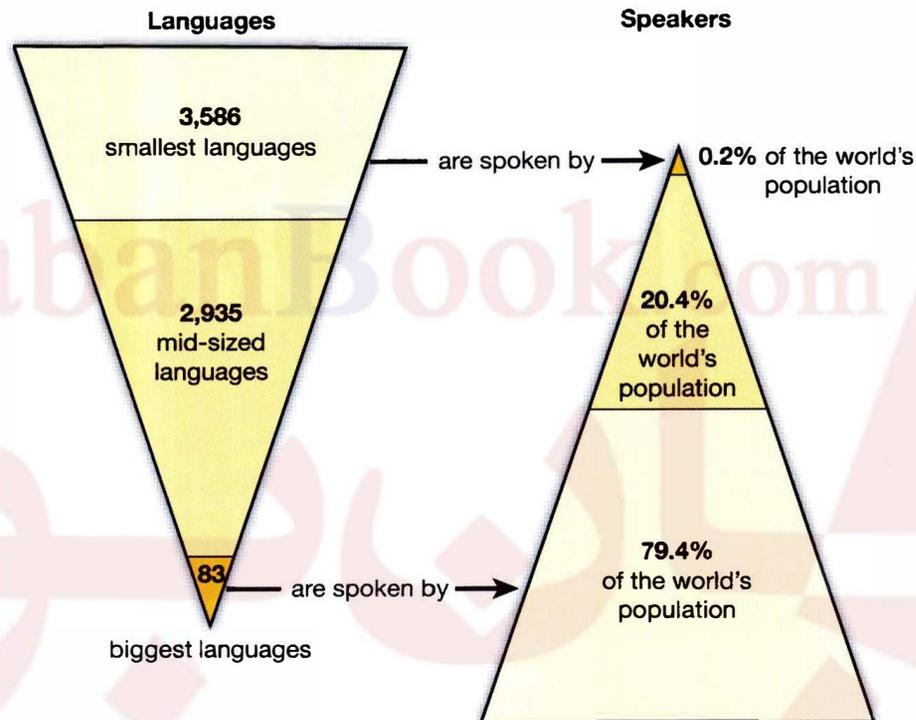


Scientists believe this shows that chimpanzees, like people, will choose to help others in their _____ 4. _____, even when they don't get a reward for their actions.

3 Another study at the University of Chicago found examples of unselfish behavior in rats. In this study, one rat was locked inside a small trap with a door. Another rat showed _____ 5. _____ by approaching the trap

LISTENING ONE LANGUAGE LOSS

VOCABULARY



- 1 Read and listen to an excerpt from a textbook about endangered languages.

LANGUAGE TODAY

DISAPPEARING LANGUAGES

- There are more than 6,000 languages in the world today. Unfortunately, many of these languages are **endangered**. An endangered language is a language that few people are learning to speak. When an endangered language loses all of its speakers, it becomes **extinct**. Sometimes a language **disappears** when the language of a more powerful or **dominant** community **replaces** it. For example, this happened when English replaced many native languages in North America. Today, many Native Americans only speak English instead of the native language of their culture.
- Many **linguists** study endangered languages and work to **preserve** them. A number of speakers of these languages also work hard to save them for

GRAMMAR BOOK REFERENCES

<i>NorthStar: Listening and Speaking Level 2, Fourth Edition</i>	<i>Focus on Grammar Level 2, Fourth Edition</i>	<i>Azar's Basic English Grammar, Fourth Edition</i>
Unit 1 Descriptive Adjectives	Unit 5 Descriptive adjectives	Chapter 1 Using Be: 1-7 Chapter 6 Nouns and Pronouns 6-3 Chapter 14 Nouns and Modifiers 14-1, 14-2
Unit 2 Simple Present Tense	Unit 8 Simple Present: Affirmative and Negative Statements Unit 9 Simple Present: Yes/No Questions and Short Answers	Chapter 3 Using the Simple Present 3-8, 3-9
Unit 3 Comparative Adjectives	Unit 33 The Comparative	Chapter 15 Making Comparisons
Unit 4 <i>Can, Could</i> and <i>Would</i> in Polite Requests	Unit 31 Requests, Desires and Offers: <i>Would you, Could you, Can you ...?</i>	Chapter 13 Modals, Part 2 13-5
Unit 5 Modals of Possibility (<i>may, might, could</i>)	Unit 26 <i>May</i> or <i>Might</i> for Possibility	Chapter 11 Expressing Future Time, Part 2 11-1
Unit 6 Simple Past Tense	Unit 18 Simple Past: Affirmative and Negative Statements with Regular Verbs Unit 19 Simple Past: Affirmative and Negative Statements with Irregular Verbs Unit 20 Simple Past: Yes/No and <i>Wh</i> -Questions	Chapter 8 Expressing Past Time, Part 1 8-8 Chapter 9 Expressing Past Time, Part 2 9-1, 9-2, 9-3

(continued on next page)

STUDENT 2: So, why do they want to do *that*? There are so many languages! Isn't it easier when people speak the same language anyway?

Listening Two, page 175, Comprehension

WOMAN: I am Maori, living in New Zealand. In school, I learned and spoke English. This is because English was the official language. Everything was taught in English in school. That was the government policy. I only heard Maori when I was with my grandparents. I could understand a little Maori, but could not speak it. I could not have a conversation with my grandparents because they did not speak English.

When I was in school, I knew that I was not learning the Maori culture. As a result, I felt separated from my grandparents. I felt empty inside and different from my family.

Maori is an endangered language and if children stop learning it, it will eventually die. I do not want to see Maori disappear. So now that I am an adult and have children of my own, I decided I wanted my children to learn their native language. I found a preschool that teaches children Maori before they enter school where they will learn English. The schools are called "language nests." Language nests began in 1981, when a group of Maori leaders saw that Maori was endangered and dying. They decided to do something. They did not want to wait for the government to do anything, so they got together and came up with the idea of preschools where children can learn Maori. Now, there are over 400 language nests and more than 9,000 children go to school at language nests. Language nests are a big part of Maori education.

Through the language nests, children learn about the values and traditions of the Maori culture. For example, we have a strong belief in love, compassion, caring, hospitality, family responsibilities, and respect for elders. Also, children learn our Maori stories, which are a big part of our tradition. So, children learn about Maori culture, as well as the language.

We are also trying to help adults learn Maori. For instance, I now attend classes that meet in a neighborhood center, where the teachers are all older Maoris, usually grandparents. Another way adults can learn is by attending week-long classes. In these courses, no English is spoken all week! Everything is Maori. Now there are many more adults who speak Maori, and this encourages our children who are also learning Maori. Language classes have really helped to preserve Maori.

Also, in 1987, the government recognized Maori as the official language of New Zealand, with English, too. This will also help preserve the Maori language.

Page 177, Listening Skill

Excerpt One

WOMAN: We are also trying to help adults learn Maori. For instance, I now attend classes that meet in a neighborhood center, where the teachers are all older Maoris, usually grandparents. Another way adults can learn is by attending week-long classes. In these courses, no English is spoken all week! Everything is Maori.

Excerpt Two

PROFESSOR: Now, how do you think languages become endangered and extinct?

STUDENT 3: Well, I guess nobody speaks them or studies them.

PROFESSOR: Yes. And there are several reasons why languages can become endangered. One reason is sometimes the government makes it illegal to teach the language in school. For example, before 1987, it was illegal to teach the Hawaiian language in Hawaii's public schools. It was difficult for children to acquire Hawaiian.

Page 178, Connect the Listeners, Step One: Organize

Excerpt One

WOMAN: In school, I learned and spoke English. This is because English was the official language. Everything was taught in English in school. That was the government policy.

Excerpt Two

WOMAN: I only heard Maori when I was with my grandparents. I could understand a little Maori, but could not speak it. I could not have a conversation with my grandparents because they did not speak English.

Excerpt Three

WOMAN: When I was in school, I knew that I was not learning the Maori culture. As a result, I felt separated from my grandparents. I felt empty inside and different from my family.

Excerpt Four

WOMAN: I found a preschool that teaches children Maori before they enter school where they will learn English. The schools are called "language nests." Language nests began in 1981, when a group of Maori leaders saw that Maori was endangered and dying. They decided to do something. They did not want to

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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

NORTHSTAR²

FOURTH EDITION

SERIES EDITORS:
FRANCES BOYD AND CAROL NUMRICH

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

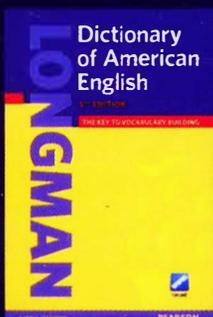
Building on the success of the previous editions, *NorthStar, Fourth Edition* continues to engage and motivate students with new and updated contemporary topics delivered through a seamless integration of print and online components.

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 2

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