

NORTHSTAR **3**

LISTENING & SPEAKING

FOURTH EDITION



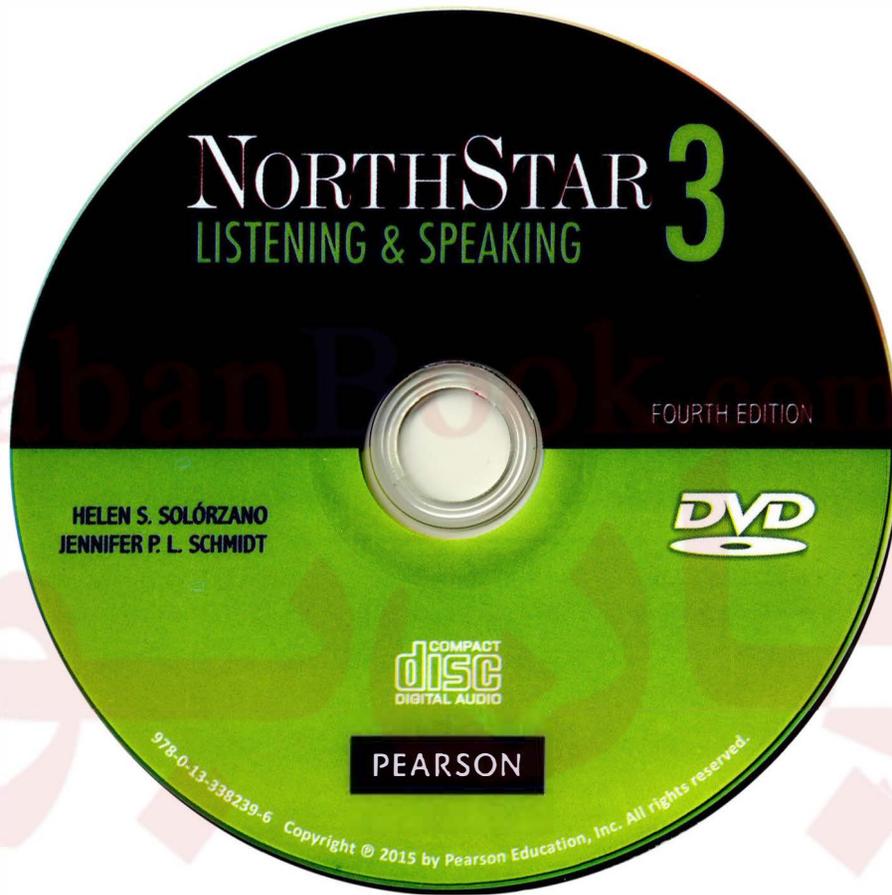
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HELEN S. SOLÓRZANO JENNIFER P. L. SCHMIDT

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NORTHSTAR 3

LISTENING & SPEAKING

FOURTH EDITION

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Series Editors FRANCES BOYD
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. 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 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.



1. Look at the photo. How do you think it feels to be in space?
2. What kind of space exploration is happening now? What is the purpose of the exploration?
3. What are the benefits of space exploration? What are the risks? Overall, do you think space exploration is a good idea? Why or why not?

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NORTHSTAR 3 LISTENING & SPEAKING

1 Unit 1

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.

Category	Number	Skill Description
Vocabulary	1	Infer word meaning from context
	2	Analyze and discuss effects of space exploration
Listening	3	Identify main ideas and details
	4	Distinguish between similar-sounding numbers
	5	Infer factual information from context
Speaking	6	Determine pronoun references
	7	Support an opinion, offering reasons and examples
Pronunciation	8	Distinguish between /d/, /t/, and /ad/-ed endings
	9	Recognize and use present perfect and simple
Grammar		

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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

A TEST OF Endurance

1 FOCUS ON THE TOPIC

1. Look at the photo and read the title of the unit. Where is this man? What is this sport? What do you think this unit will be about?
2. *Endurance* is the ability to do something difficult or stressful over a long period of time. What kinds of sports require endurance?
3. Would you like to try an endurance sport yourself? Why or why not?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

VOCABULARY

1  Read and listen to the article about ultramarathons. Notice the boldfaced words.

EXTREME RUNNING
ULTRAMARATHONS

A **marathon** is a running race with a 26-mile **course**. An ultramarathon is a race longer than 26 miles, often 50 to 100 miles. There are two **formats** for ultramarathons: Some races have several short **stages** with breaks overnight. Other races go all day and night, with no stops until the runners finish.

The Racecourse

Ultramarathons take place all over the world, through many types of **terrain**. There are races through rainforests, from one city to another, over mountains and rivers, and across dry desert sand. Every ultramarathon is **unique** because each course is different.

Overnight

Many ultramarathons take several days to finish. Runners must eat and sleep on the course. In some races, food and supplies are carried in a car and the runners sleep in hotels. In other races, runners carry everything they need in backpacks, and they sleep outside in **tents**.

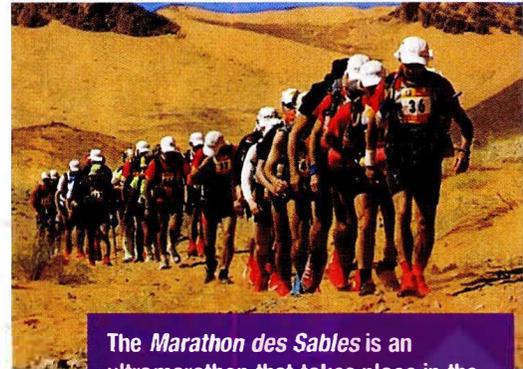
Running Safely

To stay healthy during an ultramarathon, runners must follow safety rules. For example, runners must drink their daily **ration** of water, even if they don't feel thirsty.

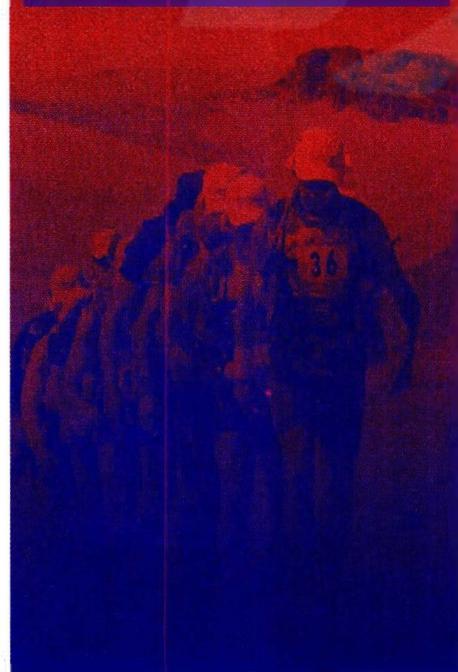
Crossing the Finish Line

What is in it for the runners?¹ Many runners say they **get into** ultramarathons because they feel that normal marathons are not challenging enough. They enjoy the **experience** of crossing the finish line and completing an extremely difficult event.

¹ "What is in it for the runners?" means "What are the advantages for the runners to run in the ultramarathons?"



The *Marathon des Sables* is an ultramarathon that takes place in the Sahara Desert in Morocco. The runners race across the desert, where temperatures can reach 125 degrees Fahrenheit (52 degrees Celsius) during the day and 38 degrees Fahrenheit (3 degrees Celsius) at night.



2 Complete the definitions. Write the correct letter.

- | | |
|--|---|
| <u>g</u> 1. A marathon is ____. | a. the only one of its kind |
| ____ 2. A course is ____. | b. a piece of cloth supported by poles and rope that is used for sleeping outside |
| ____ 3. The format of something is ____. | c. a specific amount of something that you are allowed to have |
| ____ 4. A stage is ____. | d. a step in a longer process |
| ____ 5. Terrain is ____. | e. a type of land |
| ____ 6. Something that is unique is ____. | f. to become interested in |
| ____ 7. A tent is ____. | g. a 26-mile race |
| ____ 8. A ration is ____. | h. something that happens to you that affects the way you think or feel |
| ____ 9. To get into something is ____. | i. the path of a race |
| ____ 10. An experience is ____. | j. the way its parts are arranged |

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW

In this podcast, Jay Batchen talks about his experience as an ultramarathon runner.

 Listen to an excerpt from the interview. Why do you think Jay runs in the marathon? Complete the sentence.

He runs in the marathon because _____.

MAIN IDEAS

- 1  Listen to the whole interview. Look again at your prediction from the Preview section. How did your prediction help you understand the interview?
- 2 All of the statements contain some FALSE information. Cross out the parts that are untrue and write corrections. Some statements can be corrected in more than one way.
an endurance runner
 1. Jay Batchen is ~~a sports reporter~~.

or
Tim
~~Jay Batchen~~ is a sports reporter.
 2. Jay Batchen ran in the Marathon des Sables in 1999.
 3. During the 1999 race, Jay married his wife, Lisa.
 4. The Marathon des Sables has one stage.
 5. Runners have to carry water with them.
 6. Runners sleep outside under the stars.
 7. Jay feels that the race was a terrible experience.

DETAILS

- 1  Listen again. Complete each statement. Circle the correct answer.
 1. In 1999, Jay Batchen was ____ the race for a TV cable channel called the Discovery Channel.
 - a. doing research about
 - b. filming
 - c. reporting on
 2. Jay Batchen's future wife, Lisa, ____ the race in 1999.
 - a. watched
 - b. didn't finish
 - c. won

3. The racecourse ____ every year, but it is always about 150 miles long.
- changes
 - gets more difficult
 - moves to a different country
4. The first three stages are all about ____.
- 10 miles long
 - 20 miles long
 - 26 miles long
5. The fourth stage is ____.
- 20 miles
 - 50 miles
 - a full marathon
6. The fifth stage is ____.
- 20 miles long
 - 50 miles long
 - a full marathon
7. Runners get ____ at checkpoints every few miles.
- a serving of food
 - a ration of water
 - medical help
8. Runners sleep in tents that are ____.
- small and light
 - crowded and uncomfortable
 - warm and quiet

(continued on next page)

VOCABULARY



1 Read the conversation. Notice the boldfaced words.

REPORTER: What **goal** do you hope to **achieve** in an ultramarathon?

RUNNER: I just do my best. It's hard to have the **motivation** to keep going. I know my **opponents** feel the same way, but we like the **challenge** of trying to do something really difficult.

2 Match the words with the definitions. Write the correct letter.

- | | |
|-------------------|---|
| ___ 1. goal | a. something that tests your skill or ability |
| ___ 2. achieve | b. to succeed in getting a good result |
| ___ 3. motivation | c. someone who tries to defeat you in a competition |
| ___ 4. opponent | d. something you plan to do in the future |
| ___ 5. challenge | e. the desire to do something |

COMPREHENSION

1  Listen to an excerpt from a sports psychology class lecture about the motivation of endurance athletes. Complete each statement. Circle the correct answer.

1. Endurance athletes are often _____.
 - a. very healthy
 - b. high achievers
 - c. professional athletes

14. The real estate agent said the orange walls in the kitchen were “**vibrant**,” but Sara and Max thought the color was horrible.
- soft, relaxing, cool
 - bright, lively, happy
15. Be careful when shopping for “**vintage**” furniture—sometimes the furniture is new and just made to look old.
- made of wood and inexpensive
 - made a long time ago and high quality

EXPAND

- 1** Read the advertisements.

goodcentstraveler.com

Check out these HOT DEALS!

 RT flight Chicago to San Francisco: **\$189** (originally \$269)

 Weekend compact car rentals: **starting at \$42**

Fantastic bargain!

 6-night Alaskan cruises: **from \$379**

MARTINELLI FURNITURE

is going out of business!

Everything MUST go!

bedroom sets

living room sets

dining room sets

Hurry!

Time is running out!

BACK TO SCHOOL specials this week at **Pencils:**

 TechSon tablet, 32 GB – \$239.89

 Mega flash, drive 8 GB – \$6.99

 Recycled printer paper, 500 sheets – \$5.69

Smart buy!

Buy now and save!

HOT DEALS!
Fantastic bargain!

Everything MUST go!
Time is running out!

Smart buy!
Buy now and save!

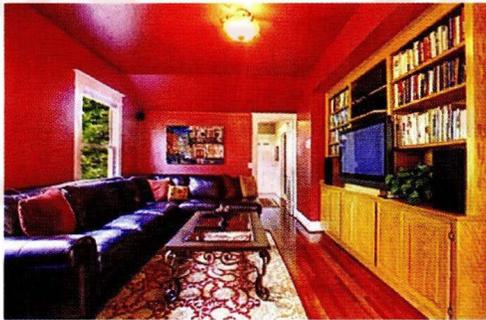
7. I want an apartment that is not **noisy**, and I think this is _____ apartment I've visited.

8. All restaurants in Westport serve **delicious** food, but I think the food at Marigold is _____.

3 With your partner, take turns talking about the features you like most and least in each living room. Use superlative adjectives. Use words from the list or think of your own.

Example

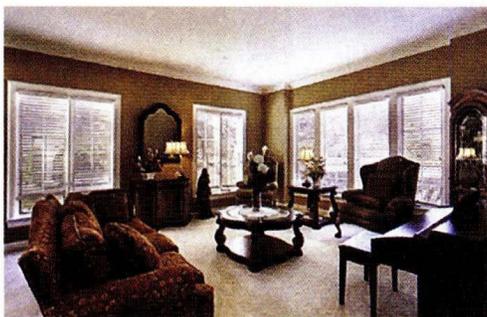
STUDENT A: I like Room 2 because it's **the biggest** room. But Room 1 is **the coziest**.



Room 1



Room 2



Room 3

Talk about the . . .

- decorations
- furniture
- pillows
- room
- sofa and chairs
- view
- walls

Use the adjectives . . .

- attractive
- colorful
- comfortable
- cozy
- good
- interesting
- large
- modern
- vibrant

GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.

From Unit 8 Final Speaking Task, page 204

TOPIC A: Global CO₂ Emissions

A country's carbon dioxide emissions can be measured in two ways: to show the total amount of CO₂ produced by the whole country (Figure 1) or the amount of CO₂ produced by each person (Figure 2).

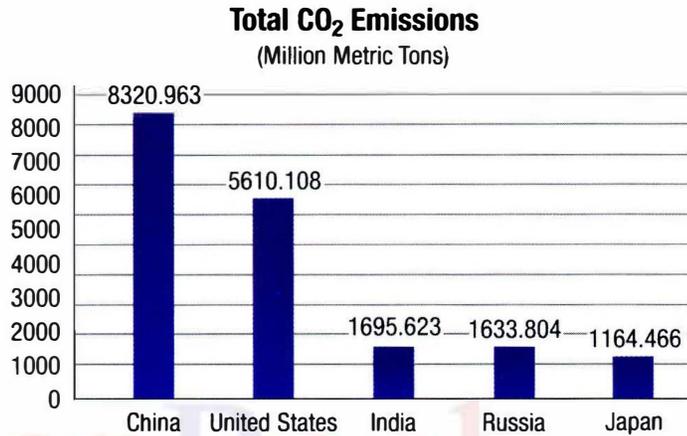


Figure 1

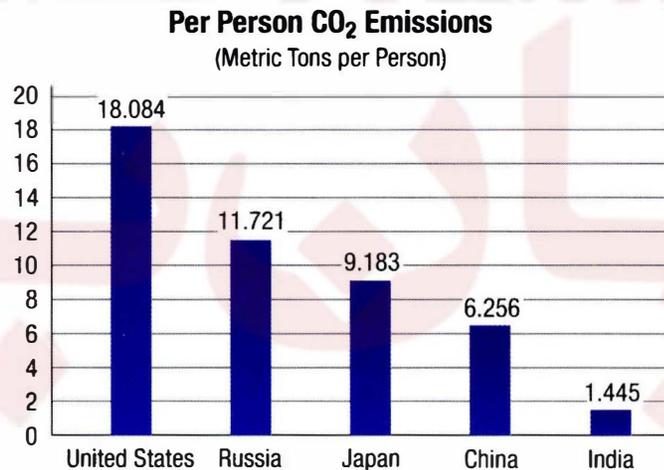


Figure 2

Source: US Energy Information Administration (Data for 2010)

Discussion Questions

1. Look at Figure 1. Which countries produce the most and least total CO₂ emissions?
2. Look at Figure 2. Which countries produce the most and least CO₂ emissions per person?
3. Why do you think some countries have high total emissions but low per person emissions?
4. Do you think these countries can all lower their CO₂ emissions in the same way? How should their approaches be similar or different?
5. Your question: _____

TOPIC B: Transportation

Transportation produces about 20 percent of CO₂ emissions. Cars are a major source of emissions. Figure 3 shows the number of cars per 100 people in different regions around the world.

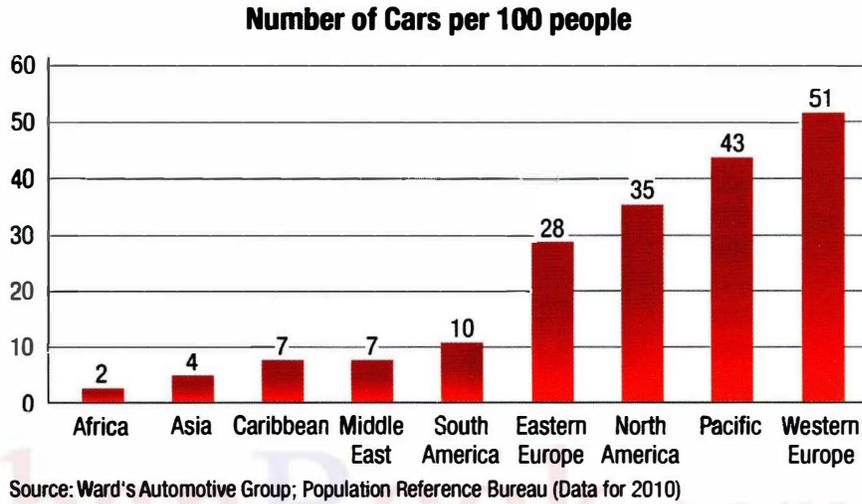


Figure 3

Discussion Questions

1. Look at Figure 3. Which areas of the world have the most cars per person? Which have the fewest?
2. Why do you think there is such a big difference in the number of cars in different parts of the world? Do you think that will change in the future or stay the same?
3. How can we convince people to stop buying and driving cars?
4. Your question: _____

TOPIC C: Climate Change and Natural Disasters

Figure 4 shows the number of natural disasters from 1980 to 2012.

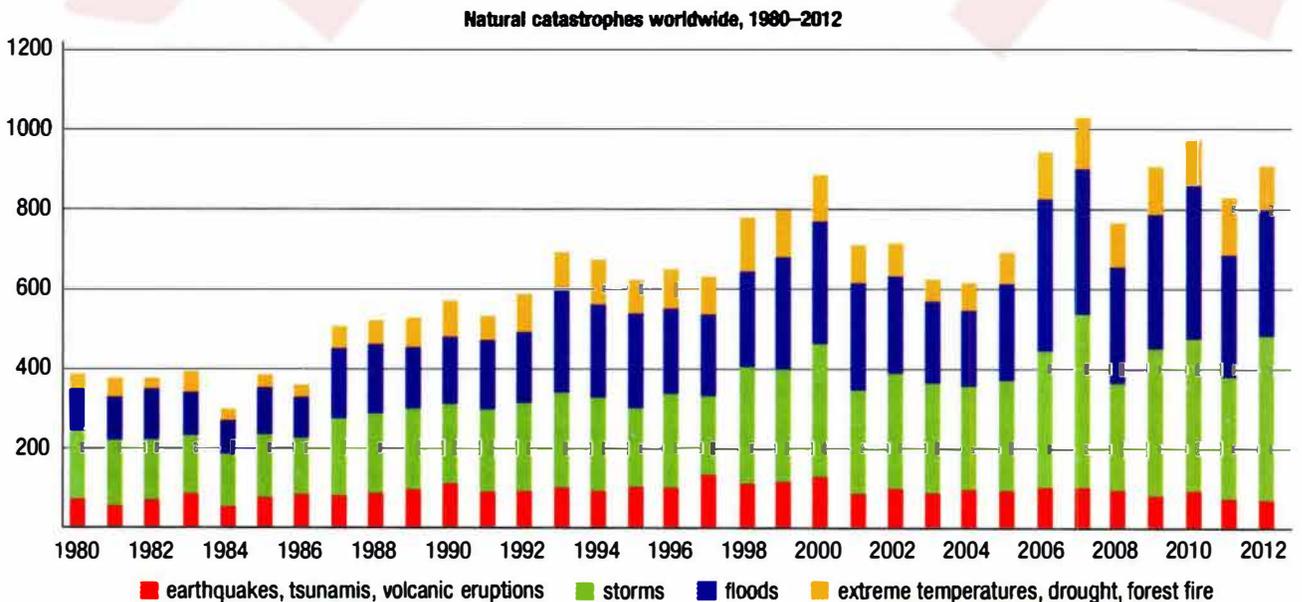


Figure 4

Discussion Questions

1. Look at Figure 4. What types of disasters have increased since 1980? What types of disasters have stayed about the same?
2. Think of a weather-related natural disaster that you have heard about or experienced. When and where did the disaster happen? What were the effects?
3. How can individuals and governments protect themselves from the effects of weather-related disasters?
4. Your question: _____

TOPIC D: Sea Level Rise and Global Warming

Global warming might cause ice at the North and South Poles to melt. The melted ice will cause sea levels to rise. The red areas in Figure 5 show places that will be underwater after a 19.7-foot (6 meter) sea-level rise.

Areas at Risk from Sea Level Rise

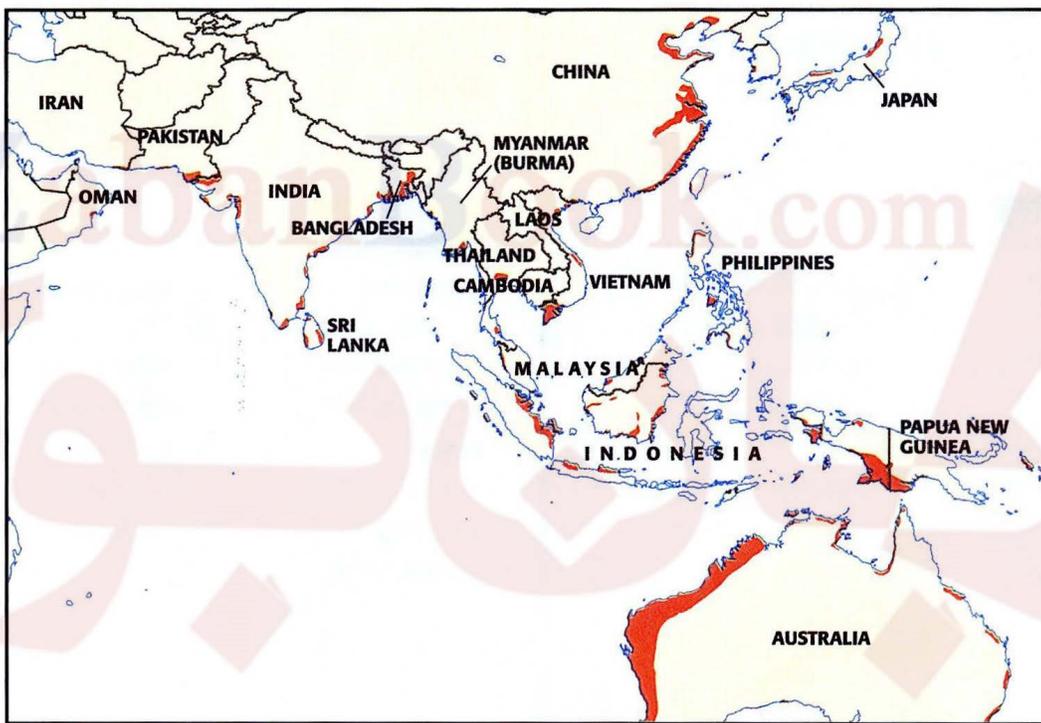


Figure 5

Source: Jeremy L. Weiss and Jonathan Overpeck. Environmental Studies Laboratory, Department of Geosciences, University of Arizona

Other places affected by 19.7-foot sea-level rise:

- | | | |
|----------------------------|----------------------|-------------------------|
| Amsterdam, the Netherlands | London, England | New York, United States |
| Lagos, Nigeria | Miami, United States | Vancouver, Canada |

Discussion Questions

1. Look at Figure 5. What do the red areas show?
2. Which places will be most affected by sea level rise?
3. What will happen to the people who live in the areas close to a sea?
4. How will sea-level rise affect people who do not live close to the sea?
5. Your question: _____

TEXT CREDITS

UNIT 1

“Extreme Running,” courtesy of Tim Bourquin

UNIT 2

“Phising,” <http://creativecommons.org/licenses/by/3.0/>

UNIT 5

“College and Career Myths and Facts,” from the “Capture Your Flag” Career Documentary Interview Series by Capture Your Flag, LLC.

UNIT 7

“Marriage Contract.” D’Vera Cohn, “Love and Marriage.” Pew Research Social & Demographic Trends, Washington, D.C. (February 13, 2013). <http://www.pewsocialtrends.org>

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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

NORTHSTAR 3

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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.

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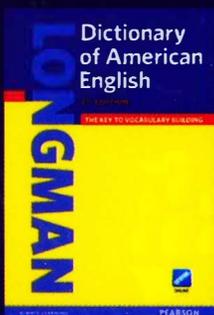
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