

Fourth Edition

NorthStar 1

Listening & Speaking

Polly Merdinger | Laurie Barton



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Fourth Edition

NorthStar 1

Listening & Speaking 

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Dedication

This book is dedicated to Stratton Ray, whose love of teaching was an inspiration, and whose friendship was a gift.

—Polly Merdinger

To Natasha and Madeleine, to whom I hope will see the world.

—Laurie Barton

NorthStar: Listening & Speaking Level 1, Fourth Edition

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CONTENTS

	Welcome to NorthStar, Fourth Edition	iv
	Scope and Sequence	xiv
	Acknowledgments/Reviewers	xviii
UNIT 1	Unique Homes	2
UNIT 2	Making Unusual Art	26
UNIT 3	Special Possessions	52
UNIT 4	Creativity in Business	76
UNIT 5	Understanding Fears and Phobias	102
UNIT 6	Risks and Challenges	126
UNIT 7	Only Child—Lonely Child?	152
UNIT 8	Soccer: The Beautiful Game	178
	Student Activities	202
	Expand Vocabulary	208
	Academic Word List Vocabulary	209
	Grammar Book References	210
	Audio Script	211
	The Phonetic Alphabet	233
	Credits	234

WELCOME TO NORTHSTAR

A Letter from the Series Editors

We welcome you to the 4th edition of NorthStar Listening & Speaking Level 1.

Engaging content, integrated skills, and critical thinking continue to be the touchstones of the series. For more than 20 years NorthStar has engaged and motivated students through contemporary, authentic topics. Our online component builds on the last edition by offering new and updated activities.

Since its first edition, NorthStar has been rigorous in its approach to critical thinking by systematically engaging students in tasks and activities that prepare them to move into high-level academic courses. The cognitive domains of Bloom's taxonomy provide the foundation for the critical thinking activities. Students develop the skills of analysis and evaluation and the ability to synthesize and summarize information from multiple sources. The capstone of each unit, the final writing or speaking task, supports students in the application of all academic, critical thinking, and language skills that are the focus of unit.

The new edition introduces additional academic skills for 21st century success: note-taking and presentation skills. There is also a focus on learning outcomes based on the Global Scale of English (GSE), an emphasis on the application of skills, and a new visual design. These refinements are our response to research in the field of language learning in addition to feedback from educators who have taught from our previous editions.

NorthStar has pioneered and perfected the blending of academic content and academic skills in an English Language series. Read on for a comprehensive overview of this new edition. As you and your students explore NorthStar, we wish you a great journey.

Carol Numrich and Frances Boyd, the editors

New for the FOURTH EDITION

New and Updated Themes

The new edition features one new theme per level (i.e., one new unit per book), with updated content and skills throughout the series. Current and thought-provoking topics presented in a variety of genres promote intellectual stimulation. The real-world-inspired content engages students, links them to language use outside the classroom, and encourages personal expression and critical thinking.

Learning Outcomes and Assessments

All unit skills, vocabulary, and grammar points are connected to GSE objectives to ensure effective progression of learning throughout the series. Learning outcomes are present at the opening and closing of each unit to clearly mark what is covered in the unit and encourage both pre- and post-unit self-reflection. 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.

Note-Taking as a Skill in Every Unit

Grounded in the foundations of the Cornell Method of note-taking, the new note-taking practice is structured to allow students to reflect on and organize their notes, focusing on the most important points. Students are instructed, throughout the unit, on the most effective way to apply their notes to a classroom task, as well as encouraged to analyze and reflect on their growing note-taking skills.

Explicit Skill Instruction and Fully-Integrated Practice

Concise presentations and targeted practice in print and online prepare students for academic success. Language skills are highlighted in each unit, providing students with multiple, systematic exposures to language forms and structures in a variety of contexts. Academic and language skills in each unit are applied clearly and deliberately in the culminating writing or presentation task.

Scaffolded Critical Thinking

Activities within the unit are structured to follow the stages of Bloom's taxonomy from remember to create. The use of **APPLY** throughout the unit highlights culminating activities that allow students to use the skills being practiced in a free and authentic manner. Sections that are focused on developing critical thinking are marked with  to highlight their critical focus.

Explicit Focus on the Academic Word List

AWL words are highlighted at the end of the unit and in a master list at the end of the book.

The Pearson Practice English App

The Pearson Practice English App allows students on the go to complete vocabulary and grammar activities, listen to audio, and watch video.

ExamView

ExamView Test Generator allows teachers to customize assessments by reordering or editing existing questions, selecting test items from a bank, or writing new questions.

MyEnglish Lab

New and revised online supplementary practice maps to the updates in the student book for this edition.

1 FOCUS ON THE TOPIC

2 UNIT 1

1 FOCUS ON THE TOPIC

- Unique Homes 3

MyEnglishLab

The “Check What You Know” pre-unit diagnostic checklist provides a short self-assessment based on each unit’s GSE-aligned learning outcomes to support the students in building an awareness of their own skill levels and to enable teachers to target instruction to their students’ specific needs^o

2 FOCUS ON LISTENING

A vocabulary exercise introduces words that appear in the listenings, encourages students to guess the meanings of the words from context, and connects to the theme presented in the final speaking task^o

2 FOCUS ON LISTENING

LISTENING ONE | Living Small

VOCABULARY

1 Read the definitions below. Fill in the blanks with the best word from the box.

be worried about: When you are worried about something, you feel afraid that something bad may happen.
 nature: Nature means everything in the world that people did not make (trees, water, the city etc.)
 rent: The rent is the money you pay every month to live in an apartment or place you do not own.
 save: If you save money, you don't use all of it. You keep some.
 simple: If you have a simple house, your house may not have many decorations on the walls.
 spend: If you spend money on something, you use the money to pay for something.
 tiny: Something tiny is very, very small.
 unusual: Something unusual is very different from what we usually see.

Cameron: Oh, Diego, how's life in the big city?
 Diego: Well, the city is great, but you need a lot of money to do everything.
 Cameron: Oh, that's too bad. Do you have a nice apartment?
 Diego: That's the big problem. My apartment here is _____ I'm really, really small. I don't have enough _____ for all my clothes and books.
 Cameron: And I don't have to pay so much money for the _____ each month. It's really expensive!
 Diego: That's terrible!
 Cameron: Yeah, I have to use most of my money to pay for my apartment, so I can't _____ money on the things I want to do in the city, like go to nice restaurants or the movies. And I definitely can't _____ my money for the future.
 Cameron: Wow, it sounds like a bad situation.
 Diego: Yeah, everyone I meet _____ money. Life in the big city is not _____ like life in our small town. Everyone here is so happy! Tomorrow,

4 UNIT 1

I went to a beautiful park because I wanted to get out of my apartment. I just wanted to relax in _____ for a few hours. I had a great time, but my friends at work thought I did something very _____.
 Cameron: I can't believe it!
 Diego: I know, it's crazy! Life in a big city is really different!
 2 Now listen to the conversation and check your answers.

Go to the Pearson Practice English App or MyEnglishLab for more vocabulary practice.

PREVIEW

Look at the picture and listen to the excerpt. What do Cameron and Diego go to talk about? Check the answers you think are correct.

- ☐ why they live near Diego's
- ☐ why they live in a school bus
- ☐ why their house is unusual
- ☐ why many people live in school buses



LISTEN

1 Listen to the interview with Diego and Adam with your books closed.
 2 What did you understand from the interview? Discuss with a partner.
 3 Now practice taking notes. Create a chart like the one below to take notes. Write down any information you remember. Put big ideas or general pieces of information under Main Ideas. Put important names, words, or smaller pieces of information under Details.

Main Ideas	
What is a city house?	- very small - many things, like Adam (C) + Jimmy (C) like house near school - school bus

4 Listen again. As you listen, add information to your notes.
 5 Discuss the interview again with a partner. What else did you understand this time? What information did you add to your notes?
 Go to the Pearson Practice English App or MyEnglishLab for more vocabulary practice.

DISCUSS

Discuss the questions with the class.

- What do Adam and Diego say are the advantages (good sides) and disadvantages (bad sides) of living in a big town?
- What do you think about living in a tiny house? Do you think Adam and Diego made a good decision? Why or why not?
- Why do most people want to live in a single house?

Go to MyEnglishLab to give your opinion about another question.

LISTENING TWO | Treetop Living

VOCABULARY

Work with a partner. Circle the best word to complete the sentence.

Adam: I have a great idea. Let's go camping! We'll work hard. We can sleep outside and look at all the stars in the sky.
 Adam: Sleep outside? No way! Sleeping outside is too _____/uncomfortable!
 Adam: Oh, come on! With our tent, it is very _____/comfortable / cold. Also, it's important to get out of the city and spend some time in _____/nature / a hotel.
 Adam: But there's no Wi-Fi in nature, so I can't go online.
 Adam: You start the day by going to the city for two days with us (technology / travel). Enjoy simple things, like looking at the beautiful view of the trees and the mountains. Listen to the sounds of the animals.
 Adam: Animals? You know I'm afraid of animals! I like the sounds of the city better—the people, the cars, the noise...
 Adam: I don't think you remember what nature is! It's important for people to feel a _____/healthy / natural nature.
 Adam: Why? I pay a lot of money for my apartment in the city. I want to sleep there!
 Cameron: You're missing the point. It's not about the money. It's about the nature.

Go to the Pearson Practice English App or MyEnglishLab for more vocabulary practice.

Go to MyEnglishLab lines indicate when additional practice is available online.



Note-taking practice on main ideas and details appears in every unit^o

Two contrasting listenings on a contemporary topic are presented in every unit^o

Use Your Notes boxes remind students to use their notes to complete exercises that support language, academic skills, production and critical thinking^o

Every unit focuses on noting main ideas and details and features an additional note-taking skill applicable to the listenings^o Activities are designed to support students in successfully completing the final speaking tasks^o



EXPLICIT SKILL INSTRUCTION AND PRACTICE

Step-by-step instructions and practice guide students to move beyond the literal meaning of the listenings° highlights activities that help build critical thinking skills°

MAKE INFERENCES

Inferring Both Sides of a Story

An inference is a guess about something that is not said directly. When people talk about themselves or tell a personal story, there are often two sides to the story: a good side and a bad side. People usually focus on the good side of things. But if we listen closely, we can also understand the bad side, even if they don't say it.

- Listen carefully to the example and choose a or b.

Example

When Adam says, "And it's crazy, but that same day, we bought this bus!" he is focusing on the good side: He and Jenny made a great and unusual decision very quickly. What's the bad side that Adam didn't talk about?

- a. Adam and Jenny made a bad decision when they bought the bus.
b. Adam and Jenny didn't think a lot about a very important decision.

Explanation

The correct answer is b. Adam and Jenny were not crazy when they bought the bus, and it wasn't a bad decision. However, living in a school bus is a very unusual thing to do. Most people think for a long time before they make an unusual decision. But Adam and Jenny decided to live in a school bus, and they bought the bus in one day. This means they didn't think a lot before they made this important decision.

- Listen to the excerpts from the interview. Circle a or b to choose the bad side of the story.

Excerpt One

Good side: Adam and Jenny were happy because they usually can't make decisions quickly.

Bad side: a. They were still worried about making a quick decision.

MyEnglishLab

NorthStar 1 Listening & Speaking

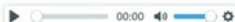
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Focus on Listening

Attempt 1

Listening Practice: Identifying and Understanding Advantages and Disadvantages

Listen to the excerpts from a conversation. Select all the positive or negative words that you hear then choose whether the conversation talks about advantages or disadvantages.



- 1 Select all the positive or negative words you hear.

- ☐ cool
☐ hotel
☐ lovely
☐ peaceful
☐ bad
☐ beautiful

Based on your answers above, this excerpt talks about:

- ☐ advantages
☐ disadvantages



- 2 Select all the positive or negative words you hear.

- ☐ treehouse
☐ uncomfortable
☐ tiny
☐ city
☐ fun
☐ boring

Based on your answers above, this excerpt talks about:

- ☐ advantages
☐ disadvantages

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ALWAYS LEARNING

PEARSON

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Key listening skills are reinforced and practiced in new contexts° Autograded skills-based activities provide instant scores, allowing teachers and students to identify where improvement is needed°

3 FOCUS ON SPEAKING

Productive vocabulary targeted in the unit is reviewed, expanded upon, and used creatively^o

Grammar presentations focus on skills that are used in the listenings and applied in the final speaking task^o
A concise grammar skills box serves as a reference point for students throughout the unit and beyond^o

MyEnglishLab

Auto-graded vocabulary and grammar practice activities reinforce meaning, form, and function^o Meaningful and instant feedback guides students to self-correct and provides students and teachers with essential information to monitor progress^o

3 FOCUS ON SPEAKING

VOCABULARY REVIEW

Choose the best words from the box to complete the article about Smart Homes. You will not use three of the words.

worried connection rent simple space technology unusual comfortable nature save sound spot tiny view

WIREFETCH

In 1997, Bill Gates _____ \$100 million dollars to build the first smart home. People _____ are not _____ use less electricity, so _____ that you _____? No problem! Even if _____ its smartphone, _____ their houses. Do you _____ our house? Relax. Your _____ or other animal, _____.

Using the Present and Past of Be

1. The present tense of **be** has three forms:
am
is
are

To form negative statements, use:
am + not
is + not
are + not

2. Contractions are short forms. Use affirmative and negative contractions in speaking and in informal writing.

Another way to form negative statements with contractions is:
subject + be + n't
Note: This form does not work with **am**.

3. The past tense of **be** has two forms:
was
were

4. To form negative statements in the past tense, use:
was / were + not
or the contractions
wasn't / weren't

5. To form questions in the present and the past tense, use:
Be + subject ... ?
Question word + be + subject ... ?

Examples:

Present Tense:
I **am** Adam.
This **is** our tiny house. It **is** small.
There **are** lots of different kinds of tiny houses.
I **am not** Adam.
This **is not** a large house.
Treehouses **are not** comfortable in the cold weather.
I **'m** Adam.
It **'s** a tiny house.
We **'re** happy here.
She **'s** funny.
You **'re** welcome.
They **'re** roommates.
You **aren't** ...
He / She **isn't** ...
It **isn't** ...
We **aren't** ...
They **aren't** ...
I / We / She **was** in a treehouse yesterday.
It **was** a school bus before it **was** a tiny house.
You / We / They **were** surprised the houses **were** so small.
I **was not** (wasn't) happy living in an apartment.
They **were not** (weren't) happy living in a city.

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Grammar Practice: Present and Past of Be

Read the sentences. Choose the correct answers.

All: Hey Phil. We work together and I still don't know much about you! _____ you from New York?

Phil: No, _____ I live in the city now, but I grew up in a log cabin on the top of a mountain!

All: Wow! That's amazing! I bet it was really fun living in a cabin. _____ you a happy kid?

Phil: Yes, sometimes. But a lot of the time I _____ very happy. I thought it _____ boring to live far away from other kids.

All: Interesting. So, _____ happy living in the city now?

Phil: Well, I actually live with my brother, and we _____ both pretty happy here. What about you? _____ you happy as a kid. But maybe I'm just always

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Listening Two: Vocabulary Practice

Drag and drop the words to the correct places to complete the sentences.

technology connection uncomfortable comfortable

1. You should try living for a week without your computer or any _____. It is really difficult!

2. I feel very happy and _____ living in a small, simple house.

3. I feel a _____ to nature when I take a walk in the park.

4. Small places make me feel nervous and _____. That's why I live in such a big house!

Pearson Practice English App Vocabulary and grammar exercises from MyEnglishLab are also offered in the mobile app^o

A TASK-BASED APPROACH TO PROCESS WRITING

Pronunciation and Speaking Skill tasks are focused on learning outcomes which are later used in the final speaking task, helping students develop their professional and academic public speaking skills^o

APPLY calls out activities that get students to use new skills in a productive task^o

The Final Speaking task incorporates themes and skills from the unit in a final productive task that engages students in a variety of public speaking genres, from interactive role-plays to academic presentations^o

PRONUNCIATION

Stressing Not

When we want to show a strong negative opinion, or when we want to explain that a situation is different from what we had originally believed, we often stress the word **not**. This makes our feeling clear to the listener.

To stress a word:

- say the word with a higher pitch (tone)
- say the word louder
- say the word longer

Read and listen to the excerpts. Notice how the boldfaced words are stressed and help clearly show the person's feelings.

Example 1

Life in the big city is **NOT** simple, like life in our small town. Everyone here is so busy!

Example 2

The speaker stresses **not** in the above sentence to show that the city and the small town are really different. From this, we can understand that he does not like the big city very much.

Example 3

I spent a lot of time shopping for new things like clothes and things for the house ... But we really **DIDN'T** need most of the things we had.

Example 4

In this case, the speaker stresses **didn't** to show that she used to think buying things was important, but now she believes it was not good to buy so many things.

Note that when **not** is in a contraction, we stress the whole contraction.

1 Look at the conversation below. Underline the words that you think will be stressed.

Deane: It's not easy to move to a tiny house.

Roscoe: I know. We don't have space for anything!

Deane: I understand that we can save money, but I just don't think I can do this.

Roscoe: I agree. We only have enough room for a few books. I can't live without my books!

Deane: I guess we will just have to give some things away. This is really hard!

Roscoe: We are not good at living small!

2 Listen to the conversation and check your answers. Compare your answers with a partner and then read the conversation out loud.

3 Work with a partner. Role-play your own conversation about the disadvantages of living in a tiny house. Make sure to stress **not.**

SPEAKING SKILL

Asking for More Information

Sometimes, in a conversation, we want to know more information. There could be many reasons. We might be curious, we might need to understand somebody's idea better, or maybe we didn't hear the speaker clearly the first time. There are some common phrases and questions to ask the speaker to tell us more. Read the boldfaced examples below.

Example

Roscoe: So, this is an old school bus?

Deane: Yes, and now it's our tiny house.

Roscoe: What an unusual idea! **Can you tell me more about** how you decided to live in a bus?

Roscoe: Yeah ... ummm ... actually, I don't see a bed - where is it?

Deane: Oh - look up.

Roscoe: That's great! **I'd love to know more about** how it works!

Deane: And the best thing is now we're not worried about money all the time.

Roscoe: Why is that?

Here are some useful phrases to ask for more information:

- I have a question / some questions
- Can you tell me / say more about that / that / how / why?
- What do you mean?
- I'd love / like to know more about that / how / why.
- Can I ask you a question?
- Why do you think so?
- Why is that?

1 Work alone. Imagine you are moving to a tiny house. You cannot keep all your things. Choose the five most important things you need in your new home. Make a list. Think about why you chose those five things.

2 Work with a partner. Compare your lists. Ask your partner to explain why he or she chose those five important things. Use the phrases above to ask for more information.

3 Go to MyEnglishLab for more skill practice and to check what you learned.

A role-play is a short performance. Students take roles in a situation. You are going to role-play a discussion between two friends who are looking for a place to live near their university. You are talking about what kind of house you will move into.

STEP 1

Form two groups: Group A and Group B. Follow the instructions for your group.

Group A

- You want to move to a tiny house. Your roommate wants to live in a large apartment. You need to change your roommate's mind.
- Look at the pictures of the tiny house in Option 1. As a group, take notes on the advantages of living in this house.
- Look at the pictures of the large apartment in Option 2 on the next page. As a group, take notes on the disadvantages of living in this apartment.

Option 1: Tiny House

RENT OUR TINY HOUSE

Beautiful and simple tiny house available to rent in responsible tenants. Features: modern kitchen, garden, washer and dryer, plenty of storage. Call now! Rent only \$500 per month. Make your dream of small living come true with this lovely house!

Group B

- You want to move to a large apartment. Your roommate wants to live in a tiny house. You need to change your roommate's mind.
- Look at the pictures of the large apartment. As a group, take notes on the advantages of living in this apartment.

- Look at the pictures of the tiny house on page 22. As a group, take notes on the disadvantages of living in a tiny house.

Option 2: Large Apartment

LUXURY APARTMENTS AVAILABLE NOW!

Enjoy the benefits of luxury living with our gorgeous apartments. Features: roof deck with pool, gym, windows with lovely views in every room, updated and modern appliances throughout the apartment. Treat yourself to the luxury you deserve. Contact us now to set up a viewing!

STEP 2

1. Work with your group. Practice your role-play. What will you say? What reasons will you give? Use your notes to help you.

2. **Use the vocabulary, grammar, pronunciation, and speaking skills from the unit. Use the checklist to help you.**

- Vocabulary:** Read through the list of vocabulary on page 25. Which words can you include in your role-play to make it clearer and more interesting? Choose at least six words or phrases and add them to your notes.
- Grammar:** Read your notes for the verb be. Are you using the correct present and past forms of the verb?
- Pronunciation:** Look at your notes. Find examples with the word out. Practice saying your sentences and loud with stress to show your negative opinion.
- Speaking Skills:** What phrases for asking for more information can you use in your role-play? Add them to your notes.

3. Listen to your partners and give feedback.

- Did they use the new language correctly?
- Did they explain their ideas clearly?
- Did they seem to change anything?

STEP 3

Form pairs, one person from Group A and one person from Group B. Perform your role-play. At the end, decide where you will move: to a tiny house or to a large apartment. Share your results with the class.



ALTERNATIVE SPEAKING TOPIC

Choose one of these quotes in small groups. Do you agree or disagree? Give reasons to your group and ask for more information after they give their reasons. Use the vocabulary, grammar, pronunciation, and speaking skills you learned in the unit.

- Have nothing in your houses that you do not know to be useful or believe to be beautiful. WILLIAM MORRIS
- Live simply so that others may simply live. ELIZABETH AND SETON
- Life is really simple, but we insist on making it really complicated. CONFUCIUS

CHECK WHAT YOU'VE LEARNED

Check (✓) the outcomes you've met and vocabulary you've learned. Put an X next to the skills and vocabulary you still need to practice.

Learning Outcomes	Vocabulary	Multi-word Units
☐ Infer both sides of a story ☐ Take notes with + and / ☐ Identify and understand advantages and disadvantages ☐ Use the present and past of be ☐ Stress met ☐ Ask for more information	☐ comfortable ☐ connection ☐ nature ☐ nest (n) ☐ save ☐ simple ☐ unusual	☐ spare (n) ☐ spend ☐ technology ☐ tiny ☐ uncomfortable ☐ unusual

Go to MyEnglishLab to watch a video about tiny houses, access the Unit Project, and take the Unit 1 Achievement Test.

Unique Photos 25

At the end of the unit, students are directed to MyEnglishLab to watch a video connected to the theme, access the Unit Project, and take the Unit Achievement Test°

Academic Word List words are highlighted with **AWL** at the end of the unit°

MyEnglishLab NorthStar 1 Listening & Speaking

Focus on Speaking Attempt 1

Speaking Practice: Asking for More Information

Choose the response that correctly asks for more information about the statement.

- I really liked living in a tiny home, but after a year, I decided I missed having space!
 - ☐ Hmm, that's interesting.
 - ☐ Why do people live in tiny homes?
 - ☐ I'd like to know more about that.
- She decided to build a home out of mud!
 - ☐ Why is that?
 - ☐ Wow, I've never heard of a home built from mud before.
 - ☐ Why do you think?
- When I quit my job, I decided to travel the country and live out of my car.
 - ☐ Can you tell me more about why you decided to live in your car?
 - ☐ Why do you think so?
 - ☐ Why is this?
- I think most young people these days aren't buying homes and living there for the rest of their lives. I did.
 - ☐ I like that.
 - ☐ I'd like to know more about who.
 - ☐ Why do you think so?

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ALWAYS LEARNING PEARSON

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Key writing skills and strategies are reinforced and practiced in new contexts° Autograded skills-based activities provide instant scores, allowing teachers and students to identify where improvement is needed°

COMPONENTS

Students can access the following resources on the Pearson English Portal.

- **Classroom Audio and Videos**

Classroom audio (the readings for the Reading & Writing strand and the listenings and exercises with audio for the Listening & Speaking strand) and the end-of-unit videos are available on the portal.

- **Etext**

Offering maximum flexibility in order to meet the individual needs of each student, the digital version of the student book can be used across multiple platforms and devices.

- **MyEnglish Lab**

MyEnglish Lab offers students access to additional practice online in the form of both auto-graded and teacher-graded activities. Auto-graded activities support and build on the academic and language skills presented and practiced in the student book. Teacher-graded activities include speaking and writing.

- **Pearson Practice English App**

Students use the Pearson Practice English App to access additional grammar and vocabulary practice, audio for the listenings and readings from the student books, and the end-of-unit videos on the go with their mobile phone.

INNOVATIVE TEACHING TOOLS

With instant access to a wide range of online content and diagnostic tools, teachers can customize learning environments to meet the needs of every student. Digital resources, all available on the Pearson English Portal, include [MyEnglish Lab](#) and ExamView.

Using [MyEnglish Lab](#), NorthStar teachers can

Deliver rich online content to engage and motivate students, including

- student audio to support listening and speaking skills, in addition to audio versions of all readings.
- engaging, authentic video clips tied to the unit themes.
- opportunities for written and recorded reactions to be submitted by students.

Use diagnostic reports to

- view student scores by unit, skill, and activity.
- monitor student progress on any activity or test as often as needed.
- analyze class data to determine steps for remediation and support.

Access Teacher Resources, including

- unit teaching notes and answer keys.
- downloadable diagnostic, achievement and placement tests, as well as unit checkpoints.
- printable resources including lesson planners, videoscripts, and video activities.
- classroom audio.

Using ExamView, teachers can customize Achievement Tests by

- reordering test questions.
- editing questions.
- selecting questions from a bank.
- writing their own questions.

SCOPE AND SEQUENCE

			
	1 Unique Homes Pages: 2–25 Listening 1: Living Small Listening 2: Treetop Living	2 Making Unusual Art Pages: 26–51 Listening 1: Mia Pearlman Listening 2: The Quilts of Gee's Bend	
Inference	Inferring both sides of a story	Inferring why someone is surprised	
Note-Taking	Taking notes with + and /	Using initials to reference people in your notes	
Listening	Identifying and understanding advantages and disadvantages	Identifying main ideas and details	
Grammar	Present and past of be	Simple present	
Pronunciation	Stressing not	Using correct intonation in questions	
Speaking	Asking for more information	Expressing opinions	
Final Speaking Task	Role-play: discussion between two friends looking for a place to live near their university (tiny house or large apartment)	Role-Play: museum curators choose unusual art for a modern art museum	
Video	Tiny Homes	Art	
Assessments	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	
Unit Project	Research and give a report on a tiny house	Research and present pictures of traditional paper art	



3 Special Possessions

Pages: 52–75

Listening 1: The Story of Dream Catchers

Listening 2: Toys in College

4 Creativity in Business

Pages: 76–101

Listening 1: KK Gregory, Young and Creative

Listening 2: A Business Class

Inferring a speaker's beliefs

Making inferences about contrasting ideas

Drawing in your notes

Taking notes with the equal sign

Recognizing and understanding a speaker's excitement

Identifying signal words for main ideas

Simple present with adverbs of frequency

There is / are / was / were

Writing supporting sentences

Pronouncing -th sounds

Inviting others to speak

Reacting to information

Report: a special possession and follow-up discussion

Role-play: a business meeting to decide how to re-design the company office to increase creativity

A stolen wedding dress

Selling hot dogs

Pre-Unit Diagnostic:
Check What You Know
Checkpoint 1
Checkpoint 2
Unit Achievement Test

Pre-Unit Diagnostic:
Check What You Know
Checkpoint 1
Checkpoint 2
Unit Achievement Test

Interview a classmate about a special family possession and present it to class

Research and prepare an oral report on a young entrepreneur

SCOPE AND SEQUENCE

	 5 Understanding Fears and Phobias Pages: 102–125 Listening 1: Human Minds: A Radio Show Listening 2: Crossing a Bridge	 6 Risks and Challenges Pages: 126–151 Listening 1: The Amazing Swimmer, Diana Nyad Listening 2: An Outward Journeys Experience	
Inference	Inferring the meaning of exaggerations	Inferring the meaning of rhetorical questions	
Note-Taking	Taking notes with bullets and dashes	Taking notes on cause and effect	
Listening	Recognizing contradictions	Recognizing and understanding negative questions	
Grammar	Simple past	Present progressive	
Pronunciation	Pronouncing -ed endings	Pronouncing the vowels /iy/ and / i/	
Speaking	Giving orders, advice, and encouragement	Describing photos and visuals	
Final Speaking Task	Role-play: a conversation about water phobia	Role-play: interview between a news reporter and a risk-taker	
Video	Weird phobias	A heroic pilot	
Assessments	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	
Unit Project	Research and prepare an oral report on a phobia	Research and present pictures of a risk-taker	



7 Only Child—Lonely Child?

Pages: 152–177

Listening 1: Changing Families

Listening 2: How Do Only Kids Feel?



8 Soccer: The Beautiful Game

Pages: 178–201

Listening 1: The Sports File

Listening 2: America Talks

Making inferences based on word choice

Inferring the meaning of comparisons

Taking notes with numbers

Taking notes with e.g. and ex.

Recognizing and understanding intonation in statements

Identifying signal words for reasons and results

Be going to for the future

Comparative adjectives

Pronouncing going to

Using contrastive stress

Agreeing and disagreeing

Expressing results

Role-play: parents talking about having a second child

Oral presentation: choose a new spokesperson for an energy drink

Birth order and your health

Sports for non-jocks

Pre-Unit Diagnostic:
Check What You Know
Checkpoint 1
Checkpoint 2
Unit Achievement Test

Pre-Unit Diagnostic:
Check What You Know
Checkpoint 1
Checkpoint 2
Unit Achievement Test

Research family size in two countries and prepare a graph to present

Research a famous international player in American sports and present information

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—Laurie Barton

REVIEWERS

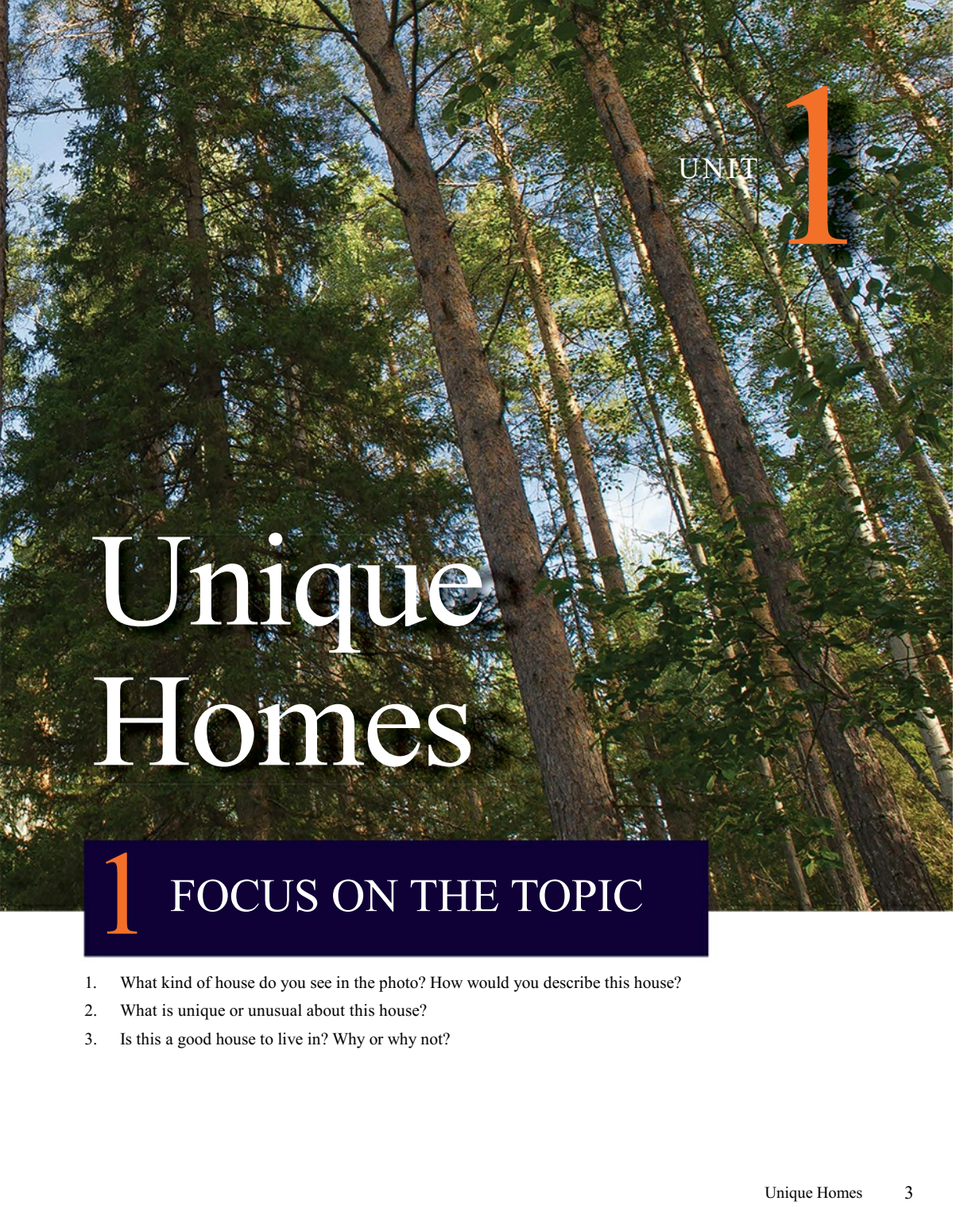
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LEARNING OUTCOMES

- > Infer both sides of a story
- > Take notes with + and /
- > Identify and understand advantages and disadvantages
- > Use the present and past of be
- > Stress not
- > Ask for more information

 Go to [MyEnglish Lab](#) to check what you know.



UNIT

1

Unique Homes

1

FOCUS ON THE TOPIC

1. What kind of house do you see in the photo? How would you describe this house?
2. What is unique or unusual about this house?
3. Is this a good house to live in? Why or why not?

2 FOCUS ON LISTENING

LISTENING ONE | Living Small

▶ VOCABULARY

1 Read the definitions below. Fill in the blanks with the best word from the box.

be worried about: When you are worried about something, you feel afraid that something bad may happen.

nature: Nature means everything in the world that people did not make (trees, water, the sky, etc.)

rent: The rent is the money you pay every month to live in an apartment or place you do not own.

save: If you save money, you don't use all of it. You keep some.

simple: If you have a simple house, your house may not have many decorations on the walls.

space: If your apartment is very small, it doesn't have a lot of empty space.

spend: When you spend money on something, you use the money to pay for something.

tiny: Something tiny is very, very small.

unusual: Something unusual is very different from what we usually see.

CARLOS: Hi, Diego. How's life in the big city?

DIEGO: Well, the city is great, but you need a lot of money to do everything.

CARLOS: Oh, that's too bad. Do you have a nice apartment?

DIEGO: That's the big problem. My apartment here is _____! It's really, really
(1.)
small. I don't have enough _____ for all my clothes and books.
(2.)
And I have to pay so much money for the _____ each month. It's
(3.)
really expensive!

CARLOS: That's terrible!

DIEGO: Yeah, I have to use most of my money to pay for my apartment, so I can't
(4.)
_____ money on the things I want to do in the city, like go to nice
restaurants or the movies. And I definitely can't _____ any money for
(5.)
the future.

CARLOS: Wow, it sounds like a bad situation.

DIEGO: Yeah, everyone I meet _____ money. Life in the big city is not
(6.)
_____, like life in our small town. Everyone here is so busy! Yesterday,
(7.)

I went to a beautiful park because I wanted get out of my apartment. I just wanted to relax in _____ for a few hours. I had a great time, but my friends at work thought I did something very _____ !

(8.) (9.)

CARLOS : I can't believe it!

DIEGO : I know, it's crazy! Life in a big city is really different!

2 ▶ Now listen to the conversation and check your answers.

▶ Go to the Pearson Practice English App or MyEnglish Lab for more vocabulary practice.

PREVIEW

▶ Look at the picture and listen to the excerpt. What are homeowners Jenny and Adam going to talk about? Check the answers you think are correct.

- ☐ why they live near Boston
- ☐ why they live in a school bus
- ☐ why their house is unusual
- ☐ why many people live in school buses



LISTEN

- 1 ▶ Listen to the interview with Jenny and Adam with your books closed.
- 2 What did you understand from the interview? Discuss with a partner.
- 3 Now practice taking notes. Create a chart like the one below to take notes. Write down any information you remember. Put big ideas or general pieces of information under Main Ideas. Put important names, words, or smaller pieces of information under Details.

TAKE NOTES

Main Ideas	Details
What is a tiny house?	• very small • many kinds, ex. Adam (A) + Jenny's (J) tiny house near Boston = school bus

- 4 ▶ Listen again. As you listen, add information to your notes.
- 5 Discuss the interview again with a partner. What else did you understand this time? What information did you add to your notes?

▶ Go to MyEnglish Lab to view example notes.

MAIN IDEAS

Choose the correct answer. Use your notes to help you.

1. Jenny and Adam weren't happy with their apartment in Boston because it was _____.
 - a. small and expensive
 - b. in a big city
2. They bought a school bus because they thought _____.
 - a. it was really interesting
 - b. it could be a good tiny house
3. In a tiny house, you only have space for _____.
 - a. the things you need
 - b. things that are small
4. Jenny and Adam's life is simple because they have _____.
 - a. fewer friends visit their house
 - b. fewer things in their house
5. Jenny and Adam are _____ their simple life.
 - a. happy with
 - b. sad about

DETAILS

- 1  Listen again and add to your notes. Write T (true) or F (false) next to each statement. Correct the false information. Use your notes to help you.
 - _____ 1. Jenny and Adam saw a video about tiny houses.
 - _____ 2. They bought the school bus the week after they saw it.
 - _____ 3. Jenny and Adam's bed is under the floor.
 - _____ 4. Jenny and Adam keep their shoes in a closet.
 - _____ 5. Now Jenny and Adam have more free time.
 - _____ 6. The school bus cost more than four months of rent in the city.
 - _____ 7. Jenny and Adam are still worried about money.
- 2 With a partner, take turns summarizing your notes. Then discuss how your notes and your answers in Preview helped you understand the listening.

 Go to **MyEnglish Lab** for more listening practice.