

Fifth Edition

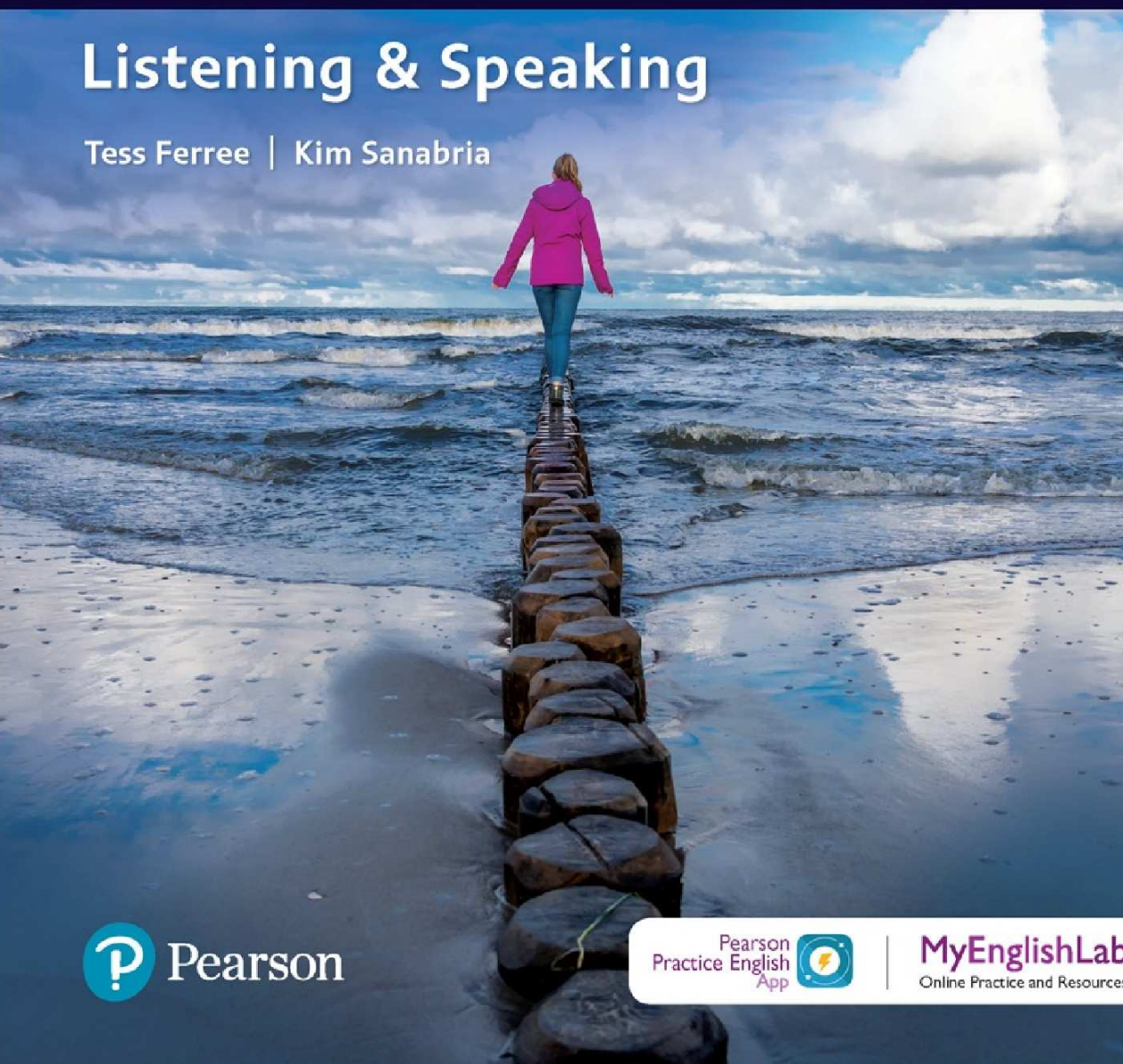
GSE
Global Scale of English

56–64

NorthStar4

Listening & Speaking

Tess Ferree | Kim Sanabria



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Fifth Edition

NorthStar 4

Listening & Speaking 

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Dedication

*To Jay and Carlos, Kelly and Victor.
—Tess Ferree and Kim Sanabria*

NorthStar: Listening & Speaking Level 4, Fifth Edition

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CONTENTS

	Welcome to <i>NorthStar</i> , Fifth Edition	iv
	Scope and Sequence	xiv
	Acknowledgments/Reviewers	xviii
UNIT 1	Exploring Genius.	2
UNIT 2	Pushing the Boundaries	28
UNIT 3	Early to Bed, Early to Rise	54
UNIT 4	Animal Intelligence.	80
UNIT 5	The Golden Years	106
UNIT 6	Giving to Others: Why Do We Do It?	132
UNIT 7	Water, Water, Everywhere?	160
UNIT 8	Video Games: Friend or Foe?	186
	Student Activities	216
	Expand Vocabulary List	220
	Academic Word List Vocabulary	221
	Grammar Book References.	223
	Audio Script	224
	The Phonetic Alphabet	247
	Credits	248

WELCOME TO NORTHSTAR

A Letter from the Series Editors

We welcome you to the 5th edition of *NorthStar Listening & Speaking Level 4*.

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 FIFTH 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.

MyEnglishLab

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

THE NORTHSTAR UNIT

1 FOCUS ON THE TOPIC

Each unit begins with an eye-catching unit opener spread that draws students into the topic. The learning outcomes are written in simple, student-friendly language to allow for self-assessment. Focus on the Topic questions connect to the unit theme and get students to think critically by making inferences and predicting the content of the unit.



The unit opener spread features a photograph of a young girl in a black leotard, looking intently at a large white paper airplane she is holding. The background shows other students in a dance studio. The title "Exploring Genius" is prominently displayed in a large, white, serif font. A purple "1" is in the top right corner, and a purple "1" is in the bottom left corner.

LEARNING OUTCOMES

- > Infer important ideas
- > Take notes with bullets and dashes
- > Recognize emphasis
- > Use the passive voice
- > Contrast and reduce the and have
- > Give your opinion

Go to [MyEnglishLab](#) to check what you know

1 FOCUS ON THE TOPIC

1. The photo shows a prodigy—a young person with exceptional abilities. Do you know of anyone who could be considered a prodigy? What does this person do that is different or special?
2. If a child shows unusual talent in a particular area, how should the parents react? Should they push the child to develop that talent, or allow the child to develop it naturally?
3. Why do some children show advanced abilities at an early age? Are they born with a special talent, or do they learn it somehow?

Exploring Genius 3

MyEnglishLab NorthStar 4 Listening & Speaking

Check What You Know

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

Reference
Take important notes

Note-taking
Take notes with bullet and dashes

Listening
Recognize emphasis

Writing
Use the passive voice

Presentations
Contrast and reduce the and have

Speaking
Give your opinion

Check what you know. Note to each skill, write the number from 1 to 5 that shows how well you know it. 1 shows how well you know it. 5 shows how well you know it.

Reference
Take important notes

Note-taking
Take notes with bullet and dashes

Listening
Recognize emphasis

Writing
Use the passive voice

Presentations
Contrast and reduce the and have

Speaking
Give your opinion

[Back to course](#) [Help](#) [Home](#)

PEARSON

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.

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.

DETAILS

1 🔊 Listen again and add to your notes. Then identify the statements as T (true) or F (false). Correct the false statements. Use your notes to help you. Discuss your answers with a partner.

- ___ 1. Jay Greenberg named himself "Bluejay" because he is small and produces a lot of sound, like a small bird.
- ___ 2. Other musicians have helped Jay to compose his music.
- ___ 3. Sam Zyman is a composer and teacher at the Juilliard School.
- ___ 4. At twelve, Jay could probably write a great sonata in two hours, according to Zyman.
- ___ 5. Jay doesn't need to think about his compositions.
- ___ 6. Jay's parents are professional musicians.
- ___ 7. By the age of two, Jay had begun drawing pictures of instruments that his parents had at home.
- ___ 8. At the age of three, Jay began composing music by drawing small ovals as musical notes on a scale.
- ___ 9. As a child, Jay's hero was Batman.
- ___ 10. Jay creates symphonies by waiting for one instrument and then thinking about how the others should come in.

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 [MyEnglishLab](#) for more listening practice.

MAKE INFERENCES 🔍

Inferring Important Ideas

An inference is an educated guess about something that is not directly stated. Speakers sometimes stress or repeat key words to emphasize important ideas. By listening for such signals, listeners can infer what ideas the speaker considers to be important.

🔊 Read and listen to an excerpt from the Jay Greenberg report. Note the stressed or repeated words. Then answer the questions.

Example

Scott Peiley: A twelve-year-old wrote this. He wrote every note for each and every instrument. And the whole symphony is, he wrote it in just a few hours.

...note (wrote this, wrote every note, every note, every instrument).

Exploring Genius 7

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NorthStar 4 Listening & Speaking

Focus on Listening Attempt 1

Listening Practice: Recognizing Emphasis

Listen to the excerpts. Choose the correct answers.

1 Composer Sam Zyman is discussing Jay's talents. Which words does he emphasize?

- ☐ absolute, objective
- ☐ sitting, composing
- ☐ opinion, here

Which important idea does he emphasize?

- ☐ Jay is very young.
- ☐ Jay's family are not musicians.
- ☐ Jay is very unusual.

2 Reporter Scott Peiley is discussing Jay and other children. Which words does he emphasize?

- ☐ seems, program
- ☐ downloading, days
- ☐ composing, mind

Which idea does he emphasize?

- ☐ All kids download music these days.
- ☐ Jay uses a computer for different reasons than his peers.
- ☐ Jay needs a special computer for his work.

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ALWAYS LEARNING PEARSON

MyEnglishLab

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.

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

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

- 1 Complete the chart with different forms of the words. Then compare answers with a partner. Check a dictionary or ask your instructor.

Base	Noun	Adjective	Adverb
		accomplished	
achievement			

GRAMMAR FOR SPEAKING

- 1 Look at the illustration and then read the description. Notice the forms of the boldfaced verbs. In this picture, a boy is showing his teacher how to solve a complex math problem. Most likely, he has been **taught** to solve this kind of problem at home, not at school. The teacher is **surprised** by the boy's explanations.

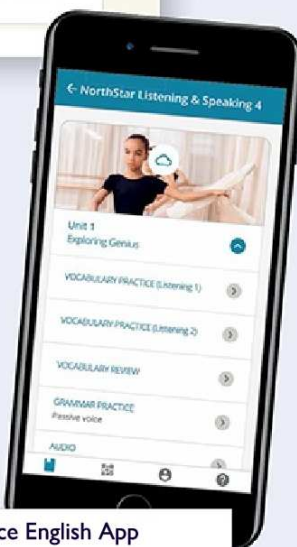


Using the Passive Voice

How to Form the Passive Voice	Active	Passive
To form the passive voice, use the correct form of be + past participle. Optional: If the agent of the action (the subject of an active sentence) is known and important, you can use by + agent. The object in an active sentence becomes the subject in a passive sentence. With modals (can, may, should, will, etc.), use modal + base form of be + past participle.	Many parents encourage their children to explore different interests. My parents didn't allow me to play sports until I had finished my homework. Children can beat adults at some memory games.	Many children are encouraged by their parents to explore different interests. I wasn't allowed to play sports until I had finished my homework. Adults can be beaten by children at some memory games.
When to Use the Passive Voice		
Use the passive voice to shift focus from the agent of the action to the person or thing being described. In this example, prodigies are more important than people all over the world. Use the passive voice when you do not know the agent of the action, or when the agent is not important. In this example, it doesn't matter who is reporting the news. Use the passive voice when you don't want to mention the agent, particularly to avoid blaming the agent. In this example, we know who made the mistakes, but we don't wish to name that person.		Prodigies are admired by people all over the world. News about the child violinist is being reported in detail. Some factual mistakes have been made in the series of articles about the young artist. For example, she was five years old when she had an exhibition, not fifteen.

MyEnglishLab

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



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

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.

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

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.

PRONUNCIATION

Contracting and Reducing the and Have

In speech, fluent speakers often use contractions of the verbs *be* and *have* after pronouns. For example, *He is* becomes *He's*, *They are* becomes *They're*, *She has* becomes *She's*, *We have* becomes *We've*. These contractions sound more formal, and are easier to say than the full forms. After nouns, these same verbs often have reduced pronunciations.

Read and listen to the examples.

Examples:

- is* is pronounced /ɪz/ after most sounds. But it's pronounced /ə/ after the so-called long p (p) after these words: *is, is, is, is, is*.
- A: My husband is convinced that *Michelle* is really talented.
Say: "husband" /hʌsbənd/ "Michelle" /mɪtʃəl/
- are* is pronounced /ə/ or /ɑː/. It is joined with the preceding word.
Say: "people" /ˈpiːpl/ "scientists" /ˈsaɪntɪsts/
- have* is pronounced /ə/ after the preposition *of*. It is joined closely with the preposition.
A: Some have become world famous.
Say: "some" /sʌm/ "have" /hə/
- has* is pronounced like *is* (see above).
B: The word *genius* has become difficult to define.
Say: "genius" /ˈdʒiːniəs/

Note: For reference, see the phonetic alphabet on page 247.

1 Read and listen to the sentences. Underline the verbs that are contracted or reduced (not every sentence has a contraction or reduction). Then practice saying the sentences with a partner, using contractions and reductions.

- "The United States has become fascinated by prodigies."
- "Parents are aware of their children's talents."
- "I have seen young children with unusual aptitude for sports."
- "Critics have warned that it's unhealthy to put too much pressure on children."
- "We are concerned that our son spends too much time on his math problems."
- "Researchers are interested in studying children with unusual abilities."

SPEAKING SKILL

Giving Your Opinion

In a discussion, it is important to state your own opinion or viewpoints clearly and to do so politely. That way, listeners will be able to understand and respect your ideas. Sometimes, however, you may not want to give an opinion—either because you don't have one or because you want to avoid an argument.

Give an Opinion	As for me / I think, ...	As I see it, ...	From what I understand, ...
I believe, ...			
If you and me, ...			
In my opinion, ...			
Agree	I agree.	That's just what I was going to say!	Yes, exactly.
	I hold no, two.		
	I couldn't agree more.		
Disagree	Maybe / Perhaps, but ...	That's not exactly the way I see it.	I think ...
	You have a good point, but ...	I'm not so sure ...	
	Yes, but on the other hand ...		
Not Give an Opinion	I'm not really sure.	On one hand, ... but on the other hand, ...	
	I don't know what to think.		
	I haven't made up my mind.		
	I'm of two minds.		

Work in groups of three. Take turns presenting and responding to the ideas. Speak, don't write. Use an expression from the chart above when you state your opinion.

- A: I think most child prodigies are influenced by their parents.
B: I hold no, two. If you ask me, some parents put too much pressure on their children.
C: Well, you have a good point, but some children seem to be born with exceptional abilities.
- A: How do I understand you? You say your natural abilities you don't develop them.
B:
C:
- A: I think anyone could become a prodigy with enough work, don't you?
B:
C:

- A: I don't think prodigies are always very happy.
B:
C:
- A: I think it's unhealthy for young children to become so involved in only one area.
B:
C:

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

FINAL SPEAKING TASK: Discussion

In this activity, you will work in a group and take turns sharing a case study about an actual child prodigy.

PREPARE

1 Work in a group of four. Each member chooses a different case study from the box. (See Student Activities on page 216 for the details of each case study.)

- Read your case study. Do not read the other case studies.
- Consider these questions: What is the child's gift? How was it discovered? How was it developed (through practice, lessons, etc.)? What kind of support did the child have (parents, school, etc.)? What challenges or special circumstances did the child face?
- Do additional research online.

- Case study 1: The Young Tennis Dynamo
- Case study 2: The Math Wizard
- Case study 3: The Promising Violinist
- Case study 4: The Chess Master

2 Consider how to apply 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 27. Which words can you include in your discussion to make it clearer and more interesting? Choose at least five words of phrases to use and add them to your notes.
- Grammar** Scan your notes for places where you will use the passive voice. Can you use the form correctly?
- Pronunciation** Record yourself practicing using contractions and reductions of *be* and *have*. Then listen back. Are your ideas clear?
- Speaking Skill** Think about how you want to state your opinion. Try to choose the expressions that are most effective.

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.

- **MyEnglishLab**

MyEnglishLab 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, 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 **MyEnglishLab** and ExamView.

Using MyEnglishLab, 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 Exploring Genius Pages: 2–27 Listening 1: The Music in My Head Listening 2: What Makes a Prodigy?	 2 Pushing Boundaries Pages: 28–53 Listening 1: Artist Opens Others’ Eyes Listening 2: An Athlete’s Inspiring Journey	
Inference	Inferring important ideas	Inferring the meaning of figurative language	
Note-Taking	Taking notes with bullets and dashes	Taking notes using key words	
Listening	Recognizing emphasis	Distinguishing main ideas from details	
Grammar	Passive voice	Gerunds and infinitives	
Pronunciation	Contracting and reducing <i>be</i> and <i>have</i>	Identifying and using thought groups	
Speaking	Giving your opinion	Introducing a presentation	
Final Speaking Task	Discussion: anecdotes about child prodigies	Presentation to a group: report on a person who overcame obstacles	
Video	Child prodigies	A girl with autism	
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 a famous prodigy	Review a movie about overcoming obstacles	



3 Early to Bed, Early to Rise

Pages: 54–79

Listening 1: How Can Teenagers Get Enough Sleep?

Listening 2: Get Back in Bed!

4 Animal Intelligence

Pages: 80–105

Listening 1: Who's Smart?

Listening 2: What Motivates Animals?

Inferring a speaker's assumptions

Inferring a speaker's attitude

Taking notes with symbols and abbreviations

Avoiding non-essential words when taking notes

Recognizing claims and evidence

Identifying parts of oral paragraphs

Present unreal conditionals

Reported speech

Using contrastive stress

Using intonation on *yes / no* questions with *or*

Asking for clarification

Stating reasons and giving support

Role-play: a meeting about sleep deprivation in hospitals

Research presentation: a topic related to animal ethics

Sleep deprivation and health issues

Talking to animals

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 and share causes / remedies for jet lag

React to quotations

SCOPE AND SEQUENCE

	 5 The Golden Years Pages: 106–131 Listening 1: The Longevity Project Listening 2: Tobey Dichter, Generations Online	 6 Giving to Others: Why Do We Do It? Pages: 132–159 Listening 1: Why We Give Listening 2: The Mystery Donor	
Inference	Inferring a speaker's intention	Inferring the degree of certainty	
Note-Taking	Taking notes with a diagram	Annotating your notes	
Listening	Identifying and understanding relationships between ideas	Identifying the purpose of direct quotations	
Grammar	Comparing past forms	Relative pronouns in adjective clauses	
Pronunciation	Using word blends with <i>you</i>	Listing intonation	
Speaking	Making suggestions	Ranking ideas	
Final Speaking Task	Discussion: different viewpoints on elderly care	Presentation: a public service announcement (PSA)	
Video	The long lives of the residents of Acciaroli	Philanthropy	
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 images of seniors in advertisements	Research and write a report on a philanthropist	



7 Water, Water, Everywhere?

Pages: 160–185

Listening 1: Water Shortage:
Past the Tipping Point?

Listening 2: Putting Water to Work

8 Video Games: Friend or Foe?

Pages: 186–215

Listening 1: The Darker Side of
Video Games

Listening 2: Truths and Myths in Gaming

Inferring the purpose of questions

Inferring contrasting information

Taking notes with handouts

Taking notes with an outline

Listening for multiple details

Identifying counterarguments

Causal verbs

Phrasal verbs

Pronouncing stressed and unstressed
vowels

Using stress with adverbial particles

Referring to a Visual Aid

Making concessions

Presentation with visual aid: water issues

Debate: pros and cons of video games

Water conservation in college dormitories

Video games

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 and write a report on water
scarcity

Write a report on a popular online game

ACKNOWLEDGMENTS

To friends, family, and colleagues who have supported us throughout the fifth edition of *NorthStar*, our heartfelt thanks. Each of you has left an imprint on these pages.

The project has again been enriched by the contributions of many individuals. We thank Frances Boyd and Carol Numrich, our *NorthStar* series editors, as well as the wonderful editorial staff at Pearson Education. Our gratitude goes to editors Dana Pinter, Leigh Stolle, Linda Moser, Autumn Westphal, and Peter West. Their positive attitude and tactful expertise have been critical as we developed the manuscript. In addition, the many interviewees and commentators heard in the listenings, are a part of *NorthStar*.

Most of all, we thank our loving families and friends.

—Tess Ferree and Kim Sanabria

REVIEWERS

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LEARNING OUTCOMES

- > Infer important ideas
- > Take notes with bullets and dashes
- > Recognize emphasis
- > Use the passive voice
- > Contract and reduce *be* and *have*
- > Give your opinion

 Go to **MyEnglishLab** to check what you know.

Exploring Genius

1

FOCUS ON THE TOPIC

1. The photo shows a *prodigy*—a young person with exceptional abilities. Do you know of anyone who could be considered a prodigy? What does this person do that is different or special?
2. If a child shows unusual talent in a particular area, how should the parents react? Should they push the child to develop that talent, or allow the child to develop it naturally?
3. Why do some children show advanced abilities at an early age? Are they born with a special talent, or do they learn it somehow?

2 FOCUS ON LISTENING

LISTENING ONE | The Music in My Head

VOCABULARY

- 1  Read and listen to a radio call-in show about genius. Notice the boldfaced words and phrases. Try to guess their meanings.

TRANSCRIPT

Host: Hello, everyone. Today we have a great subject to talk about: genius—what it is and where it comes from. I'm sure all our listeners have heard of child prodigies—people who display incredible abilities when they are very young. Let's begin by taking your calls on this interesting topic. First, we have Alana from New York.

Alana: Hi. My husband and I have always been **fascinated** by this subject, but right now, I'm calling about our son Mike. He's only ten years old, but he can do all kinds of mathematical calculations **at the speed of light**. For example, we'll show him a rule from my college textbook that is completely **unfamiliar** to him—square roots of large numbers, for example—and he gets it immediately. Is he a prodigy?

Host: I'm not too sure, but Mike certainly sounds interested in math. Does he ever make mistakes?

Alana: Well, sure, sometimes. But then he goes back to **revise** the answers he gets wrong. And he enjoys doing calculations. He has a lot of **confidence** in his own abilities.

Host: That's terrific. Whether he's a prodigy or not, I think you should definitely encourage his interest. Thanks for calling. Next, we have Steve from Chicago.

Steve: Hello? Yes, well, I'd like to know where talented young children get their abilities.

Host: You know, we're not really sure. Even the most **renowned** scientists don't agree on why a few children become prodigies. Some young children become skilled in something like math, music, or chess **before our very eyes**. They don't have any training, and, most of the time, they're completely **unconscious** of their abilities. It's just the way they are. For example, Mozart started composing when he was five. It was instinctive, almost **involuntary**. And perhaps you've heard about Akrit Jaswal, the young Indian boy who performed surgery at the age of seven. Now, he really was a prodigy, as far as I'm concerned. OK. Our next caller is Samir, from Dallas.

Samir: Hi. I wanted to point out that all children have a lot of potential. That's an **objective** fact.

Host: Yes, you're right—and we certainly want to encourage all children to do their best. But personally, I do think that some individuals are a bit different. They seem to be born with some kind of underlying talent. Let's take a break now. When we return, we'll be talking about how parents should handle their children's talents.



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

- | | |
|-------------------------------------|---|
| _____ 1. involuntary | a. directly in front of us, while we watch |
| _____ 2. before (one's) very eyes | b. to review and correct or change something |
| _____ 3. confidence | c. belief in your ability to do things well |
| _____ 4. fascinated (<i>adj.</i>) | d. unaware, not realizing what you are doing |
| _____ 5. at the speed of light | e. very interested |
| _____ 6. objective (<i>adj.</i>) | f. not influenced by your own feelings, beliefs, or ideas |
| _____ 7. renowned | g. known and admired by a lot of people |
| _____ 8. revise | h. automatically, without intending to |
| _____ 9. unconscious | i. extremely quickly |
| _____ 10. unfamiliar | j. not aware of |

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

PREVIEW

You will hear a report by reporter Scott Pelley about a musical prodigy named Jay Greenberg.

 **Listen to the introduction to the report. Then answer the questions.**

1. What characteristics set Jay Greenberg apart?

2. What activities set Greenberg apart?

3. What other information about “the greatest [musical] talent to come along in 200 years” might the report include? Check () them.

- | | | |
|--|--|--|
| ☐ his role models | ☐ his challenges | ☐ his critics' opinions |
| ☐ his successes | ☐ his parents' reaction | |



LISTEN

- 1  Listen to the whole report. Create a chart like the one below to take notes.

TAKE NOTES The Music in My Head	
Main Ideas	Details
Reporter: Jay Greenberg = musical prodigy	- studies at Juilliard - is greatest talent in 200 yrs - has written 5 full-length symphonies - is 12 yrs old

- 2 Compare your notes with a partner's. How can you improve your notes?

 Go to **MyEnglishLab** to view example notes.

MAIN IDEAS

Answer the questions. Use your notes to help you.

1. What does Jay's teacher Sam Zyman say about Jay's talent?

2. What does Jay say about how he creates compositions?

3. What role have Jay's parents played in the development of his talent?

4. Why doesn't Jay go back and revise his work?
