

国际经典英语系列教材

PEARSON

NORTHSTAR



英语听说

Listening and Speaking



原 著 【美】 Tess Ferree
Kim Sanabria

中方主编 张 琳 方 燕



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

国际经典英语系列教材

11319
3515

PEARSON

NORTHSTAR



英语听说

Listening and Speaking



原 著 【美】 Tess Ferree
【美】 Kim Sanabria

中方主编 张 琳 方 燕

副主编 杨 捷 伍 轶



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

Authorized Adaptation from the English language edition, entitled NORTHSTAR, LISTENING AND SPEAKING LEVEL 4, 3E (ISBN: 978-0-13-205677-9), by FERREE, TESS; SANABRIA, KIM, published by Pearson Education, Inc, publishing as, Copyright ©2009, 2004, 1998 by Pearson Education, Inc.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education, Inc.

ENGLISH language adaptation edition published by PEARSON EDUCATION ASIA LTD. and SHANGHAI JIAO TONG UNIVERSITY PRESS Copyright©2015

ENGLISH language adaptation edition is manufactured in the People's Republic of China, and is authorized for sale only in People's Republic of China excluding Hong Kong, Taiwan and Macau.

本教材由培生教育集团授权出版, 改编自培生教育集团的NORTHSTAR 系列教材中的LISTENING AND SPEAKING (第4册, 第3版, 原著: Tess Ferree, Kim Sanabria)

未经培生教育集团授权, 不得以任何方式复制或传播本教材的任何部分。

本教材在中华人民共和国印刷出版, 仅限于中华人民共和国境内 (不包括中国香港特别行政区、中国台湾地区、中国澳门特别行政区) 销售发行。

上海市版权局著作权合同登记号图字: 09-2015-730

图书在版编目(CIP)数据

英语听说. 2/(美)法莱(Ferree, T.)等著;张琳,方燕

主编. —上海:上海交通大学出版社, 2015

ISBN 978-7-313-13425-7

I. ①英… II. ①法… ②张… ③方… III. ①英语—
听说教学—教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2015)第184903号

英语听说2

著 者:[美]Tess Ferree [美]Kim Sanabria

出版发行:上海交通大学出版社

邮政编码:200030

出 版 人:韩建民

印 制:上海锦佳印刷有限公司

开 本:889mm×1194mm 1/16

字 数:263千字

版 次:2015年8月第1版

书 号:ISBN 978-7-313-13425-7/H

定 价(含光盘):39.00元

主 编:张琳 方燕

地 址:上海市番禺路951号

电 话:021-64071208

经 销:全国新华书店

印 张:10.75

印 次:2015年8月第1次印刷

ISBN 978-7-88844-990-9

版权所有 侵权必究

告 读 者:如发现本书有印装质量问题请与印刷厂质量科联系

联系电话:021-56401314

INTRODUCTION

国际经典英语系列教材《英语听说 1》、《英语听说 2》和《英语听说 3》是配合我国目前公共英语教学改革趋势,为本、硕、博一体化课程体系量身打造,供本、硕、博不同层次学生使用的一套英语听说专门教材。

本套教材由培生教育集团出版的 NorthStar 系列教材改编而成。编者根据我国高校英语听说课程的相关教学目标、要求、学生英语听说水平及学习特点,在原版教材的基础上,对每单元内容进行了适当的删减与补充,分别编写了《英语听说 1》、《英语听说 2》和《英语听说 3》。

在教材编写过程中,我们尽量保持原教材的编写理念和内容的原汁原味,尽量保持原教材的编写体例和内容安排的逻辑顺序。同时,根据我国高校的教学需求和课时安排,将原教材每册 10 个单元精简为 8 个,去除原教材中对中国学生来说过于简单的语法练习,每个单元增加了部分听力、口语练习和英语词汇表。

改编后的教材特点是,语言材料新颖真实,学习内容系统精炼,练习材料丰富恰当,既突出在内容学习和听说训练中培养学术思辨能力,又注重把语言技能的训练与英语国家的文化有机结合。

我们衷心希望本套教材的出版能使学生有效地提高英语交际能力和批判性思维能力,提升跨文化意识和创新意识。同时,希望教师能得心应手地使用本教材,提高课堂教学效果。

最后,我们真诚感谢上海交通大学出版社对本套教材编写出版工作的支持和帮助。

编 者

2015 年 7 月

UNIT STRUCTURE

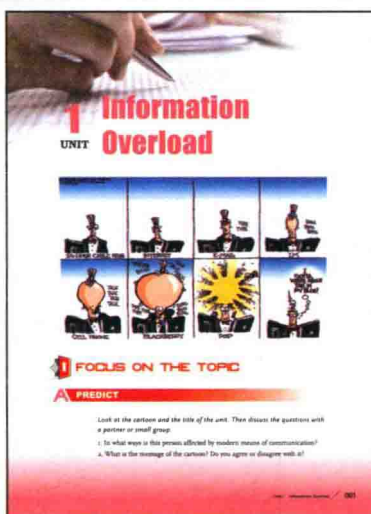


FOCUS ON THE TOPIC

This section introduces students to the unifying theme of the listening selections.

PREDICT and **SHARE INFORMATION** foster interest in the unit topic and help students develop a personal connection to it.

BACKGROUND AND **VOCABULARY** activities provide students with tools for understanding the first listening selection. Later in the unit, students review this vocabulary and learn related idioms, collocations, and word forms. This helps them explore content and expand their written and spoken language.



UNIT 1

SHARE INFORMATION

Where do you look for news and information? On the chart, check (✓) the news media you use most frequently. Then compare your answers with a small group. Discuss the reasons for your choices.

TYPES OF INFORMATION	NEWS MEDIA					
	Newspapers	TV	Radio	Internet	Magazines	Other people
Local news						
National news						
International news						
Weather						
Traffic reports						
Sports						
Business news						
Technology news						
Entertainment (art, literature, music)						

BACKGROUND AND VOCABULARY

Read and listen to the survey and check (✓) the responses that it most resemble to your own. Then analyze your results on page 4.

LISTENING

What kind of news consumer are you? Take the survey and see if you are a news person, a news addict, or a news junkie.

1. Do you watch TV news regularly?
☐ A. Yes, every night.
☐ B. Yes, but only on the news.
☐ C. No, I don't watch TV news.
☐ D. I don't watch TV news, but I read the newspaper.

2. Do you usually watch the newspaper or digital?
☐ A. Yes, I read the newspaper.
☐ B. Yes, I read the newspaper, but I also use the Internet.
☐ C. No, I don't read the newspaper.
☐ D. I don't read the newspaper, but I use the Internet.

3. What is your opinion of most news reports?
☐ A. They are usually right.
☐ B. They are usually wrong.
☐ C. They are usually biased.
☐ D. They are usually sensational.

4. Do you think the news is too much?
☐ A. Yes, I think it's too much.
☐ B. No, I don't think it's too much.
☐ C. I don't know.
☐ D. I don't think about it.

5. Some people say that the news is all bad and that it's often full of lies. What's your opinion of that statement?
☐ A. I don't think that's necessarily true. Some of the news reports actually offer useful information.
☐ B. I don't think that's necessarily true. Some of the news reports actually offer useful information.
☐ C. I don't think that's necessarily true. Some of the news reports actually offer useful information.
☐ D. I don't think that's necessarily true. Some of the news reports actually offer useful information.

6. Some people feel overwhelmed by the news. Does that happen to you?
☐ A. Yes, I feel overwhelmed by the news.
☐ B. No, I don't feel overwhelmed by the news.
☐ C. I don't know.
☐ D. I don't think about it.



FOCUS ON LISTENING

This section focuses on understanding two contrasting listening selections.

LISTENING ONE is a radio report, interview, lecture, or other genre that addresses the unit topic. All the listenings are authentic.

LISTEN FOR MAIN IDEAS and **LISTEN FOR DETAILS** are comprehension activities that lead students to an understanding and appreciation of the first selection.

The **MAKE INFERENCES** activity prompts students to “listen between the lines,” move beyond the literal meaning, exercise critical thinking skills, and understand the listening on a more academic level. Students follow up with pair or group work to discuss topics in the **EXPRESS OPINIONS** section.

FOCUS ON LISTENING

A LISTENING ONE: News Reporters

How does news affect our lives? You will listen to a radio reporter who talks to a medical doctor and other professionals, all with strong opinions on the topic.

1 Listen to the introduction and answer the questions. Compare your answers with a partner's.

1. What does Dr. Weil hope people can do at the end of eight weeks of his program?

2. The reporter interviews some news reporters, people who avoid talking to too much news. To what professions do you think she will list them? Check ☐ your guesses.

... artist ... doctor
... investment manager ... lawyer
... change number ... journalist
... college professor ... restaurant worker

4 LISTEN FOR MAIN IDEAS

1. Listen to National Public Radio's Margaret Adler interview people about how much news they need. Draw a line from each person to his or her opinion.

1. Andrew Weil (doctor, author) a. News is more interesting than the news.
2. Mark Harris (author) b. It's better not to read the news every day.
3. Calverley Spangol (Johns Hopkins University) c. People should gradually reduce their news intake.
4. John Sennett (author, history professor) d. The news focuses too much on problems and doesn't offer solutions.
5. Tzipora Shuchman (childbirth nurse) e. Politics and business are more important than the news.

UNIT 1

3 LISTEN FOR DETAILS

1. Listen to the interview again. Circle the best answer to complete each statement.

1. Mark Harris wrote an essay in the New York Times in the early 1990s about newspapers. Since then, he has ...
a. changed his opinion completely
b. refused his opinion a little
c. maintained the same opinion

2. To Harris's opinion, news gets readers to focus on interesting people, such as ...
a. sports figures who don't win
b. teachers at small universities
c. historical figures who are little known

3. The period in history that Calverley Spangol studies is the ... century.
a. fourteenth and fifteenth
b. fifteenth and sixteenth
c. sixteenth and seventeenth

4. Spangol doesn't read newspapers because ...
a. they are repetitive
b. she doesn't have enough time
c. she wants to spend time with her children

5. In Sennett's opinion, daily news ...
a. gives too much information
b. keeps people from seeing connections
c. should focus more on religion

6. Sennett reads the news ...
a. every week
b. every three or four months
c. almost never

7. Tzipora Shuchman is critical of the media because it ...
a. doesn't explain problems well
b. creates a sense of danger
c. is difficult to understand

8. Calverley Spangol thinks that children ...
a. can't understand much of the news they hear
b. need to spend more time alone
c. should listen to the news with their parents

4 MAKE INFERENCES

Listen to the excerpt and circle the correct answer. Then discuss with a partner how you chose the answer. For example, was it tone of voice, special vocabulary, or something else?

Example One

1. Mark Harris believes that reading a newspaper ...
a. should be done in the evening instead of the morning
b. is a habit or a routine

Example Two

1. Professor Spangol thinks that ...
a. there are more important things to do than pay attention to the news
b. the news should cover larger, more historical events

Example Three

1. John Sennett believes that ...
a. daily newspapers don't choose the best stories to cover
b. some news stories are more important than others

Example Four

1. The news people working at NPR ...
a. didn't think a story against the news was a good idea
b. believed they had a problem talking to too much news

5 EXPRESS OPINIONS

Work in a small group. Discuss the questions.

1. What is a news source? What are some advantages and disadvantages to using a news source?

2. The reporter interviewed a doctor, a journalist, two professors, and a nun. They are all news reporters. Which of these ideas do you agree with? Which do you disagree with?

3. Do you think that responsible citizens have to keep up with the news? How much time do you think you should spend keeping up with the news? What news sources do you prefer, and why?

LISTENING TWO: Does the Media Overwhelm Our Lives?

You will hear a radio interview with Todd Gitlin, author of *Media Overload*. He claims that when the news media jumps around from story to story, we get distracted and overwhelmed.

LISTENING TWO offers another perspective on the topic and is usually another genre. Again, the listenings are authentic. This second listening is followed by an activity that challenges students to question ideas they formed about the first listening, and to use appropriate language skills to analyze and explain their ideas.

INTEGRATE LISTENINGS ONE AND TWO presents culminating activities. Students are challenged to take what they have learned, organize the information, and synthesize it in a meaningful way. Students practice skills that are essential for success in authentic academic settings and on standardized tests.

MAKE INFERENCES

Listen to the excerpts and circle the correct answer. Then discuss with a partner how you chose the answer. For example, was it tone of voice, special vocabulary, or something else?

Excerpt One

1. Mark Harris believes that reading a newspaper _____.
 - a. should be done in the evening instead of the morning
 - b. is a habit or a routine

Excerpt Two

2. Professor Spiegel thinks that _____.
 - a. there are more important things to do than pay attention to the news
 - b. the news should cover longer, more historical events

Excerpt Three

3. John Sommerville believes that _____.
 - a. daily newspapers don't choose the best stories to cover
 - b. some news stories are more important than others

Excerpt Four

4. The news people working at NPR _____.
 - a. didn't think a story against the news was a good idea
 - b. believed they had a problem taking in too much news

EXPRESS OPINIONS

Work in a small group. Discuss the questions.

1. What is a news resister? What are some advantages and disadvantages to being a news resister?
2. The reporter interviewed a doctor, a novelist, two professors, and a nun. They are all news resisters. Which of their ideas do you agree with? Which do you disagree with?
3. Do you think that responsible citizens have to keep up with the news? How much time do you think you should spend keeping up with the news? What news sources do you prefer, and why?

LISTENING TWO: Does the Media Overwhelm Our Lives?

You will hear a radio interview with Todd Gitlin, author of *Media Unlimited*. He claims that when the news media jumps around from story to story, we get distracted and overwhelmed.

INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

In Listening One, you heard why some people dislike daily news. Listening Two discussed more general consequences of media overload. Complete the chart with the information you heard.

	NEWS RESISTERS	IS MEDIA OVERWHELMING?
Problems with the way news is presented now	• Can't focus on all of the interesting stories	• There is a media overload
Effects on individuals' behavior	• People become addicted to the news	
Effects on individuals' feelings		
Effects on children		
Effects on society as a whole		

STEP 2: Synthesize

Work with a partner. Role play a discussion between a news reporter and a commentator. The reporter asks the commentator about problems with how news is presented these days. Use the information in the chart in your questions and answers.

Take turns being the reporter and the commentator.

Example:

REPORTER: Good afternoon. I'd like to ask you about how news is presented today. Do you think there are any problems?

COMMENTATOR: Well, yes, I do. For one thing, I think there's a media overload. There's just too much news every day! And because the news is presented daily, it's hard to focus on a lot of the interesting stories out there. For example,...



FOCUS ON SPEAKING

This section emphasizes development of productive skills for speaking. It includes sections on vocabulary, pronunciation, functional language, and an extended speaking task.

The **VOCABULARY** section leads students from reviewing the unit vocabulary, to practicing and expanding their use of it, and then working with it—using it creatively in both this section and in the final speaking task.

UNIT 1

3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

1 Two roommates are talking about the TV news. Complete their conversation with words from the box. Then practice the conversation with a partner.

barrage	evading	makes a connection	regardless of
bias	inconsequential	newsworthy	remedy
comes in second	lethal	perspective	repetitive

A: What's on TV?
B: I'm watching the news. But you know, I just heard the same story that they reported last night! The news is so _____.
A: I know. And I also don't like the _____ in most of the TV news. I mean, it just doesn't present an objective viewpoint.
B: I know what you mean. And many times the stories are so _____; they really don't affect our lives in any way.
A: Well, that's why I prefer the Internet. The news stories there are more interesting _____ and. For example, this morning I read about how some dangerous chemicals were found in a popular brand of dog food. Apparently, they could be _____.
B: Well, there's an example of news that really _____ with people's lives.
A: Exactly. I read that the Internet is people's first choice for news these days. TV news _____, and radio and print media come last.
B: That's not surprising, is it? These days most people have access to online news _____ sources, where they live.
A: Right. But there are plenty of news sources to choose from—and they all have a different _____.

010 Listening and Speaking 2

The **PRONUNCIATION** section presents both controlled and freer, communicative practice of the sounds and patterns of English. Models from the listening selections reinforce content and vocabulary. This is followed by the **FUNCTION** section where students are exposed to functional language that prepares them to express ideas on a higher level. Examples have been chosen based on frequency, variety, and usefulness for the final speaking task.

The **PRODUCTION** section gives students an opportunity to integrate the ideas, vocabulary, pronunciation, and function presented in the unit. This final speaking task is the culminating activity of the unit and gets students to exchange ideas and express opinions in sustained speaking contexts. Activities are presented in a sequence that builds confidence and fluency, and allows for more than one “try” at expression. When appropriate, students practice some presentation skills: audience analysis, organization, eye contact, or use of visuals.

CREATE

Work with a partner or group. Discuss the four news programs in *Expand* using the words in the box. Check (✓) every word you use. Can you use them all?

Example

A: I think *Regional Recap* sounds repetitive.

B: You're right. And if the week's stories are *inconsequential*, there's no need to hear them again. I wouldn't recommend that program.

addiction, be addicted to	evade	put an emphasis on
attention deficit disorder (ADD)	fantasy	raise (children)
barrage	focus	recommend
bias	get the scoop on	regardless of
catch the news	inconsequential	remedy
come in second	lethal	repetitive
coverage	make a connection	sense of humor
daily	newsworthy	take a break (from)
distract	perspective	track down
distraction, distract from	plugged in	underlying

SPEAKING

PRONUNCIATION: Reducing and Contracting Auxiliary Verbs

- When they talk, native speakers often use contractions of the verbs *be* and *have* after a pronoun. These contractions sound friendlier and less formal, and native speakers find them easier to say than the full forms.

I've been watching the news more and more recently. My husband says I watch too much. He's started reading more instead.

- After nouns, auxiliary verbs *are*, *have*, and *has* have reduced pronunciations. *Are* sounds like an -er ending. *It* is joined with the preceding word.

Doctors are worried about our health.

(Say "Doctors-er worried.")

Have is pronounced /əv/ (like the preposition *of*). *It* is joined closely with the preceding word.

Some have chosen to turn off the news.

(Say "Some-əv chosen.")

Has is pronounced /əz/ (like the "long plural") after some words.

My boss has become addicted to the news.

(Say "Boss-es.")

- Listen to the sentences. As you listen, underline the auxiliary verbs that are reduced. Then read the sentences aloud to a partner, using contractions and reductions.

- The United States has become a nation of people addicted to the news.
- Americans are offered news in many forms.
- Critics have been concerned about the amount of news we watch.
- Academics are worried about the amount of news we consume.

- Listen to the paragraph about our addiction to the news media. As you listen, fill in the auxiliary verb or contraction that you hear. Then read the paragraph aloud to a partner.

People _____ offered many sources of news, some of which _____ available 24/7. The country _____ become anation of "news junkies," or people who _____ addicted to the news. Some academics _____ started to ask serious questions about the role of the news media in society. Some people believe that the media _____ focusing on negative stories. Therefore, it focuses less on the important issues that we face. We _____ being entertained by gossip about celebrities and politicians, but we _____ stopped worrying about serious problems that affect our society.

FUNCTION: Stating an Opinion

In any conversation or discussion, it is important to state your own opinion or viewpoints clearly. Read these excerpts from *Listenings One and Two*. Notice the phrases that the speakers use to introduce their opinions.

- A: People keep themselves plugged in because they don't know how to be alone with themselves. Historian Gabrielle Spiegel agrees.

B: I think that there are two things you really need to get through life.

- A: Spending time with the media is the main way we use our time. Is that a problem?

B: Maybe, but it's important to know what's happening in the world.

Here are some expressions that can be used to state an opinion, agree with someone else's opinion, politely disagree, and avoid giving an opinion.

ALTERNATIVE SPEAKING TOPICS are provided at the end of the unit. They can be used as alternatives to the final speaking task, or as *additional* assignments. **RESEARCH TOPICS** tied to the theme of the unit are organized in a special section at the end of the unit.

SCOPE AND SEQUENCE

	UNIT	CRITICAL THINKING	LISTENING
UNIT 1	Information Overload Theme: Media Listening One: <i>News Resisters</i> A radio report Listening Two: <i>Does the Media Overwhelm Our Lives?</i> A radio interview	Compare sources of news Recognize assumptions about media Interpret graphs Infer information not explicit in the interview Hypothesize another's point of view Analyze goals of news reporting Analyze effects of news reporting styles Reflect on the role news has in individual's lives	Make predictions Listen for main ideas Listen for details Provide evidence to support answers Relate listenings to personal values Organize and synthesize information from the listenings Listen to student broadcasts and analyze them
UNIT 2	The Achilles Heel Theme: Overcoming obstacles Listening One: <i>Dreams of Flying and Overcoming Obstacles</i> A radio broadcast Listening Two: <i>The AchillesTrack Club Climbs Mount Kilimanjaro</i> A television news broadcast	Identify personal obstacles Rank the value of personal qualities Analyze narrative techniques in an essay Hypothesize another's point of view Analyze sensitive language referring to disabilities Infer meaning not explicit in the listening Compare and contrast two life histories Frame contrasting points of view	Make predictions Summarize main ideas Listen for details Relate listenings to knowledge of the world Identify connecting themes between two listenings Identify thought groups in speech Listen to classmates' reports and pose questions
UNIT 3	Early to Bed, Early to Rise ... Theme: Medicine Listening One: <i>Teen Sleep Needs</i> A radio news report Listening Two: <i>Get Back In Bed</i> A radio interview	Interpret a cartoon Interpret a proverb Compare and contrast sleep habits Hypothesize scenarios Draw conclusions about sleep deprivation Propose solutions to problems Analyze a case of sleep deprivation and its consequences	Make predictions Take notes Summarize main ideas Listen for details Interpret speakers' tone and emotions Relate listenings to personal experiences Compare information from two listenings Identify emphasis in speech and its meaning
UNIT 4	Animal Intelligence Theme: Animal intelligence Listening One: <i>The Infinite Mind: Animal Intelligence</i> A radio interview Listening Two: <i>What Motivates Animals?</i> A radio interview	Recognize speakers' attitudes Support opinions with information from the reports Make judgments Support generalizations with examples Infer information not explicit in the interview	Make predictions Relate previous knowledge to the listenings Identify main ideas Listen for details Infer word meaning from context Listen for specific information Infer speakers' attitudes

SPEAKING

Summarize points
Act out a scripted conversation
Give a newscast
Express and defend opinions

VOCABULARY

Use context clues to find meaning
Find and use synonyms
Use idiomatic expressions
Use descriptive adjectives

PRONUNCIATION

Reducing and contracting auxiliary verbs

Share experiences
Construct and tell a story from provided notes
Conduct an interview
Practice storytelling
Plan and give a three-minute speech

Use context clues to find meaning
Define words
Differentiate between literal versus figurative language

Thought groups

Use new vocabulary in a guided conversation
Make contrastive statements
Act out scripted dialogues
Form and express opinions
Interrupt politely to clarify or confirm information
Role play asking for and giving advice
Role play a meeting situation

Use context clues to find meaning
Define words
Use idiomatic expressions

Contrastive stress

Give and ask for examples
Form and express opinions
Report on research
Construct and perform a presentation
Evaluate the opinions of others

Use context clues to find meaning
Define words
Find and use synonyms

Questions with *or*

UNIT 5

Longevity: Refusing to Be Invisible

Theme: Longevity

Listening One: *The Red Hat Society*
A radio interview

Listening Two: *On Vinegar and Living to the Ripe Old Age of 115*
A radio interview

UNIT

CRITICAL THINKING

LISTENING

Recognize feeling from tone of voice
Draw conclusions from graphs
Support opinions with information from the reports
Create graphs from opinions

Make predictions
Relate previous knowledge to the listenings
Identify main ideas
Listen for specific information
Infer information not explicit in the interview
Identify speakers' feelings

UNIT 6

Giving to Others: Why Do We Do It?

Theme: Philanthropy

Listening One: *Why We Give*
A radio interview

Listening Two: *The Mystery Donor*
A radio report

Read and interpret graphs
Make judgments about motivations for philanthropy
Identify personal assumptions
Hypothesize rationales for philanthropic actions
Compare and contrast information
Rank desirable employee qualities

Make predictions
Identify main ideas
Listen for details
Listen and take notes using a graphic organizer
Organize and synthesize information from the listenings
Listen to and evaluate students' presentations

UNIT 7

Goodbye to the Sit-Down Meal

Theme: Food

Listening One: *French Sandwiches*
A radio report

Listening Two: *Food in a Bowl*
A radio report

Identify and analyze food trends
Relate general factors to specific behaviors
Compare food practices
Interpret meaning from context
Infer situational context
Infer word meaning from context

Make predictions
Summarize main ideas
Listen for details
Interpret speakers' tone and attitude
Relate the listening to local food trends
Compare and contrast two restaurants
Classify vowel sounds
Listen to and evaluate student food shows using a rubric

UNIT 8

No Technology? No Way!

Theme: Technology

Listening One: *Noise in the City*
A radio news report

Listening Two: *TechnologyTalk*
A radio interview

Interpret cartoons
Draw conclusions from a graph
Compare opinions about technology
Infer situational context
Make judgments
Hypothesize scenarios
Draw conclusions
Define a problem and propose a solution

Make predictions
Listen for main ideas
Listen for supporting details
Interpret speakers' tone and word usage
Take notes while listening
Listen for specific information
Listen for emphasis in speech
Identify and name sounds

SPEAKING	VOCABULARY	PRONUNCIATION
<p>Make suggestions</p> <p>Form and express opinions</p> <p>Call in to a radio talk show</p> <p>Ask and answer questions</p> <p>Role-play a family meeting</p>	<p>Use context clues to find meaning</p> <p>Define words</p> <p>Find and use synonyms</p>	<p>Recognizing word blends with <i>you</i></p>
<p>Express opinions about philanthropy</p> <p>Discuss examples of charitable efforts</p> <p>Prioritize and rank ideas</p> <p>Practice correct intonation</p> <p>Develop and perform a public service announcement</p>	<p>Use context clues to find meaning</p> <p>Find and use synonyms</p> <p>Identify correct word forms</p>	<p>Intonation in lists</p>
<p>Express opinions</p> <p>Restate information for clarification</p> <p>Restate statements</p> <p>Perform a role play</p> <p>Conduct a town meeting</p>	<p>Use context clues to find meaning</p> <p>Define words</p> <p>Identify and use correct word forms</p>	<p>Intonation—Are you finished?</p>
<p>Discuss opinions</p> <p>Act out scripted dialogues</p> <p>Discuss possible future outcomes</p> <p>Practice gambits to express frustration</p> <p>Role-play a conflict between neighbors</p> <p>Develop and present a new technological gadget</p>	<p>Find and use synonyms</p> <p>Define words</p> <p>Use context clues to find meaning</p> <p>Use descriptive adjectives</p>	<p>Adverbial particles</p>

ACKNOWLEDGEMENTS

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

The project has been guided and enriched by the contributions of many people. We would like to thank Frances Boyd and Carol Numrich, our watchful *NorthStar* series editors. We thank the wonderful editorial staff at Pearson Education, particularly Debbie Sistino for her deft control of this huge endeavor, and Dorothy Zemach, whose professionalism and demeanor are outstanding. In addition, the many interviewees and commentators heard in the listenings are part of *NorthStar*. We also extend gratitude and warm wishes to students and friends at Randolph Township Schools and Eugenio María de Hostos Community College.

And of course, we thank Jay and Miranda, Carlos, Kelly and Victor.

Tess Ferree
Kim Sanabria

Reviewers

For the comments and insights they graciously offered to help shape the direction of the Third Edition of *Northstar*, the publisher would like to thank the following reviewers and institutions.

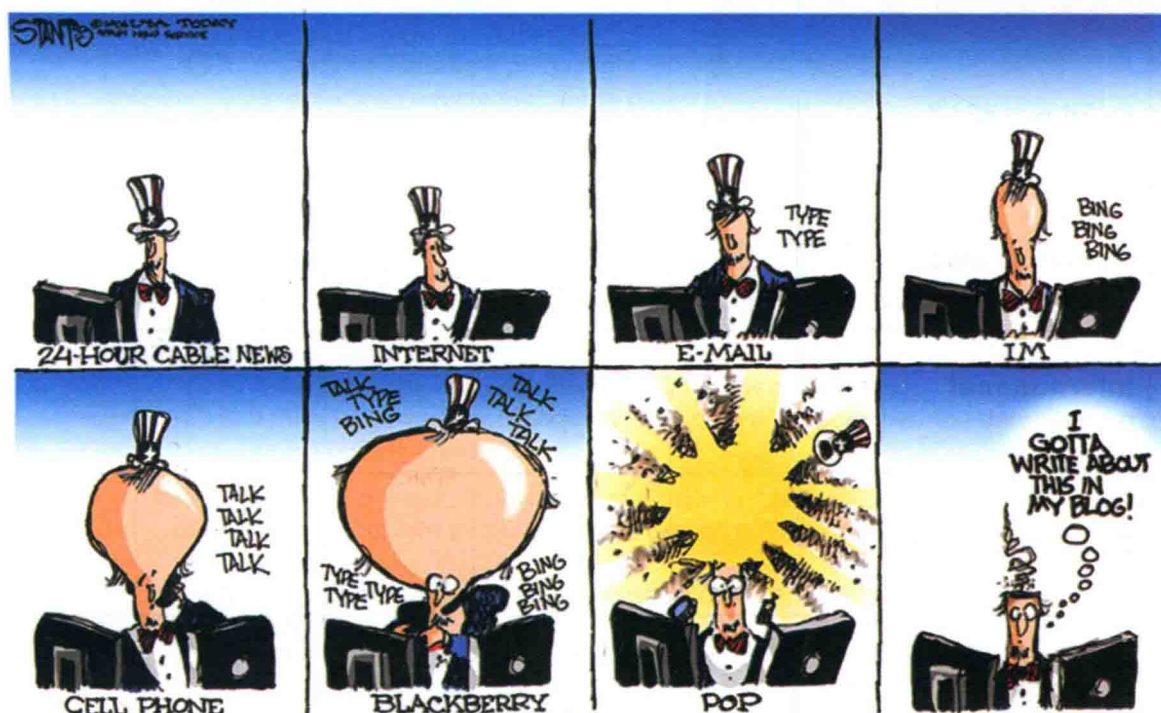
Gail August, Hostos Community College; **Anne Bachmann**, Clackamas Community College; **Aegina Barnes**, York College, CUNY; **Dr. Sabri Bebawi**, San Jose Community College; **Kristina Beckman**, John Jay College; **Jeff Bellucci**, Kaplan Boston; **Nathan Blesse**, Human International Academy; **Alan Brandman**, Queens College; **Laila Cadavona-Dellapasqua**, Kaplan; **Amy Cain**, Kaplan; **Nigel Caplan**, Michigan State University; **Alzira Carvalho**, Human International Academy, San Diego; **Chao-Hsun (Richard) Cheng**, Wenzao Ursuline College of Languages; **Mu-hua (Yolanda) Chi**, Wenzao Ursuline College of Languages; **Liane Cismowski**, Olympic High School; **Shauna Croft**, MESLS; **Misty Crooks**, Kaplan; **Amanda De Loera**, Kaplan English Programs; **Jennifer Dobbins**, New England School of English; **Luis Dominguez**, Angloamericano; **Luydmila Drgaushanskaya**, ASA College; **Dilip Dutt**, Roxbury Community College; **Christie Evenson**, Chung Dahm Institute; **Patricia Frenz-Belkin**, Hostos Community College, CUNY; **Christiane Galvani**, Texas Southern University; **Joanna Ghosh**, University of Pennsylvania; **Cristina Gomes**, Kaplan Test Prep; **Kristen Grinager**, Lincoln High School; **Janet Harclerode**, Santa Monica College; **Carrell Harden**, HCCS, Gulfton Campus; **Connie Harney**, Antelope Valley College; **Ann Hilborn**, ESL Consultant in Houston; **Barbara Hockman**, City College of San Francisco; **Margaret Hodgson**, NorQuest College; **Paul Hong**, Chung Dahm Institute; **Wonki Hong**, Chung Dahm Institute; **John House**, Iowa State University; **Polly Howlett**, Saint Michael's College; **Arthur Hui**, Fullerton College; **Nina Ito**, CSU, Long Beach; **Scott Jenison**, Antelope Valley College; **Hyunsook Jeong**, Keimyung University; **Mandy Kama**, Georgetown University; **Dale Kim**, Chung Dahm Institute; **Taeyoung Kim**, Keimyung University; **Woo-hyung Kim**, Keimyung University; **Young Kim**, Chung Dahm Language Institute; **Yu-kyung Kim**, Sunchon National University; **John Kostovich**, Miami Dade College; **Albert Kowun**, Fairfax, VA; **David Krise**, Michigan State University; **Cheri (Young Hee) Lee**, ReadingTownUSA English Language Institute; **Eun-Kyung Lee**, Chung Dahm Institute; **Sang Hyock Lee**, Keimyung University; **Debra Levitt**, SMC; **Karen Lewis**, Somerville, MA; **Chia-Hui Liu**, Wenzao Ursuline College of Languages; **Gennell Lockwood**, Seattle, WA; **Javier Lopez Anguiano**, Colegio Anglo Mexicano de Coyoacan; **Mary March**, Shoreline Community College; **Susan Matson**, ELS Language Centers; **Ralph McClain**, Embassy CES Boston; **Veronica McCormack**, Roxbury Community College; **Jennifer McCoy**, Kaplan; **Joseph McHugh**, Kaplan; **Cynthia McKeag Tsukamoto**, Oakton Community College; **Paola Medina**, Texas Southern University; **Christine Kyung-ah Moon**, Seoul, Korea; **Margaret Moore**, North Seattle Community College; **Michelle Moore**, Madison English as a Second Language School; **David Motta**, Miami University; **Suzanne Munro**, Clackamas Community College; **Elena Nehrbecki**, Hudson County CC; **Kim Newcomer**, University of Washington; **Melody Nightingale**, Santa Monica College; **Patrick Northover**, Kaplan Test and Prep; **Sarah Oettle**, Kaplan, Sacramento; **Shirley Ono**, Oakton Community College; **Maria Estela Ortiz Torres**, C. Anglo Mexicano de Coyoacan; **Suzanne Overstreet**, West Valley College; **Linda Ozarow**, West Orange High School; **Ileana Porges-West**, Miami Dade College, Hialeah Campus; **Megan Power**, ILCSA; **Alison Robertson**, Cypress College; **Ma.Del Carmen Romero**, Universidad del Valle de Mexico; **Nina Rosen**, Santa Rosa Junior College; **Daniellah Salario**, Kaplan; **Joel Samuels**, Kaplan New York City; **Babi Sarapata**, Columbia University ALP; **Donna Schaeffer**, University of Washington; **Lynn Schneider**, City College of San Francisco; **Errol Selkirk**, New School University; **Amity Shook**, Chung Dahm Institute; **Lynn Stafford-Yilmaz**, Bellevue Community College; **Lynne Ruelaine Stokes**, Michigan State University; **Henna Suh**, Chung Dahm Institute; **Sheri Summers**, Kaplan Test Prep; **Martha Sutter**, Kent State University; **Becky Tarver Chase**, MESLS; **Lisa Waite-Trago**, Michigan State University; **Carol Troy**, Da-Yeh University; **Luci Tyrell**, Embassy CES Fort Lauderdale; **Yong-Hee Uhm**, Myongii University; **Debra Un**, New York University; **José Vazquez**, The University of Texas Pan American; **Hollyahna Vettori**, Santa Rosa Junior College; **Susan Vik**, Boston University; **Sandy Wagner**, Fort Lauderdale High School; **Joanne Wan**, ASC English; **Pat Wiggins**, Clackamas Community College; **Heather Williams**, University of Pennsylvania; **Carol Wilson-Duffy**, Michigan State University; **Kailin Yang**, Kaohsiung Medical University; **Ellen Yaniv**, Boston University; **Samantha Young**, Kaplan Boston; **Yu-san Yu**, National Sun Yat-sen University; **Ann Zaijier**, West Orange High School

CONTENTS

	Introduction	i
	Unit Structure	iii
	Scope and Sequence	viii
	Acknowledgements	xii
UNIT 1	Information Overload	001
UNIT 2	The Achilles Heel.....	020
UNIT 3	Early to Bed, Early to Rise . . .	039
UNIT 4	Animal Intelligence.....	059
UNIT 5	Longevity: Refusing to Be Invisible	077
UNIT 6	Giving to Others: Why Do We Do It?	094
UNIT 7	Goodbye to the Sit-Down Meal.....	115
UNIT 8	No Technology? No Way!	133
	Unit Word List	153
	The Phonetic Alphabet	155
	Credits	156

1 Information Overload

UNIT



1 FOCUS ON THE TOPIC

A PREDICT

Look at the cartoon and the title of the unit. Then discuss the questions with a partner or small group.

1. In what ways is this person affected by modern means of communication?
2. What is the message of the cartoon? Do you agree or disagree with it?