

国际经典英语系列教材

PEARSON

NORTHSTAR



英语听说

Listening and Speaking



原 著 【美】 Helen S. Solórzano
Jennifer P. L. Schmidt

中方主编 黄培希 夏 东



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



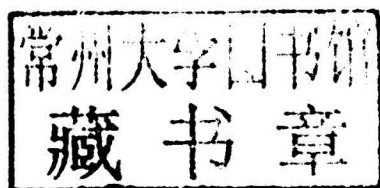
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Authorized Adaptation from the English language edition, entitled NORTHSTAR, LISTENING AND SPEAKING LEVEL 3, 3E (ISBN: 978-0-13-613313-1), by SOLÓRZANO, HELEN; SCHMIDT, JENNIFER, published by Pearson Education, Inc, publishing as, Copyright ©2009, 2004, 1998 by Pearson Education, Inc.

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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3册, 第3版, 原著: Helen S. Solórzano, Jennifer P. L. Schmidt)

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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. 1/(美)索洛萨诺(Solorzano, H.)等著;黄培希, 夏东主编. —上海: 上海交通大学出版社, 2015
ISBN 978-7-313-13424-0

I. ①英… II. ①索… ②黄… ③夏… 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 184905 号

英语听说 1

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出版发行: 上海交通大学出版社	地 址: 上海市番禺路 951 号
邮政编码: 200030	电 话: 021-64071208
出 版 人: 韩建民	
印 制: 上海锦佳印刷有限公司	经 销: 全国新华书店
开 本: 889mm×1194mm 1/16	印 张: 10.75
字 数: 262 千字	
版 次: 2015 年 8 月第 1 版	印 次: 2015 年 8 月第 1 次印刷
书 号: ISBN 978-7-313-13424-0/H	ISBN 978-7-88844-991-6
定 价 (含光盘): 39.00 元	

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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.



1 Advertising on the Air

UNIT



1 FOCUS ON THE TOPIC

A PREDICT

Discuss the questions with the class.

1. Look at the advertisement. What product do you think this company is advertising? (After you guess, look at the answer below.)
2. Do you think this is a good ad? Would you buy the product? Why or why not?
3. Look at the title of the unit. What kind of advertising do you think this unit will be about?

Answers: a pain medication

Unit 1 Advertising on the Air 001

UNIT 1

3 SHARE INFORMATION

Work in a small group. Describe an ad you have seen or heard recently. Discuss whether you liked the ad and why. Use the questions to guide your discussion.

Did the ad have ... ?

- a funny situation
- a good song
- nice-looking people
- a famous person
- information about the product
- (other)

4 BACKGROUND AND VOCABULARY

Read and listen to the article about advertising from a business textbook.

Advertising Today

Introduction to Advertising

Advertising is a way companies get **consumers** to buy their products. Advertisers often **rely on** TV commercials and magazine ads to sell their products. However, with so many ads, it's difficult for advertisers to **get our attention**. For this reason, they often look for new, more effective ways to sell their products. One popular technique is the use of **sound effects**, such as a crying baby or breaking glass, to make us listen. Another technique is "product placement." For example, an actor in a movie might drink a specific type of soda or drive a specific type of car. Advertisers hope that this will give consumers a positive feeling about the product so they will decide to buy it.

When advertisers create their ads, they also think about who will buy their product most often. They think about many **factors**, such as the ages or genders of the consumers. Then they choose different **appeals** for different groups of consumers. For example, advertisers may use a **humorous** appeal to sell a children's product. In ads for adults, advertisers may **emphasize** other things, such as price and quality.

002 Advertising and Listening 1



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. Listeners are based on authentic materials.

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.

2 Circle the correct answer to complete each statement.

1. A consumer is someone who _____.
a. sells a product b. buys a product
2. When an advertiser relies on only TV ads to sell a product, the advertiser _____.
a. puts ads on TV, radio, and magazines b. puts ads on TV but nowhere else
3. When an ad gets our attention, we _____.
a. notice it b. forget about it
4. An effective ad is an ad that _____.
a. sells a lot of products b. is expensive to make
5. An advertising technique is _____.
a. a way to sell a product b. a kind of advertisement
6. An example of a sound effect is _____.
a. a picture of a car b. the noise of a car
7. When buying a car, an important factor to think about is _____.
a. the headlights b. the price
8. An example of an advertising appeal is _____.
a. television b. humor
9. People often _____ when they see a humorous movie.
a. laugh b. cry
10. Many ads emphasize a product's low price because the cost is _____.
a. especially important b. less important than other things



FOCUS ON LISTENING

A LISTENING ONE: Advertising on the Air

You will hear a lecture from a business course on advertising. Listen to the beginning of the lecture. What is the professor going to discuss? Complete the sentence.

The lecture will be about...

Unit 1: Advertising on the Air 003

LISTEN FOR MAIN IDEAS

Listen to the lecture. Circle the best answer to complete each statement.

1. The lecture is about _____ appeals in advertising.
a. informational b. emotional
c. international
2. The professor gives examples of _____ ads.
a. humorous b. musical
c. negative
3. According to the professor, the ads are effective because they _____ about the products.
a. include famous people's opinions b. give information
c. make us feel good
4. The ads are also effective because _____.
a. we hear them many times b. the products are well-known
c. they get our attention

LISTEN FOR DETAILS

Listen again. Fill in the missing information in the notes taken by a student in a business class.

Intro to Advertising

Last Week: informational appeals

- give consumers _____ about a product
- e.g. price, _____

This Week: emotional appeals

- feelings
- _____ (happiness, love) or negative (_____, embarrassment)
- common, effective _____

eg: for example

004

Unit 1: Advertising on the Air

LISTENING TWO offers another perspective on the topic and is usually another genre. Again, the listenings are based on authentic materials. 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.

EXPRESS OPINIONS

Work in a small group. Complete the activities.

- 1 Rate the ads from Listening One using the scale. Explain your opinion.

Doggie Delight

Very humorous 1 2 3 4 Not humorous
Easy to remember 1 2 3 4 Hard to remember
Very effective 1 2 3 4 Not effective

Neighbors' Bank

Very humorous 1 2 3 4 Not humorous
Easy to remember 1 2 3 4 Hard to remember
Very effective 1 2 3 4 Not effective

- 2 Imagine a magazine advertisement for Doggie Delight and Neighbors' Bank. How would the print ads be different from the radio ads? Could the print ads use the same emotional appeals? Why or why not?

LISTENING TWO: Negative Appeals

The ads in Listening One focused on humor, a positive emotion. In Listening Two, you will hear ads that use negative emotions.

Listen to the ads and complete the chart. Write down the product and choose a negative emotional appeal from the box. Then write down the sound effects (sounds and voices) the advertiser uses to get our attention.

anger confusion embarrassment fear stress

AD	PRODUCT	EMOTIONAL APPEAL	SOUND EFFECTS
1. Thief Buster	car security system		
2. Sunny Resorts			
3. White Bright			

INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

Work with a partner. Look at the list of key ideas from the lecture. Explain the meaning of each idea and write down an example ad from Listeners One and Two.

KEY IDEAS	MEANING	EXAMPLE ADS
Informational appeal	gives information to consumers about the product	Thief Buster
Emotional appeal		
Positive appeal		
Negative appeal		
Humorous appeal		
Getting a consumer's attention		
The "feel-good" factor		

STEP 2: Synthesize

Work with a partner. Discuss the example ads you listed in the chart. Use the information from Step 1.

1. What advertising appeal is used?
2. How does it get the consumer's attention?
3. Does it use the "feel-good" factor? If so, what is it?



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.



FOCUS ON SPEAKING

VOCABULARY

REVIEW

Complete the sentences with appropriate words and phrases.

1. **affordable / factors / humorous**

_____ ads can make us laugh and remember a product. However, when we decide to buy something, we think about more important _____, such as cost: Is the product _____?

2. **rely on / sound effects / techniques**

Radio uses different advertising _____ from TV. _____ are more important on the radio because we have to _____ our hearing to get information about the product.

3. **get our attention / consumers / effective**

It is clear that advertising affects what _____ buy. _____ ads _____ and make us remember the product.

4. **emphasizes / emotional / negative**

Advertisers know that people often make _____ decisions about buying a product. That's why the Thief Buster ad _____ the _____ things that can happen if you don't have the product, such as having your car stolen.

EXPAND

1 Read the information from an advertising website.

2 Circle the correct answer to complete each statement.

- A commercial is an ad _____.
a. in a magazine or newspaper b. on radio or TV
- A target audience is a group of _____ who may want a product.
a. consumers b. advertisers
- A slogan is _____.
a. a saying about a product b. an opinion about a product
- A brand name is the name of _____.
a. a product b. an advertising technique
- A catchy ad is an ad that _____.
a. is easy to forget b. is easy to remember
- To promote a product means to _____.
a. help the product be successful b. test the product

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.

SPEAKING

PRONUNCIATION: Highlighting

In radio ads, the actors emphasize, or highlight, certain words to help us focus on important information. The same pattern occurs in all kinds of communication. When we speak, we emphasize certain words to make our meaning clear.

Listen to the ad. Notice how the capitalized words sound.

- LIZ: Hi, Kathy . . . Say . . . did you do something to your hair?
 KATHY: Yup! I colored it with **YOUNGER YOU**.
 LIZ: It's **AMAZING**! You really **DO** look younger!
 KATHY: **THANKS!** NOW people don't believe I'm a **GRANDMOTHER**.
 LIZ: I should try it.
 KATHY: It's so **EASY** to **USE**. Just **MIX** it with your shampoo. **WASH**, and **RINSE**.
 LIZ: Sounds **GREAT**!
 ANNOUNCER: Only five minutes to a **YOUNGER** you.

To highlight, or emphasize, a word in a sentence, use strong stress.

- Say the word with a higher pitch (tone).
- Say the word louder.
- Make the word longer.

1 Read the conversations. Circle the words that you think will be highlighted.

1. KATHY: Hello?
 LIZ: Kathy! I took your advice.
 KATHY: What advice?
 LIZ: I colored my hair.
 KATHY: With Younger You?
 LIZ: Yes! It's great!
 2. KATHY: Did you hear about that new flea collar?
 LIZ: Yes, I'm going to the pet store today. How about you?
 KATHY: I think I'll stop by tomorrow.

Listen to the conversations and check your answers. Compare your answers with a partner's.

2 Work with a partner to complete the activity.

Student A

1. Look at Ad 1. You are going to read the ad to your partner two times. Circle the important information that you will highlight. Highlight the words you have circled by saying them louder, longer, and/or with a high pitch and strong stress.

2. Listen as Student B reads Ad 2. Circle the words that your partner highlights.

Student B

1. Listen as Student A reads Ad 1. Circle the words that your partner highlights.

2. Look at Ad 2. You are going to read the ad to your partner two times. Circle the important information that you will highlight. Highlight the words you have circled by saying them louder, longer, and/or with a high pitch and strong stress.

When you are finished, compare your answers. Did you circle the same words? Discuss any differences.

Ad 1

Are you tired of work?
 Do you need to get away?
How about a trip to Hawaii?
 Budget Airlines has flights for only \$159 round-trip!
 Just \$159 from San Francisco to Honolulu
 With these prices, why wait?
Call 1-800-B-U-D-G-E-T-A to reserve your seat
BUDGET AIRLINES
 Hurry! Tickets are going fast!

Ad 2

It's dinnertime, and the kids have soccer practice.
Don't worry!
Clayton's Dinners are ready in 15 minutes.
 Just put them in the microwave, and they're ready to eat.
 Your family will love Clayton's Dinners because they're delicious. You'll love them because they're healthy and fast.
Clayton's Dinners
 So good! So easy!

Now find another partner and repeat the exercise. This time switch ads. (Student A reads Ad 2. Student B reads Ad 1.)

FUNCTION: Attention Grabbers

Attention grabbers are techniques that you can use to get a listener's attention. These techniques are often used in advertising. They are also used to get an audience's attention at the beginning of an oral presentation.

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	Advertising on the Air Theme: Advertising Listening One: <i>Advertising on the Air</i> A classroom lecture Listening Two: <i>Negative Appeals</i> Radio ads	Interpret and critique ads Infer word meaning from context Classify information Identify salient features of an ad Support answers with details from the listenings Identify intended market of ads	Predict content Listen for main ideas Identify details Infer underlying messages in ads Organize and synthesize information from the listenings Identify emphasis in speech Evaluate effectiveness of ads Listen to and evaluate student ads
UNIT 2	Identity Theft Theme: Fraud Listening One: <i>Lily's Story</i> A story about personal experience with fraud Listening Two: <i>Public Service Announcements</i> PSAs on identity theft prevention	Interpret a photograph Infer word meaning from context Classify information Support opinions with reasons Choose appropriate punishments for criminal acts Hypothesize outcomes	Predict content Listen for main ideas Identify details Infer implied meaning through intonation Organize and synthesize information from the listenings Listen for suggestions to prevent identity theft Listen for rhythm in speech Listen to and evaluate student role plays
UNIT 3	Endurance Test Theme: Extreme sports Listening One: <i>Ultrarunner Jay Batchen</i> A radio interview Listening Two: <i>Sports Psychology</i> A university lecture	Interpret photographs Rank extreme sports Infer word meaning from context Classify information Support answers with information from the listenings Interpret aphorisms	Predict content Identify main ideas Listen for details Infer speakers' points of view Organize and synthesize information from the listenings Classify sounds
UNIT 4	Culture and Commerce Theme: Tourism Listening One: <i>Tourist Attractions or Human Zoo?</i> A radio report Listening Two: <i>Town Hall Meeting in Cape Cod</i> A recording of a town hall meeting	Interpret a photograph Infer word meaning from context Evaluate advantages and disadvantages Support opinions with reasons Classify information Read a map Hypothesize outcomes Collaborate to reach a compromise	Predict content Listen for main ideas and details Infer speakers' emotions Identify contrasting viewpoints in the listenings Organize and synthesize information from the listenings Categorize sounds

SPEAKING	VOCABULARY	PRONUNCIATION
<p>Speculate about the content of the unit</p> <p>Comment on ads using new vocabulary</p> <p>Share personal opinions about advertising</p> <p>Use appropriate stress and intonation</p> <p>Use attention-grabbing language to promote a product</p> <p>Create, rehearse, and perform an ad</p>	<p>Use context clues to find meaning</p> <p>Identify parts of speech</p> <p>Choose word definitions</p>	<p>Highlighting words</p>
<p>Express and defend opinions about identity theft</p> <p>Conduct a role play</p> <p>Share personal opinions about crime</p> <p>Agree and disagree with statements</p> <p>Use strategies for keeping a conversation going</p> <p>Offer advice for identity theft prevention</p> <p>Create, practice, and perform a role play</p>	<p>Use context clues to find meaning</p> <p>Determine connotations of words</p> <p>Use idiomatic expressions</p> <p>Identify synonyms</p>	<p>Stress in compound words</p>
<p>Express opinions about extreme sports</p> <p>Share experiences</p> <p>Relate personal goals</p> <p>Conduct an interview</p> <p>Discuss emotions</p> <p>Interpret and discuss aphorisms</p> <p>Create an aphorism</p>	<p>Use context clues to find meaning</p> <p>Define words</p> <p>Complete a crossword puzzle</p>	<p>Expressions with <i>other</i></p>
<p>Agree and disagree with statements</p> <p>Discuss the pros and cons of tourism</p> <p>Talk about a tourist destination</p> <p>Hypothesize possible outcomes</p> <p>Make suggestions</p> <p>Participate in a simulation</p>	<p>Use context clues to find meaning</p> <p>Define words</p> <p>Group words with similar meaning</p> <p>Use idiomatic expressions</p>	<p>Words spelled with <i>o</i></p>

UNIT 5

UNIT	CRITICAL THINKING	LISTENING
Voluntary Simplicity Theme: The simple life Listening One: <i>Urban Homesteaders</i> A radio report Listening Two: <i>Simple Gifts</i> A traditional folk song	Interpret photographs Infer word meaning from context Evaluate information Classify information Brainstorm ideas Apply information to new contexts Complete an outline	Predict content Listen for main ideas Identify correct details Infer preferences based on statements Link lines from a song to details from an interview Listen for rhythm patterns in speech
Before You Say "I Do" Theme: Marriage Listening One: <i>A Prenuptial Agreement</i> A radio talk show Listening Two: <i>Reactions to the Prenuptial Agreement</i> Recording of people expressing their opinions	Interpret a photograph Interpret quotations about marriage Infer word meaning from context Hypothesize another's point of view Judge the value of a prenuptial agreement Categorize information Develop arguments for and against an issue Interpret a graph	Predict content Identify main ideas Listen for details Infer speakers' points of view Organize and synthesize information from the listenings Listen for contrastive stress in speech
Personal Carbon Footprint Theme: Climate change Listening One: <i>Personal Carbon Footprint</i> A radio report Listening Two: <i>A Call to Action</i> A speech at a rally	Interpret illustrations Complete a survey on personal carbon footprints Understand a scientific process Infer word meaning from context Classify data Categorize information Read a map Interpret a graph	Predict content Listen for main ideas Listen for details Infer speakers' opinions Label a graph Organize and synthesize information from the listenings
To Spank or Not to Spank? Theme: Punishment Listening One: <i>The Spanking Debate</i> A radio report Listening Two: <i>Parents' Rights versus Children's Rights</i> A university lecture	Interpret an illustration Infer word meaning from context Identify arguments for and against spanking Classify information Conduct a survey Evaluate effectiveness of arguments	Predict content Determine speakers' points of view Identify supporting ideas Infer speakers' opinions Take notes on a lecture Organize and synthesize information from the listenings Identify end sounds

SPEAKING	VOCABULARY	PRONUNCIATION
<p>Express opinions about alternative lifestyles</p> <p>Talk about voluntary simplicity</p> <p>Practice agreeing and disagreeing</p> <p>Make analogies with target vocabulary</p> <p>Produce correct rhythm patterns in sentences</p> <p>Use descriptive language to enhance statements</p> <p>Create an outline</p> <p>Give an impromptu presentation</p>	<p>Use context clues to find meaning</p> <p>Find and use synonyms</p> <p>Identify variations in word meaning by context</p> <p>Use idiomatic expressions</p>	<p>Noticing rhythm</p>
<p>Speculate about the content of the unit</p> <p>Discuss quotations about marriage</p> <p>Express and defend opinions about marriage</p> <p>Agree and disagree with statements</p> <p>Use word stress to change meaning</p> <p>Use transitions</p> <p>Prepare and perform an oral presentation</p>	<p>Use context clues to find meaning</p> <p>Define words</p>	<p>Contrastive stress</p>
<p>Speculate about the content of the unit</p> <p>Discuss results of a survey</p> <p>Express and defend opinions</p> <p>Agree and disagree with statements</p> <p>Conduct a fluency line drill based on information from the listenings</p> <p>Interrupt politely and hold the floor</p> <p>Participate in a seminar about climate change</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>Speculate about the content of the unit</p> <p>Share personal experiences</p> <p>Express and defend opinions</p> <p>Agree and disagree with statements</p> <p>Discuss corporal punishment</p> <p>Use language to express confidence</p> <p>Participate in a debate</p>	<p>Use context clues to find meaning</p> <p>Define words</p> <p>Use idiomatic expressions</p> <p>Find and use synonyms</p>	<p>Final s and z</p>

ACKNOWLEDGEMENTS

It has been a pleasure to work with the many talented and dedicated people who supported the creation of this book. A special thank you goes to Frances Boyd and Carol Numrich, whose evolving vision for *NorthStar* continues to keep the series fresh and exciting, and to our editorial team, including Sherry Preiss, Debbie Sistino, Gosia Jaros-White, and Dana Klinek, for their support and thoughtful feedback during the writing process.

Many thanks also to producers Tim Borquin, Karen Brown, Eric Molinsky, Kurt Nickish, and Kathryn Robbins for their creative and thought-provoking audio pieces, and to Jay Batchen, "Lily," and the late Jackie Torrence for sharing their stories with us.

And finally, we thank our husbands, Roy Solórzano and David Schmidt, and our children, Alonzo, Lucia, Christina, and Andrew for their patience and support throughout the writing process.

Helen S. Solórzano
Jennifer P.L. Schmidt

Reviewers

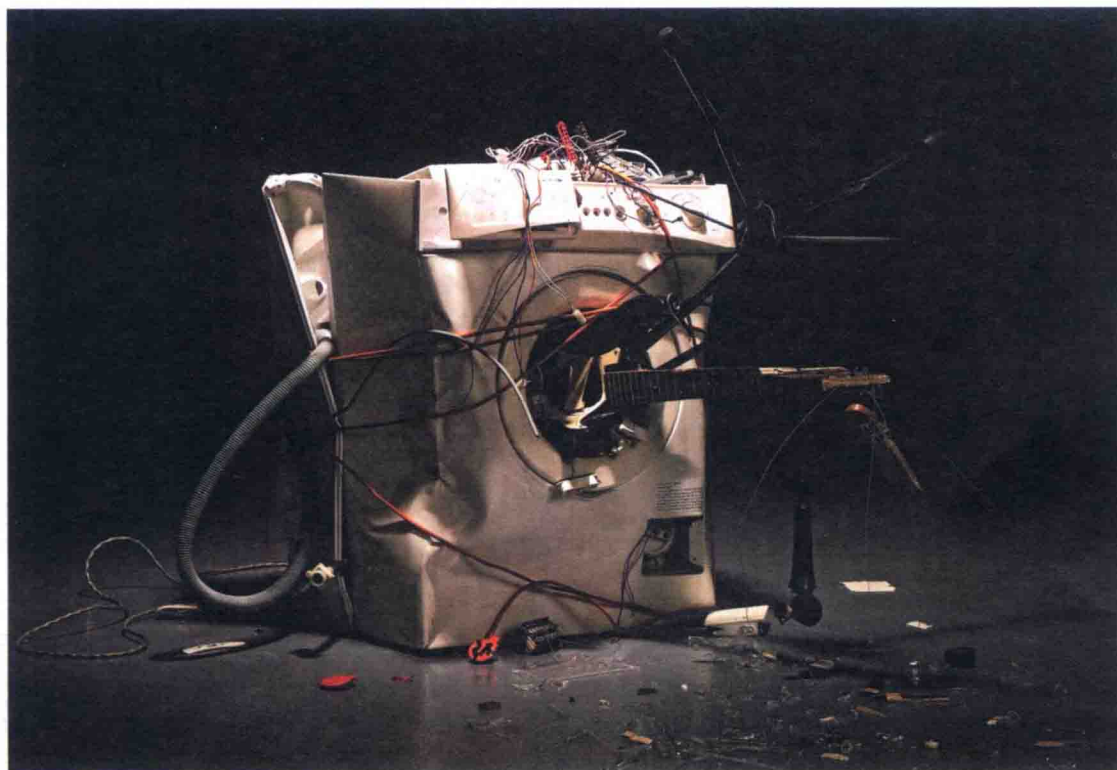
For the comments and insights they graciously offered to help shape the direction of the Third Edition of *NorthStar*, the publisher would like to thank the following reviewers and institutions.

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, Gulfon 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 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-ahMoon, Seoul, Korea; Margaret Moore, North Seattle Community College; Michelle Moore, Madison English as a Second Language School; David Motta, Miami University; SuzanneMunro, Clackamas Community College; Elena Nehrbecki, Hudson County CC; KimNewcomer, 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 Coyoac'an; 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 Zaaier, West Orange High School

CONTENTS

	Introduction	i
	Unit Structure	iii
	Scope and Sequence	viii
	Acknowledgements	xii
UNIT 1	Advertising on the Air.....	001
UNIT 2	Identity Theft.....	018
UNIT 3	Endurance Test.....	035
UNIT 4	Culture and Commerce.....	053
UNIT 5	Voluntary Simplicity	072
UNIT 6	Before You Say “I Do”	092
UNIT 7	Personal Carbon Footprint.....	112
UNIT 8	To Spank or Not to Spank?	134
	Unit Word List	152
	The Phonetic Alphabet	154
	Credits	155

1 Advertising UNIT on the Air



FOCUS ON THE TOPIC

A PREDICT

Discuss the questions with the class.

1. Look at the advertisement. What product do you think this company is advertising? (After you guess, look at the answer below.)
2. Do you think this is a good ad? Would you buy the product? Why or why not?
3. Look at the title of the unit. What kind of advertising do you think this unit will be about?

Answer: a pain medication