

Fifth Edition

NorthStar 3

Listening & Speaking

Helen Solórzano | Jennifer P. L. Schmidt

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NorthStar: Listening & Speaking Level 3, Fifth Edition

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WELCOME TO NORTHSTAR

A Letter from the Series Editors

We welcome you to the 5th edition of *NorthStar Listening & Speaking Level 3*.

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 large photograph of a man in a desert, wearing a hat, sunglasses, and a backpack, using trekking poles. The title "A Test of Endurance" is prominently displayed. The spread includes a "LEARNING OUTCOMES" section with two columns of skills, a "Check What You Know" section with two questions, and a "MyEnglishLab" link.

UNIT 1

A Test of Endurance

1 FOCUS ON THE TOPIC

LEARNING OUTCOMES

- > Infer implied meaning from context
- > Take notes on main ideas
- > Recognize and understand signal words
- > Use reflexive and reciprocal pronouns
- > Pronounce expressions with other
- > Ask for and express opinions

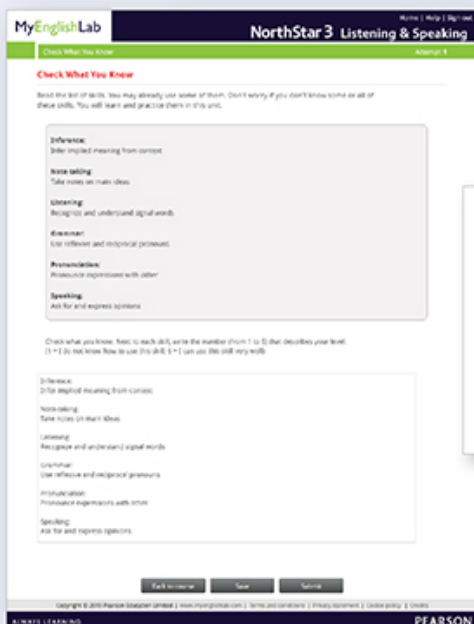
Go to [MyEnglishLab](#) to check what you know.

2 UNIT 1

A Test of Endurance 3

1. Endurance is the ability to do something difficult or stressful over a long period of time. Look at the photo. What is the man doing? Does this require endurance? Why or why not?

2. What other sports require endurance? Why do people choose to participate in these kinds of sports?



The screenshot shows the "Check What You Know" pre-unit diagnostic checklist on the MyEnglishLab NorthStar 3 Listening & Speaking interface. It lists learning outcomes for Inference, Note-taking, Listening, Grammar, Pronunciation, and Speaking, each with a self-assessment scale from 1 to 5.

MyEnglishLab NorthStar 3 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 these skills. You will learn and practice them in this unit.

Inference: Infer implied meaning from context

Note-taking: Take notes on main ideas

Listening: Recognize and understand signal words

Grammar: Use reflexive and reciprocal pronouns

Pronunciation: Pronounce expressions with other

Speaking: Ask for and express opinions

Check what you know. Next to each skill, write the number (from 1 to 5) that describes your level. (1 = I do not know how to use this skill; 5 = I can use this skill very well)

Inference: Infer implied meaning from context

Note-taking: Take notes on main ideas

Listening: Recognize and understand signal words

Grammar: Use reflexive and reciprocal pronouns

Pronunciation: Pronounce expressions with other

Speaking: Ask for and express opinions

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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.

2 FOCUS ON LISTENING

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

2 FOCUS ON LISTENING

LISTENING ONE | Ultrarunner Jay Batchen

VOCABULARY

1 Read and listen to a description of ultramarathons from a runner's guide. Notice the boldfaced words. Try to guess their meanings.

Extreme Running: Ultramarathons

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

The Racecourse

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

Overnight

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

Running Safely

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

Crossing the Finish Line

What is it for the runner? Many runners say they get into ultramarathons because they feel that normal marathons are not challenging enough. They enjoy the experience of crossing the finish line and completing an extremely difficult event. The Marathon des Sables is an ultramarathon that takes place in the Sahara Desert in Morocco. The runners race across the desert, where temperatures can reach 125 degrees Fahrenheit (52 degrees Celsius) during the day and 38 degrees Fahrenheit (3 degrees Celsius) at night.

1 "What is it for the runner?" means "What are the advantages for the runners who race in the ultramarathon?"

2 Complete the definitions. Write the correct letter in the blank.

1. A marathon is _____.
 - a. the only one of its kind
 - b. a place of choice supported by police and signs that is used for sleeping outside
 - c. a specific amount of something that you are allowed to have
 - d. a step in a longer process
2. A course is _____.
 - a. a type of food
 - b. to become interested in
 - c. something that happens to you that affects the way you think or feel
 - d. the path of a race
3. The format of something is _____.
 - a. the way its parts are arranged
 - b. a place of choice supported by police and signs that is used for sleeping outside
 - c. a specific amount of something that you are allowed to have
 - d. a step in a longer process
4. A stage is _____.
 - a. a type of food
 - b. to become interested in
 - c. something that happens to you that affects the way you think or feel
 - d. the path of a race
5. Terrain is _____.
 - a. the way its parts are arranged
 - b. a place of choice supported by police and signs that is used for sleeping outside
 - c. a specific amount of something that you are allowed to have
 - d. a step in a longer process
6. Something that is unique is _____.
 - a. the way its parts are arranged
 - b. a place of choice supported by police and signs that is used for sleeping outside
 - c. a specific amount of something that you are allowed to have
 - d. a step in a longer process
7. A tent is _____.
 - a. the way its parts are arranged
 - b. a place of choice supported by police and signs that is used for sleeping outside
 - c. a specific amount of something that you are allowed to have
 - d. a step in a longer process
8. A ration is _____.
 - a. the way its parts are arranged
 - b. a place of choice supported by police and signs that is used for sleeping outside
 - c. a specific amount of something that you are allowed to have
 - d. a step in a longer process
9. To get into something is _____.
 - a. the way its parts are arranged
 - b. a place of choice supported by police and signs that is used for sleeping outside
 - c. a specific amount of something that you are allowed to have
 - d. a step in a longer process
10. An experience is _____.
 - a. the way its parts are arranged
 - b. a place of choice supported by police and signs that is used for sleeping outside
 - c. a specific amount of something that you are allowed to have
 - d. a step in a longer process

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

PREVIEW

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

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

He runs in the ultramarathon because _____.

LISTEN

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

TAKE NOTES: Ultrarunner Jay Batchen	
Main idea	Details
jay batchen—background	1st American to finish Marathon des Sables (MDS) + joined MDS

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

Go to MyEnglishLab to view example notes.

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

MyEnglishLab NorthStar3 Listening & Speaking

Listening One: Vocabulary Practice

Drag and drop the words to the correct places.

1. The San Francisco _____ is a 36-mile race around the city of San Francisco. The race starts at the waterfront, and the _____ passes many famous sights including the Golden Gate Bridge. The _____ also includes a lot of hills, up to 10,000 feet in some high.

2. It takes some time to _____ running ultramarathons. Many people start with races that last an hour or so, and then they go on to longer distances. Each goal _____ increases their time by a more difficult race.

3. Runners must prepare differently for each ultramarathon because each one is _____ for each race. For example, you must have a good _____ to sleep at night if you get only one _____ of sleep, you must learn to drink at night.

Go to MyEnglishLab for more vocabulary practice.

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

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

DISCUSS

Work in a small group. Read the questions. Discuss your ideas.

1. Why does Jay Batchen want to run in the Marathon des Sables? What do you think of his explanation?
2. According to Jay Batchen, what is more important in an endurance race: physical strength or emotional strength? Or, are they equally important? Do you agree?

Go to MyEnglishLab to give your opinion about another question.

USE YOUR NOTES

Find information in your notes to use in your discussion.

LISTENING TWO | Sports Psychology

VOCABULARY

1 Read the conversation. Notice the boldfaced words.

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

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

Go to MyEnglishLab for more vocabulary practice.

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

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

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

NOTE-TAKING SKILL

Taking Notes on Main Ideas

Take notes on the main ideas by writing key words. Do not try to write every word.

Example

Host: We're going to be speaking with Jay Batchen. He was the first American to finish the Marathon des Sables.

The first main idea is Jay Batchen—Who is he?

Write the main idea on the left side of the page. Then fill in the details on the right side.

Main idea	Details
jay batchen—who is he?	1st American to finish Marathon des Sables (MDS)

Go to MyEnglishLab for more note-taking practice.

Go to MyEnglishLab for more note-taking practice.

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

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

EXPLICIT SKILL INSTRUCTION AND PRACTICE

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

MAKE INFERENCES 🔍

Inferring Implied Meaning from Context

An inference is a guess about something that is not directly stated. A speaker may express an idea indirectly. The listener can infer the meaning of this idea based on the context. **Context** is the words that come just before and after a statement or idea that help you understand its meaning.

🟢 Read and listen to the example. Notice the underlined information.

Example

JAY: I filmed the event in 1999, which is actually the year my wife, Lisa Smith-Batchen, won the event. And that's how I ended up in Morocco and ended up learning about the event myself.

INTERVIEWER: So, did you know Lisa before that event, or you met her there?

JAY: Met her there.

INTERVIEWER: (laughing) OK, so you ended up marrying the winner of the race that you were filming.

JAY: Yep.

INTERVIEWER: Oh, very good.

When the interviewer laughs as he says, "OK, so you ended up marrying the winner of the race that you were filming," he is indirectly saying that Jay met his wife in an unusual way. The interviewer doesn't say these words directly. The listener has to infer the meaning.

🟢 Listen to each excerpt. Then read each question and choose the inferred meaning.

Excerpt One

What does the interviewer mean when he says, "If you're able to stay standing at that point, I guess?"

a. Can you stand up by the end of the race?
b. You must be really tired by the end of the race.
c. I'm sure you want to stay standing after the race.

What information helped you find the answer? _____

Excerpt Two

What does the interviewer mean when he says, "Well, you know, Jay, it doesn't sound like a whole lot of fun ...?"

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Focus on Listening Attempt 1

Listening Practice: Recognizing and Understanding Signal Words

Listen to the recording. Choose the correct phrase.



There are why swimming is my favorite sport. The first that it is good exercise for the entire body. You have to use your arms and legs to swim.

Another reason is that it's very relaxing. I can clear my mind and just think about swimming.

The most important reason is that it is convenient. There is a swimming pool right next door to my house!

Otherwise if the pool were far away, I might not go swimming as often.

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

3 FOCUS ON SPEAKING

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

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.

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.

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

- Complete the crossword puzzle with vocabulary from Listening One and Two. Write one letter in each square.

GRAMMAR FOR SPEAKING

- Read the excerpt from an article about motivation. The boldfaced words are reflexive and reciprocal pronouns. Draw an arrow from the pronouns to the words to which they refer.

What motivates an extreme athlete like Jay Butchen to push **himself** to the limit? One thing we know is that athletes like Jay tend to be risk takers. They feel excited when they put **themselves** in risky or dangerous situations. This feeling can become stronger when athletes compete against one another. For example, if an extreme skier sees another skier doing a difficult jump, she might challenge **herself** to do an even more dangerous jump.

Reflexive and Reciprocal Pronouns

- Use a reflexive pronoun when the subject and object of a sentence are the same person or thing. The reflexive pronouns are:

myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

Jay Butchen pushes **himself** to the limit.
They put **themselves** in dangerous situations.
- Use **yourself** / **yourselves** in imperative sentences that are reflexive. Use:
 * **yourself** when the subject is singular
 * **yourselves** when the subject is plural
 Note: In imperative sentences, the subject is you, even though it isn't stated.
 (You) Believe in **yourself** and you will succeed.
 (You) Prepare **yourselves** for a tough race.
- Use a reciprocal pronoun when the subject and object are the same people, and the people have a relationship. Use:
 * **each other** or **one another** for two or more people
 Marge and Susan competed against **each other**.
 The athletes competed against **one another**.
- Reciprocal pronouns and plural reflexive pronouns have different meanings.
 Marge and Susan helped **each other**.
 (Marge helped Susan, and Susan helped Marge.)
 Marge and Susan helped **themselves**.
 (Marge helped herself, and Susan helped herself.)

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Focus on Speaking Attempts 1

Grammar Practice: Reflexive and Reciprocal Pronouns 2

Choose the correct word or phrase to complete the conversations.

1 A: How do you motivate during the race?
 B: I imagine crossing the finish line.

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Focus on Listening Attempts 1

Listening Two: Vocabulary Practice

Choose the correct word to complete each sentence.

1 Many athletes enjoy the of trying something difficult.

2 I try to set a for each race, such as finishing under a certain time.

3 Success is not easy. You must work hard to your dreams.

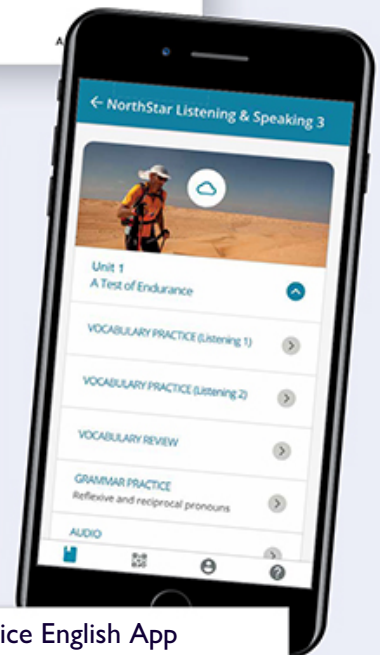
4 My teammates give me the to push myself. When I want to quit, they make me keep going.

5 My teammate and I are both the fastest runners in our age group. It's difficult when your is also a friend.

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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.

2 Fill in the blanks with expressions from Exercise One. Check your answers with a partner's. Then practice reading the sentences to your partner. Join words together and pronounce the "in" in other carefully.

- _____ my two roommates and I go for a long walk.
- _____ we were walking in the park behind a very old couple.
- They were holding hands and talking to _____.
- The woman slipped on _____ and fell.
- _____ people were passing by, but they didn't do anything.
- We ran to help them, and when we saw them, we realized we all knew _____ They live in our building.

3 Work with a partner. Create five short conversations by drawing lines to match Student A's part with Student B's part. Then practice the conversations. The underlined words are idioms with other. Do you know what they mean?

Student A	Student B
1. Sharon's <u>nose</u> is at each other's <u>elbows</u> all the time. She doesn't know what to do.	a. Nothing, as far as I'm concerned— <u>six</u> of one, <u>half a dozen</u> of another.
2. This has been one of the worst days of my life.	b. Me neither—the material went in <u>one ear</u> and out the other.
3. What's the difference between a raincoat and a rain-resistant tent?	c. I guess it's true that <u>one good turn deserves another</u> .
4. The lecture was really hard. I don't think I understood anything the professor said.	d. She might not be able to do anything. My brother and I fought with each other until he went away to school.
5. The elderly couple that I helped in the park last week brought me a cake.	e. Don't give up. <u>Tomorrow's another day</u> .



SPEAKING SKILL

Asking for and Expressing Opinions

To keep a discussion going (and to make it interesting), it is important for everyone to share ideas. To do this, express your opinion, ask for other people's opinions, and agree or disagree with other people's opinions.

Read and listen to the example. Notice the language used to ask for and express opinions.

Example

Sara Lee: Look at that guy. What do you think he's doing?
 Answer: It looks like he's running forward and then backward. Maybe he's training for a race.
 Eric: I'm not sure. See how slowly he's going? He can't be a racer.
 Answer: You're right. He is pretty slow. I think he's probably just doing that for fun.

<p>To ask for an opinion</p> <p>Use <i>What do you think (about) ... ?</i> to ask for a general opinion.</p> <p>Use <i>Do you think (that ...) / Do you agree (with) ... ?</i> to ask about specific points.</p>	<p>What do you think about extreme sports?</p> <p>Do you think extreme sports are dangerous?</p> <p>Do you agree (with Eli) that extreme sports are dangerous?</p>
<p>To express an opinion</p> <p>Use <i>I think</i> to sound stronger and more certain.</p> <p>Use <i>I'm pretty sure</i> or <i>it seems like</i> to sound less certain and / or more polite.</p>	<p><i>I think Bridget won the race.</i></p> <p><i>I'm pretty sure Bridget won the race.</i></p> <p><i>It seems like Bridget won the race.</i></p>
<p>To agree</p> <p>To agree with someone, use:</p> <p><i>I think ...</i></p> <p><i>Yeah / Yes ... (I think) You're right.</i></p> <p><i>I agree (with name).</i></p>	<p><i>I think Ron is the best runner.</i></p> <p><i>Yeah, he is. I think you're right.</i></p> <p><i>I agree (with Michael).</i></p>
<p>To disagree</p> <p>To disagree with someone, use:</p> <p>Indirect:</p> <p><i>I don't know.</i></p> <p><i>I'm not sure about that.</i></p> <p><i>I don't know. Jack is a great runner, too.</i></p> <p><i>I'm not sure about that. Jack is a great runner, too.</i></p> <p>Indirect disagreement sounds more polite.</p>	<p>Direct:</p> <p><i>I don't think so.</i></p> <p><i>I disagree (with name).</i></p> <p><i>I don't think so. Jack is better.</i></p> <p><i>I disagree (with Kyoko). Jack is better.</i></p> <p>Direct disagreement sounds stronger and can be less polite.</p>

A Test of Endurance 21

3 **Apply** Work with a new group of three. Compare the adjectives that you wrote with your first group. Do you agree with your classmates' lists of adjectives? Work together to choose the three best adjectives for each picture. Then share with the class.

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

FINAL SPEAKING TASK: Group Discussion

An aphorism is a short, wise, and inspiring expression that is easy to remember. It expresses an idea or belief in a new and interesting way. Athletes sometimes use aphorisms to help motivate themselves to keep going when they are training for, or participating in, a challenging athletic event. For example, some people put up posters with aphorisms on the walls of their homes or place them on their computers' screensavers so they can read them often and feel inspired. In this activity, you will work in a group to discuss aphorisms about motivation, write one of your own, and explain its meaning.

PREPARE

Work in a small group. Read and discuss the aphorisms written by athletes.

- What are the athletes saying about themselves and their motivation for running? Explain.
- Which aphorism do you like best? Why?
- Athletes aren't the only people who use aphorisms to encourage motivation. Think of other situations in which aphorisms could be useful.

Quotes on Motivation

- Motivation is what gets you started. Habit is what keeps you going.
Jim Ryan (Olympic runner and politician)
- When I run a long race, I get to meet some new people—including myself.
Anonymous
- The fear of not finishing is often greater than the fear of pain.
Laurie Dexter (endurance runner and Anglican minister)
- The heart controls the mind, and the mind controls the body.
Jim Lampley (sportscaster)
- Find the joy in the journey—the finish line will come soon enough.
Anonymous
- The glory of sport comes from dedication, determination, and desire.
Jackie Joyner-Kersey (Olympic athlete)

PRACTICE

1 As a group, create an aphorism about motivation. First, think of a situation in which a person needs motivation, such as playing sports, studying, working, or practicing a musical instrument.

Next, brainstorm ideas for aphorisms. Discuss the ideas and decide as a group on one aphorism to present to the class. Give your opinion about the different ideas.

2 **AWL** As you work in your group, 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 25. Choose at least two words or phrases to include in your aphorism.
- Grammar:** Use reflexive and reciprocal pronouns to discuss and explain the aphorism.
- Pronunciation:** Ask your group for "other" ideas to add to the discussion.
- Speaking Skills:** As you share your ideas and listen to others, make sure you are using the correct language to ask for and express opinions.

PRESENT

Write your group's aphorism on the board or on a big piece of paper. As a group, share the aphorism with the class and explain its meaning.

LISTENING TASK

Listen to the explanations of the aphorisms. Ask questions if you don't understand something. Which aphorism did you like best? Why? Explain your choice to the class.



ALTERNATIVE SPEAKING TOPIC

AWL Discuss the topics in small groups. Use the vocabulary, grammar, pronunciation, and speaking skills you learned in the unit.

In Listening Task, the professor talks about two motivations for endurance sports: the satisfaction of achieving goals and the closeness to other athletes. What are some other reasons that athletes compete in their sports? Athletes have a variety of reasons for competing in sports.

- What are some other reasons that athletes compete in their sports?
- Do you think athletes in different sports (e.g., endurance sports vs. team sports) are motivated by different reasons?

CHECK WHAT YOU'VE LEARNED

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

Learning Outcomes	Vocabulary	Multi-word Units
<input type="checkbox"/> Infer implied meaning from context	<input type="checkbox"/> achieve AWL	<input type="checkbox"/> opponent
<input type="checkbox"/> Take notes on main ideas	<input type="checkbox"/> challenge (n.) AWL	<input type="checkbox"/> retire (n.)
<input type="checkbox"/> Recognize and understand signal words	<input type="checkbox"/> course	<input type="checkbox"/> stage (n.)
<input type="checkbox"/> Use reflexive and reciprocal pronouns	<input type="checkbox"/> endurance	<input type="checkbox"/> test
<input type="checkbox"/> Pronounce expressions with other	<input type="checkbox"/> experience (n.)	<input type="checkbox"/> terrain
<input type="checkbox"/> Ask for and express opinions	<input type="checkbox"/> format (n.) AWL	
	<input type="checkbox"/> goal. AWL	
	<input type="checkbox"/> marathon	
	<input type="checkbox"/> motivation AWL	

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

A Test of Endurance 25

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

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

MyEnglishLab

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NorthStar 3 Listening & Speaking

Focus on Speaking

Attempt 1

Speaking Practice: Asking for and Expressing Opinions

Read the sentences. Choose the correct answers.

- I don't know if I want to do extreme sports.
 - ☐ indirect
 - ☐ direct
- My mother thinks extreme sports are dangerous, but I don't think so.
 - ☐ indirect
 - ☐ direct
- The whole class says our teacher isn't friendly. I disagree with them.
 - ☐ indirect
 - ☐ direct
- A: Do you think endurance racing is hard?

B: I don't know about that, depends on the training.

 - ☐ indirect
 - ☐ direct
- A: Do you think you could finish the Marathon des Sables?

B: I'm not sure about that, I don't like running.

 - ☐ indirect
 - ☐ direct
- A: Do you agree that extreme sports are dangerous?

B: I don't know, maybe sometimes.

 - ☐ indirect
 - ☐ direct
- Many people think Jay Batchen is an amazing ultramarathoner, but I disagree with them.
 - ☐ indirect
 - ☐ direct
- I don't know if I could finish an ultramarathon.
 - ☐ indirect
 - ☐ direct

Back to course

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ALWAYS LEARNING

PEARSON

MyEnglishLab

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

COMPONENTS

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

- **Classroom Audio and Videos**

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

- **Etext**

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

- **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, audio for the listenings and readings from the student books, and the end-of-unit videos on the go with their mobile phone.

INNOVATIVE TEACHING TOOLS

With instant access to a wide range of online content and diagnostic tools, teachers can customize learning environments to meet the needs of every student. Digital resources, all available on the Pearson English Portal, include **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 A Test of Endurance Pages: 2–25 Listening 1: Ultrarunner Jay Batchen Listening 2: Sports Psychology	2 Avoiding Identity Theft Pages: 26–47 Listening 1: Lily’s Story Listening 2: Public Service Announcements	
Inference	Inferring implied meaning from context	Inferring emotion from intonation	
Note-Taking	Taking notes on main ideas	Taking notes with lists	
Listening	Recognizing and understanding signal words	Recognizing rhetorical questions	
Grammar	Reflexive and reciprocal pronouns	Modals of advice	
Pronunciation	Pronouncing expressions with <i>other</i>	Recognizing and pronouncing compound nouns	
Speaking	Asking for and expressing opinions	Keeping a conversation going	
Final Speaking Task	Group discussion: creating an aphorism	Role-play: identity theft	
Video	A professional BMX biker	Identity theft	
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 sport, find a relevant picture, and share the information with the class.	Choose a topic related to either types of identify theft of methods for stealing information. Then research the topic or interview a victim of identity theft, and share the information with the class.	



3 Why Explore Space?

Pages: 48–71

Listening 1: The Space Junk Problem

Listening 2: The View from Space



4 Words That Persuade

Pages: 72–95

Listening 1: Corporate Euphemisms

Listening 2: House Hunting

Inferring factual information from context

Inferring a speaker's purpose

Taking notes with abbreviations

Taking notes with columns

Recognizing and understanding pronoun references

Recognizing and understanding speaker emphasis

Present perfect and simple past

Superlative adjectives

Pronouncing *-ed* endings

Highlighting important information with word stress

Using eye contact in a presentation

Using appropriate volume and pacing in a presentation

Oral presentation: pros and cons of space exploration

Oral presentation: create and perform ads

Space

Language

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 a space project, including its goals and plans to achieve those goals, and present the information to the class.

Analyze advertisements to understand the persuasive techniques used to sell products.

SCOPE AND SEQUENCE

	 	
	5 Follow Your Passion Pages: 96–117 Listening 1: Changing Career Paths Listening 2: Finding Your Passion	6 Culture and Commerce Pages: 118–141 Listening 1: Tourist Attraction or Human Zoo? Listening 2: Town Hall Meeting in Cape Cod
Inference	Inferring feelings from context	Inferring opinion from word choice
Note-Taking	Taking notes on details	Taking notes with an outline
Listening	Recognizing and understanding reduced speech	Recognizing and understanding opinions
Grammar	Gerunds	<i>Will</i> and <i>if</i> clauses
Pronunciation	Using thought groups	Pronouncing the vowel /o/
Speaking	Using an introduction in a presentation	Making suggestions
Final Speaking Task	Oral presentation: my personal strengths, interests, and work preferences	Interactive poster presentation: a tourist attraction and its impacts
Video	Careers	Ecotourism
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	Interview a person about his / her current job, research to find more about the job, write a summary of the interview, and present all relevant findings to the class.	Research a service vacation, prepare a short report, then present it to the class.



7 Restorative Justice

Pages: 142–167

Listening 1: What is Restorative Justice?

Listening 2: Derek and Marcus

8 Reducing Your Carbon Footprint

Pages: 168–191

Listening 1: Living Small

Listening 2: A Call to Action

Inferring a speaker's core beliefs

Inferring contrast from context

Reviewing and reflecting on your notes

Using symbols to take notes

Recognizing phrases that describe thoughts or feelings

Identifying repetition to emphasize a point

And, But, So, and Because

Modals of necessity

Using expressive intonation to show confidence and interest

Using final intonation

Using signal words to persuade

Interrupting politely and holding the floor

Oral presentation: persuasive presentation on a controversial topic related to criminal justice

Academic discussion: climate change data

The Death Penalty

Family Living

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 a type of restorative justice and give a presentation to the class.

Research a service or technology that reduces carbon emissions, and share the findings in a small group or with the class.

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Helen Solórzano and Jenny Schmidt

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LEARNING OUTCOMES

- > Infer implied meaning from context
- > Take notes on main ideas
- > Recognize and understand signal words
- > Use reflexive and reciprocal pronouns
- > Pronounce expressions with *other*
- > Ask for and express opinions

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

A Test of Endurance

1

FOCUS ON THE TOPIC

1. Endurance is the ability to do something difficult or stressful over a long period of time. Look at the photo. What is the man doing? Does this require endurance? Why or why not?
2. What other sports require endurance? Why do people choose to participate in these kinds of sports?

2 FOCUS ON LISTENING

LISTENING ONE | Ultrarunner Jay Batchen

VOCABULARY

- 1  Read and listen to a description of ultramarathons from a runner's guide. Notice the boldfaced words. Try to guess their meanings.

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

The Racecourse

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

Overnight

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

Running Safely

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

Crossing the Finish Line

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

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



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

2 Complete the definitions. Write the correct letter in the blank.

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

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


PREVIEW

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

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

He runs in the ultramarathon because _____.

LISTEN

1  **Listen to the whole story. Create a chart like the one below to take notes.**

TAKE NOTES Ultrarunner Jay Batchen	
Main Ideas	Details
Jay Batchen—background	<ul style="list-style-type: none"> 1st American to finish Marathon de Sables (MDS) filmed MDS

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


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

MAIN IDEAS

All the statements contain some FALSE information. Use your notes to help you determine which information is false. Cross out the parts that are untrue and write corrections. Some statements can be corrected in more than one way.

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

DETAILS

1  Listen again and add to your notes. Choose the correct answer to complete each statement. Use your notes to help you.

1. In 1999, Jay Batchen was ____ the race for a TV cable channel called the Discovery Channel.
- a. doing research about
 - b. filming
 - c. reporting on
2. Jay Batchen's future wife, Lisa, ____ the race in 1999.
- a. watched
 - b. didn't finish
 - c. won
3. The racecourse ____ every year, but it is always about 150 miles long.
- a. changes
 - b. gets more difficult
 - c. moves to a different country
4. The first three stages are all about ____ .
- a. 10 miles long
 - b. 20 miles long
 - c. 26 miles long