

GSE

Global Scale of English

48–57

Fifth Edition

NorthStar 3

Reading & Writing

Laurie Barton | Carolyn Dupaquier



Fifth Edition

NorthStar 3

Reading & Writing

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Dedication

To Natasha and Madeline, to whom I hope will see the world.
—Laurie Barton

*I would like to dedicate this edition to my children, Alexander
and Alyse Sardinas, who let me work and never complained.*
—Carolyn Dupaquier

NorthStar: Reading & Writing 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 Reading & Writing 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.



UNIT 1

Sports and Obsession

1 FOCUS ON THE TOPIC

LEARNING OUTCOMES

- > Infer certainty
- > Take notes on key words and phrases
- > Recognize quotations and reported speech
- > Use modals of ability
- > Add information for clarity
- > Write a factual report

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

2 UNIT 1

Sports and Obsession 3

1. What sport is this person doing?
2. What kind of person participates in this type of sport?
3. How are extreme sports different from other sports?

MyEnglishLab NorthStar 3 Reading & Writing

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 certainty

Note-taking
Take notes on key words and phrases

Reading
Recognize quotations and reported speech

Grammar
Use modals of ability

Writing
Add information for clarity

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 certainty

Note-taking
Take notes on key words and phrases

Reading
Recognize quotations and reported speech

Grammar
Use modals of ability

Writing
Add information for clarity

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PEARSON

MyEnglishLab

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

2 FOCUS ON READING

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

2 FOCUS ON READING

READING ONE | An Interview with Travis Binns

VOCABULARY

Read the information about rock climbing. Then choose the definition that best matches the meaning of each boldfaced word or phrase.

Some Rock Climbing Facts

- 1800s People in Europe enjoy climbing the Alps because of the exciting challenge of trying to reach the top.
 - a. something difficult
 - b. something fun
- In 1930s Rock climbing develops as a new sport, separate from mountain climbing. Rock climbers begin to attract public attention with their skill and daring.
 - a. good looks
 - b. bravery
- 1867 17-year-old George Whittier inspires others with his successful rock climbing before he is killed by mountain snow.
 - a. frightens
 - b. motivates
- 1910s Some rock climbers are focused on developing new equipment that helps people to climb more safely.
 - a. going of great attention to something
 - b. trying to avoid something
- 1923 A rating system is developed, using numbers to measure the difficulty and risk of climbing a rock.
 - a. danger
 - b. excitement
- 1930s Rocks with a high rating begin to attract climbers with a do-or-die attitude toward the sport.
 - a. very foolish
 - b. very determined
- 1935 Billie is determined to be the best climber in history. Walter Bonatti spends six days climbing the Petit Dru in the French Alps.
 - a. hope of being famous
 - b. very strong interest or desire
- 1962 Lynn Hill becomes the first woman to climb without equipment on the "free climber" D Captain in Yosemite National Park.
 - a. being unsure about doing something
 - b. being ready and eager to do something
- 2007 Chris Sharma becomes known as the world's best rock climber as he completes difficult climbs that are walkable in the average person.
 - a. his story to tell someone
 - b. his story to consider
- 2010 The film *Free Solo* wins the Academy Award for Best Documentary for telling the story of Alex Honnold's impressive attempt to climb El Capitan in Yosemite National Park.
 - a. causing admiration
 - b. leaving fear

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

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



PREVIEW

You are going to read an interview with Travis Binns, the young leader of an international rock climbing club. Before you read, write down three questions that you think the interviewer will ask Travis about his sport and his life.

1. _____
2. _____
3. _____

READ

Read the interview with Travis Binns. Take notes. On the left, put the main ideas.

TAKE NOTES

Main ideas

Notes from interview by John

Notes from Alex Honnold

Notes from Travis Binns

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



Two contrasting readings on a contemporary topic are presented in every unit and represent a wide range of writing styles.

AN INTERVIEW WITH TRAVIS BINNS

Monica High (MH): Let's start with the sport of rock climbing. How did you get interested in it?

Travis Binns (TB): It all started when my aunt got married at Joshua Tree National Park. That's a western California, in the Mojave Desert. She and her group climbed a rock and exchanged their ropes up there. The rest of us stood there, watching them as the sun came up. I was only about ten, but I thought it was very cool. That really impressed me.

MH: In what way inspired you to start rock climbing yourself?

TB: The first that got me more inspired while watching a video of Alex Honnold doing his solo routine. I saw Alex out there in nature. All by himself, he was able to do the unthinkable.

MH: What do you mean by "solo routine"?

TB: Well, to "solo" is to go up there without a rope or any gear. It's basically you and your hands and feet. This goes way beyond daring into a whole new area of risk.

MH: You climb with your hands and feet? That's it?

TB: And your incredible focused mind. Alex is a great example of that. People ask him if he does it for the adrenaline rush, and he says no. To him, it's not a sign of something wrong. When the climb goes right, it's slow and controlled. You're enjoying the beautiful day.

MH: Is Alex Honnold the one who climbed Half Dome in a solo under three hours? Without a rope?

TB: That's the one. He's able to take big chances while staying calm. When he climbs a rock, he's thousands of feet up there, with nothing to catch him if he falls. I guess it takes a real obsession to make the most of a rock like that.

MH: It probably does. Speaking of Half Dome in Yosemite, that's 1,000 feet. Is that one of the places you'd be going with the club?

TB: Most likely, yes. So far, we've attracted people from six different countries, and they all want to check out Yosemite. It's probably one of the most impressive places for doing exciting outdoors.

MH: And you'll be climbing with ropes, the usual gear?

TB: I wouldn't have a chance to do that. The interview sounds great. I guess it's a fun job.

MH: I would love to do that. The interview sounds great. I guess it's a fun job.

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CONNECT THE READINGS

ORGANIZE

Look at the list of characteristics mentioned in Reading One (R1) and Reading Two (R2) and at the Venn diagram. Write the characteristics that describe Alex Honnold in the left circle, characteristics that describe Ashley Jones in the right circle, and those that describe both athletes in the middle part where the two circles overlap.

- Characteristics**
- competitive
 - determined
 - focused
 - motivated
 - persistent
 - resilient
 - risk-taking
 - single-minded
 - tenacious
 - tireless
 - unwavering
 - zealous



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

Every unit focuses on noting main ideas and details and features an additional note-taking skill applicable to the readings.

1. TB: Of course. We're not part of that big group of rock climbers who live solo. I think the number of free solo climbers is less than I put, or something like that. Most of our don't have that do-or-die attitude.
2. MH: That obsession, you could say.
3. TB: And the willingness to take a risk. One wrong move and that's it. No second chances. And one of the funniest things about climbing without a rope is simply in control of your fate. You're in a situation where but one second—complete and total fail. You're going to say it's control. Alex learned to control his fear in a gym, training 3 hours a day, 5 days a week. He trained hard for the risk of free solo climbing.
4. MH: Which brings up an interesting question: Is a person selfish to take that kind of risk? Aren't there people who would say to Honnold, "What are you doing in that? You're better off just staying at home?"
5. TB: I don't know. In Honnold's case, he's a single guy climbing around in a vast, bright blue sky. He will be able to be responsible for it. I think he's not on a thousand dollars a month. He doesn't need much but the rocks and fresh air.
6. MH: But he's young enough to have parents, right? What about them?
7. TB: I'm sure they had their moments of worry but at the same time, I think they probably learned how to value his freedom. It's sure they might have to be more independent. Also got a great school, UC Berkeley, so that he could keep climbing up rocks with his bare hands. I think he's done something like one thousand free solo climbs. One!
8. MH: Or obsessed, you might say.
9. TB: Yes—and inspirational. People like Alex make us all try harder to push our limits. I heard him say once that he's always pushing himself, and that he's always looking to do something bigger.
10. MH: Is that why his friends call him "Alex No Big Deal"?
11. TB: Actually, I think that because he's always saying he's not that great at rock climbing. Maybe he's comparing himself to some Alex of the perfect climber. I don't know. Anyways, rock climbing is a great sport, and a lot of us really enjoy the challenge of it.
12. MH: That's right. Good luck with your club.
13. TB: Thanks. You can check the website for more details.

MAIN IDEAS

Write T (True) or F (False) for each statement. Rewrite the false statements to make them true. Use your notes to help you.

1. Alex Honnold became interested in rock climbing after learning about Alex Honnold.
2. A free solo climber only uses a rope.
3. Free solo climbing is not only a physical challenge but also a mental one.
4. Members of the rock climbing club will climb without ropes.
5. Alex Honnold had no chance for a university education.
6. Other climbers have been inspired by Alex Honnold.

EXPLICIT SKILL INSTRUCTION AND PRACTICE

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

DETAILS

1 Write one-sentence answers to the questions. Use your notes to help you. Then compare answers with a partner's.

1. What impressed Binns as a child?

2. What does Alex Honnold enjoy when a climb is going well?

3. How high is the northwest face of Half Dome in Yosemite National Park?

4. How many rock climbers complete free solo climbs?

5. What is an important part of free solo training?

6. Why is Alex Honnold free to focus on rock climbing?

7. How many free solo climbs has Alex Honnold completed?

8. Why does Honnold use the nickname "Alex No Big Deal"?

2 Look at your notes and at your answers in Preview. How did they help you understand the interview?

MAKE INFERENCES 🔍

Inferring Certainty

An inference is an educated guess about something that is not directly stated in a text. A strong reader can infer how much certainty is expressed in an interview.

Look at the example and read the explanation.

"I guess it takes a real obsession to make the most of a talent like his."

How certain is the speaker? Choose the best answer.

- a. very certain
- b. not certain

(The best answer is b.)

(continued on next page)

8 UNIT 1

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Focus on Reading Attempt 1

Reading Practice: Recognizing Quotations and Reported Speech

Drag and drop the quotations and reported speech into the correct places in the passage. Remember that terms such as *says that* ... or *explains that* ... are commonly used before reported speech.

Move

"Personality is the key. An endurance athlete is the kind of person who likes difficult challenges."
his goal is often to improve his time and he is satisfied as long as he is performing better.
"In some races, just finishing is enough. I don't always have to win to be happy."
he is never happy with goals that are easy to achieve.

Endurance sports are unusually difficult. One example is an ultra-marathon, a race in which people run hundreds of miles in extreme heat or cold. Why would anyone want to go through the stress and pain of such a sport? According to a psychologist, [DRAG ITEM HERE] One ultra-marathoner has explained that [DRAG ITEM HERE] Also, the goals of an endurance athlete may be different, depending on the person. The ultra-marathoner continues, [DRAG ITEM HERE] He adds that [DRAG ITEM HERE]

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ALWAYS LEARNING PEARSON

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Key reading 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.

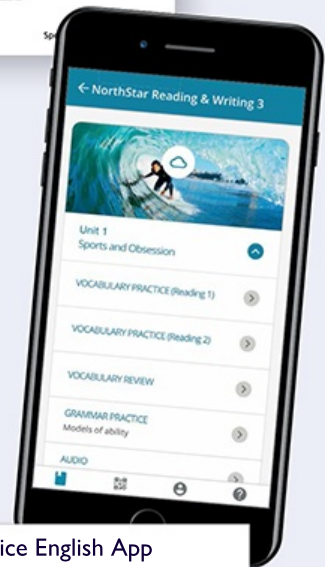
3 FOCUS ON WRITING

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

Grammar presentations focus on skills that are used in the readings and applied in the final writing 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.



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

A TASK-BASED APPROACH TO PROCESS WRITING

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

A final writing task gives students an opportunity to integrate ideas, vocabulary, and grammar presented in the unit.

3 **APPLY** Write five statements about yourself, each using a different verb expressing ability from the box. Write some statements that are true and some statements that are false. Exchange papers with a classmate. Guess which statements are true and which are false.

be able to not be able to can can't could couldn't

Go to the Pearson Practice English App or MyEnglishLab for more grammar practice. Check what you learned in MyEnglishLab.

FINAL WRITING TASK: A Factual Report

In this task, you read about Alex Honnold, a rock climber who is famous for his free solo climbs. Now imagine that you are a newspaper reporter. You are going to write a *factual report* of one paragraph about another amazing rock climbing achievement of Alex Honnold's, the completion of the Triple. You may want to consider these questions as you write your report.

What was he able to do?
How quickly could he do it?
How can he take such risks?
For an alternative writing topic, see page 25.

PREPARE TO WRITE: Group Brainstorming

1 Work in a small group. Write brainstorming questions you would want to ask Alex Honnold about his completion of the Triple. Think of as many questions as you can and write them down. Do not worry about spelling and grammar.

Brainstorming Questions

2 Share your questions with the class. Your teacher will write the questions on the board.

20 UNIT 1

WRITE

Using the 5 Ws to Write a Factual Report

A news article is an example of a factual report. Good newspaper articles answer the basic questions—called the 5Ws. The answers to these questions will give you key information for your factual report.

- Who is the story about?
- What is the story about?
- When did the story take place?
- Where did the story take place?
- Why or how did the story happen?

In a factual report, questions (people's exact words) may also be used to give more facts.

1 Look back at the newspaper article in Reading One. How is it different from the style of Reading One? What do you think is the purpose of the newspaper article?

2 Go back to the interview in Reading One. Notice how the reporter asks questions to learn information about Alex Honnold, including his climb of Half Dome. Write five questions you would like to ask Honnold about completing the Triple, using the 5Ws.

1. Who _____
2. What _____
3. Where _____
4. When _____
5. Why / How _____

3 Look at the facts about Alex Honnold's climb. Match them with the correct questions. You may use a question more than once.

Questions	
a. What was Honnold able to do all by himself?	d. Where did he do it?
b. What is the Triple?	e. How quickly could he do it?
c. When was Honnold able to complete the Triple?	f. Why is this climb so impressive?

Facts

- 1. Alex Honnold made history when he completed the Triple.
- 2. Climbing the Triple involves climbing three very large rock surfaces in Yosemite Park: Mount Watkins, El Capitan, and Half Dome.
- 3. Very few climbers in the world can complete the 1,000-foot climb in 24 hours.
- 4. The Triple is located in one of Honnold's favorite climbing spots, Yosemite National Park in California.
- 5. On Mount Watkins, Honnold was able to keep his balance even while climbing with snows that covered his eyes, neck, and mouth.

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Each unit presents different stages of the writing process and encourages the structured development of writing skills both practical and academic.

6. As he completed the Triple in June 2013, crowds of people wanted to congratulate him.

7. During most of the climb, Honnold used no rope at all.

8. Honnold was able to complete the Triple in record time: 18 hours and 50 minutes.

9. It would only take one mistake for Honnold to fall and die.

10. Honnold was the first climber who was able to complete the Triple alone.

4 Plan the first draft of your paragraph by completing the outline. Use the 5Ws information to explain how Alex Honnold was able to complete the Triple.

1. Begin with a sentence that states the main idea of your paragraph.

2. Give at least five supporting details (based on the 5Ws).

3. End with a sentence that restates the main idea of the paragraph in a new way.

5 Look at your outline and your notes from Prepare to Write, page 20, and Organize, page 14. Write the first draft of your paragraph.

- Make sure you have a strong main idea.
- Include five or more supporting details based on the 5Ws.
- End with a sentence that restates the main idea.
- Use the outline to show ability.

REVISE: Adding Information for Clarity

1 Read the sentence and problem below. Then read the revised sentence and underline the information that has been added.

- **Sentence:** Yuta High School gymnast Ashby Jones was hospitalized Tuesday for complications related to anorexia nervosa.
- **Problem:** Some people may not know what anorexia nervosa is.
- **Revised sentence:** Yuta High School gymnast Ashby Jones was hospitalized Tuesday for complications related to anorexia nervosa, a disorder in which the person is obsessed with dieting.

Adding Information for Clarity

When you write, think about your audience, the people who will read what you write. Remember that they may know less about the topic than you do. Make sure you clearly explain new words or expressions. There are several ways to add more information to a sentence:

1. Add more information, between commas, in the middle of the sentence.

Dr. Paula Kim, director of the Eating Disorders Clinic at Ballwin Hospital, explains that it is not unusual for athletes to become obsessed with their weight.

2. Add more information after a comma at the end of the sentence.

She explains that an obsession with weight can lead to extreme dieting, which affects not only the body but also the mind.

2 Read the paragraph. The underlined words need more explanation. Use the explanations that follow to rewrite the sentences. Compare your answers with a partner.

According to ANRED, eating disorders continue to be on the rise among athletes, especially in sports that emphasize being thin. Sports such as gymnastics, figure skating, diving, and synchronized swimming have a higher percentage of athletes with eating disorders. According to an American College of Sports Medicine study, eating disorders affected 82 percent of the females in these sports. Christy Sherrill died of anorexia in 1994. Anorexia nervosa affects about 1 percent of female adolescents in the United States. Bulimia nervosa affects about 4 percent of college-aged women. If you want more information, contact the NEDIC.

- a. ANRED = Anorexia Nervosa and Related Eating Disorders, an organization that provides information about eating disorders
- b. Christy Sherrill = a top United States gymnast in the late 1980s
- c. anorexia nervosa = an eating disorder that makes people stop eating because they believe they are fat and want to be thin
- d. bulimia nervosa = an eating disorder in which people restrict their diet to eating less and then vomit in order to control their weight
- e. NEDIC = National Eating Disorder Information Center

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Students continue through the writing process to learn revision techniques that help them move toward coherence and unity in their writing. Finally, students edit their work with the aid of a checklist that focuses on essential outcomes.

3 Now go back to the first draft of your paragraph.

- Think about your audience and check for words or expressions that another reader may not understand. Underline anything that needs to be explained (including names of people and places), but not the explanations, and add lines where needed.
- Try to use the grammar and more of the vocabulary from the unit.

Go to MyEnglishLab for more skills practice.

EDIT: Writing the Final Draft

Write the final draft of your paragraph and submit it to your teacher. Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation. Consider how to apply the vocabulary, grammar, and writing skills from the unit. Use the checklist to help you.

FINAL DRAFT CHECKLIST

- Does your topic sentence state the main idea of the paragraph?
- Does your paragraph answer the SWB?
- Are the supporting details in the correct order?
- Do you use quotations to give more facts or opinions?
- Does the concluding sentence restate the main idea of the topic sentence in a new way?
- Do you use *can*, *could*, or *be able to* to express ability?
- Do you add information to explain words or expressions that were unclear?
- Do you use new vocabulary from the unit?

ALTERNATIVE WRITING TOPIC

Think about an everyday activity that can become an unhealthy or dangerous obsession. For example, people might enjoy watching a movie star or entertainer so much that they begin making him or her, which is when a person obsessively follows another person, either in person or online. People can also have unhealthy obsessions with shopping or social media. Write a report of one paragraph explaining how obsession with an activity can become dangerous. Give some examples about obsessions of people you know or people in the news. Use the grammar and vocabulary from the unit.

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 certainty	<input type="checkbox"/> accomplished (adj)	<input type="checkbox"/> inspire
<input type="checkbox"/> Take notes on key words and phrases	<input type="checkbox"/> challenge (n)	<input type="checkbox"/> obsession
<input type="checkbox"/> Recognize quotations and reported speech	<input type="checkbox"/> complications	<input type="checkbox"/> pressure (n)
<input type="checkbox"/> Use words of ability	<input type="checkbox"/> daring (n)	<input type="checkbox"/> risk (n)
<input type="checkbox"/> Add information for clarity	<input type="checkbox"/> enormous (adj)	<input type="checkbox"/> unthinkable
<input type="checkbox"/> Write a factual report	<input type="checkbox"/> succeed (v)	<input type="checkbox"/> willingness
	<input type="checkbox"/> impressive	

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

24 UNIT 1

Sports and Obsession 25

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

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

MyEnglishLab NorthStar 3 Reading & Writing

Focus on Writing Attempts 1

Writing Practice: Adding Information for Clarity

Read the sentences, problems, and the revised sentences. Click on the information that has been added.

- Sentence:** Vista High School gymnast Ashley Jones was hospitalized Tuesday for complications related to anorexia nervosa.

Problem: Some people may not know what anorexia nervosa is.

Revised sentence: Vista High School gymnast Ashley Jones was hospitalized Tuesday for complications related to anorexia nervosa, a disorder in which the person is obsessed with dieting.
- Sentence:** Soccer player Jordan Smith was sent to the hospital last week due to Patellofemoral Syndrome.

Problem: Some people may not know what Patellofemoral Syndrome is.

Revised sentence: Soccer player Jordan Smith was sent to the hospital last week due to Patellofemoral Syndrome, a common type of knee injury, that many athletes experience.
- Sentence:** Sharon King was the top USATF athlete in the United States for 2018.

Problem: Some people may not know what the USATF is.

Revised sentence: Sharon King was the top United States Track and Field (USATF) athlete for 2018.
- Sentence:** Dr Stone says some athletes practice too much and hurt themselves.

Problem: Some people may not know who Dr Stone is.

Revised sentence: Dr Stone, director of psychiatry at Harborview Hospital, says some athletes practice too much and hurt themselves.
- Sentence:** Gina Rice worked hard to become a top athlete.

Problem: Some people may not know what sport Gina plays.

Revised sentence: Gina Smith, the top tennis player in Ireland, worked hard to become a top athlete.
- Sentence:** Mike Ross broke his leg during the match on Sunday.

Problem: Some people may not know who Mike Ross is.

Revised sentence: Mike Ross, the English soccer player, broke his leg during the match on Sunday.

Back to course Save Submit

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ALWAYS LEARNING PEARSON

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

COMPONENTS

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

- **Classroom Audio and Videos**

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

- **Etext**

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

- **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

	 <p>1 Sports and Obsession Pages: 2–25 Reading 1: An Interview with Travis Binns Reading 2: High School Star Hospitalized for Eating Disorder</p>	 <p>2 The Consequences of Fraud Pages: 26–49 Reading 1: Catch Me If You Can: The Frank Abagnale Story Reading 2: The Michelle Brown Story: Identity Theft</p>
Inference	Inferring certainty	Inferring comparisons
Note-Taking	Taking notes on key words and phrases	Taking notes with questions
Reading	Recognizing quotations and reported speech	Identifying detailed examples
Grammar	Modals of ability	Simple past and past progressive
Revise	Adding information for clarity	Using topic sentences
Final Writing Task	A factual report	A descriptive paragraph
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	Write a factual report about the life and accomplishments of an athlete	Conduct research and write a report on fraud



3 Exploring the Red Planet

Pages: 50–73

Reading 1: Mars: Our New Home?

Reading 2: Timeline for a Mission to Mars

4 Language and Power

Pages: 74–97

Reading 1: Men, Women, and Language

Reading 2: The Question of Global English

Inferring degrees of difficulty

Inferring meaning of proverbs

Marking a text

Taking notes with a T-chart

Scanning for details

Recognizing how examples support opinions

Infinitives of purpose

Comparative adverbs

Using parallel structure

Using transitions of contrast

A pro and con paragraph

A contrast paragraph

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

Write a report about a mission to Mars

Conduct research and write a report about a language

SCOPE AND SEQUENCE

		
	<p>5 Careers of the Future Pages: 98–123 Reading 1: Meet Your New Boss: You Reading 2: Great Jobs for the Twenty-first Century</p>	<p>6 What is Ecotourism? Pages: 124–145 Reading 1: Tourist in a Fragile Land Reading 2: A Travel Journal</p>
Inference	Inferring when humor is used	Inferring probability
Note-Taking	Taking notes with bullets	Taking notes on supporting details
Reading	Predicting content from titles and subheadings	Using context clues to understand vocabulary
Grammar	Future time clauses	<i>Because and even though</i>
Revise	Following cover letter format	Choosing effective supporting details
Final Writing Task	A cover letter	An opinion essay
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	Create a job posting for a fictional job using a guide to include necessary information	Write a report on an organization working to save the environment



7 Capital Punishment

Pages: 146–175

Reading 1: Life in Prison is Still Life: Why Should a Killer Live? / Why Do We Kill People to Show That Killing People is Wrong?

Reading 2: Charts: Global Facts About Capital Punishment



8 Is Our Climate Changing?

Pages: 176–203

Reading 1: Global Climate Change

Reading 2: Solving The Problems of Climate Change

Inferring both sides of a debate

Inferring purpose

Taking notes with an outline

Taking notes with symbols

Identifying key information in charts

Identifying cohesive devices of contrast

Adverb clauses of concession

Future modals

Using sentence variety

Using conjunctions and transitions to show cause and effect

An opinion essay

A cause-and-effect essay

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

Use questions to guide research on a specific country's use of capital punishment, write a summary and share findings with class

Research and create a presentation about climate change

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—Laurie Barton and Carolyn Dupaquier


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LEARNING OUTCOMES

- > Infer certainty
- > Take notes on key words and phrases
- > Recognize quotations and reported speech
- > Use modals of ability
- > Add information for clarity
- > Write a factual report

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

UNIT

1

Sports and Obsession

1 FOCUS ON THE TOPIC

1. What sport is this person doing?
2. What kind of person participates in this type of sport?
3. How are extreme sports different from other sports?

2 FOCUS ON READING

READING ONE | An Interview with Travis Binns

VOCABULARY

Read the information about rock climbing. Then choose the definition that best matches the meaning of each boldfaced word or phrase.

Some Rock Climbing Facts

- 1800s: People in Europe enjoy climbing the Alps because of the exciting **challenge** of trying to reach the top.
 - something difficult
 - something fun
- late 1800s: Rock climbing develops as a new sport, separate from mountain climbing. Rock climbers begin to attract public attention with their skill and **daring**.
 - good looks
 - bravery
- 1887: 17-year-old Georg Winkler **inspires** others with his successful rock climbing before he is killed by mountain snow.
 - frightens
 - motivates
- 1910s: Some rock climbers are **focused** on developing new equipment that helps people to climb more safely.
 - giving all your attention to something
 - trying to avoid something
- 1923: A rating system is developed, using numbers to measure the difficulty and **risk** of climbing a rock.
 - danger
 - excitement
- 1930s: Rocks with a high rating begin to attract climbers with a **do-or-die** attitude toward the sport.
 - very foolish
 - very determined
- 1955: With an **obsession** to be the best climber in history, Walter Bonatti spends six days climbing the Petit Dru in the French Alps.
 - hope of being famous
 - very strong interest or desire
- 1993: Lynn Hill shows **willingness** to climb without equipment as she “free climbs” El Capitan in Yosemite National Park.
 - being unsure about doing something
 - being ready and eager to do something
- 2007: Chris Sharma becomes known as the world’s best rock climber as he completes difficult climbs that are **unthinkable** to the average person.
 - too scary to tell someone
 - too scary to consider
- 2019: The film *Free Solo* wins the Academy Award for Best Documentary for telling the story of Alex Honnold’s **impressive** attempt to climb El Capitan at Yosemite National Park.
 - causing admiration
 - causing fear

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

PREVIEW

You are going to read an interview with Travis Binns, the young leader of an international rock climbing club. Before you read, write down three questions that you think the interviewer will ask Travis about his sport and his life.

1. _____
2. _____
3. _____

READ

Read the interview with Travis Binns on the next page. Create a chart like the one below to take notes. On the left, put the main ideas. On the right, put the details.

TAKE NOTES	
Main Ideas	Details
<i>Travis Binns inspired by others</i>	<i>his aunt</i>
<i>Alex Honnold</i>	<i>free solo climber</i>
<i>free solo climbing</i>	<i>climbs without rope or gear</i>
	<i>willingness to take risks</i>

 Go to [MyEnglishLab](#) to view example notes.





AN INTERVIEW WITH TRAVIS BINNS



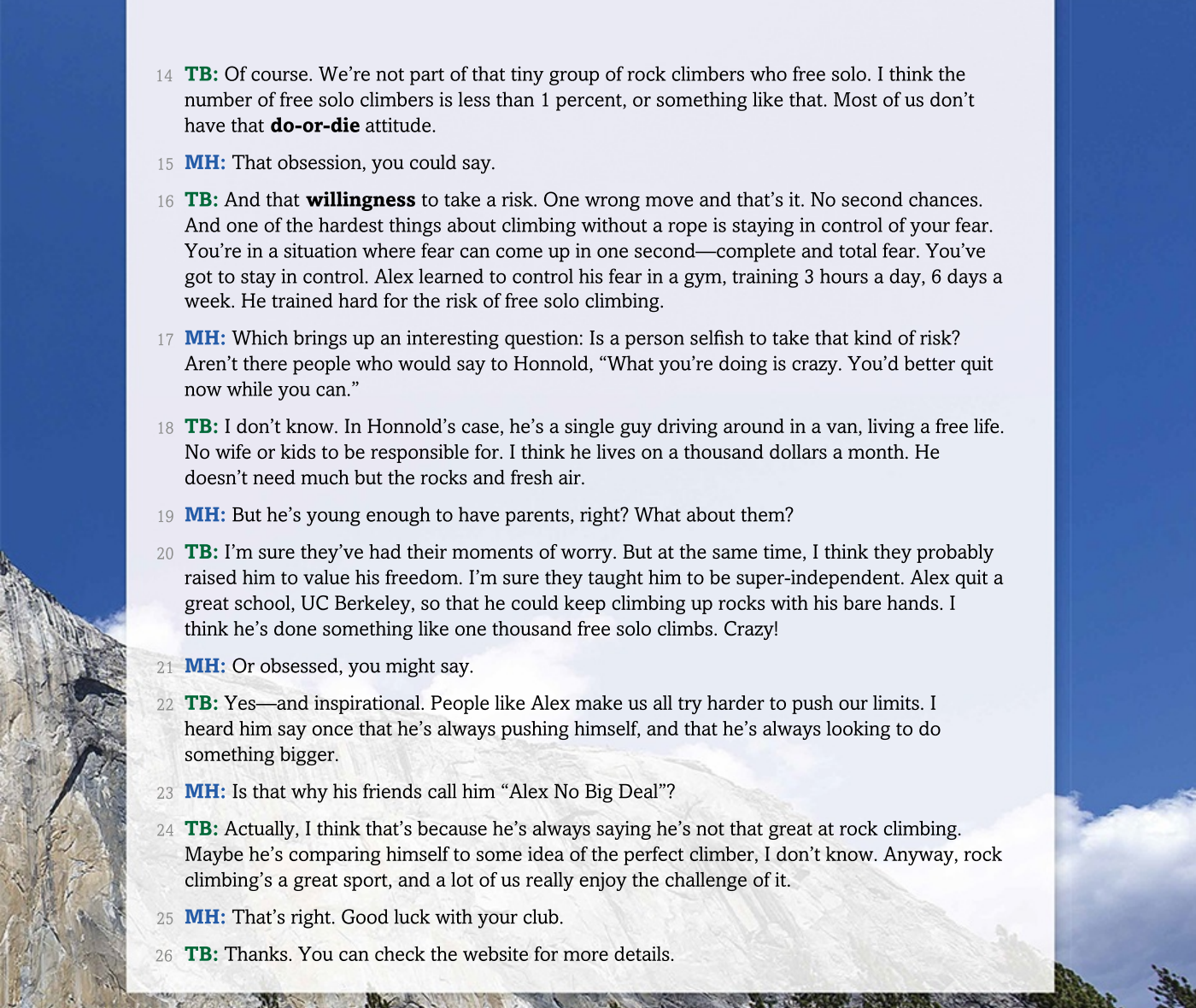
- 1 **Mountain High¹ (MH):** Let's start with the sport of rock climbing. How did you get interested in this?
- 2 **Travis Binns (TB):** It all started when my aunt got married at Joshua Tree National Park. That's in southern California, in the Mojave Desert. She and her groom² climbed a rock and exchanged their vows up there. The rest of us stood there, watching them as the sun came up. I was only about five, but I thought it was very cool. That really impressed me.
- 3 **MH:** Is that what **inspired** you to start rock climbing yourself?
- 4 **TB:** Yes. But I got even more inspired while watching a video of Alex Honnold doing his solo routine. I saw Alex out there in nature. All by himself, he was able to do the **unthinkable**.
- 5 **MH:** What do you mean by "solo routine"?
- 6 **TB:** Well, to "free solo" is to go out there without a rope or any gear. It's basically you and your hands and feet. This goes way beyond **daring** into a whole new area of **risk**.
- 7 **MH:** You climb with your hands and feet? That's it?
- 8 **TB:** And your incredibly **focused** mind. Alex is a great example of that. People ask him if he does it for the adrenaline rush³, and he says no. To him, a rush is a sign of something wrong. When the climb's going right, it's slow and controlled. You're enjoying the beautiful day.
- 9 **MH:** Is Alex Honnold the one who climbed Half Dome in a little under three hours? Without a rope?
- 10 **TB:** That's the one. He's able to take big chances while staying calm. When he climbs a rock, he's thousands of feet up there, with nothing to catch him if he falls. I guess it takes a real **obsession** to make the most of a talent like his.
- 11 **MH:** It probably does. Speaking of Half Dome in Yosemite, that's 2,000 feet. Is that one of the places you'll be going with the club?
- 12 **TB:** Most likely, yes. So far, we've attracted people from six different countries, and they all want to check out Yosemite. It's probably one of the most **impressive** places for doing anything outdoors.
- 13 **MH:** And you'll be climbing with ropes, the usual gear?

¹ **Mountain High:** the name of a podcast that discusses mountain sports

² **groom:** a man on his wedding day

³ **adrenaline rush:** the body's physical reaction to excitement and danger

Continued on next page

- 
- 14 **TB:** Of course. We're not part of that tiny group of rock climbers who free solo. I think the number of free solo climbers is less than 1 percent, or something like that. Most of us don't have that **do-or-die** attitude.
- 15 **MH:** That obsession, you could say.
- 16 **TB:** And that **willingness** to take a risk. One wrong move and that's it. No second chances. And one of the hardest things about climbing without a rope is staying in control of your fear. You're in a situation where fear can come up in one second—complete and total fear. You've got to stay in control. Alex learned to control his fear in a gym, training 3 hours a day, 6 days a week. He trained hard for the risk of free solo climbing.
- 17 **MH:** Which brings up an interesting question: Is a person selfish to take that kind of risk? Aren't there people who would say to Honnold, "What you're doing is crazy. You'd better quit now while you can."
- 18 **TB:** I don't know. In Honnold's case, he's a single guy driving around in a van, living a free life. No wife or kids to be responsible for. I think he lives on a thousand dollars a month. He doesn't need much but the rocks and fresh air.
- 19 **MH:** But he's young enough to have parents, right? What about them?
- 20 **TB:** I'm sure they've had their moments of worry. But at the same time, I think they probably raised him to value his freedom. I'm sure they taught him to be super-independent. Alex quit a great school, UC Berkeley, so that he could keep climbing up rocks with his bare hands. I think he's done something like one thousand free solo climbs. Crazy!
- 21 **MH:** Or obsessed, you might say.
- 22 **TB:** Yes—and inspirational. People like Alex make us all try harder to push our limits. I heard him say once that he's always pushing himself, and that he's always looking to do something bigger.
- 23 **MH:** Is that why his friends call him "Alex No Big Deal"?
- 24 **TB:** Actually, I think that's because he's always saying he's not that great at rock climbing. Maybe he's comparing himself to some idea of the perfect climber, I don't know. Anyway, rock climbing's a great sport, and a lot of us really enjoy the challenge of it.
- 25 **MH:** That's right. Good luck with your club.
- 26 **TB:** Thanks. You can check the website for more details.

MAIN IDEAS

Write T (true) or F (false) for each statement. Rewrite the false statements to make them true. Use your notes to help you.

- ___ 1. Binns became more interested in rock climbing after learning about Alex Honnold.
- ___ 2. A free solo climber only uses a rope.
- ___ 3. Free solo climbing is not only a physical challenge but also a mental one.
- ___ 4. Members of the rock climbing club will climb without ropes.
- ___ 5. Alex Honnold had no chance for a university education.
- ___ 6. Other climbers have been inspired by Alex Honnold.