CONTENTS

Welcome to NorthStar, Third Edition ............... iv
Scope and Sequence ................................ xiv
Acknowledgments ................................. xviii
Reviewers ....................................... xix

UNIT 1 A World of Friends ......................... 2
UNIT 2 Making Unusual Art ..................... 28
UNIT 3 Special Possessions ..................... 56
UNIT 4 Creativity in Business .................. 82
UNIT 5 Understanding Fears and Phobias ........ 110
UNIT 6 Risks and Challenges .................. 134
UNIT 7 Only Child—Lonely Child? ............... 162
UNIT 8 Soccer: The Beautiful Game .......... 190

Unit Word List ................................... 217
Grammar Book References .................... 219
Audioscript ..................................... 220
Credits ......................................... 235
The Phonetic Alphabet ....................... 236
# Scope and Sequence

<table>
<thead>
<tr>
<th>Unit Outcomes</th>
<th>1 Friendship: A World of Friends</th>
<th>2 Art: Making Unusual Art</th>
</tr>
</thead>
</table>
| **Listening** | • Make and confirm predictions  
• Identify main ideas and details  
• Recognize and use *and* and *but* to introduce similar and contrasting ideas | • Make and confirm predictions  
• Identify and distinguish between main ideas and details  
• Recognize phrases that express surprise |
| **Speaking**  | • Express opinions  
• Ask for more information  
• Describe someone’s personality  
**Task:** Introduce a friend | • Express opinions  
• Express likes and dislikes  
**Task:** Create and dramatize a group discussion |
| **Inference** | • Infer a speaker’s reaction | • Infer meaning from statements that express surprise |
| **Pronunciation** | • Recognize common rhythm patterns  
• Pronounce stressed and unstressed words in sentences | • Recognize and pronounce rising and rising-falling intonation at the end of statements and questions |
| **Vocabulary** | • Infer word meaning from context | • Infer word meaning from context |
| **Grammar** | • Recognize and use the present and past tenses of the verb *be* | • Recognize and use the simple present tense |
| **Video** | [MyEnglishLab] Fans Forever—The Beatles, ABC News Video Activity | [MyEnglishLab] Fish Artist, ABC News, Video Activity |
| **Assessments** | [MyEnglishLab] Check What You Know, Checkpoints 1 and 2, Unit 1 Achievement Test | [MyEnglishLab] Check What You Know, Checkpoints 1 and 2, Unit 2 Achievement Test |
### 3 SPECIAL POSSESSIONS

**SPECIAL POSSESSIONS**
pages 56–81

- Make and confirm predictions
- Identify main ideas and details
- Order statements based on ideas in a listening selection
- Recognize speech markers that show excitement

**MyEnglishLab Vocabulary and Listening Skill Practice**

- Express agreement and disagreement
- Support ideas with reasons
- Ask questions to include others in a conversation

**Task:** Discuss, describe, and report on special possessions

**MyEnglishLab Speaking Skill Practice and Speaking Task**

- Infer a speaker’s beliefs

**MyEnglishLab Pronunciation Skill Practice**

- Distinguish between the three -s endings of present tense verbs

**MyEnglishLab Vocabulary Practice**

- Infer word meaning from context

**MyEnglishLab Grammar Practice**

- Recognize and use adverbs of frequency in the simple present tense

**MyEnglishLab**

- **Wedding Dress Crisis Averted,**
  **ABC News, Video Activity**

**MyEnglishLab**

- Check What You Know,
  Checkpoints 1 and 2, Unit 3 Achievement Test

### 4 BUSINESS

**CREATIVITY IN BUSINESS**
pages 82–109

- Make and confirm predictions
- Identify main ideas and details
- Recognize signal words for main ideas in a lecture

**MyEnglishLab Vocabulary and Listening Skill Practice**

- Express opinions
- React to general and surprising information

**Task:** Create and dramatize a business meeting

**MyEnglishLab Speaking Skill Practice and Speaking Task**

- Infer contrasting ideas by noticing stress

**MyEnglishLab Pronunciation Skill Practice**

- Recognize and pronounce the th sounds

**MyEnglishLab Vocabulary Practice**

- Infer word meaning from context

**MyEnglishLab Grammar Practice**

- Recognize and use there + be in the present and past tense

**MyEnglishLab**

- **Hawking Hot Dogs,**
  **ABC News, Video Activity**

**MyEnglishLab**

- Check What You Know,
  Checkpoints 1 and 2, Unit 4 Achievement Test
# Scope and Sequence

## Unit Outcomes

### 5 Phobias: Understanding Fears and Phobias
- **Pages**: 110–133
- **Listening 1**: Psyched: A Radio Show
- **Listening 2**: Crossing a Bridge

### 6 Adventure: Risks and Challenges
- **Pages**: 134–161
- **Listening 1**: The Amazing Swimmer, Diana Nyad
- **Listening 2**: An Outward Bound Experience

## Listening
- Make and confirm predictions
- Identify main ideas and details
- Recognize and understand meaning behind contradictions
- MyEnglishLab Vocabulary and Listening Skill Practice

## Speaking
- Express opinions
- Give advice using imperative verbs
- Task: Create and dramatize a situation about phobias
- MyEnglishLab Speaking Skill Practice and Speaking Task

## Inference
- Infer meaning from exaggerations

## Pronunciation
- Recognize and pronounce the three -ed endings in the regular past tense
- MyEnglishLab Pronunciation Skill Practice

## Vocabulary
- Infer word meaning from context
- MyEnglishLab Vocabulary Practice

## Grammar
- Recognize and use the simple past tense with regular and irregular verbs
- MyEnglishLab Grammar Practice

## Video
- Unusual Phobias, Healthguru Video Activity
- MyEnglishLab Cockpit Cool, ABC News Video Activity

## Assessments
- Check What You Know, Checkpoints 1 and 2, Unit 5 Achievement Test
- MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 6 Achievement Test
<table>
<thead>
<tr>
<th>7 FAMILY</th>
<th>8 SPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLY CHILD—LONELY CHILD?</td>
<td>SOCCER: THE BEAUTIFUL GAME</td>
</tr>
<tr>
<td>pages 162–189</td>
<td>pages 190–216</td>
</tr>
<tr>
<td>Listening 1: Changing Families</td>
<td>Listening 1: The Sports File</td>
</tr>
<tr>
<td>Listening 2: How Do Only Kids Feel?</td>
<td>Listening 2: America Talks</td>
</tr>
</tbody>
</table>

- Make and confirm predictions
- Identify main ideas and details
- Take notes using a graphic organizer
- Identify advantages and disadvantages

**MyEnglishLab** Vocabulary and Listening Skill Practice

- Make and confirm predictions
- Identify main ideas and details
- Recognize signal words that introduce reasons and results *(because, because of, so, that’s why)*
- Categorize information from two listenings

**MyEnglishLab** Vocabulary and Listening Skill Practice

- Express opinions
- Express agreement, disagreement, and uncertainty

**Task:** Create and dramatize a conversation between parents

**MyEnglishLab** Speaking Skill Practice and Speaking Task

- Express and support opinions with reasons
- Express and explain reasons and results

**Task:** Create and present a TV commercial

**MyEnglishLab** Speaking Skill Practice and Speaking Task

- Infer meaning based on word choice

- Recognize and understand the appropriate use of going to vs. gonna

**MyEnglishLab** Pronunciation Skill Practice

- Recognize the use of contrastive stress

**MyEnglishLab** Pronunciation Skill Practice

- Infer word meaning from context

**MyEnglishLab** Vocabulary Practice

- Infer word meaning from context

**MyEnglishLab** Vocabulary Practice

- Recognize and use the future tense with be going to

**MyEnglishLab** Grammar Practice

- Recognize and make comparisons with regular and common irregular adjectives

**MyEnglishLab** Grammar Practice

- You and Your Siblings, ABC News, Video Activity

**MyEnglishLab** Game On, ABC News, Video Activity

- Check What You Know, Checkpoints 1 and 2, Unit 7 Achievement Test

- Check What You Know, Checkpoints 1 and 2, Unit 8 Achievement Test
1. Look at the photo. Why are some people scared of snakes?

2. Why are some people scared of certain things?

3. Does having a fear of something change a person’s life? How?

1 scared: afraid or frightened; having a fear
There are many different kinds of phobias. One is arachnophobia, the fear of spiders. People with arachnophobia are very scared of spiders. Their hearts beat fast when they see a spider, and sometimes they cry or shake. Other people laugh at them. They say, “Why are you so afraid of a little spider?” But remember—many people have this problem. Having arachnophobia is not your fault.

(1) Thanks for explaining this. I am very scared of spiders. Sometimes I can’t sleep at night because I worry about spiders in my house. My friends say that I’m really not in danger, but spiders are still a big problem for me. I feel like they’re going to kill me! (Just kidding.)

— Jenn

(2) I worry about spiders, too. This is a serious issue in my life. Do you know that some spiders can hurt you? That’s why I look for them in my house. And I worry about spiders outside the house, too. Spiders are everywhere. You can’t always see them—but they’re there. I don’t know what to do. I’m confused about this, and sometimes I’m angry with myself.

— Deepa
Match the words and phrases on the left with the definitions on the right. Write the letter of the correct definition on the line.

1. a serious issue
2. be angry with
3. confused
4. fear
5. hurt
6. in danger
7. not your fault
8. just kidding
9. shake
10. still

- a. you didn’t make a problem happen
- b. I’m joking; I’m not serious.
- c. in a situation that may hurt or kill you
- d. move back and forth quickly
- e. feel mad or upset because something is not OK
- f. up to now
- g. make a person feel pain
- h. not understanding
- i. feeling of being in danger
- j. a big problem

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW
You are listening to Psyched, a call-in radio show. The host of the show is Doctor Jones. She is a psychologist, someone who helps people understand their feelings.
Listen to the excerpt from *Psyched: A Radio Show*. Then answer the questions. Discuss your answers with the class.

1. According to Doctor Jones, what is a phobia? (Circle one.)
   - a. a shaking body
   - b. a real danger
   - c. a strong fear

2. What happens to people with phobias? (Circle one.)
   - a. They feel like they are in danger.
   - b. They are in danger.
   - c. They feel very strong.

3. What words will you probably hear in this radio show? (Check ✓ three.)
   - ___ afraid
   - ___ happy
   - ___ scared
   - ___ problem
   - ___ money
   - ___ serious

**MAIN IDEAS**

1. Listen to the whole show. Look at the answers you predicted in the Preview section on page 113. Did your predictions help you to understand the radio show?

2. Choose the best answer to each question.

   1. What does Doctor Jones say about phobias?
      - ___ a. A phobia can’t hurt you.
      - ___ b. A phobia changes your life.
2. What happened to Anna because of her phobia?
   ____ a. She was excited in Paris.
   ____ b. She was scared in Paris.

3. What is Anna’s advice about phobias?
   ____ a. Don’t be angry with yourself.
   ____ b. Don’t take a job for a million dollars.

4. Why is Anna’s life better today?
   ____ a. She can ride elevators.
   ____ b. She reads many books.

DETAILS

Listen again. Write T (true) or F (false). Correct the false information.

   ____ 1. Arachnophobia is the fear of spiders.
   ____ 2. People with phobias sometimes shake.
   ____ 3. A phobia is being afraid of danger.
   ____ 4. Claustrophobia is the fear of small spaces.
   ____ 5. Anna cared about the kids in the Eiffel Tower.
   ____ 6. Anna was scared of elevators and cars.
   ____ 7. Writing helps Anna feel less afraid.
   ____ 8. Anna’s life is easy today.
   ____ 9. Having a phobia is your fault.
   ____ 10. Many people have phobias.
MAKE INFERENCES

UNDERSTANDING THE MEANING OF EXAGGERATIONS

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

Speakers sometimes use exaggerations, or impossible words or phrases, to help make a point. Exaggerations are impossible statements because they describe things that are bigger than things in real life. Speakers use exaggerations to make ideas sound more interesting.

Listen to the example. Answer the question.

Example

The speaker says she “was going to die.” What does this mean? Look at the following choices:

a. She could die inside the Eiffel Tower.

b. She felt very afraid inside the Eiffel Tower.

The answer is: b. Usually, people do not die when they go inside high towers. This is an exaggeration, or impossible statement. The meaning of the exaggeration is that the person had a very strong fear of high places. She felt like she was going to die when she was inside the Eiffel Tower. She wasn’t really going to die, but she felt that way because her fear was very strong.

Listen to the excerpts. Think about the exaggeration. What do you think the speaker is really trying to say?

Excerpt One

Why does the speaker use the word *forever*?

_____ a. She spent a long time climbing stairs.

_____ b. She wasted time because of her phobia.

Excerpt Two

Why does the speaker use the phrase “twenty books a week”?

_____ a. She reads many books.

_____ b. She is a very good reader.
**Excerpt Three**

Why does the speaker use the phrase “a million dollars”?

___ a. People with elevator phobias can lose important chances.

___ b. It costs a lot of money to have an elevator phobia.

**EXPRESS OPINIONS**

Discuss the questions with a partner:

1. What do you think about the Eiffel Tower story? Do you sometimes get scared in high buildings?

2. Do you have a phobia? Do you know someone with a phobia? Explain.

3. Do you think books and doctors can help people with phobias? What other things can help? Explain.

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.
Driving across a bridge is very difficult for people with bridge and driving phobias. In this listening, Allen is a man with these problems. He is driving across a bridge with the help of a psychologist.

Listen to the conversation between Allen and the psychologist. Then circle the correct answer to complete each sentence.

1. Allen is afraid _____.
   a. a truck will hit him
   b. of driving a truck

2. The psychologist tells him to think of other things _____.
   a. that he is afraid of
   b. that he does well
3. The psychologist tells him to ____.
   a. look straight ahead
   b. look at the trucks

4. In the end, Allen feels ____.
   a. very happy that he crossed the bridge
   b. unhappy because he didn’t cross the bridge alone

**VOCABULARY**

Read the conversation and notice the phrases in bold. Match the phrases on the left to the definitions on the right. Write the letter of the correct definition on the line.

**YOUNG MAN:** I can't ride this bike! I'm going to fall!

**FRIEND:** Calm down. You can do it.

**YOUNG MAN:** I don’t know how. What's wrong with me?

**FRIEND:** Come on, you can do it. You need to believe in yourself.

**YOUNG MAN:** How can I do that? I’m going to fall!

**FRIEND:** Just keep going. Don't give up.

_____ 1. believe in yourself       a. why do I have this problem?
_____ 2. calm down                   b. don't stop doing something
_____ 3. come on                      c. stop feeling scared
_____ 4. keep going                   d. have a good opinion of yourself
_____ 5. what’s wrong with me?      e. stop trying
_____ 6. give up                      f. something we say to help others feel stronger

*GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.*
LISTENING SKILL

NOTICING CONTRADICTIONS

When speakers disagree with each other, they sometimes contradict the other speaker. To contradict, you say the opposite of what the other person says.

Listen to the example.

Example
Who is disagreeing with whom? How do we know?

In this example, the psychologist is disagreeing with Allen. He is saying the opposite of what Allen says. We know this because he puts stress on the word not to make the meaning clear. This contradiction shows that the psychologist disagrees with Allen about the trucks.

Listen to two excerpts from “Crossing a Bridge.” Pay attention to contradictions. Who is disagreeing with whom? What are the two speakers disagreeing about? Which words do they put stress on?

Excerpt One

Who is disagreeing with whom? How do we know?

a. Allen disagrees with the psychologist.
b. The psychologist disagrees with Allen.

How do we know? He stresses the word ____________.

Excerpt Two

Who is disagreeing with whom?

a. Allen disagrees with the psychologist.
b. The psychologist disagrees with Allen.

How do we know? He stresses the word ____________.
**CONNECT THE LISTENINGS**

**STEP 1: Organize**

Look at the chart. Work with a partner to complete the chart with information from Listening One and Listening Two.

<table>
<thead>
<tr>
<th>TYPE OF PHOBIA</th>
<th>WHERE THEY GOT HELP</th>
<th>HOW THEY FEEL ABOUT PHOBIAS</th>
</tr>
</thead>
</table>
| **ANNA**       | a. fear of ___________  
|                | b. fear of high places | a. books                    |
|                |                      | b. _____________            |
|                |                      | a. A phobia is a ___________.|
|                |                      | b. Don’t be ______________. |
|                |                      | c. Does she feel OK?        |
|                |                      | (Circle one.) Yes / No      |
| **ALLEN**      | a. fear of bridges   |
|                | b. fear of _________  |
|                | a. _________________  |
|                | b. doctors            |
|                | a. He ______________ crossing bridges.  
|                |                      | b. He feels that something is “wrong” with him.  
|                |                      | c. Does he feel OK?         
|                |                      | (Circle one.) Yes / No      |

**STEP 2: Synthesize**

Work in groups of three to create an interview. Student A, you are Anna. Student B, you are Allen. Student C, you are a reporter. Complete the interview with information from the chart in Step 1: Organize. Then read the conversation aloud.

**REPORTER:** What kind of phobias do you have?

**ANNA:** I have _______________. This means _______________.

**ALLEN:** I have the same problem. I can’t _______________.

**REPORTER:** Does anything help you with this?

**ANNA:** Yes! I think _______________.

**ALLEN:** I disagree. I don’t think _______________.

**REPORTER:** Tell me more—How do you feel about having a phobia?

**ALLEN:** I feel _______________.

**ANNA:** Not me. I feel _______________.

---

Understanding Fears and Phobias 121
VOCABULARY

REVIEW

A psychologist is speaking to a young person. This young person is worried about having a phobia. Read the conversation and fill in the blanks with the words from the box. You will not use all of the words.

<table>
<thead>
<tr>
<th>calm down</th>
<th>in danger</th>
</tr>
</thead>
<tbody>
<tr>
<td>come on</td>
<td>issue</td>
</tr>
<tr>
<td>confused</td>
<td>shake</td>
</tr>
<tr>
<td>fear</td>
<td>still</td>
</tr>
<tr>
<td>hurt</td>
<td>wrong with</td>
</tr>
</tbody>
</table>

**Psychologist:** So, why are you here today? How can I help?

**Young Man:** Well, I'm 25 years old, and some of my friends are getting married. I have a girlfriend, but when I think about getting married, I get a really strong feeling of _____________ 1. Do you think I have a phobia?

**Psychologist:** I don't think so. Many people feel scared about getting married.

**Young Man:** Really? Are you sure I don't have a phobia? How do you know?

**Psychologist:** First of all, people with phobias feel like they are _____________ 2. when they are not. There's really no reason to be scared. But you have a good reason. I think you're scared because you're not ready to get married.
**Young Man:** But my friends are ready. They’re getting married. What’s ________ me? Why am I so scared? Am I just a big baby?

**Psychologist:** ________. Don’t be angry with yourself. This is a/an ________ for many people—not feeling ready to get married.

**Young Man:** Maybe you’re right. But when I think about getting married, my heart beats fast and my hands ________. My whole body feels bad. Are you sure I don’t have a phobia?

**Psychologist:** I’m sure you don’t. There are good reasons to feel scared of getting married.

**Young Man:** What are they?

**Psychologist:** Well, first of all, marriage is not easy. Married people sometimes fight and ________ each other. Sometimes they’re very unhappy. This is a big decision. Don’t get married if you’re not sure about it. Don’t do it if you feel ________.

**Young Man:** But what if I never get married? What about my parents? They really want me to get married, but I’m ________ not sure. My parents will be so angry!

**Psychologist:** Please, ________. Don’t get so upset. When you are ready to get married, you’ll know it. You’ll be happy, not scared.
EXPAND

1 Read the advertisement for an e-book, Power of Speaking in Public. Notice the words in bold.

Do you know the #1 fear of Americans? Speaking in public! Are you afraid of speaking in public? You are not alone. This is a very common problem. You can deal with your fear today. You can become more confident. Our e-book, Power of Speaking in Public, will really give you power. You will speak better and better. You will lose all your fear of speaking in front of others. Try Power of Speaking in Public!

2 speaking in public: speaking in front of a large group of people

2 Complete the sentences by matching each sentence beginning on the left with the correct ending on the right. Write the letter of the correct ending on the line.

   ____ 1. If a problem is common . . .
        a. you find a way to solve it.
   ____ 2. When you deal with a problem . . .
        b. believe they can do things.
   ____ 3. Confident people . . .
        c. you can change a situation.
   ____ 4. If you have power . . .
        d. many people have it.

CREATE

Look at the list of fears. Discuss the questions with a partner. Use words from Review and Expand.

- elevators  - insects  - public speaking
- dogs      - darkness - driving

1. What kind of issues do people with these fears have?

2. What’s the best way to deal with these fears?

3. Which one of these fears do you think is common? Why?

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.
GRAMMAR

1. Read the excerpts. Then answer the questions.

**Anna:** I always walked up the stairs—and it took forever!

**Psychologist:** There! You did it! You crossed the bridge!

**Allen:** We crossed the bridge.

1. What are the verbs? Underline them.

2. How are the verbs similar? How are they different?

**SIMPLE PAST**

Use the simple past to describe finished actions or situations.

1. We use the simple past to talk about a specific time in the past: *last year, last month, yesterday,* and so on.

   Anna **climbed** the stairs last year.

2. Some simple past verbs are regular. Add -ed to the verbs (*walked, wanted*).

   Allen **walked** to work. He **wanted** to stay away from cars.

3. Some simple past verbs are irregular (*got, became*).

   Allen **got** scared of the trucks.
   Anna’s life **became** easier.

4. To make the negative form of the simple past, use *didn’t* plus the base form of the verb.

   Anna **didn’t take** the elevator.
   Allen **didn’t cross** the bridge alone.

2. Read the information about the fear of clowns. Complete the sentences with the simple past tense of each verb. Then work with a partner. Take turns reading each sentence aloud.

   (continued on next page)
THE FEAR OF CLOWNS

Many children and adults react with fear to clowns. A few years ago, British psychologists 1. (study) the reaction of more than 250 children. They 2. (ask) the children about pictures of clowns in a children's hospital. All the children 3. (show) strong fear. They 4. (say) that the clown pictures 5. (be) scary. Also, in the 1990s, many adults 6. (get) scared when they 7. (watch) the movie It. In this movie, a clown 8. (make) friends and then 9. (hurt) them. After watching this movie, some people 10. (cry), and their hearts 11. (beat) fast. Recently, one doctor in Canada 12. (explain) that clowns are scary because they wear a lot of makeup. In her opinion, people need to see faces. She believes that people have a strong reason to be afraid of clowns. It is because they cannot see their real faces.

3 Work with a partner to discuss fears that you (or someone else) had in the past. Student A, interview Student B about a fear in the past. Student B, tell your own true story about your fear or the fear of someone you know. Student A, listen and take notes. Then switch roles. Use your notes to prepare a report for the class.

Interview Questions

1. What kind of fear did you (or someone else) have?
2. How old were you (or someone else)?
3. Why did you (or someone else) have this fear?
4. How did you (or the other person) feel? Were you angry or confused?
5. How did this fear change your life?

Example

My partner is Justin. When Justin was 10 years old, he was very afraid of dogs. He had a reason for this fear. One time, a big dog hurt his older brother. After this, he started shaking when he saw dogs. His heart beat faster, and he cried. He stayed home often. Sometimes, when friends invited him to their houses, he didn't go. He didn't want to see their dogs.
PAST TENSE: -ED ENDINGS

The -ed ending is sometimes pronounced as a new syllable and sometimes as a new sound.

Listen to Allen's explanation of an accident.

Example

Allen: The driver in front of me stopped quickly. I don't know why he needed to stop. I tried to stop, too, but it was too late. When I stopped, the driver behind me crashed into my car!

Look at the underlined verbs. Is the -ed ending a new syllable or a new sound?

3 crash: to hit very hard

PRONOUNCING -ED ENDINGS

1. If the last sound in the base verb is /d/ or /t/, -ed is pronounced as a new syllable: /id/ or /to/. The other driver wanted to stop.

2. With other verbs, the -ed ending is pronounced as a new sound, not a syllable:
   a. If the last sound in the base verb is /p/, /f/, /k/, /s/, /ʃ/, or /tʃ/, -ed is pronounced /t/. (See the phonetic alphabet on p. 236.)
   b. After all other verbs, the -ed ending is pronounced /d/. (See the phonetic alphabet on p. x.)

Listen to the words. Circle the correct -ed ending.

1. wanted /t/ /d/ /td/ 5. walked /t/ /d/ /td/
2. changed /t/ /d/ /td/ 6. decided /t/ /d/ /td/
3. tried /t/ /d/ /td/ 7. stopped /t/ /d/ /td/
4. needed /t/ /d/ /td/ 8. started /t/ /d/ /td/
2 Listen to the sentences about Dr. Jones, the psychologist in Listening One. Then repeat each sentence and look at the underlined verbs. Is -ed pronounced /t/ /d/, or /t̚d̚/? Write your answers above the verbs.

1. She wanted to help others with their problems.
   / /
2. She studied at New York University.
   / /
3. After she graduated, she became a psychologist.
   / /
4. She worked at a hospital for three years.
   / /
5. She talked to many people about their problems.
   / /
6. Then she decided to start a radio show.
   / /
7. She helped many people with fears and phobias.
   / /
8. She also earned a lot of money for her work.
   / /
9. After many years of working, she stopped.
   / /
10. She decided to enjoy life at the beach.

3 Work in groups of three to tell the story of Allen’s phobia. Use the past tense of the verb in parentheses to make a complete sentence. One person in the group will start the story and the other members of the group will continue the story. Be careful to pronounce the past tense ending correctly.

Example

When he was a young man, he

a. (start) to be afraid of many things.

The correct response is: When he was a young man, he started to be afraid of many things.
1. When he was a young man, he
   a. (stop) driving his car.
   b. (walk) to work every day.
   c. (decide) to see a psychologist.

2. While working with the psychologist, he
   a. (learn) a new way of thinking about himself.
   b. (change) his old ideas about driving.
   c. (try) to cross the bridge in his car.

3. After working with the psychologist, he
   a. (want) to try new things.
   b. (study) planes and flying.
   c. (start) flying a small plane.

**SPEAKING SKILL**

**USING IMPERATIVES**

Speakers often use imperatives to give advice. An imperative is the command form of a verb. It is always in present tense. *Don't* is used in the negative form. The subject is “you” since the speaker is giving a command to other people. However, the word *you* is not included in the imperative.

Listen to the examples from Listening One and Listening Two. Underline the imperative in each one. Then listen again and repeat the imperative verb.

**Examples**

1. Believe me, a phobia is a very serious issue.
2. Don’t be angry with yourself.
3. Think of all the other things you do well.
Work with a partner to give each other advice. Use imperatives. Student A, give advice for items 1–3. Student B, give advice for items 4–6.

1. B: I’m scared of taking my driving test.
   A: Don’t _____________. You can do it.

2. B: I don’t like elevators.
   A: _____________ instead!

   A: _______________. Then you won’t be alone!

4. A: I want a pet, but I’m afraid of dogs.
   B: _______________. They don’t bite.

5. A: I don’t want to fly to San Francisco from New York.
   B: _______________. You’ll see more.

6. A: I hate that clown movie!
   B: Don’t _______________. Play a game instead.

GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.
FINAL SPEAKING TASK

*In this task, you will create and perform a 1–3 minute role play about phobias.* Try to use the vocabulary, grammar, pronunciation, and language for using imperatives that you learned in this unit.*

---

Work in pairs. Look at the story strip. Student A, you are a person with a water phobia. Student B, you have the same phobia, but your life is better today. Follow these steps:

**STEP 1:** Think about the situation. Plan your conversation. Follow these points:
- Student A, explain your problem. Talk about your water phobia and all your problems—all the things you can’t do in your life.
- Student B, tell about your life in the past. You had a difficult life with your water phobia. But your life is better today. Give some advice to Student A.

**STEP 2:** Practice the role play several times. Act like your character and speak naturally. As you practice, write notes about what you will say. Ask your teacher for help as needed.

**STEP 3:** Perform your role play for the class.

**Listening Task**
Watch the role plays. Which role play did you like best? Discuss with a partner why you liked that role play.

---

* For Alternative Speaking Topics, see page 132.
UNIT PROJECT

STEP 1: Look at the list of phobias. Use the Internet to learn more about one of them. Be sure to use a website that you can trust. The best websites to use are from the government, universities, or professional organizations.

<table>
<thead>
<tr>
<th>achluophobia (fear of the dark)</th>
<th>gamophobia (fear of marriage)</th>
<th>scolionophobia (fear of school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>botanophobia (fear of plants)</td>
<td>ombrophobia (fear of rain)</td>
<td>your own idea</td>
</tr>
<tr>
<td>chrometophobia (fear of money)</td>
<td>papyrophobia (fear of paper)</td>
<td></td>
</tr>
</tbody>
</table>

Answer these questions about one of the phobias.

1. What is ________________?
2. What kind of problems do people with ________________ have?
3. What’s your advice for people with this phobia? What’s your advice for their family and friends?
4. What are some other interesting facts about ________________?

STEP 2: Prepare an oral report. Share your answers to the questions in Step 1.

STEP 3: Give your report to the class. Try to answer questions about the phobia.

GO TO MyEnglishLab TO PRACTICE INTERNET SKILLS.
ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary and grammar from the unit.

1. Do you believe that psychologists can really help people with their issues? Why or why not? What are some other ways to help people with their problems in life?

2. Tell the story of someone you know—a person with a serious issue in his or her life. (Serious issues include problems with health, money, fears, or other people.) Is this person happy or unhappy? How does this person deal with his or her issues? What can we learn from this person?

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT THE WORLD’S WEIRDEST PHOBIAS, AND TAKE THE UNIT 5 ACHIEVEMENT TEST.
NorthStar—a blended-learning course for the 21st century

Building on the success of the previous editions, NorthStar, Third Edition continues to engage and motivate students with new and updated contemporary topics delivered through a seamless integration of print and online components.

What is special about the new edition?

- **Blended approach with MyEnglishLab.** Online activities offer support and expansion, fully blending the student book with MyEnglishLab for extra practice, ongoing assessment, and instant feedback.

- **New and updated themes and topics.** Presented in a variety of genres—including literature and lectures—and in authentic reading and listening selections, the content challenges and engages students intellectually.

- **Explicit skills instruction.** The inclusion of 2–3 explicit language skills in every unit allows students to build their language proficiency.

- **New and revised assessments tied to learning outcomes.** Online assessments allow teachers to track students’ progress and mastery of the material and skills.

- **A new design with thought-provoking images.** A compelling graphic look makes the content and activities come alive.

**LISTENING & SPEAKING 1**

<table>
<thead>
<tr>
<th>Product Description</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Book with MyEnglishLab</td>
<td>978-0-13-338225-9</td>
</tr>
<tr>
<td>eText with MyEnglishLab</td>
<td>978-0-13-338230-3</td>
</tr>
<tr>
<td>Instructor Access: Teacher Resource eText and MyEnglishLab</td>
<td>978-0-13-390175-7</td>
</tr>
<tr>
<td>Classroom Audio CDs</td>
<td>978-0-13-338226-6</td>
</tr>
</tbody>
</table>

Your Perfect Partner
Try it for FREE

[Link to website](www.longmandictionariesusa.com)