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# Scope and Sequence

## Unit Outcomes

### WORK

**Offbeat Jobs**

Pages 2–23

Listening 1: What’s My Job?
Listening 2: More Offbeat Jobs

### Student Life

**Where Does the Time Go?**

Pages 24–47

Listening 1: Student Success Workshop
Listening 2: A Student Discussion

## Listening

- Make and confirm predictions
- Identify main ideas and details
- Connect statements to specific speakers
- Recognize connectors that compare and contrast ideas
  - MyEnglishLab Vocabulary and Listening Skill Practice
- Make and confirm predictions
- Identify main ideas and details
- Connect statements to specific speakers
- Recognize phrases that signal agreement and disagreement
- Connect information from two listenings
  - MyEnglishLab Vocabulary and Listening Skill Practice

## Speaking

- Express opinions
- Ask and answer questions about jobs, interests, and skills
- Express interest
- Express agreement and disagreement
  - Task: Create and dramatize job interviews
    - MyEnglishLab Speaking Skill Practice and Speaking Task
- Express opinions
- Express various levels of agreement and disagreement
- Support opinions with examples
  - Task: Create, give, and report on a survey about student life
    - MyEnglishLab Speaking Skill Practice and Speaking Task

## Inference

- Identify humor from a speaker’s choice of words and tone
- Infer a speaker’s intention based on questions the speaker asks

## Pronunciation

- Recognize syllable stress
  - MyEnglishLab Pronunciation Skill Practice
- Recognize emphasis through intonation and stress
  - MyEnglishLab Pronunciation Skill Practice

## Vocabulary

- Infer word meaning from context
  - MyEnglishLab Vocabulary Practice
- Infer word meaning from context
- Use familiar words to form collocations
  - MyEnglishLab Vocabulary Practice

## Grammar

- Recognize and use descriptive adjectives
  - MyEnglishLab Grammar Practice
- Recognize and use the present simple tense
  - MyEnglishLab Grammar Practice

## Video

- MyEnglishLab Interview with a Skydiving Instructor, Video Activity
- MyEnglishLab College Students Spark Creativity in Kids, Voice of America, 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
<table>
<thead>
<tr>
<th>Topic</th>
<th>Subtopics</th>
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<td><strong>3 MONEY</strong></td>
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<td>A PENNY SAVED IS A PENNY EARNED</td>
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<td>pages 48–71</td>
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<td>Listening 1: A Barter Network</td>
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<td>Listening 2: The Compact</td>
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<td>• Make and confirm predictions</td>
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<td>• Identify main ideas and details</td>
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<td>• Interpret a timeline</td>
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<td>• Recognize emphasis from intonation and stress</td>
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<td>• Categorize information from two listennings</td>
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<tr>
<td>MyEnglishLab Vocabulary and Listening Skill Practice</td>
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<tr>
<td>• Express agreement and disagreement</td>
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<td>• Compare products and services</td>
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<td>• Make and respond to suggestions</td>
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<td><strong>Task:</strong> Negotiate for goods and services</td>
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<td>MyEnglishLab Speaking Skill Practice and Speaking Task</td>
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<td>• Infer a speaker’s attitude from intonation and stress</td>
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<td>• Recognize word stress in numbers and prices</td>
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<td>MyEnglishLab Pronunciation Skill Practice</td>
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<td>• Infer word meaning from context</td>
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<tr>
<td>MyEnglishLab Grammar Practice</td>
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<tr>
<td>• Recognize and use comparative adjectives</td>
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<td>MyEnglishLab Vocabulary Practice</td>
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<td>MyEnglishLab The History of Money, Video Activity</td>
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<tr>
<td>MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 3 Achievement Test</td>
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<td><strong>4 ETIQUETTE</strong></td>
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<tr>
<td>WHAT HAPPENED TO ETIQUETTE?</td>
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<td>pages 72–93</td>
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<td>Listening 1: Whatever Happened to Manners?</td>
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<td>Listening 2: Our Listeners Respond—Why is there a lack of manners?</td>
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<tr>
<td>• Make and confirm predictions</td>
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<td>• Identify main ideas and details</td>
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<td>• Recognize summary statements</td>
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<td>• Categorize reasons from two listennings</td>
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<tr>
<td>MyEnglishLab Vocabulary and Listening Skill Practice</td>
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<tr>
<td>• Express opinions</td>
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<td>• Summarize key information</td>
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<td>• Support reasons with examples</td>
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<td>• Make and respond to requests and invitations</td>
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<tr>
<td><strong>Task:</strong> Create and dramatize a situation about manners</td>
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<tr>
<td>MyEnglishLab Speaking Skill Practice and Speaking Task</td>
<td></td>
</tr>
<tr>
<td>• Infer contrasting ideas in statements from intonation and stress</td>
<td></td>
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<tr>
<td>• Recognize rising and falling intonation in questions and statements</td>
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<tr>
<td>MyEnglishLab Pronunciation Skill Practice</td>
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<tr>
<td>• Infer word meaning from context</td>
<td></td>
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<tr>
<td>• Recognize and use idioms</td>
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<tr>
<td>MyEnglishLab Grammar Practice</td>
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<tr>
<td>• Recognize and use can, could and would in polite requests</td>
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<tr>
<td>MyEnglishLab Vocabulary Practice</td>
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</tbody>
</table>
# SCOPE AND SEQUENCE

## UNIT OUTCOMES

<table>
<thead>
<tr>
<th>5 FOOD</th>
<th>6 HEROES</th>
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</thead>
<tbody>
<tr>
<td><strong>THE FAT TAX</strong></td>
<td><strong>EVERYDAY HEROES</strong></td>
</tr>
<tr>
<td>pages 94–117</td>
<td>pages 118–141</td>
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<tr>
<td><strong>Listening 1: The Nation Talks</strong></td>
<td><strong>Listening 1: The Subway Hero</strong></td>
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<tr>
<td><strong>Listening 2: Listeners Call In</strong></td>
<td><strong>Listening 2: Psychology Lecture—Altruism</strong></td>
</tr>
</tbody>
</table>

## LISTENING

- Make and confirm predictions
- Identify main ideas and details
- Recognize language and intonation that signal clarification
  - MyEnglishLab Vocabulary and Listening Skill Practice
- Make and confirm predictions
- Identify main ideas and details
- Take notes on a lecture
- Recognize phrases that signal the organization and ideas in a lecture
- Support general ideas in one listening with specific examples from a second listening
  - MyEnglishLab Vocabulary and Listening Skill Practice

## SPEAKING

- Express opinions and support them with reasons
- Ask for and give advice
- Ask for and provide clarification or repetition
  - Task: Participate in a debate about the role of government in reducing obesity
  - MyEnglishLab Speaking Skill Practice and Speaking Task
- Express opinions
- Ask follow-up questions
- Recognize and use signal phrases in presentations
  - Task: Prepare and give a presentation
  - MyEnglishLab Speaking Skill Practice and Speaking Task

## INFERENCE

- Infer meaning by recognizing phrases that signal hedging
- Infer a speaker’s feelings or emotion from tone of voice and word choice

## PRONUNCIATION

- Recognize intonation in questions requesting clarification or repetition
  - MyEnglishLab Pronunciation Skill Practice
- Recognize and pronounce the three -ed endings in the regular past tense
  - MyEnglishLab Pronunciation Skill Practice

## VOCABULARY

- Infer word meaning from context
- Recognize and use words for healthy foods
  - MyEnglishLab Vocabulary Practice
- Infer word meaning from context
- Categorize words with similar meanings
  - MyEnglishLab Vocabulary Practice

## GRAMMAR

- Recognize and use modals of possibility (may, might, could)
  - MyEnglishLab Grammar Practice
- Recognize and use the simple past tense
  - MyEnglishLab Grammar Practice

## VIDEO

- MyEnglishLab Food from the Hood, Video Activity
- MyEnglishLab All for One, ABC News, Video Activity

## ASSESSMENTS

- MyEnglishLab 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

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7 HEALTH
GAMING YOUR WAY TO BETTER HEALTH
pages 142–165
Listening 1: Gaming Your Way to Better Health
Listening 2: Technology in the Classroom

- Make and confirm predictions
- Identify main ideas and details
- Recognize phrases and intonation that express doubt
- Analyze advantages and disadvantages
  [MyEnglishLab] Vocabulary and Listening Skill Practice

8 ENDANGERED CULTURES
ENDANGERED LANGUAGES
pages 166–191
Listening 1: Language Loss
Listening 2: My Life, My Language

- Make and confirm predictions
- Identify main ideas and details
- Interpret a graph
- Recognize phrases that identify reasons and examples
- Support ideas from one listening with examples from a second listening
  [MyEnglishLab] Vocabulary and Listening Skill Practice

- Express opinions
- Give and respond to advice
- Express concern
  Task: Prepare and present a TV commercial
  [MyEnglishLab] Speaking Skill Practice and Speaking Task

- Express opinions
- Agree and disagree with opinions
- Present and defend a position
- Give reasons and examples to explain general statements
  Task: Participate in a small-group discussion
  [MyEnglishLab] Speaking Skill Practice and Speaking Task

- Infer a speaker’s intended meaning from persuasive language
- Infer a speaker’s viewpoint

- Recognize and produce reductions of modals
  [MyEnglishLab] Pronunciation Skill Practice

- Recognize and use contractions and reductions with will and be going to
  [MyEnglishLab] Pronunciation Skill Practice

- Infer word meaning from context
  [MyEnglishLab] Vocabulary Practice

- Infer word meaning from context
  [MyEnglishLab] Vocabulary Practice

- Recognize and use modals of advice and necessity (should, ought to, have to)
  [MyEnglishLab] Grammar Practice

- Recognize and use the future with will and be going to
  [MyEnglishLab] Grammar Practice

- MyEnglishLab Chinese Medicine, Video Activity
- MyEnglishLab Maori Culture, Video Activity

- MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 7 Achievement Test
- MyEnglishLab Check What You Know, Checkpoints 1 and 2, Unit 8 Achievement Test
1. Look at the photo. Which of these activities do you think the student is doing: Doing school work, listening to music, texting (sending a written message by phone), chatting online (having a conversation), surfing the Web (looking at different Internet sites), watching videos, playing video games? Do you ever do any of these activities at the same time? Which ones?

2. Challenges are things that are difficult to do. What are some challenges that students face? What are some challenges you face as a student?

3. Read the title of the unit. What do you think this expression means? When do people say this?
VOCABULARY

1. Read and listen to the college website about a student workshop.

City College Counseling Center
Student Success Workshop

- Do you feel like you don’t have enough time to finish all of your daily tasks and assignments?
- Do you spend a lot of time studying but still get poor grades?
- Do you have trouble concentrating in classes and lectures?
- Do you delay doing your school work and put off your assignments until just before they are due?

If you answered “yes” to any of these questions, then this College Success Workshop is for you!

There are many factors that lead to student success, such as choosing the right classes, having good study skills, getting help from teachers and counselors, and staying healthy and active. Another important factor is time management. Many students don’t know how to manage their time well. For example, do you try to multitask or do other activities when you study, such as text messaging friends while you do homework? You may think you are saving time, but in fact multitasking has a negative effect on your ability to think and learn. Many research studies show that our brains are not able to concentrate on more than one challenging task at a time. Studies also show that students who multitask do worse in school than students who don’t. They take more time to finish their work, and they receive lower test scores and grades.

Another big problem for students is procrastination. Do you have a hard time getting started on assignments? Do you avoid your schoolwork by doing other activities instead? Or maybe you quit working on assignments when you don’t know how to finish. Then you are a procrastinator. Procrastinators avoid doing the things they should be doing now, saying they will do them later.

But don’t worry. We are here to help. In our one-day workshop, we will give you strategies to help you:

- set goals and organize the tasks you need to get done
- learn better study habits
- avoid distractions that keep you from getting your work done
- stop procrastinating and get things done on time

Don’t put it off any longer! Sign up in the counseling office today. College success will be your reward!

\[\text{success: being able to do what you tried to do or want to do}\]
2. Match each boldfaced word or phrase in the text with its definition or synonym.

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<td></td>
<td>h.</td>
<td>1. tasks</td>
<td>a. something you want to do in the future</td>
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<td>2. put off</td>
<td>b. things that make it difficult to think or pay attention</td>
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<td>3. factors</td>
<td>c. something that is given for doing good work</td>
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<td>4. manage</td>
<td>d. harmful or bad</td>
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<td>5. negative</td>
<td>e. to have control of something</td>
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<td>6. research studies</td>
<td>f. plans or ways to get something done</td>
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<td>7. procrastination</td>
<td>g. to delay something</td>
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<td>8. avoid</td>
<td>h. jobs or pieces of work that must be done</td>
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<td>9. strategies</td>
<td>i. things that cause a situation</td>
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<td>10. goals</td>
<td>j. careful study to report new knowledge about something</td>
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<td></td>
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<td>11. distractions</td>
<td>k. to delay doing something that you should do, usually because you do not want to do it</td>
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<td>12. reward</td>
<td>l. to choose not to do something or to stay away from someone or something</td>
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**PREVIEW**

A college counselor welcomes new students to a workshop on time management for college success.
Listen to the beginning of a student success workshop. What strategies do you think the counselor will suggest?

1. 
2. 
3. 

MAIN IDEAS

1. Listen to the whole workshop. Look again at your predictions from the Preview section. How did your predictions help you understand the listening?

2. Listen and check (✓) the strategies that the counselor suggests.

   ___ 1. Set goals and write down all of the tasks you need to do.
   ___ 2. Put your list of goals in order.
   ___ 3. Review your class notes every day.
   ___ 4. Use a calendar to schedule your time.
   ___ 5. Divide big assignments into smaller tasks.
   ___ 6. When school is stressful, take a lot of breaks.
   ___ 7. Avoid distractions.
   ___ 8. Join a study group.
   ___ 9. Reward yourself for finishing your work on time.
DETAILS

Listen to the workshop again. Circle the best answer to complete each statement.

1. _______________ of the students in the workshop like to multitask while they study.
   a. A few
   b. A lot
   c. All

2. _______________ percent of students procrastinate sometimes.
   a. 20–35
   b. 70–85
   c. 80–95

3. The counselor suggests that you number your goals from _______________.
   a. most important to least important
   b. most difficult to least difficult
   c. biggest to smallest

4. The counselor suggests that you schedule things like _______________.
   a. exercising, taking naps, and seeing movies
   b. exercising, getting enough sleep, and seeing friends
   c. eating, doing homework, and taking breaks

5. The counselor thinks you should _______________ to get your work done.
   a. find the strategies that work best for you
   b. always use the “Do Nothing” strategy
   c. do your English paper all at once

(continued on next page)
6. With the “Do Nothing” strategy, you can ______________.
   a. do your work or do nothing
   b. get distracted or do nothing
   c. turn off your phone or do nothing

7. ______________ is NOT a way to remove distractions.
   a. Putting away your video games
   b. Turning off your Internet
   c. Reading but not answering your text messages

8. Piers Steele took ______________ to finish his research on procrastination.
   a. 2 years
   b. 10 years
   c. 20 years

9. Piers Steele suggests giving away ______________ if you don’t get your work done.
   a. some money
   b. your phone
   c. your video games

GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

MAKE INFERENCES

UNDERSTANDING QUESTIONS

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

Speakers often ask questions when they are teaching or presenting information. This is a way to get our attention and involve us in the presentation. Sometimes we need to guess when a speaker wants responses to a question and when a speaker wants us to just listen for the answer. When speakers want us to respond, they may use phrases to signal that they want a response. They also pause and wait for us to answer the question or raise our hands.
Read and listen to the example. How do you know the speaker wants a response?

Example 1

So, how many of you like to multitask—you know, like surf the Web or chat with your friends while you study? (pause). . . . OK . . . I see a lot of you . . .

In this example, the speaker signals the question by saying “So how many of you . . .” She also pauses and waits for the students to respond. However, sometimes speakers just want us to pay attention and think about the answer to a question. In this case, speakers don’t wait long enough for us to respond. Instead, they answer the questions themselves.

Read and listen to this example.

Example 2

And be careful with big assignments—like that English paper—you can’t do it all at once, right? No, you need to divide it into smaller tasks that you can do one at a time.

In this example, the speaker doesn’t wait for responses. She just wants us to think about the answer, but then he answers the question himself.

Listen to three excerpts from the workshop. Does the speaker want the students to respond? How do you know? Circle the correct answer.

Excerpt One

The speaker _____.

a. wants a response

b. doesn’t want a response

How do you know?

a. The speaker uses signal phrases to invite a response.

b. The speaker doesn’t use signal phrases to invite a response.

a. The speaker waits for a response.

b. The speaker doesn’t wait for a response.

(continued on next page)
Excerpt Two
The speaker _____.

a. wants a response
b. doesn’t want a response

How do you know?

a. The speaker uses signal phrases to invite a response.
b. The speaker doesn’t use signal phrases to invite a response.

a. The speaker waits for a response.
b. The speaker doesn’t wait for a response.

Excerpt Three
The speaker _____.

a. wants a response
b. doesn’t want a response

How do you know?

a. The speaker uses signal phrases to invite a response.
b. The speaker doesn’t use signal phrases to invite a response.

a. The speaker waits for a response.
b. The speaker doesn’t wait for a response.

EXPRESS OPINIONS
Discuss the questions with the class.

1. The speaker says that multitasking has a negative effect on students’ ability to study. Do you agree? Why or why not?
2. What do you think is the main reason that students procrastinate? Is there ever a good reason to procrastinate?
3. Do you think that the strategies mentioned by the counselor are a good idea? Are there any you would never try? Why or why not? What other strategies do you use?

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.
**LISTENING TWO**  A STUDENT DISCUSSION

**VOCABULARY**

Read the words in the box. Then read the statements. Circle the best definition for the word or phrase in bold.

<table>
<thead>
<tr>
<th>achieve</th>
<th>focus</th>
<th>positive attitude</th>
<th>pressure</th>
<th>waste</th>
</tr>
</thead>
</table>

1. Anita wants to graduate from college. She is hardworking, so I’m sure she will **achieve** her goal.
   a. to want to do something
   b. to get something by working hard

2. When you are in class, it’s important to **focus** on what the teacher is saying. You should pay attention so you can remember the important points.
   a. to direct your attention or effort
   b. to remember what someone told you

3. This history class is very challenging, but I have a **positive attitude**, and I think that I can do well if I work hard.
   a. a hardworking person
   b. a hopeful way of thinking

4. At my school, there is a lot of **pressure** to get good grades. Some parents and teachers even expect you to get straight A’s.
   a. getting good grades in school
   b. feeling of stress because people expect you to do something

5. My roommate **wastes** a lot of time talking on the phone when she should be doing her homework. Then she never has enough time to finish.
   a. to use something in a way that is not useful or effective
   b. to do something quickly

*GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.*
COMPREHENSION

You will listen to a group of students having a discussion in the college success workshop.

Read the statements. Put a check (✓) in the correct column for Annie, Sam, and Justin. Some statements may be true for more than one student.

<table>
<thead>
<tr>
<th></th>
<th>ANNIE</th>
<th>SAM</th>
<th>JUSTIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My grades aren’t very good.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>b. I want to go to medical school.</td>
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<tr>
<td>c. My parents pressure me to get straight A’s</td>
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<tr>
<td>d. I multitask while I’m studying or in class.</td>
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<tr>
<td>e. I listen to music and chat with friends while I study.</td>
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<tr>
<td>f. I surf the web while I’m working on the computer.</td>
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<tr>
<td>g. Sometimes it’s hard for me to focus in class.</td>
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<tr>
<td>h. I don’t think multitasking is so bad for you.</td>
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<tr>
<td>i. I put off assignments that are hard.</td>
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<tr>
<td>j. I put off assignments I don’t like to do.</td>
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<tr>
<td>k. It’s important to me to achieve my goals.</td>
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<tr>
<td>l. I want to set goals and schedule my time better.</td>
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<tr>
<td>m. I plan to put my phone away during class.</td>
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<tr>
<td>n. I plan to give myself rewards for getting my work done.</td>
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</table>
LISTENING SKILL

UNDERSTANDING DISAGREEMENT

Speakers use different phrases to disagree with each other’s opinions. To disagree politely, speakers usually avoid saying “I disagree with you” directly. Instead, they use other phrases to disagree and then give a different opinion.

Read and listen to this example.

Example

A: My counselor said this workshop would help, but I don’t know. I think we’re wasting our time.

B: Really? You think so? I hope it’s going to be useful. I want to go to medical school, so it’s really important for me to do well in school.

In this example, the first speaker expresses his disagreement with the counselor’s opinion by saying “I don’t know.” This is a polite way to say “I disagree” or “I have a different opinion.” The second speaker disagrees by saying “Really?” Then she gives a different opinion.

Listen to excerpts from A Student Discussion. Write the phrase the second speaker uses to disagree. Then write the speaker’s different opinion.

Excerpt One

Phrase to disagree: ________________________________

Different opinion: ________________________________

Excerpt Two

Phrase to disagree: ________________________________

Different opinion: ________________________________

GO TO MyEnglishLab FOR MORE SKILL PRACTICE.
**STEP 1: Organize**

Complete the chart with the statements about the bad study habits of the students in Listening Two. Then write the strategies from Listening One that the students could use to improve their study habits. Some of the answers are done for you.

<table>
<thead>
<tr>
<th>BAD STUDY HABITS FROM LISTENING TWO</th>
<th>STRATEGIES FROM LISTENING ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MULTITASKING</strong></td>
<td>Remove distractions, such as phones, games, internet</td>
</tr>
<tr>
<td>Waste time playing video games instead of studying</td>
<td></td>
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<tr>
<td>Set goals and put them in order of importance</td>
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<tr>
<td>Put off assignments that you don’t like to do.</td>
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<tr>
<td>Use a calendar to plan your time.</td>
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<tr>
<td>Avoid starting difficult assignments.</td>
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<tr>
<td>Surf the Web while working online.</td>
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<tr>
<td>Divide big assignments into smaller tasks</td>
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<tr>
<td>Listen to music and chat online while doing homework</td>
<td></td>
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<tr>
<td>Give yourself rewards for finishing your work.</td>
<td></td>
</tr>
<tr>
<td>Remove distractions, such as phones, games, Internet</td>
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</tbody>
</table>
STEP 2: Synthesize

Work in groups of three. Have a discussion about your study habits and strategies for improving them. Use information from the chart. In your discussion, you can ask these questions:

1. Do you multitask? If so, what do you do?
2. Do you procrastinate? Why or why not?
3. What strategies do you want to try?
4. What other strategies do you suggest for each other?

Example
A: Sam, do you multitask?
B: Yes, I do. I use my phone to text friends in class.
C: How about you, Justin?
3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Work with a partner. Complete the chart with the words and phrases from the box. Some words and phrases can be used in more than one column. Then think of two more words or phrases to add to each column. Take turns making sentences using a verb and word or phrase from the chart.

Example

A: I hope I can achieve my goal to become an engineer.

<table>
<thead>
<tr>
<th>distractions</th>
<th>negative effects</th>
<th>a reward</th>
<th>tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>goals</td>
<td>a positive attitude</td>
<td>strategies</td>
<td>time</td>
</tr>
</tbody>
</table>

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<tr>
<th>ACHIEVE</th>
<th>AVOID</th>
<th>FOCUS ON</th>
<th>HAVE</th>
<th>MANAGE</th>
<th>PUT OFF</th>
<th>SET</th>
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</table>
Read and listen to the conversation.

A: Hey, how's it going?
B: Not bad. So what's up?
A: Oh, I'm on my way to the library. I need to hit the books. I've got a biology midterm tomorrow.
B: Biology? That should be easy.
A: Yeah, easy for you to say! You aced biology, right? My problem is I cut class a lot at the beginning of the semester, and I didn't study much because my roommate kept asking me to hang out with him. I really fell behind. Now I have to try to catch up on everything before tomorrow's test.
B: Ouch. Sounds like you really put it off to the last minute.
A: Tell me about it. I think I'm going to have to pull an all-nighter tonight.
B: I don't know. If you ask me, that's not such a good idea. I pulled a few all-nighters to study last semester, and I bombed the tests because I was too tired. It's just too hard to focus without enough sleep.
A: Yeah, well, I guess I'll learn the hard way. So, how about you? What are you up to?
B: I'm just on my way to my chemistry professor's office. There's a homework problem I can't figure out, and I need to get some help.
A: OK, well I'd better get to the library. I need to cram for that test!
B: Good luck!
2. Match the phrases on the left with the meanings on the right.

   ___ 1. hit the books  a. to stay up all night working on something
   ___ 2. ace             b. the last possible time that something can be done
   ___ 3. cut class        c. to study
   ___ 4. hang out         d. to understand or solve by thinking
   ___ 5. fall behind      e. to receive a grade of “A” or to complete something easily
                            and successfully
   ___ 6. the last minute  f. to fail to do something as quickly as planned or as required
   ___ 7. pull an all-nighter g. to quickly prepare right before a test
   ___ 8. bomb             h. to skip a class or day of school without an excuse
   ___ 9. figure out       i. to fail a test
   ___10. cram             j. to spend time in a certain place or with people

CREATE

Work with a partner. Choose one of the situations. Use at least 5–7 words from Review and Expand to write a conversation. Tell the class how many different words you used (but don’t tell them which words). Perform your conversation for the class. The other students will listen and answer these questions:

- Who are the speakers?
- What is the situation?
- Which speaker do you agree with? Why?
- Which vocabulary items did the speakers use? Did they use them correctly?

**Situation 1:** You are roommates in college. Student A, you have a big test tomorrow and want to study. You’re nervous. Student B, you want to have a party, but your roommate disagrees. You’re upset with your roommate.

**Situation 2:** You are a student and a counselor. Student A, you need some help managing your time and learning better study habits. You ask the counselor for some help.

**Situation 3:** You are a student and a parent talking about school. Student A, you are not doing very well in school. Your parent wants you to explain why.

**Situation 4:** You are a student and a professor discussing an assignment that is due. Student A, you ask your professor for more time to finish the assignment. Your professor wants you to turn it in on time.
GRAMMAR

1. Read the questions and responses. Then answer the questions below.

Are you a student? Yes, I am.
Is she in your class? No, she isn't.
What is your major? My major is English.
Do you procrastinate? Yes, I do.
Does your class meet today? No, it doesn't.
How often do you go to the library? I go to the library every evening.
Where does your friend live? He lives in the dormitory.
Why do they always eat out? They don't know how to cook.

a. What is the verb in each question or answer? Which questions and answers have only one verb? Which ones have two verbs?

b. What form are the verbs?

**SIMPLE PRESENT TENSE**

1. Use the simple present tense to talk about actions that happen again and again, such as habits and routines.
   I usually go to sleep at 11:00.

2. Use the simple present tense to tell facts.
   About 20 percent of students procrastinate often.

3. Use the simple present with non-action verbs such as be, have, know, understand, like, prefer, need, and want.
   I prefer to study alone.

4. In affirmative statements, use the base form of the verb, except for third person singular. Add -s or -es with he, she, or it.
   I hope to do better on the next test.

5. In negative statements, use does not or do not before the base form of the verb. Use doesn't and don't in speaking and informal writing.
   Ruben likes to play soccer after class.

6. For questions in the simple present, use do or does before the subject.
   My math professor doesn't allow cell phones in class.

7. Do not use do or does for questions with be.
   Do we need to finish this today?
   Does your family call you often?

Is she good at multitasking?
What are your goals?
2 Work with a partner. Look at the conversation between a college counselor and a student. Complete the questions and answers with the correct forms of the verbs in parentheses. Use contractions when possible. Then, Student A, ask one of the questions. Student B, listen to the question and choose an answer and read it aloud. Switch roles after item 4. Finally, ask and answer the questions using your own information.

Questions

1. What __________ (be) your professional goals?

2. What __________ (be) your favorite class?

3. __________ your parents __________ (pressure) you to do well in school?

4. How often __________ you __________ (go) to the library?

5. __________ your roommate ever __________ (have) a negative effect on you?

6. When __________ you __________ (hang out) with friends?

7. __________ you __________ (get) enough sleep? You should get at least seven hours every night.

8. We __________ (not have) much time left today. __________ you __________ (have) any questions for me?

Answers

a. After class and on the weekends. We sometimes __________ (cook) dinner together or __________ (watch) a movie.

b. Yes, she __________ (do). She __________ (throw) a lot of parties. She __________ (make) a lot of noise, and she __________ (not clean) the apartment!

c. Not very often. I __________ (prefer) to study in my room.

d. No, not usually. I __________ (be) often really tired during the day because I __________ (stay up) late.

e. Yes, __________ you __________ (know) any good time management strategies?

f. I __________ (want) to become a lawyer. I __________ (think) I can do it.

g. Yes, sometimes they __________ (do). But I __________ (not listen) to them! It’s too stressful.

h. It __________ (be) definitely my music class. My professor __________ (create) really interesting lessons.
PRONUNCIATION

1. Listen to the conversation. Notice the underlined syllables and words. How are they different from the other words?

   A: Do you have any homework?
   B: Yeah, I do. I need to finish my English paper. It’s due on Monday. How about you?
   A: Well, I’m invited to a party on Saturday. Do you think you can come?
   B: Maybe. Give me a call!

STRESSED WORDS IN A SENTENCE

- In sentences, some words are stressed and others are unstressed. The stressed syllable is longer, higher, and louder than the other syllables in the sentence.
- Stressed words are usually content words. Content words are words that carry meaning in the sentence, such as nouns, main verbs, adjectives, and adverbs. In addition, we usually stress question words, and negatives, such as not, isn’t, aren’t, don’t, doesn’t, and can’t.
- Stressed words are easier to hear. Putting stress on the content words helps listeners hear the important words in the sentence. This helps them pay attention to the meaning.

UNSTRESSED WORDS IN A SENTENCE

- Unstressed words are often grammar words:
  - helping verbs, such as be and do, and modal verbs, such as can
  - articles, such as a, the, and prepositions, such as to, on, in, at, about
  - pronouns, such as I, you, he, she, it
- Unstressed words are shorter, lower in pitch, and quieter than stressed words.
- Unstressed words are harder to hear. By not putting stress on unimportant words, we help listeners pay attention to the words in the sentence that carry the meaning.
- One way to make words weak when we are speaking is to use contractions, such as I’m, it’s, she’s, he’s, you’re, we’re, isn’t, aren’t, don’t, and doesn’t

2. Listen to the conversation. Underline the stressed words in each sentence.

   A: Hey, do you want to go to the beach? It’s such a nice day.
   B: Well, we don’t have much time. Our class starts in two hours.
   A: That isn’t a problem. We can cut class today!
   B: I’m not sure about that. I’d like to go to the beach, but I can’t fall behind before the test.
   A: OK. I’m not going to twist your arm!

3. Listen again and check your answers. Then practice saying the conversation out loud with a partner.

1 twist your arm: force you to do something
# SPEAKING SKILL

## EXPRESSING AGREEMENT AND DISAGREEMENT

<table>
<thead>
<tr>
<th>1. In speaking, there are different phrases we can use to agree with others’ opinions. Sometimes we want to express a strong agreement, and sometimes we want to express a weak agreement.</th>
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</thead>
<tbody>
<tr>
<td><strong>Expressing Agreement</strong></td>
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<tr>
<td>I think that multitasking is a bad habit.</td>
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<tr>
<td>- I totally agree.</td>
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<tr>
<td>- I agree (with you/Sheila/Tom).</td>
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<tr>
<td>- I think so, too.</td>
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<tr>
<td>- I’m with you.</td>
</tr>
<tr>
<td>- That’s true.</td>
</tr>
<tr>
<td>- Maybe</td>
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<tr>
<td>- I guess so</td>
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</tbody>
</table>

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<tr>
<th>2. We can also disagree with others’ opinions. Sometimes we want to express a strong disagreement, and sometimes we want to express a weak disagreement. In conversation, weak disagreements are more polite.</th>
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</thead>
<tbody>
<tr>
<td><strong>Expressing Disagreement</strong></td>
</tr>
<tr>
<td>- I totally disagree.</td>
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<tr>
<td>- I disagree.</td>
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<tr>
<td>- I don’t think so.</td>
</tr>
<tr>
<td>- Actually, I think . . .</td>
</tr>
<tr>
<td>- I’m not sure about that.</td>
</tr>
<tr>
<td>- I don’t know.</td>
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<tr>
<td>- Maybe, but don’t you think . . . ?</td>
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Work in a group. Read the following suggestions for school success. Take turns expressing your opinions about the statements. Do you think they are a good idea or a bad idea? Explain your opinions.

**Example**

A: I think it’s a good idea to take classes early in the morning. Then you have more time during the day to do other things.

B: I don’t know. I’m not a morning person, so I can’t focus early in the morning.

C: I’m with you. I don’t like waking up early.

1. Take classes early in the morning.
2. Find a study group for your difficult classes.
3. Never cram for tests.
4. Get at least seven hours of sleep every night.
5. Record your class lectures so you can listen again.
6. Use flash cards to help you remember information.
7. Visit a counselor to get advice.
8. Study in the library or another quiet place.
9. Limit your time texting or using social media.
10. Make a “to do” list every day.
11. Take naps between classes.
12. Exercise every day.
13. Join a club or sports team.
14. Talk to your family every day.
15. Don’t hang out with friends on schooldays.
16. Avoid peer pressure\(^1\) to make poor or unhealthy choices.
17. Keep a positive attitude. Tell yourself you can be successful!

\(^1\) peer pressure: a strong feeling that you must do the same things as other people your age if you want them to like you

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

**FINAL SPEAKING TASK**

A survey is a list of questions that you ask other people to learn about their habits and opinions.

*In this activity you will work in a group to survey your classmates about student life. Try to use the vocabulary, grammar, pronunciation, and language for expressing agreement and disagreement that you learned in the unit.*

Work in a group and follow the steps on the next page.

*For Alternative Speaking Topics, see page 47.*
STEP 1: In your group, think of some questions you can ask to find out about your classmates’ habits and opinions about school. Write your questions in the chart on the next page. Practice saying them with the correct pronunciation and stress.

Here are some ways you can begin your questions:

*Do you . . . ? Example: Do you procrastinate?*  
*What do you think about . . . ?*

*Do you like to . . . ? Example: Do you like to exercise?*  
*How do you feel about . . . ?*

*How often do you . . . ?*  
*Do you agree that . . . ?*

*Where . . . ? When . . . ?*

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<th>QUESTIONS</th>
<th>NAME:</th>
<th>NAME:</th>
<th>NAME:</th>
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<td>4.</td>
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STEP 2: Go around the class and ask the other students your questions. Each person should speak to at least three different students in the class. Write each student’s name in the chart. Write down their responses.

Example

A: Excuse me, can I ask you a few questions?
B: Sure.
A: How many hours do you study every day?
B: Hmm . . . about three.
A: OK, thanks.

STEP 3: Share your results with your group. How many students agree with each other? How many disagree? Were there any surprising responses?

STEP 4: Report your results to the class. Each person should report the results of a different question. The other students should listen and take notes. What did you learn about your classmates?
UNIT PROJECT

Would you like to be a better student? Follow these steps to learn some strategies:

STEP 1: Work in small groups. Think of some challenges you have as a student. For example, maybe you have trouble remembering information for tests, or you need to manage your time better. Each of you should choose a different challenge you want to learn how to manage.

STEP 2: Now, work alone. Go to the library, look on the Internet, or interview someone who is an excellent student to learn about a strategy that can help you to deal with this challenge. Take notes. Your notes should include this information:

Student life challenge:

Strategy or advice:

How it works:

Why it works:

Do you want to try this strategy or advice? Why or why not?

STEP 3: Report your information to the class.

Listening Task

Listen to your classmates’ reports. Which strategy or piece of advice do you think is the most useful? Which is the most interesting?

ALTERNATIVE SPEAKING TOPICS

Discuss the following questions in a group. Explain your opinions.

1. Do you think it’s better for students to live at home with their families, or away from home?
2. Do you prefer a large school or a small school? Why?
3. What do you think is the most important factor in student success?
4. Who do you ask for advice when you face challenges?

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT CREATIVITY, AND TAKE THE UNIT 2 ACHIEVEMENT TEST.
Building on the success of the previous editions, NorthStar, Fourth 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 fourth 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.