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# Scope and Sequence

## Unit Outcomes

### 1 Prodigies
**Exploring Genius**  
Pages 2–25  
*Listening 1: The Music in My Head*  
*Listening 2: Where Does Genius Come From?*

- Make and confirm predictions
- Identify main ideas and details
- Summarize key information
- Recognize emphasis through intonation and stress

### Listening

- Express opinions
- State and report opinions and support them with relevant explanations and arguments
- State others' opinions

**Task:** Present scenarios and lead small-group discussions

### Speaking

- Express opinions
- Express similarities and differences
- Use specific examples to support main ideas and opinions

**Task:** Prepare and present a speech about an obstacle

### Inference

- Infer important ideas through use of repeated words

### Pronunciation

- Recognize and use reductions and contractions to make speech less formal

### Vocabulary

- Infer word meaning from context
- Recognize and use word forms (nouns, verbs, adjectives, adverbs)

### Grammar

- Recognize and use passive voice in the present, past, and future

### Video

- *Small Wonders, ABC News, Video Activity*

### Assessments

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

## 2 Overcoming Obstacles
**The Achilles Heel**  
Pages 26–51  
*Listening 1: Artist Opens Others' Eyes*  
*Listening 2: The Achilles Track Club Climbs Mount Kilimanjaro*

- Make and confirm predictions
- Identify main ideas and details
- Distinguish between main ideas and supporting details and examples
- Summarize key information
- Analyze similarities and differences

### Listening

- Recognize and use gerunds and infinitives after a range of verbs and prepositions

### Speaking

- Identify thought groups in sentences

### Pronunciation

- Practice Speech Skill Practice and Speaking Task

### Vocabulary

- Vocabulary Practice

### Grammar

- Grammar Practice

### Video

- *A Child's Voice, ABC News, Video Activity*

### Assessments

- Check What You Know, Checkpoints 1 and 2, Unit 2 Achievement Test
### 3 Medicine: Early to Bed, Early to Rise

- Make and confirm predictions
- Identify main ideas and details
- Recognize supporting details
- Analyze problems and solutions
  - English: Vocabulary and Listening Skill Practice

- Express opinions
- Use strategies to interrupt and to ask for clarification
- Propose solutions to problems
  - **Task:** Summarize a case study and dramatize a scenario about sleep deprivation
  - English: Speaking Skill Practice and Speaking Task

- Infer assumptions using contextual clues

- Recognize and use contrastive stress for emphasis
  - English: Pronunciation Skill Practice

- Infer word meaning from context
  - English: Vocabulary Practice

- Recognize and use present unreal conditionals
  - English: Grammar Practice

- A Sleep Clinic, Video Activity

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

### 4 Animal Intelligence: Animal Intelligence

- Make and confirm predictions
- Identify main ideas and details
- Summarize key information
- Distinguish between main ideas and supporting details or examples
  - English: Vocabulary and Listening Skill Practice

- Express opinions
- Ask for and give examples
  - **Task:** Present and defend an argument
    - English: Speaking Skill Practice and Speaking Task

- Infer a speaker's attitude from intonation and stress

- Identify rising or falling intonation in yes/no questions with or
  - English: Pronunciation Skill Practice

- Infer word meaning from context
- Identify relationships between words
  - English: Vocabulary Practice

- Recognize reported speech and use a range of reporting verbs
  - English: Grammar Practice

- Talk to the Animals, ABC News, Video Activity

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

## Unit Outcomes

### 5 Longevity
**The Golden Years**
*pages 105–129*
- Listening 1: The Longevity Project Report
- Listening 2: Tobey Dichter, Generations Online

### 6 Philanthropy
**Giving to Others**
*pages 130–157*
- Listening 1: Why We Give
- Listening 2: The Mystery Donor

#### Listening
- Make and confirm predictions
- Identify main ideas and details
- Summarize key information
- Evaluate a speaker’s degree of certainty
  - English Lab: Vocabulary and Listening Skill Practice

#### Speaking
- Express opinions
- Make suggestions
  - Task: Create and dramatize a family meeting
    - English Lab: Speaking Skill Practice and Speaking Task
- Prioritize ideas
  - Task: Create and present a Public Service Announcement (PSA)
    - English Lab: Speaking Skill Practice and Speaking Task

#### Inference
- Infer a speaker’s point of view from intonation and stress
- Infer a speaker’s degree of certainty

#### Pronunciation
- Recognize word blends with you
  - English Lab: Pronunciation Skill Practice
- Infer from intonation whether listed information is finished or unfinished
  - English Lab: Pronunciation Skill Practice

#### Vocabulary
- Infer word meaning from context
  - English Lab: Vocabulary Practice
- Recognize and use word forms (nouns, verbs, adjectives, adverbs)
  - English Lab: Vocabulary Practice

#### Grammar
- Recognize, form, and contrast simple, progressive, and perfect verbs
  - English Lab: Grammar Practice
- Recognize and use relative pronouns in adjective clauses
  - English Lab: Grammar Practice

#### Video
- English Lab: Living Longer, ABC News Video Activity
- English Lab: Local Teen Awarded for Making Difference, NBC News Video Activity

#### Assessments
- English Lab: Check What You Know, Checkpoints 1 and 2, Unit 5 Achievement Test
- English Lab: Check What You Know, Checkpoints 1 and 2, Unit 6 Achievement Test
<table>
<thead>
<tr>
<th>7 EDUCATION</th>
<th>8 COMPUTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO YOUR HOMEWORK!</strong> pages 158–181</td>
<td><strong>PROS AND CONS OF GAMING</strong> pages 182–210</td>
</tr>
<tr>
<td><strong>Listening 1: Homework Issues</strong></td>
<td><strong>Listening 1: The Darker Side of Video Games</strong></td>
</tr>
<tr>
<td><strong>Listening 2: Tiger Mom</strong></td>
<td><strong>Listening 2: Truths and Myths in Gaming</strong></td>
</tr>
</tbody>
</table>

- Make and confirm predictions
- Identify main ideas and details
- Summarize key information
- Recognize phrases that signal clarification
  - English: Vocabulary and Listening Skill Practice

| Task: Create and dramatize a public school board meeting |
| English: Speaking Skill Practice and Speaking Task |

- Express opinions
- Propose suggestions
- Ask for and offer clarification
- Infer and recognize aspects of humor (irony, exaggeration, sarcasm)
  - English: Pronunciation Skill Practice

| Infer word meaning from context |
| English: Vocabulary Practice |

- Infer word meaning from context
- Recognize and use stress with adverbial particles
  - English: Pronunciation Skill Practice

| Recognize and use the verbs make, have, let, help and get + object + base form/infinitive |
| English: Grammar Practice |

| Recognize and use tag questions |
| English: Grammar Practice |

| Homework Holiday, ABC News, Video Activity |
| French Employers Unplug After Hours, 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. A *prodigy* is a young person with exceptional abilities. Do you know about anyone who could be considered a prodigy? What does this person do that is different or special?

2. If a young child shows unusual talent in one particular area, how do you think parents should react? Should they push the child to develop that talent, or allow the child to develop it naturally?

3. Why do you believe some children show advanced abilities at an early age? Are they born with a special talent, or do they learn it somehow?
VOCABULARY

1. Read and listen to the radio report, paying particular attention to the words in bold.

**REPORTER:** Hello, everyone. Today, we have a great subject to talk about: genius, what it is, and where it comes from. I’m sure all our listeners have heard of child prodigies—people who display incredible abilities when they are very young. Let’s begin by taking your calls on this interesting topic.

**CALLER 1:** Yes, hi, there. My husband and I have always been fascinated by this subject, but right now, I’m calling about our son Mike. He’s only ten years old, but he can do all kinds of mathematical calculations at the speed of light. For example, we’ll show him a rule that is completely unfamiliar to him—addition of large numbers, for example—and he gets it immediately. Is he a prodigy?

**REPORTER:** I’m not too sure, but Mike certainly sounds interested in math. Does he ever make mistakes?

**CALLER 1:** Well, sure, sometimes. But then he goes back to revise the answers he gets wrong. And he enjoys doing calculations. He has a lot of confidence in his own abilities.

**REPORTER:** That’s terrific. Whether he’s a prodigy or not, I think you should definitely encourage his interest.

**CALLER 2:** Hello? Yes, well, I’d like to know where talented young children get their abilities.

**REPORTER:** You know, we’re not really sure. Even the most renowned scientists don’t agree on why a few children become prodigies. Some young children become skilled in something like math, music, or chess before our very eyes. They don’t have any training, and, most of the time, they’re completely unconscious of their abilities. It’s just the way they are. For example, Mozart started composing when he was five. It was instinctive, almost involuntary. And perhaps you’ve heard about Akrit Jaswal, the young Indian boy who performed surgery at the age of 7. Now, he really was a prodigy, as far as I’m concerned.

**CALLER 3:** Hi . . . I wanted to point out that all children have a lot of potential. That’s an objective fact.
REPORTER: Yes, you’re right—and we certainly want to encourage all children to do their best. But personally, I do think that some individuals are a bit different. They seem to be born with some kind of underlying talent. Let’s take a break now. When we return, we’ll be talking about how parents should handle their children’s talents.

2 Match the words on the left with their definitions on the right.

____ 1. at the speed of light a. directly in front of us; while we watch
____ 2. before our very eyes b. review and correct or change something
____ 3. confidence c. the feeling that you can trust someone or something to be good or successful
____ 4. fascinated d. a natural ability that could develop to make you very good at something
____ 5. involuntary e. unaware; not realizing what you are doing
____ 6. objective f. very interested
____ 7. potential g. not influenced by your own feelings, beliefs, or ideas
____ 8. renowned h. known and admired by a lot of people
____ 9. revise i. something you do without intending to
____ 10. unconscious j. extremely quickly
____ 11. underlying k. not known to you
____ 12. unfamiliar l. the most important part of something or reason for something, but that is not easy to discover

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.
PREVIEW

In this report, we learn about a musical prodigy named Jay. Listen to the introduction. What two points about Jay does the reporter mention?

1. A characteristic that sets Jay apart: ________________________________

2. An unusual activity that sets Jay apart: _____________________________

3. What might be other characteristics and activities of “the greatest [musical] talent to come along in 200 years”? Check (✓) the things you think the report might include.

   ___ his role models
   ___ his successes
   ___ his challenges
   ___ reaction of his parents
   ___ his critics

MAIN IDEAS

1. Listen to the whole report. Look again at your answers and predictions in Preview. What information did you learn about Jay and how did your predictions help you understand the report?

2. Listen to the report again. Write short answers to the questions.

   1. What does Jay’s teacher say about his talent?

   ______________________________________________

   2. What does Jay say about how he creates compositions?

   ______________________________________________

   3. Why does Jay’s computer frequently crash?

   ______________________________________________

   4. Why doesn’t Jay ever go back and revise his work?

   ______________________________________________
Listen again. Write T (true) or F (false) for each statement. Correct the false statements. Then discuss your answers with a partner.

1. Jay Greenberg named himself “Bluejay” because he produces a lot of sound, like a small bird.

2. Other musicians have helped Jay to compose his music.

3. Sam Zyman is a composer and teacher at the Juilliard School.

4. At 12, Jay could write a great sonata in two hours.

5. Jay doesn’t need to think about his compositions.

6. Jay’s parents are professional musicians.

7. At 2, Jay began drawing pictures of instruments that his parents had at home.

8. By the age of three, Jay began composing music by drawing small cellos as musical notes on a scale.

9. As a child, Jay’s hero was Batman.

10. Jay creates symphonies by writing for one instrument, then thinking about how the others should come in.

GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.
MAKE INFERENCES

LISTENING FOR REPEATED WORDS

Speakers sometimes repeat words and phrases to emphasize important ideas. By repeating the same key words, the speaker helps the listener recognize and focus on the important aspects of the message.

Example

Listen to Sam Zyman commenting on Jay Greenberg’s skills. Take note of repeated words.

1. Which words does the speaker repeat?

2. What idea does he want to emphasize? Circle the correct answer.
   a. Jay has an unusual background.
   b. Jay is incredibly talented.

Answers: 1. He repeats the words every (every note, every instrument) and wrote (wrote this, wrote every note, wrote it in just a few hours). 2. b.

Listen to the excerpts and answer the questions.

Excerpt One

Sam Zyman is commenting on Jay Greenberg’s skills.

1. Which words does he repeat?

2. Which idea does Zyman emphasize? Circle the correct answer.
   a. Jay is one of the greatest music prodigies in history.
   b. Jay has natural musical abilities.

Excerpt Two

Jay’s mother is commenting on her son.

1. Which word does she repeat?

2. What idea does Jay’s mother emphasize? Circle the correct answer.
   a. Jay’s mother thought she should encourage her son’s interest in music.
   b. Jay became obsessed with cellos when he was a young child.
EXPRESS OPINIONS

Work in a small group. Discuss the questions.

1. What do you think of Jay? Where do you think his talent comes from?

2. Did Jay’s parents do the right thing by encouraging his interest in music? Did this decision have any risks?

3. What do you predict for Jay’s future in music and in life?

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

LISTENING TWO WHERE DOES GENIUS COME FROM?

VOCABULARY

1. Work with a partner. Read the words aloud and discuss their meanings. Check a dictionary if necessary.

   a. achievements

   b. interact

   c. myth

   d. trait

   e. versus

2. Complete the report with words from Exercise 1. Take turns reading the sentences aloud.

How do we become who we are? Where do intelligence and talent come from? Scientists have been fascinated by this question ever since Francis Galton proposed the idea of “nature ________ nurture” one hundred and fifty years ago. His idea was that people’s ________ could be explained either by their genes (known as “G”) or their environment (known as “E”). However, scientists today say that nature and nurture are not opposing forces: In fact, they say that the idea of nature or

(continued on next page)
nurture is a _______________. After all, our characteristics are not determined when we are born. For example, we can develop a particular _______________ such as confidence or optimism. We can learn to have resilience; that is, the ability to deal with difficulties. The abilities we inherit at birth can grow and develop as we _______________ with other people in our environment.

**COMPREHENSION**

Listen to writer David Shenk talk about his book *The Genius in All of Us: New Insights into Genetics, Talent, and IQ*. Then answer the questions.

1. Shenk says that genius is an “amorphous term,” meaning that it is difficult to define. Instead, he mentions various things that people do to achieve success. Check (✓) three things he mentions.
   - a. doing your best
   - b. following your role models
   - c. having good teachers
   - d. doing what you love to do
   - e. having intensity and resilience

2. Shenk discusses nature and nurture. Check (✓) the theory he believes is correct.
   - a. Nature VERSUS nurture. Either we are born with certain traits and talents, or we get them from our environment.
   - b. Nature PLUS nurture. We are born with certain abilities (nature), and other abilities are the result of our environment. This is called the additive model.
   - c. Nature TIMES nurture. This means that you can’t separate nature from nurture. How our genes interact with our environment determines our abilities.
What does Shenk say about education? Check (✓) the correct answer.

___ a. It complements innate abilities.

___ b. It is the most important factor in a person's life.

___ c. It is less important than a person's natural talent.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

LISTENING SKILL

1. Listen to an excerpt from David Shenk's talk. What do you think is his most important point?

LISTENING FOR EMPHASIS

When speakers want to emphasize an important idea, they usually slow down and speak very loudly and clearly.

Read and listen again to the example. Pay attention to the **bold** words.

**Example**
The idea is that we think that it's nature versus nurture, that there's genes that have all this information that kind of want to push us in a certain direction and then there's the environment, which is nurture, which is obviously different and kind of an opposing force.

Shenk speaks loudly and slowly when he is discussing nature and nurture, genes, and the environment. This helps the listener notice those ideas.

2. Listen to the excerpts. Each comment by Shenk is divided into two parts. Check (✓) the part of the sentence (A or B) that he emphasizes by speaking loudly and clearly.

**Excerpt One**

A Is it 60% nature, 40% nurture  
B depending on what trait you're talking about?

**Excerpt Two**

A The additive model is well, you have so much inborn intelligence and then plus what you get in the environment:  
B that would be, you know, nature plus nurture.

GO TO MyEnglishLab FOR MORE SKILL PRACTICE.
1. Where did you hear these statements? Check (√) the correct column.

<table>
<thead>
<tr>
<th>LISTENING 1: The music in my head</th>
<th>LISTENING 2: Where does genius come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We've been living with this myth for about a hundred, hundred and fifty years . . .</td>
<td></td>
</tr>
<tr>
<td>2. Genes are always interacting with the environment . . .</td>
<td></td>
</tr>
<tr>
<td>3. . . . he doesn't know where the music comes from, but it comes fully written—playing like an orchestra in his head.</td>
<td></td>
</tr>
<tr>
<td>4. It’s like my unconscious mind is giving orders at the speed of light.</td>
<td></td>
</tr>
<tr>
<td>5. You just absolutely cannot separate the effects of genes from the effects of the environment.</td>
<td></td>
</tr>
<tr>
<td>6. And I was surprised, because neither of us has anything to do with string instruments. And I didn’t expect him to know what a cello was.</td>
<td></td>
</tr>
<tr>
<td>7. . . . all we can do, of course, is to identify the resources that we have in our environments and maximize them as best we can.</td>
<td></td>
</tr>
<tr>
<td>8. . . . he started playing on it. And I was like, “How do you know how to do this?”</td>
<td></td>
</tr>
</tbody>
</table>

2. Circle the statement that sums up the attitude of these people from Listenings One and Two.

1. Jay Greenberg’s mother:
   a. Jay inherited his musical ability. Many of his relatives have musical talent.
   b. Jay was simply born with his talent.
   c. Jay’s talent is due to the influence of a special early music teacher.

2. David Shenk:
   a. A person’s natural talents are affected by the environment. Both of them working together create a genius.
   b. A true genius would develop no matter what environment he or she grew up in. The talent would still be expressed.
   c. Some geniuses are simply born with their talent, and others develop their talent through education and hard work.
**STEP 2: Synthesize**

Work with a partner. Jay Greenberg has a younger brother, Michael, who is not a prodigy or a musician. Role-play a meeting with Jay’s mother and David Shenk in which you discuss these questions: 1) Where did Jay’s talent come from? 2) Why is Michael not a musical prodigy?

**Example**

**JAY’S MOTHER:** I think Jay was born with his talent. He started composing when he was two! Nobody taught him anything.

**DAVID SHENK:** But his father is a linguist. It’s possible that . . .

---

**3 FOCUS ON SPEAKING**

**VOCABULARY**

**REVIEW**

1. Complete the chart with different forms of the words. Then compare your answers with a partner.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>confidence</td>
<td></td>
<td></td>
<td>fascinated</td>
</tr>
<tr>
<td>intensity</td>
<td></td>
<td>maximize</td>
<td></td>
</tr>
<tr>
<td>interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resilience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stimulation</td>
<td></td>
<td></td>
<td>voluntary / involuntary</td>
</tr>
</tbody>
</table>

---

*GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.*
Work with a partner. Complete the conversation between a woman and her doctor by circling the correct word form. Then read it aloud.

**Ms. Sherry:** Good morning, Doctor. I have newborn identical twins, and I want to make sure I treat them differently, because I want them each to (1) **achievement** / **achieve** their full potential. Can you advise me?

**Doctor:** Raising twins is a (2) **fascination** / **fascinating** experience. And, of course, this experience must be very (3) **intensity** / **intense** for you, because even one baby is a lot of work. Two is “double the trouble,” as they say! Now, every infant needs individual attention, so try to (4) **maximum** / **maximize** the time you can spend with each one. That way you can develop a different kind of (5) **interaction** / **interactive** with each twin.

**Ms. Sherry:** Yes, I’d like to. But I’m not feeling very (6) **confidence** / **confident**. I’m worried that other people will treat them both the same. After all, they look identical. When people see them, they’ll always assume they have the same personality and the same skills. I suppose that’s a/an (7) **volunteer** / **involuntary** reaction when you see identical twins.

**Doctor:** Perhaps, but try not to be too concerned. Babies are very (8) **resilience** / **resilient**. They overcome all kinds of obstacles. As they grow, make sure you understand how they are different and what each one is interested in. It’s important to (9) **stimulation** / **stimulate** their individual interests and talents. And, in the meantime, try to find someone who can (10) **volunteer** / **voluntary** to help you get things done. You need to take care of yourself too!
Expand

Read the opinions of three researchers about how people become geniuses. Then match the words in bold with a definition from the same column.

**HOW DO PEOPLE BECOME GENIUSES?**
Three researchers offer their opinions.

<table>
<thead>
<tr>
<th>Some people are born geniuses</th>
<th>Everyone is full of potential</th>
<th>Geniuses are born and made</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least to some extent, genius is innate. We (1) inherit all kinds of personality traits from our ancestors, like a natural (2) aptitude for music or for math. Nature has a powerful influence on us: There is just no other explanation for the phenomenon of child prodigies. Look at the children who take up musical instruments (3) on their own and begin to play them. How can this be possible, if they are not genetically (4) predisposed to be good at music? The evidence for (5) inborn talent is undeniable.</td>
<td>In my opinion, no one is born with skills, just with potential. We (6) acquire skills and experiences throughout our lives. There are certainly stories of child prodigies, but, in many cases, these children have been heavily (7) influenced by their parents. (8) In actual fact, sometimes the parents even put unbelievable (9) pressure on these children to succeed. If children show an interest in music, the parents should encourage them to (10) take up an instrument. It's as simple as that.</td>
<td>There's no doubt that our genes (11) interact with our environment to make us who we are. It's a very (12) complex process. It's not (13) either/or. Current research suggests that parents should (14) motivate their children in any way they can. In other words, there is no way to separate (15) heredity from environment.</td>
</tr>
</tbody>
</table>

____ a. something you have had naturally since birth  
____ b. by themselves  
____ c. likely to behave in a particular way  
____ d. get from one of your parents  
____ e. ability or skill  

____ f. begin doing a job or activity  
____ g. develop or learn a skill  
____ h. affected by someone else  
____ i. in truth; in reality  
____ j. attempt to make someone do something  

____ k. connect, work together  
____ l. push, stimulate  
____ m. difficult to understand or deal with  
____ n. a choice between two options  
____ o. genetic makeup
CREATE

1 Read the news article about a school’s financial challenge.

Seabury Middle School News
Seabury Middle School has been growing very large in the last few years, and some of its students are doing very well: A few have won awards in music, math, and science. However, the school has limited funds to invest in improving the quality of education for all the students. Now, school administrators disagree about how to invest money for the next academic year. One group thinks the money should be spent on the highest achieving students, offering them additional learning experiences to improve their skills. The other group believes the money would be better spent on a larger number of weak students who are having difficulty keeping up with the existing classes.

2 Discuss your reaction in a small group, using the vocabulary in Review and Expand. Should the school invest the money in the strongest students or the weakest students? What would be the benefits of each approach?

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

GRAMMAR

1 Look at the illustration and then read the description. Notice the verb forms that appear in bold.

In this cartoon, a boy is showing his teacher how to solve a complex math problem. Most likely, he has been taught to solve this kind of problem at home, not at school. The teacher is surprised when the boy gives his explanation.
PASSIVE VOICE

Forming the Passive Voice

To form the passive, use the correct form of \textit{be} + \textit{past participle}. If the agent of the action is known and important, you can use \textit{by} + agent, although it isn't necessary.

With modals (\textit{can, may, should}, etc.), use the base form of \textit{past participle}.

<table>
<thead>
<tr>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many parents \textit{encourage} their children to explore different interests.</td>
<td>Some children \textit{are encouraged by} their parents to take up sports or hobbies.</td>
</tr>
<tr>
<td>My parents \textit{didn't allow me} to play sports until I finished my homework.</td>
<td>I \textit{wasn't allowed} to play sports until I had finished my assignments.</td>
</tr>
<tr>
<td>Children \textit{can beat} adults at some memory games.</td>
<td>Adults \textit{can be beaten} by children at some memory games.</td>
</tr>
</tbody>
</table>

Using the Passive Voice

- Use the passive voice to shift focus from the agent of the action to the person or thing being described.
  
  Prodigies \textit{are admired} by people all over the world.
  
  In this case, \textit{prodigies} are more important than \textit{people all over the world}.

- Use the passive voice when you do not know the agent of the action, or when the agent is not important.
  
  News about the child violinist \textit{is being reported} in detail.
  
  In this case, it doesn't matter who is reporting the news in detail.

- Use the passive voice when you don't want to mention the agent, particularly to avoid blaming the agent.
  
  Some factual mistakes \textit{were made} in the article about that young artist. She was five years old when she had an exhibition, not four.
  
  We know who made the mistakes, but we don't wish to name that person.
2. Complete the radio reports with the passive voice, using the verbs in parentheses and the verb tenses indicated. Then take turns with a partner reading the reports aloud.

**Prodigies from Around the World**

Audiences around the world ________________ (captive / present perfect) over the past two weeks as Lang Lang, the Chinese pianist, performed his latest work. Lang Lang’s recent concert ________________ (show / future) on public television next week.

Shakuntala Devi ________________ (know / past) as the “human computer” because she could calculate large numbers in her head. People thought she ________________ (give / past perfect) special instruction in mathematics, but in fact, she had no formal education. She ________________ (teach / past) to do complex calculations by her father, who was a circus performer.

José Raúl Capablanca y Graupera, the “human chess machine,” ________________ (consider / present) one of the greatest chess players of all time. Unlike other famous players, he ________________ (know / past) for his simple playing style, but he played at the speed of light. This, together with his exceptional skill, made it almost impossible for other players to beat him.

3. Work with a partner.

Student A: Read the statements.

Student B: Respond to the statements by completing the sentence using a passive form of the verb and the verb tense indicated.

**Student A**

1. Scientists use many different words to talk about nature and nurture.

**Student B**

1. Yes, and even letters G and E ________________ (use / present) to talk about genes and environment, and that means the same thing.
2. Shenk seems to have different ideas from people in the past.

3. Research into nature and nurture goes back a long way.

4. Wasn't it interesting to learn about those experiments on mice?

Now switch roles.

5. I do think Jay Greenberg is a genius, but he's had a lot of education, too.

6. Jay has become really famous.

7. I think he's going to be doing a lot of international performances.

8. I'm learning to play the piano, but I feel bad when I see young children play so much better than I do.

2. Yes. Shenk believes that nature and nurture

(can't separate / present)

3. Yes, it's incredible. Can you imagine that in the 1950s, researchers were working with rats that genetically

(design / past perfect)

4. Yes, I was so surprised to learn that people who

(think / past) to be unintelligent could become just as smart as others!

5. Right. Jay

(expose / present perfect) to all kinds of music instruction.

6. Right, now he

(contact / present progressive) by musicians all over the world.

7. Yes, I heard that he

(invite / future) to Japan next fall.

8. You

(shouldn't intimidate / present) by them. Not everyone can be a prodigy!
PRONUNCIATION

REDUCING AND CONTRACTING AUXILIARY VERBS

In speech, fluent speakers often use contractions of the verbs be and have after a pronoun. These contractions sound friendlier and less formal, and are easier to say than the full forms.

**Example**

*I've been reading about child prodigies, but my husband thinks there is no such thing. He's convinced that all children are equally talented.***

After nouns, the auxiliary verbs are, have, and has have reduced pronunciations. Are sounds like an -er ending. It is joined with the preceding word:

**Example**

*Scientists are interested in prodigies.***

(Say “Scientistser interested . . .”)

*Have* is pronounced /hæv/ (like the preposition of). It is joined closely with the preceding word.

**Example**

*Somed have become world famous.***

(Say “Somedv become . . .”)

*Has* is pronounced /haz/ (like the “long plural”) after some words.

**Example**

*The word genius has become difficult to define.***

(Say “geniusəz.”)

1 Listen to the sentences. Underline the auxiliary verbs that are reduced. Then read the sentences aloud to a partner, using contractions and reductions.

1. The United States has become fascinated by prodigies.

2. Americans are all aware that Einstein was a genius.

3. Critics have warned that it’s unhealthy to put too much pressure on children.

4. Researchers are interested in studying children with unusual abilities.

2 Listen to the paragraph about prodigies. As you listen, fill in the auxiliary verb or contraction you hear. Then read the paragraph aloud to a partner.

Australian painting prodigy Aelita Andre has captured the world’s attention with her colorful work. However, people often surprised when they hear that she’s only four years old. The media called her the “youngest professional painter in the world.”

Aelita’s parents are artists themselves, and they always encouraged their
daughter to paint. They say she can spend hours working on a canvas. The public
responded enthusiastically to Aelita’s work— in fact, one of her paintings
sold for $30,000. Some critics called Aelita’s work “surrealist abstract
expressionism.”

SPEAKING SKILL

In many conversations or discussions, it is important to state your own opinion or viewpoints clearly, and to do so politely. That way, listeners will be able to understand and respect your ideas. Sometimes, however, you may wish to avoid giving an opinion—either because you don’t have one or because you want to avoid an argument!

In addition, you might sometimes need to indicate which ideas are the opinions of someone else.

<table>
<thead>
<tr>
<th>STATING YOUR OWN OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer an Opinion</td>
</tr>
<tr>
<td>If you ask me, . . .</td>
</tr>
<tr>
<td>In my opinion, . . .</td>
</tr>
<tr>
<td>Well, as far as I know, . .</td>
</tr>
<tr>
<td>As I see it, . . .</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>I couldn’t agree more.</td>
</tr>
<tr>
<td>That’s just what I was going to say!</td>
</tr>
<tr>
<td>Yes, exactly.</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Maybe / Perhaps, but . .</td>
</tr>
<tr>
<td>You have a good point, but . .</td>
</tr>
<tr>
<td>Yes, but on the other hand . .</td>
</tr>
<tr>
<td>That’s not exactly the way I see it. I think . .</td>
</tr>
<tr>
<td>Not Give an Opinion</td>
</tr>
<tr>
<td>I’m not really sure.</td>
</tr>
<tr>
<td>I don’t know what to think.</td>
</tr>
<tr>
<td>I haven’t made up my mind.</td>
</tr>
<tr>
<td>Beats me. (informal)</td>
</tr>
</tbody>
</table>

(continued on next page)
REPORTING SOMEONE ELSE’S OPINION

Read the sentences about Listenings One and Two. Notice the phrases that are used to introduce people’s opinions.

David Shenk doesn’t think there is a dividing line between high achievement and genius. He doesn’t believe it is that important.

One hundred and fifty years ago, scientists were sure that nature and nurture were opposing forces. They were convinced that people were influenced by either their genes or their upbringing.

Composer Sam Zyman believes that Jay Greenberg is the most important musical prodigy in the last 200 years, and Scott Pelley couldn’t agree more. He thinks Jay is amazing.

Work with a partner. Take turns presenting and responding to these ideas. Use an expression from the box when you state your opinion.

1. A: Most child prodigies seem to be influenced by their parents.
   
   Example
   
   B: I think so, too. If you ask me, some parents put too much pressure on their ________.
   
   children.

2. A: From what I understand, a child can develop special abilities up to age four or five.
   
   B: ____________________________

3. A: I think anyone could become a prodigy with enough work, don’t you?
   
   B: ____________________________

4. A: I bet high achievers are always happy.
   
   B: ____________________________

5. A: I think it’s unhealthy for young children to become so involved in only one area.
   
   B: ____________________________

6. A: I don’t think Shenk is right when he says that there is an interaction between our genes and our environment.
   
   B: ____________________________

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

In this activity, you will take turns presenting scenarios of child prodigies and leading a small-group discussion about their special situations. Try to use the vocabulary, grammar, pronunciation, and listening and speaking skills that you learned in this unit.*

STEP 1: Choose one of the scenarios about child prodigies. They are all based on real situations.

Scenario 1
A neighbor’s five-year-old child goes jogging in the morning with her father, who is a runner. She really seems to enjoy it, even though she is so small, and she is really fast. The family says that she is going to participate in a 5K race in the next few months.

What do you think about this? Do you think that it is fair or safe for the child’s parents to encourage her to participate in this race? Do you think the parents are putting pressure on the child to succeed? Or do you think they should allow their child to enter the race?

Scenario 2
At nine months old, a pair of twins swam 25 meters on their backs with no assistance. This incredible achievement made them Internet stars because, for babies, swimming this distance obviously requires strength and resilience. The parents are very relaxed about their children—they allow them to turn over in the water and do not panic if they swallow water.

What do you think? Do you think the parents might be putting their children at risk by encouraging them to exercise so much? Do you think they might make other parents want to try to teach young babies to swim? Is this safe?

Scenario 3
Your brother’s seven-year-old son has shown incredible promise as a violinist. The family wants to encourage him to improve his playing. However, in order to advance, the son would have to take lessons in another city. He’s too young to go alone, so the whole family, including his ten-year-old sister, would have to move.

What do you think about this? Do you think that the family should make this big change, putting financial pressure on everyone and making his sister move to a different school? Are there any other alternatives?

Scenario 4
You read about a child prodigy in the news. When he was six, he told his parents how to make the best chess moves. In the four years since then, he has become the best chess player in his town. However, the boy is also very shy and private. He never wants to spend time with other children playing outside or doing any other activities, unless it involves chess. He likes to be alone, studying the board or playing online.

(continued on next page)

* For Alternative Speaking Topics, see page 25.
What do you think about this? Do you think it is healthy for this child to spend so much time alone inside the house or online playing chess? Should his parents limit the time he spends playing and encourage him to do other things? Or should they let him explore his interest in chess and hope that, one day, he will become interested in other things?

**STEP 2**: Work in a small group. One student presents the scenario in his or her own words. The group discusses the scenario. One student takes notes on what the group says and reports back to the class. Use the vocabulary and strategies you learned in the unit.

**Example**

**A**: In this scenario, a boy was encouraged to continue playing chess—but that's all he wanted to do. Do you think that is healthy? Should children be allowed to spend so much time alone?

**B**: If you ask me, I think it's unhealthy. I think children need to be given more time to play outdoors.

**C**: I'm not so sure. Shouldn't children be permitted to develop their own interests?

**STEP 3**: Present your discussion to the whole class.

**Listening Task**

Listen to your classmates' discussions. See how many phrases you can identify that state an opinion, avoid stating an opinion, and disagree with an opinion.

**UNIT PROJECT**

Investigate the life and accomplishments of a prodigy in history to explore the themes in this unit.

**STEP 1**: Choose one of the prodigies listed on the next page, or use your own idea. Search online to find out:

- Dates he or she lived and died
- Country of origin
- Remarkable achievements
- Other interesting facts about his or her life

Take notes on the information you find.
<table>
<thead>
<tr>
<th>Music</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frédéric Chopin</td>
<td>Pablo Picasso</td>
</tr>
<tr>
<td>Yehudi Menuhin</td>
<td>Zhu Da</td>
</tr>
<tr>
<td>Wolfgang Amadeus Mozart</td>
<td>Henriett Seth F.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Mathematics</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Friedrich Gauss</td>
<td>Rubén Darío</td>
</tr>
<tr>
<td>John von Neumann</td>
<td>Maria Gaetana Agnesi</td>
</tr>
<tr>
<td>Blaise Pascal</td>
<td>Giovanni Pico della Mirandola</td>
</tr>
</tbody>
</table>

**STEP 2:** Prepare a presentation to give to your class. If possible, include a picture of the prodigy. Include your opinion on the factors that helped make this person a prodigy—do you think it was more nature, more nurture, or an interaction of nature and nurture? Give support for your opinions. Prepare some follow-up questions to ask the class.

**STEP 3:** Give your presentation to the class. Ask your follow-up questions and lead a short discussion about the prodigy. Then listen to and discuss your classmates' presentations.

**ALTERNATIVE SPEAKING TOPICS**

Read the quotes and decide what they mean. Then choose one and speak about it in class. Explain the meaning and say whether you agree or disagree, and why.

- Genius is one percent inspiration and ninety-nine percent perspiration.  
  *Thomas A. Edison: American inventor, 1847–1931*

- There is no great genius without a mixture of madness.  
  *Aristotle: Greek philosopher, 384–322 B.C.*

- Genius is eternal patience.  
  *Michelangelo: Italian sculptor, 1475–1564*

- Find out what your gift is, and nurture it.  
  *Katy Perry: American singer, 1984–*

- For every child prodigy that you know about, at least 50 potential ones have burned out before you even heard about them.  
  *Itzhak Perlman: Israeli violinist, 1945–*
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