

Fourth Edition

NorthStar 1

Reading & Writing

John Beaumont | A. Judith Yancey

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Reading & Writing

Authors: John Beaumont
A. Judith Yancey

Series Editors: Frances Boyd
Carol Numrich

NorthStar: Reading & Writing Level 1, Fourth Edition

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CONTENTS

	Welcome to NorthStar , Fourth Edition	iv
	Scope and Sequence	xiv
	Acknowledgments/Reviewers	xviii
UNIT 1	Green Spaces	2
UNIT 2	Art for Everyone	26
UNIT 3	What's It Worth to You?	50
UNIT 4	Open for Business	70
UNIT 5	What Are You Afraid Of?	94
UNIT 6	What an Adventure!	118
UNIT 7	What Number Are You?	142
UNIT 8	Too Young to Go Pro?	166
	Expand Vocabulary	190
	Academic Word List Vocabulary	191
	Grammar Book References	192
	Credits	193

WELCOME TO NORTHSTAR

A Letter from the Series Editors

We welcome you to the 4th edition of NorthStar Reading & Writing Level 1.

Engaging content, integrated skills, and critical thinking continue to be the touchstones of the series. For more than 20 years NorthStar has engaged and motivated students through contemporary, authentic topics. Our online component builds on the last edition by offering new and updated activities.

Since its first edition, NorthStar has been rigorous in its approach to critical thinking by systematically engaging students in tasks and activities that prepare them to move into high-level academic courses. The cognitive domains of Bloom's taxonomy provide the foundation for the critical thinking activities. Students develop the skills of analysis and evaluation and the ability to synthesize and summarize information from multiple sources. The capstone of each unit, the final writing or speaking task, supports students in the application of all academic, critical thinking, and language skills that are the focus of unit.

The new edition introduces additional academic skills for 21st century success: note-taking and presentation skills. There is also a focus on learning outcomes based on the Global Scale of English (GSE), an emphasis on the application of skills, and a new visual design. These refinements are our response to research in the field of language learning in addition to feedback from educators who have taught from our previous editions.

NorthStar has pioneered and perfected the blending of academic content and academic skills in an English Language series. Read on for a comprehensive overview of this new edition. As you and your students explore NorthStar, we wish you a great journey.

Carol Numrich and Frances Boyd, the editors

New for the FOURTH EDITION

New and Updated Themes

The new edition features one new theme per level (i.e., one new unit per book), with updated content and skills throughout the series. Current and thought-provoking topics presented in a variety of genres promote intellectual stimulation. The real-world-inspired content engages students, links them to language use outside the classroom, and encourages personal expression and critical thinking.

Learning Outcomes and Assessments

All unit skills, vocabulary, and grammar points are connected to GSE objectives to ensure effective progression of learning throughout the series. Learning outcomes are present at the opening and closing of each unit to clearly mark what is covered in the unit and encourage both pre- and post-unit self-reflection. A variety of assessment tools, including online diagnostic, formative, and summative assessments and a flexible gradebook aligned with clearly identified unit learning outcomes, allow teachers to individualize instruction and track student progress.


Note-Taking as a Skill in Every Unit

Grounded in the foundations of the Cornell Method of note-taking, the new note-taking practice is structured to allow students to reflect on and organize their notes, focusing on the most important points. Students are instructed, throughout the unit, on the most effective way to apply their notes to a classroom task, as well as encouraged to analyze and reflect on their growing note-taking skills.

Explicit Skill Instruction and Fully-Integrated Practice

Concise presentations and targeted practice in print and online prepare students for academic success. Language skills are highlighted in each unit, providing students with multiple, systematic exposures to language forms and structures in a variety of contexts. Academic and language skills in each unit are applied clearly and deliberately in the culminating writing or presentation task.

Scaffolded Critical Thinking

Activities within the unit are structured to follow the stages of Bloom's taxonomy from remember to create. The use of **APPLY** throughout the unit highlights culminating activities that allow students to use the skills being practiced in a free and authentic manner. Sections that are focused on developing critical thinking are marked with  to highlight their critical focus.

Explicit Focus on the Academic Word List

AWL words are highlighted at the end of the unit and in a master list at the end of the book.

The Pearson Practice English App

The Pearson Practice English App allows students on the go to complete vocabulary and grammar activities, listen to audio, and watch video.

ExamView

ExamView Test Generator allows teachers to customize assessments by reordering or editing existing questions, selecting test items from a bank, or writing new questions.

MyEnglish Lab

New and revised online supplementary practice maps to the updates in the student book for this edition.

THE NORTHSTAR UNIT

1 FOCUS ON THE TOPIC

Each unit begins with an eye-catching unit opener spread that draws students into the topic. The learning outcomes are written in simple, student-friendly language to allow for self-assessment. Focus on the Topic questions connect to the unit theme and get students to think critically by making inferences and predicting the content of the unit.

Green Spaces

1 FOCUS ON THE TOPIC

LEARNING OUTCOMES

- > Infer information
- > Take notes with underlining and highlighting
- > Identify the topic of a reading
- > Use the simple present of be and have
- > Connect ideas with and or but
- > Write sentences

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

2 UNIT 1

Green Spaces 3

1. What do you see in the picture?
2. Where are the people?
3. What are they doing?

MyEnglishLab NorthStar 1 Reading & Writing

Check What You Know

Read the list of skills. You may already use some of them. Don't worry if you don't know some or all of these skills. You will learn and practice them in this unit.

Inference:
Infer information

Note-taking:
Take notes with underlining and highlighting

Reading:
Identify the topic of a reading

Grammar:
Use the simple present of be and have

Writing:
Connect ideas with and or but

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

Inference:
Infer information

Note-taking:
Take notes with underlining and highlighting

Reading:
Identify the topic of a reading

Grammar:
Use the simple present of be and have

Writing:
Connect ideas with and or but

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

2 FOCUS ON READING

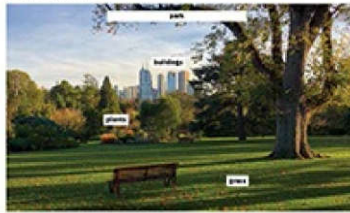
A vocabulary exercise introduces words that appear in the readings, encourages students to guess the meanings of the words from context, and connects to the theme presented in the final writing task.

2 FOCUS ON READING

READING ONE | Welcome to the High Line

VOCABULARY

1 Look at the picture. Study the words. Then work with a partner. Point to things in the picture that you know.



2 Next, study these words and definitions. Read the words used in sentences.

beneficial not sick, or something that is good for your body or mind
After you eat good food and exercise, you will be beneficial.

avoid making a lot of noise (and nearby)
This is a city with many people and cars. I don't sleep at night because it is too noisy.

streetside making you worry a lot
Being a parent is stressful. Parents worry about their children, work, and homes.

prevent take care of, keep safe, keep away from danger
At the beach, I put on sunscreen. The sunscreen prevents me from the sun.

reduce make something smaller or less in size or number
Carbon dioxide (CO₂) is dangerous for people. We need to reduce the CO₂ in the air.

reduce become rich, less worried
I like to visit Central Park. At the park, I relax. I read a book, listen to music, or sleep.

4 UNIT 1

3 Read the sentences. Then circle the correct word.

1. Hong Kong has a lot of tall (buildings / plants).
2. People walk and play sports in the (plants / parks).
3. Mothers and fathers (avoid / prevent) their children from bad things.
4. Flowers and trees are (buildings / plants).
5. In the city, traffic from the street is (avoid / healthy).
6. Walking to work helps to (prevent / reduce) traffic.
7. Parks and gardens are (healthy / noisy) for people.
8. Daily is a teacher. Sometimes her work is very (stressful / healthy).
9. Daily walks Monday to Friday. She likes to (avoid / prevent) on Saturdays.
10. The sign says "Keep off the (buildings / grass)." We have to walk on the street.

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

PREVIEW

You are going to read about a green space. A green space is an area in a city that has grass, trees, flowers, and other plants. A city park is one example of a green space.

Before you read, look at the picture on page 4. Check (✓) your ideas. Then read "Welcome to the High Line."



On page 4, I see ...

- trees
- birds
- flowers
- people
- plants
- other

In this picture, I see ...

- trees
- birds
- flowers
- people
- plants
- other

READ

Read this information about the High Line. Create a chart like the one below to take notes. On the left, put the main ideas. On the right, put the details.

TAKE NOTES

Main ideas	Details
The High Line is a green space.	In New York City, parks, trees, flowers

Go to MyEnglishLab to view example notes.

Welcome to the High Line

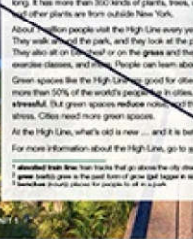
The High Line is a green space in New York City. It is something old in a new way. It is also an example. Starting in 1934, the High Line was an elevated train. For almost twenty years, no one used the High Line. But, in 1999, Joshua David and Robert Hammond wanted to prevent the old train line and make High Line opened as a park in 2009.

Today, the High Line is a beautiful green space along. It has more than 300 kinds of plants, trees, and other plants are from outside New York.

About 1 million people visit the High Line every year. They walk around the park, and they look at the city. They also sit on the grass or on the grass and have a picnic. People can learn about the city.

Green spaces like the High Line are good for cities. They help to prevent the city from becoming too hot. They also help to reduce the city's carbon footprint. At the High Line, what's old is new ... and it is better.

For more information about the High Line, go to www.thehighline.org.



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



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

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

CONNECT THE READINGS

ORGANIZE

The chart compares the High Line in Reading One (R1) with the Vertical Forest in Reading Two (R2). How are the High Line and the Vertical Forest similar? How are they different? Check (✓) Yes or No.

	The High Line (R1)	The Vertical Forest (R2)
It is a green space.	YES	YES
It is in a city.		
It is a park.		
It uses an old space in a new way.		
People visit there.		
People live there.		
It has trees, flowers, and other plants.		
It has music and art shows.		
It cleans the air.		
It reduces noise.		

SYNTHESIZE

Answer the questions. Use information from the chart in the Organize section and your own ideas. Write your answers on the lines. Then discuss your answers with a partner.

1. How are the High Line and the Vertical Forest similar?

2. How are the High Line and the Vertical Forest different?

Go to MyEnglishLab to check what you learned.

READING TWO | Milan's Vertical Forest

PREVIEW

1 Look at the title of Reading Two and the picture. Check (✓) the ideas that you think will be in the reading.

- buildings
- people
- gardens
- green space
- birds
- insects

2 Look at the boldfaced words in the reading. Which words do you already know? What does each word mean?

READ

1 Read the information about Milan's Vertical Forest. Remember to take notes on main ideas and details.

MILAN'S VERTICAL FOREST

Beautiful! The Vertical Forest is two tall buildings in Milan, Italy. Inside, the buildings have apartments for people to live in. Outside, the buildings are a green space. Plants and trees are on all sides of the buildings. With all these plants, there is less noise from the city. They keep the apartments cool in the summer and warm in the winter.

More important, the trees and plants clean the air. They make oxygen (O₂) that helps the people of Milan to breathe. Also, the Vertical Forest is beautiful for people to look at.

Cities like Milan are very crowded. They don't have a lot of space for green spaces. The Vertical Forest has about 800 trees and 11,000 other plants. But it does not use a lot of space.

It's an interesting building! If you go to Milan, be sure to visit the Vertical Forest!



10 UNIT 1

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

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

EXPLICIT SKILL INSTRUCTION AND PRACTICE

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

MAKE INFERENCES 🔍

Inferring Information

An inference is an educated guess about something. The information is not stated directly in the reading.

When you read, some information is easy to find. You can find the information directly in the text. Look at the example:

Is this sentence true or false?

The High Line is a green space in London.

This is false. Paragraph 1 says, "The High Line is a green space in New York City."

But some information is not written directly in the text. You have to infer. When you infer, you make a guess (an inference) about the information. Read and use what you know from personal experience. Then put the information together. Look at the example:

Is this sentence true or false?

Joshua David and Robert Hammond care about the High Line.

This is true. The answer is not directly in the text. The text does not say, "They care about the High Line." But we know they care. How? First, we read that Joshua and Robert started the Friends of the High Line (paragraph 3). Second, we read that the Friends of the High Line wanted to protect the High Line (paragraph 3). Third, we know that people protect things because they care about them (personal experience). After reading the text and thinking about what we know, we infer that Joshua and Robert care about the High Line.



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Focus on Reading

Attempt 1

Reading Practice: Identifying the Topic

Read the passage. Then choose the correct answer to the question.

The Green Greens

Greta and Gary Green live in Fresno, California. Gary is a teacher, and Greta is a doctor. Gary and Greta have two children, Ivy and Leif. The Greens teach their children to love nature.

For the Greens, their home is a green space. They have a lot of plants. Inside the house, plants clean the air. Outside the house, trees reduce noise from traffic. The Greens have a lot of flowers and vegetables in a big garden. The family eats the vegetables.

Outside the house, the Greens also have animals. They have chickens, and they have bees. Bees also help the flowers and plants in the garden. The Greens have a cow and two goats. Grass and give the family milk to drink.

Everyone in the Green family helps to take care of their plants and animals. The Greens love

- 1 What is the topic of the article?
- ☐ Green spaces in California
 - ☐ The Green family's home
 - ☐ Vegetable gardens
 - ☐ Crowded cities

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

3 FOCUS ON WRITING

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

Grammar presentations focus on skills that are used in the readings and applied in the final writing task. A concise grammar skills box serves as a reference point for students throughout the unit and beyond.

MyEnglishLab

Auto-graded vocabulary and grammar practice activities reinforce meaning, form, and function. Meaningful and instant feedback guides students to self-correct and provides students and teachers with essential information to monitor progress.

3 FOCUS ON WRITING

VOCABULARY

REVIEW

Read the postcard. Then complete the message by unscrambling the words in parentheses.

Dear Mom: Hello from New York! I like this city, but life is
here. New York is very _____ with people.
The traffic is very _____. New York has a lot of tall
_____, too. But New York also has beautiful green
spaces! Today I visited a _____ called the High Line. I

Pamela Rios
299 Main Street
Apt. #4C
Phoenix, AZ 85051

GRAMMAR FOR WRITING

1 Read the passage. Underline forms of the verbs be and have.

The High Line is a green space in New York City. It isn't a building, and it doesn't have apartments. It has flowers, plants, and trees. Two men in New York City made the High Line. Their names are Joshua David and Robert Hammond.

SIMPLE PRESENT: BE

The present of the verb be has three forms: am, is, and are.

1. Use am, is, or are to make an affirmative statement.

I am from London.
You are from Beijing.
She is from Milan.
He is from Milan.
It is a park.
We are happy in nature.
They are friends.

2. Use am, is, or are + not to make a negative statement.

I am not from Chicago.
You are not from Shanghai.
She / He is not from Auckland.
It is not a building.
They are not sad.

3. We often use contractions (short forms) in speaking and informal writing.

I'm from London.
You're from Beijing.
She's / He's from Milan.
It's a park.

NOTE: There are two negative contractions for is not and are not.

I'm not from Chicago.
You're not from Shanghai. / You aren't from Shanghai.
She's / He's not from Auckland.
She / He isn't from Auckland.
It's not a park. / It isn't a park.

4. Use be to talk about measurements and age.

The High Line is 1.45 miles long.
It is more than 10 years old.
NOTE: The High Line has 1.45 miles.
It has more than 10 years old.

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Focus on Writing Attempt 1

Grammar Practice: Simple Present of Be and Have 2

Choose the correct answers.

- Some people _____ stressful jobs.
- They _____ time to relax.
- Parks _____ a good place to relax.
- They _____ noisy or crowded.
- My city _____ a new park.

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Focus on Reading Attempt 1

Reading Two: Vocabulary Practice

Drag and drop the words to complete the sentences.

forest apartments crowded

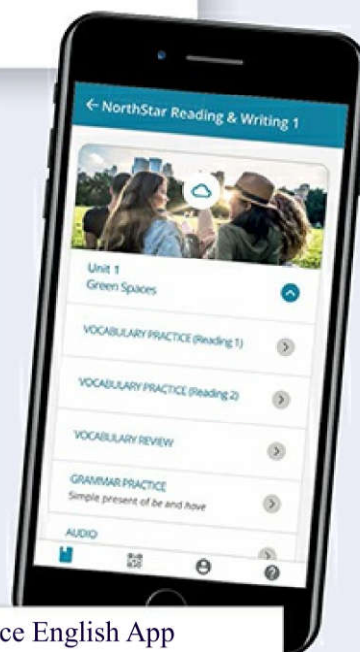
- I walk in the _____ to relax.
- My friends live in _____, not houses.
- Beijing is a _____ city.

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

A TASK-BASED APPROACH TO PROCESS WRITING

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

4 Look at the picture. Write sentences about the green space. Use *be* or *have*. Then compare your sentences with a partner.



Example
The park has trees. It does not have a vegetable garden.

- _____
- _____
- _____
- _____
- _____

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

PREPARE TO WRITE: Categorize Information

Think about a green space you know. Remember that a lot of places are green spaces: a park, a forest, a garden, a yard, a building, even a store or a café. A green space can be in your city, in a city you visited, or on TV.

To help you plan your sentences, you are going to categorize information about your green space: things you see there and things you do there.

Study the chart. Then make your own chart below.

The High Line

Things you see	Things you do
1. 0.9 miles of park	walk
city views (below)	sit on benches
gardens	look at plants
plants	look at buildings
trees	rest
grass	learn about plants and history using
people / visitors / tourists	exercise
benches	
buildings	
art	

Your green space: _____

Things you see	Things you do

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

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

WRITE: A sentence

The Sentence

- A sentence is a group of words that expresses a complete idea. A sentence can make a statement or ask a question.
- A sentence has a subject and a verb.

subject [suh-jekt]	verb [vərb]
The High Line is a new kind of park.	
People look at plants.	
My friends love to visit green spaces.	
Meet me at the High Line.	

BUT: Commands, don't use a subject [brnd].
- The first word in a sentence begins with a capital letter.
- Use a period at the end of a sentence.

The High Line is a place to walk, sit, and enjoy nature.	
Green spaces are important.	
The High Line has many plants, trees, and flowers.	
Is it a building?	
Wow! The High Line is beautiful!	
Correct: Do you like the High Line? I love it.	
Not correct: Do you like the High Line? I love it.	

Use a question mark at the end of a question.

Use an exclamation point at the end of a sentence with strong feeling.

Do not leave a space before the punctuation at the end of a sentence.

1 Rewrite the sentences. Add capital letters and punctuation (a period, a question mark, or an exclamation point) as needed.

- what is Seoullo 7017?
- seoullo 7017 is in Seoul, South Korea
- It is an elevated green space
- It opened in 2017
- It is a lot of fun
- visitors look out over the city
- seoullo 7017 has more than 24,000 plants
- It has blue lights at night
- are you interested in Seoullo 7017?
- visit Seoullo 7017

2 Look at each group of words. If it is a complete idea with correct grammar, punctuation and capitalization, check (✓) sentence. If not, check not a sentence, and change it to make it correct.

	sentence	not a sentence
1. My green space, the High Line.	_____	_____
2. Hyde Park is in London.	_____	_____
3. The Vertical Forest in Milan.	_____	_____
4. Is a beautiful building.	_____	_____
5. My friend lives in the Vertical Forest.	_____	_____
6. It have plants?	_____	_____
7. My green space is my garden.	_____	_____
8. My garden very beautiful.	_____	_____
9. We have fun at the park.	_____	_____
10. we like watching birds	_____	_____

3 Write 10 sentences about a green space. These sentences are your first draft. Your first draft is the first time you write your ideas. Your first draft is different from your final draft. You will make some changes later. Use the information on page 21. Begin like this:

My green space is ... or the name of my green space is ...

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

REVISE

1 Study the chart.

Connecting Ideas with and/or but

A sentence expresses a complete idea.

Some sentences express more than one complete idea. Use *and* or *but* to connect ideas. *And* connects ideas that are similar. *But* connects ideas that are different.

We often use a comma before the connecting word in a long sentence.

I like trees.
I like flowers.
I like trees, and I like flowers.
I like trees, but I don't like traffic.
The High Line is beautiful, and the Vertical Garden is beautiful, too.

2 Connect the ideas. Rewrite the sentences with *and* or *but*. Use correct punctuation and capital letters.

- I love city life. My mother loves city life.
- I love city life. My mother loves city life, too.
- My father has a garden. He doesn't plant flowers.
- New York is a city. It has a lot of green spaces.
- People sit on benches. People walk in the park.

3 Complete the sentences with your ideas.

- I can often outside, and _____.
- The Vertical Forest is a green space, but _____.
- I like plants, but _____.
- I like plants, and _____.
- My friends use the park, but _____.

4 Now go back to the first draft of your sentences.

- Rewrite at least four sentences using *and* or *but* to connect your ideas.
- Try to use the grammar and a few of the vocabulary words from this unit in some of your sentences.

Go to MyEnglishLab for more skill practice.

EDIT: Writing the Final Draft

Write Write the final draft of your sentences. Check your grammar, spelling, capitalization, and punctuation. Be sure to use some of the grammar and vocabulary from the unit. Use the checklist to help you write your final draft.

FINAL DRAFT CHECKLIST

- Did you write about a green space?
- Did you use complete sentences?
- Did you connect your ideas with *and* or *but*?
- Did you use *be* and *have*?
- Did you use vocabulary from the unit?

ALTERNATIVE WRITING TOPIC

Write Think about your favorite place to be. Is it a quiet place? A noisy place? Is there a lot of nature? Write 5–10 sentences about your favorite place. Use vocabulary and grammar from the unit.

CHECK WHAT YOU'VE LEARNED

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

Learning Outcomes	Vocabulary
<input type="checkbox"/> Infer information	<input type="checkbox"/> apartment
<input type="checkbox"/> Take notes with underlining and highlighting	<input type="checkbox"/> buildings
<input type="checkbox"/> Identify the topic of a reading	<input type="checkbox"/> crowded
<input type="checkbox"/> Use the simple present of <i>be</i> and <i>have</i>	<input type="checkbox"/> forest
<input type="checkbox"/> Connect ideas with <i>and</i> or <i>but</i>	<input type="checkbox"/> grass
<input type="checkbox"/> Write sentences	<input type="checkbox"/> healthy
	<input type="checkbox"/> noisy
	<input type="checkbox"/> park
	<input type="checkbox"/> plants
	<input type="checkbox"/> protect
	<input type="checkbox"/> relax
	<input type="checkbox"/> stressful
	<input type="checkbox"/> trees

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

Green Spaces 25

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

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

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Focus on Writing Attempt 1

Writing Practice: Connecting Ideas with And or But

Choose the correct answers.

- Gary and Greta Green live in Fresno, their parents live in Los Angeles.
- The Greens have a lot of plants, they don't have fruit trees.
- On weekends they work in the garden, they eat dinner together.
- They have chickens, they don't have a cat.
- Gary Green is a teacher, he loves his job.

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

COMPONENTS

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

- **Classroom Audio and Videos**

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

- **Etext**

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

- **MyEnglish Lab**

MyEnglish Lab offers students access to additional practice online in the form of both auto-graded and teacher-graded activities. Auto-graded activities support and build on the academic and language skills presented and practiced in the student book. Teacher-graded activities include speaking and writing.

- **Pearson Practice English App**

Students use the Pearson Practice English App to access additional grammar and vocabulary practice, the audio for listenings and readings from the student books, and the end-of-unit videos on the go with their mobile phone.

INNOVATIVE TEACHING TOOLS

With instant access to a wide range of online content and diagnostic tools, teachers can customize learning environments to meet the needs of every student. Digital resources, all available on the Pearson English Portal, include MyEnglish Lab and ExamView.

Using MyEnglish Lab , Northstar teachers can

Deliver rich online content to engage and motivate students, including

- student audio to support listening and speaking skills, in addition to audio versions of all readings.
- engaging, authentic video clips tied to the unit themes.
- opportunities for written and recorded reactions to be submitted by students.

Use diagnostic reports to

- view student scores by unit, skill, and activity.
- monitor student progress on any activity or test as often as needed.
- analyze class data to determine steps for remediation and support.



Access Teacher Resources, including

- unit teaching notes and answer keys.
- downloadable diagnostic, achievement and placement tests, as well as unit checkpoints.
- printable resources including lesson planners, videoscripts, and video activities.
- classroom audio.

Using ExamView, teachers can customize Achievement Tests by

- reordering test questions.
- editing questions.
- selecting questions from a bank.
- writing their own questions.

SCOPE AND SEQUENCE

				
	1 Green Spaces Pages: 2–25 Reading 1: Welcome to the High Line Reading 2: Milan’s Vertical Forest		2 Art for Everyone Pages: 26–49 Reading 1: Art for Everyone Reading 2: Looking at Haring’s Art	
	Inference	Inferring information	Inferring opinions	
	Note-Taking	Taking notes with underlining and highlighting	Taking notes with numbers	
	Reading	Identifying the topic of a reading	Reading numbers	
	Grammar	The simple present of be and have	The simple past of be and have	
	Revise	Connecting ideas with and or but	Using commas	
	Final Writing Task	Sentences	A biography paragraph	
	Video	Tiny homes	Art	
Assessments	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test	Pre-Unit Diagnostic: Check What You Know Checkpoint 1 Checkpoint 2 Unit Achievement Test		
Unit Project	Describe a special place	Write about a piece of Keith Haring's art and present it to the class		



3 What's It Worth to You?

Pages: 50–69

Reading 1: My Secret

Reading 2: Be a Smart Collector



4 Open for Business

Pages: 70–93

Reading 1: The Debate Space:
Mom & Pop Vs. Big Box

Reading 2: E-Business Magazine
Profiles: Etsy.com

Inferring outcomes

Inferring tone

Listing main ideas in notes

Taking notes on examples

Identifying suggestions

Using context clues to understand
word meaning

Simple present

There is/there are

Writing supporting sentences

Using adjectives in descriptions

A descriptive paragraph

A descriptive paragraph

A stolen wedding dress

Selling hot dogs

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1



Checkpoint 2

Unit Achievement Test

Write about an antique or collectible

Write an ad to sell a product or a service

SCOPE AND SEQUENCE

			
	<p>5 What Are You Afraid Of?</p> <p>Pages: 94–117</p> <p>Reading 1: Help! I'm scared!</p> <p>Reading 2: Other Phobias</p>	<p>6 What an Adventure!</p> <p>Pages: 118–141</p> <p>Reading 1: Lindbergh Did It!</p> <p>Reading 2: Crash Landing on the Hudson River</p>	
Inference	Inferring the author's meaning	Making inferences about people	
Note-Taking	Taking notes on definitions	Taking notes with a timeline	
Reading	Identifying cause and effect	Separating fact from opinion	
Grammar	Can, may, might, and will	The simple past	
Revise	Adding supporting detail	Using time order words	
Final Writing Task	Suggestions	A narrative paragraph	
Video	Weird phobias	A heroic pilot	
Assessments	<p>Pre-Unit Diagnostic:</p> <p>Check What You Know</p> <p>Checkpoint 1</p> <p>Checkpoint 2</p> <p>Unit Achievement Test</p>	<p>Pre-Unit Diagnostic:</p> <p>Check What You Know</p> <p>Checkpoint 1</p> <p>Checkpoint 2</p> <p>Unit Achievement Test</p>	
Unit Project	Write about a phobia	Write about a famous person	



7 What Number Are You?

Pages: 142–165

Reading 1: Timing is Everything

Reading 2: Case Study: The Koh Family

8 Too Young To Go Pro?

Pages: 166–189

Reading 1: Ready Ronnie?

Reading 2: Evan Taschen:
Young Basketball Star says “No”
to the Pros

Inferring comparisons

Inferring priorities

Taking notes with a tree diagram

Taking notes with an outline

Recognizing and understanding
pronoun reference

Identifying the conclusion

Comparative adjectives

Very, too, and enough

Connecting words

Writing a concluding sentence

A comparison paragraph

An opinion paragraph

Birth order and your health

Sports for non-jocks

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Pre-Unit Diagnostic:

Check What You Know

Checkpoint 1

Checkpoint 2

Unit Achievement Test

Write about a famous family and
compare two members of the family

Make a timeline of life events of a
professional athlete

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REVIEWERS

Chris Antonellis, Boston University – CELOP; Gail August, Hostos; Aegina Barnes, York College; Kim Bayer, Hunter College; Mine Bellikli, Atilim University; Allison Blechman, Embassy CES; Paul Blomquist, Kaplan; Helena Bostros, FLS; James Branchick, FLS; Chris Bruffee, Embassy CES; Joyce Cain, University of California at Fullerton; Nese Cakli, Duzce University; Molly Cheny, University of Washington; Maria Cordani Tourinho Dantas, Colégio Rainha De Paz; Jason Davis, ASC English; Lindsay Donigan, Fullerton College; Bina Dugan, Bergen Community College; Sibel Ece Izmir, Atilim University; Emily Ellis, University of California at Irvine; Rachel Fernandez, University of California at Irvine; Erica Ferrer, Universidad del Norte; Very Figueira, University of California at Irvine; María Irma Gallegos Peláez, Universidad del Valle de México; Jeff Gano, ASA College; María Genovev a Chávez Bazán, Universidad del Valle de México; Juan Garcia, FLS; Heidi Gramlich, The New England School of English; Phillip Grayson, Kaplan; Rebecca Gross, The New England School of English; Rick Guadiana, FLS; Sebnem Guzel, Tobb University; Esra Hatipoglu, Ufuk University; Brian Henry, FLS; Josephine Horna, Bergen Community College; Judy Hu, University of California at Irvine; Arthur Hui, Fullerton College; Zoe Isaacson, Hunter College; Kathy Johnson, Fullerton College; Marcelo Juica, Urban College of Boston; Tom Justice, North Shore Community College; Lisa Karakas, Berkeley College; Eva Kopernacki, Embassy CES; Drew Larimore, Kaplan; Heidi Lieb, Bergen Community College; Patricia Martins, Ibeu; Cecilia Mora Espejo, Universidad del Valle de México; Oscar Navarro, University of California at Fullerton; Eva Nemtson, ASA College; Kate Nyhan, The New England School of English; Julie Oni, FLS; Willard Osman, The New England School of English; Olga Pagieva, ASA College; Manish Patel, FLS; Paige Poole, Universidad del Norte; Amy Renahan, University of Washington; Claudia Robello, Ibeu; Lourdes Rey, Universidad del Norte; Michelle Reynolds, FLS International Boston Commons; Mary Ritter, NYU; Ellen Rosen, University of California at Fullerton; Dariusz Saczuk, ASA College; Dana Saito-Stehiberger, University of California at Irvine; Miryam Salimov, ASA College; Minerva Santos, Hostos; Sezer Sarioz, Saint Benoit PLS; Gail Schwartz, University of California at Irvine; Ebru Sinar, Tobb University; Beth Soll, NYU (Columbia); Christopher Stobart, Universidad del Norte; Guliz Uludag, UFUK University; Debra Un, NYU; Hilal Unlusu, Saint Benoit PLS; María del Carmen Viruega Trejo, Universidad del Valle de México; Reda Vural, Atilim University; Douglas Waters, Universidad del Norte; Emily Wong, University of California at Irvine; Leyla Yucklik, Duzce University; Jorge Zepeda Porras, Universidad del Valle de México



LEARNING OUTCOMES

- > Infer information
- > Take notes with underlining and highlighting
- > Identify the topic of a reading
- > Use the simple present of be and have
- > Connect ideas with and or but
- > Write sentences

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



UNIT

1

Green Spaces

1

FOCUS ON THE TOPIC

1. What do you see in the picture?
2. Where are the people?
3. What are they doing?

2 FOCUS ON READING

READING ONE | Welcome to the High Line

VOCABULARY

- 1 Look at the picture. Study the words. Then work with a partner. Point to things in the picture that you know.



- 2 Next, study these words and definitions. Read the words used in sentences.

healthy: not sick, or something that is good for your body or mind

If you eat good food and exercise, you will be healthy .

noisy: making a lot of noise (loud sounds)

I live in a city with many people and cars. I don't sleep at night because it is too noisy .

stressful: making you worry a lot

Being a parent is stressful . Parents worry about their children, work, and homes.

protect: take care of, keep safe, keep away from danger

At the beach, I put on sunscreen. The sunscreen protects me from the sun.

reduce: make something smaller or less in size or number

Carbon dioxide (CO₂) is dangerous for people. We need to reduce the CO₂ in the air.

relax: become calm, less worried

I like to visit Central Park. At the park, I relax . I read a book, listen to music, or sleep.

3 Read the sentences. Then circle the correct word.

1. Hong Kong has a lot of tall (buildings / plants).
2. People walk and play sports in the (plants / park).
3. Mothers and fathers (relax / protect) their children from bad things.
4. Flowers and trees are (buildings / plants).
5. In the city, traffic from the street is (noisy / healthy).
6. Walking to work helps to (protect / reduce) traffic.
7. Fruits and vegetables are (healthy / noisy) for people.
8. Polly is a teacher. Sometimes her work is very (stressful / healthy).
9. Polly works Monday to Friday. She likes to (relax / protect) on Saturdays.
10. The sign says: "Keep off the (buildings / grass)!" We have to walk on the street.

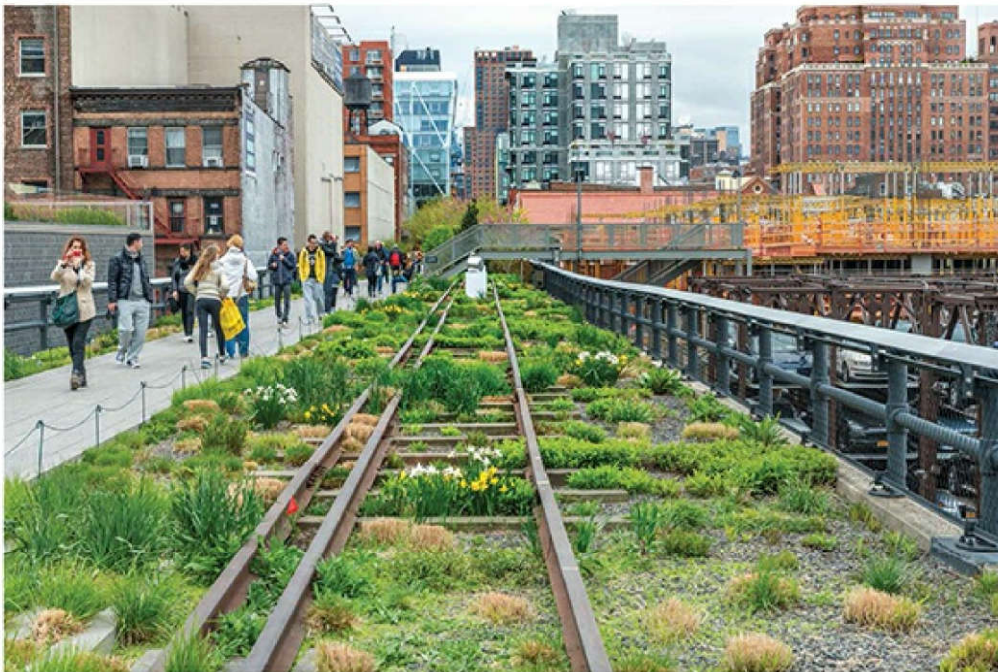
Go to the [Pearson Practice English App](#) or [MyEnglish Lab](#) for more vocabulary practice.

PREVIEW

You are going to read about a green space. A green space is an area in a city that has grass, trees, flowers, and other plants. A city park is one example of a green space.

Before you read, look at the picture. Compare it to the picture on page 4. Check (

✓) your ideas. Then read "Welcome to the High Line."



On page 4, I see . . .

___ trees ___ birds
___ flowers ___ people
___ plants ___ other: _____

In this picture, I see . . .

___ trees ___ birds
___ flowers ___ people
___ plants ___ other: _____