

A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. A red rose with green leaves is tucked behind the right side of the sign. A thin wooden stick is attached to the top of the sign, forming a triangular shape.

WELCOME



Listening 2

Lecturer: Le Thi Hanh, M.A





Tài liệu chính:

[1] Frazier, L. & Mills, R. (2009). *Northstar 2- Listening and Speaking*. Longman: Pearson.

- Tài liệu tham khảo:

[2] Margaret Brooks (2011). *Skills for success 2: Listening and speaking*. Oxford: Oxford University Press.

[3] Falla, T. & Davies, P. A. (2008). *Intermediate Solutions: Student's book*. Oxford: OUP.

[4] Wilson, J. J., & Clare, A. (2006). *Intermediate Total English: Student's book*. Harlow: Pearson.

[5] PET Practice tests (*Selected materials*)



Tài liệu tham khảo:

[6] Website for PET practice tests:

- a. <http://www.flo-joe.co.uk/pet/students/tests/>
- b. http://www.examenglish.com/PET/pet_listening.html.
- c. <http://www.englishclub.com>
- d. <http://www.bbc.co.uk>
- e. <http://www.voanews>

1. Self – study(the first 04 sessions)
2. Google meeting(the last 04 sessions)

Đánh giá kết quả học tập

Midterm Test	30%	TỰ LUẬN (Ngày 07/03)
Final Test	70%	TỰ LUẬN (Ngày 11/03)

- 
- **Class participation Score: 50%**
 - **Mid-term Test Score (20%)**
 - **Final Test : (30%)**



✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7

DAY 8



UNIT 1

OFFBEAT JOBS



Outline



- **1.1 What's my job?**



- **1.2 A conversation With job counselor**



HOME

CONTACT

ABOUT US

Looking for a fun summer job? Need to earn some extra **income**? Here are some jobs you might like. Visit the College Job Center office for more information about these jobs.

<p>Bike Messenger</p> <p>Do you like exciting and sometimes dangerous activities? Do you like to work outdoors? Are you athletic? Then this offbeat job is just for you. For this job, you must have your own bike and be able to ride quickly through the city to deliver packages and letters to our customers.</p>	<p>Computer Assembler</p> <p>Do you like computers? Do you know a lot about them? We need people to work in our factory to make computers. You must be fast and like to build things. You must also be able to concentrate so you put the parts together correctly without making mistakes.</p>	<p>Insurance Salesperson</p> <p>Do you like sales? Do you like to work with people? Come work in our insurance company. We sell every kind of insurance policy: auto, home, life, and medical.</p>
<p>Computer Animation Artist</p> <p>Are you artistic? Are you good with computers? Do you like to play video and computer games? Then we have the right job for you. Our video game company makes games that are popular with many generations of people, from children to adults of all ages. We are looking for young creative people to help us make some new games for the next generation of game players.</p>	<p>Restaurant Blogger</p> <p>Do you like good food and eating out in restaurants? Are you a good writer? Then we need you! For this job, you will need to taste different kinds of food— even spicy food, such as Thai or Mexican. You also need a good sense of taste. Your tongue must be able to taste many different flavors, such as sweet or sour, so you can write about the foods you try.</p>	<p>Professional Secret Shopper</p> <p>Do you like to shop, but you don't like to spend money? You can be a professional shopper and get paid to shop! Our stores hire secret shoppers to make sure the salespeople are doing a good job.</p>

Identify the definition of bold words.

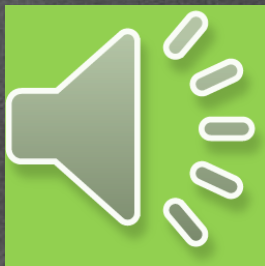


• 1.1 What's my job?




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

- | | |
|---------------------------------|------------------------------------------------------------------------------------------------------|
| <u> d </u> 1. concentrate | a. thinking of new ways of doing things |
| <u> </u> 2. factory | b. an agreement with an insurance company to be paid money in case of an accident, illness, or death |
| <u> </u> 3. insurance policy | c. all the people who are about the same age |
| <u> </u> 4. creative | d. to be careful and pay attention |
| <u> </u> 5. income | e. a building where things are made |
| <u> </u> 6. taste | f. the part inside your mouth that moves and is used for eating food and speaking |
| <u> </u> 7. professional | g. particular taste of a food or drink |
| <u> </u> 8. flavor | h. doing something for money instead of for fun or pleasure |
| <u> </u> 9. generation | i. try food by eating a little bit |
| <u> </u> 10. tongue | j. the money you earn when you work |



PREVIEW

1  People can have many different kinds of jobs. Some are usual and some are offbeat.

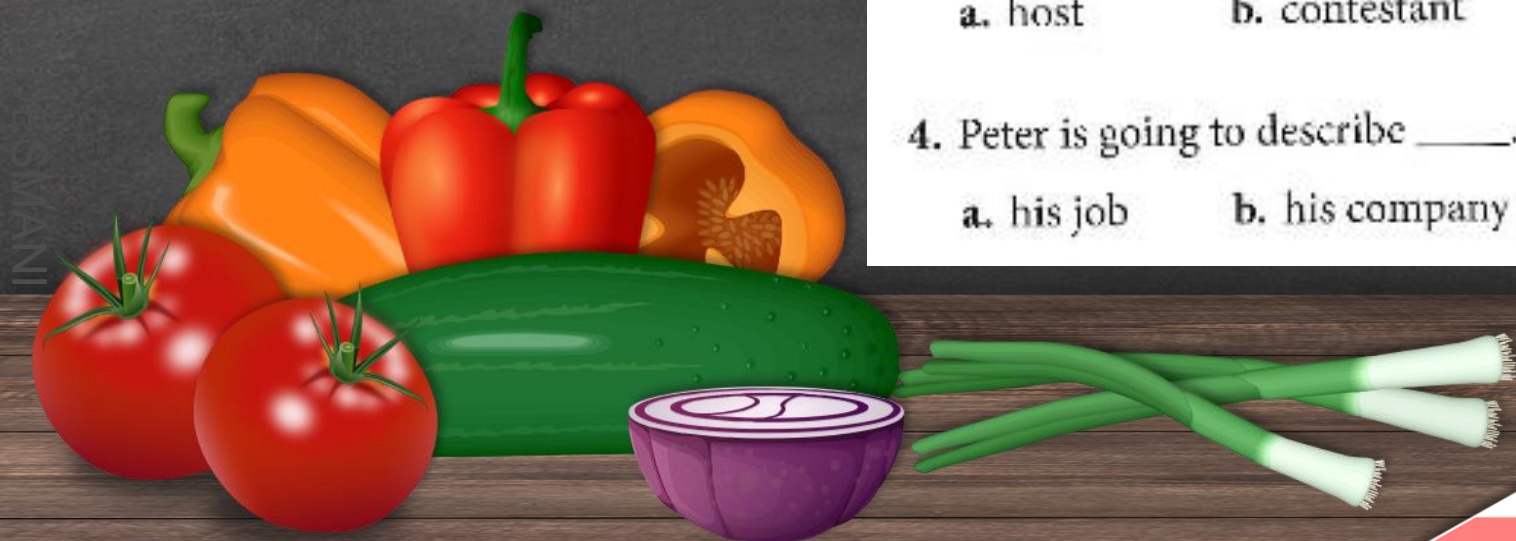
Listen to the beginning of *What's My Job?* Circle the correct answer to complete each statement.

1. You are listening to a _____.
 - a. job interview
 - b. game show
 - c. radio show

2. Wayne is a _____.
 - a. host
 - b. contestant
 - c. guest

3. Rita is a _____.
 - a. host
 - b. contestant
 - c. guest

4. Peter is going to describe _____.
 - a. his job
 - b. his company
 - c. himself



2 Make predictions. Circle more than one answer.


Peter will talk about . . .

- a. what he does.
- b. where he works.
- c. how much money he makes.
- d. what he is like.
- e. what he likes to do.





MAIN IDEAS

- 1  Listen to *What's My Job?* Look at your predictions from the Preview section. Were any of them correct? Did your predictions help you understand the listening?
- 2 Circle the correct answer to complete each statement.

1. Rita asks Peter questions to guess _____.

- a. his last name b. his job c. his age

2. Peter works in a _____.

- a. restaurant b. factory c. bakery

3. Peter is _____.

- a. a factory worker b. a chef c. an ice-cream taster

4. Peter has to be careful with _____.

- a. his taste buds b. the ice cream c. the factory machines


5. Peter thinks his job is _____.

- a. tiring b. great c. dangerous



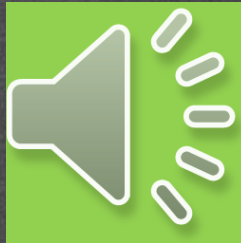



DETAILS

 Listen to *What's My Job?* again. Then read each statement. Write **T** (*true*) or **F** (*false*). Correct the false statements.

- ___ 1. Peter can be creative at work.
- ___ 2. Peter thinks of new ice-cream flavors.
- ___ 3. He eats all the ice cream at work.
- ___ 4. He doesn't eat spicy foods.
- ___ 5. He doesn't drink alcohol or coffee.
- ___ 6. He smokes.
- ___ 7. He has a one-million-dollar insurance policy on his taste buds.
- ___ 8. He studied ice-cream tasting in school.






 Listen to the example. Listen to the words and the tone of voice. Is the speaker expressing his true meaning, or is he using humor? What words or tone can you hear that tell you the speaker's meaning?

Example

Host: Gee, sounds like a difficult job, Peter. You taste ice cream all day, and you get paid for it!

- a. true meaning
- b. humor

 Listen to the excerpts. Is Wayne expressing his true meaning or is he using humor? Circle the correct word.

Excerpt One

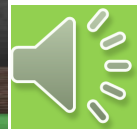


Wow! You do have to be careful.

- a. true meaning
- b. humor

Excerpt Two

1. *Gee, you do have an important job, Peter.*



- a. true meaning
- b. humor

2. *Did you go to ice-cream tasting school?*

- a. true meaning
- b. humor



1.2 A conversation With job counselor

VOCABULARY

Read the words in the box aloud. Then read the sentences and circle the letter of the answer that shows the correct definition of the boldfaced word.

career

quit

relaxing

stressful

tiring

1. In my opinion, the most **relaxing** thing to do after a long day at work is to sit in my favorite chair and watch TV.
 - a. helping you to rest
 - b. helping you to work hard
2. I am studying computer animation in school. I want to have a **career** making animated movies.
 - a. something you study in school
 - b. a kind of work you do for a long time
3. I am unhappy at my job. I think I will **quit** and find a new job.
 - a. leave a job
 - b. continue working at a job
4. I stand on my feet all day assembling computers. I wish I could sit down. It is very **tiring**.
 - a. causing you to stand
 - b. causing you to feel sleepy
5. Tests are very **stressful** for me; I am afraid I won't do well.
 - a. causing you to feel worried
 - b. difficult





Listen and tick



	WINDOW WASHER	PROFESSIONAL SHOPPER
a. I like my job.		
b. I work outdoors.		
c. I earn a high salary.		
d. My work is dangerous.		
e. I like to work with people.		
f. I'm good with money.		
g. I'm good with my hands.		
h. My work is tiring.		
i. It was difficult to get started in this job.		
j. I have my own business.		
k. I want to quit and find a new job.		
l. I don't want to be the boss.		
m. I like working for myself.		





LISTENING SKILL

NOTICING CONTRAST

But and *however* are connectors that introduce a clause with an idea, opinion, or action that is different from the first idea. They show a contrast.

- 🎧 Listen to the example. Note the contrast word.

Example

The speaker is contrasting two ideas:

Idea 1: it was difficult to get started.

Idea 2: He started his own business. He likes working for himself.

He uses *but* to connect the two ideas.



 Listen to the excerpts. The speaker contrasts two ideas. What are they? What connector does she use to show the difference?

Excerpt One

Idea 1: I love _____ and I like _____

I'm very good _____

Idea 2: My job _____

I'm _____, so my work _____

What word does she use to show the difference? _____



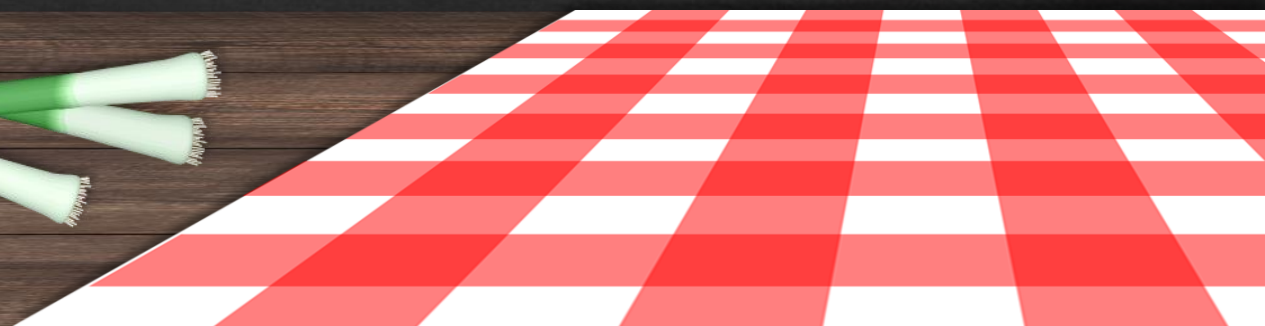
Excerpt Two

Idea 1: I _____ my job and _____

I like _____

Idea 2: I have to _____ and _____


What word does she use to show the difference? _____



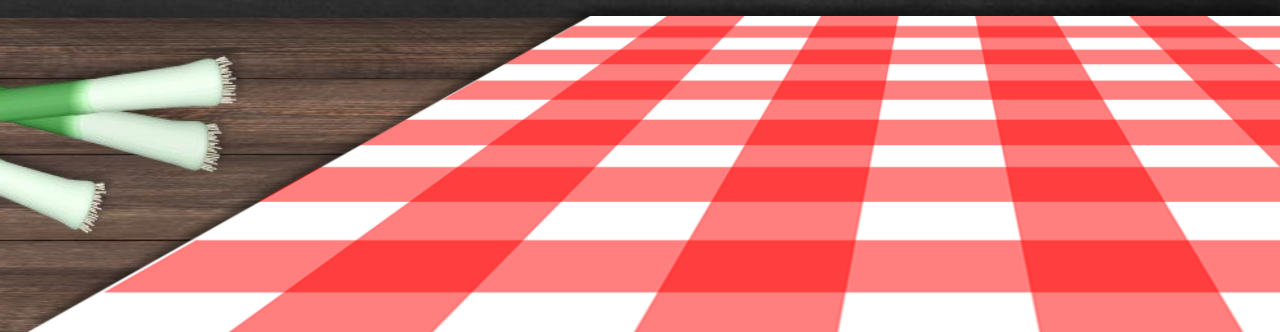
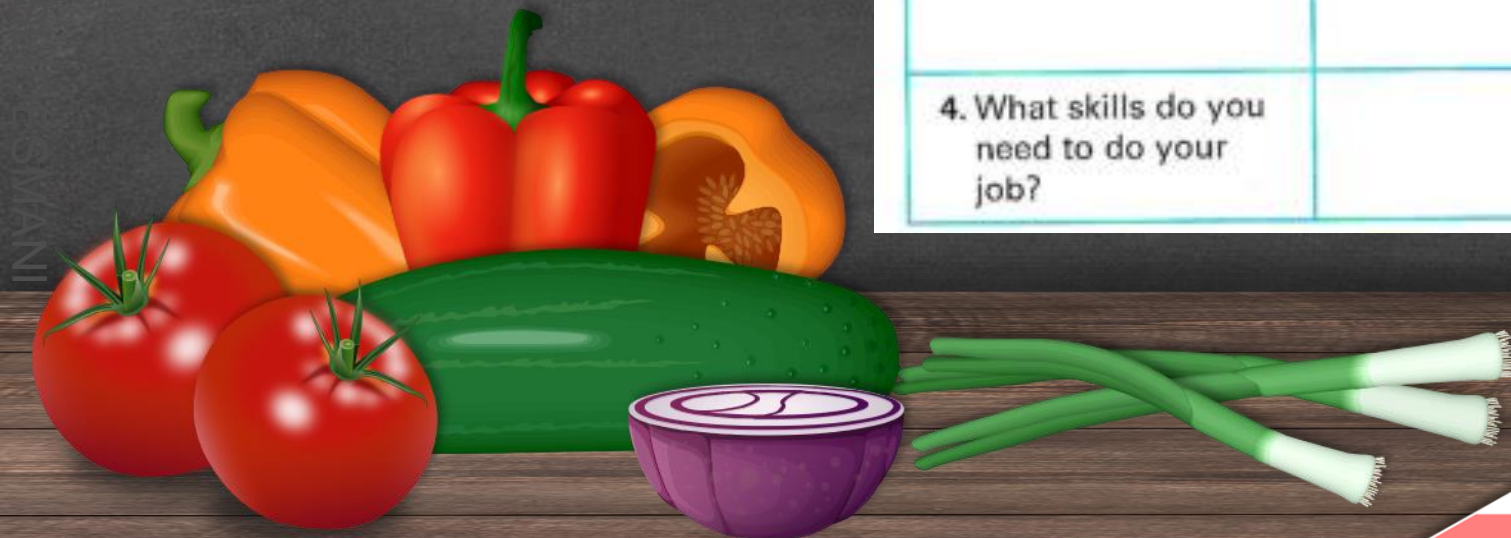


CONNECT THE LISTENINGS

STEP 1: Organize

 Listen to the excerpts. Read the questions a person might ask about these three unusual jobs. Then answer the questions with the information from Listenings One and Two.

	WINDOW WASHER	PROFESSIONAL SHOPPER	ICE-CREAM TASTER
1. Can you describe what you do?	<i>I wash office building windows.</i>		
2. What do you like about your job?		<i>I love to shop.</i>	
3. What's difficult about your job?			<i>I can't eat the ice cream. I have to take care of my taste buds. I can't eat spicy food.</i>
4. What skills do you need to do your job?			



HOMework

Work with a partner. Complete the conversation with your own information. Then practice it aloud.

A: Hi. My name's _____.

B: Hi. I'm _____. Nice to meet you.

A: Nice to meet you, too. So what do you do?

B: I'm _____.

A: _____. How do you like it?

B: _____. How about you? What do you do?

A: _____.

B: _____. So what do you like to do in your free time?

A: _____. How about you?

B: _____.

¹ retired: no longer working at a job, usually because of age





Thank
you

A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. Above the sign, a thin wooden branch is tied in a V-shape, with a vibrant red rose and green leaves tucked into the right side. The teal background has a distressed, peeling paint texture.

WELCOME



LISTENING

2

Lecturer: Le Thi Hanh, M.A



TÀI LIỆU CHÍNH:

[1] FRAZIER, L. & MILLS, R. (2009). *NORTHSTAR 2- LISTENING AND SPEAKING*. LONGMAN: PEARSON.

- TÀI LIỆU THAM KHẢO:

[2] MARGARET BROOKS (2011). *SKILLS FOR SUCCESS 2: LISTENING AND SPEAKING*. OXFORD: OXFORD UNIVERSITY PRESS.

[3] FALLA, T. & DAVIES, P. A. (2008). *INTERMEDIATE SOLUTIONS: STUDENT'S BOOK*. OXFORD: OUP.

[4] WILSON, J. J., & CLARE, A. (2006). *INTERMEDIATE TOTAL ENGLISH: STUDENT'S BOOK*. HARLOW: PEARSON.

[5] PET PRACTICE TESTS (*SELECTED MATERIALS*)



TÀI LIỆU THAM KHẢO:

[6] WEBSITE FOR PET PRACTICE TESTS:

A. [HTTP://WWW.FLO-
JOE.CO.UK/PET/STUDENTS/TESTS/](http://www.flo-joe.co.uk/pet/students/tests/)

B.

[HTTP://WWW.EXAMENGLISH.COM/PET/PET_LIS
TENING.HTML\.](http://www.examenglish.com/pet/pet_listing.html)

C. [HTTP://WWW.ENGLISHCLUB.COM](http://www.englishclub.com)

D. [HTTP://WWW.BBC.CO.UK](http://www.bbc.co.uk)

E. [HTTP://WWW.VOANEWS](http://www.voanews)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

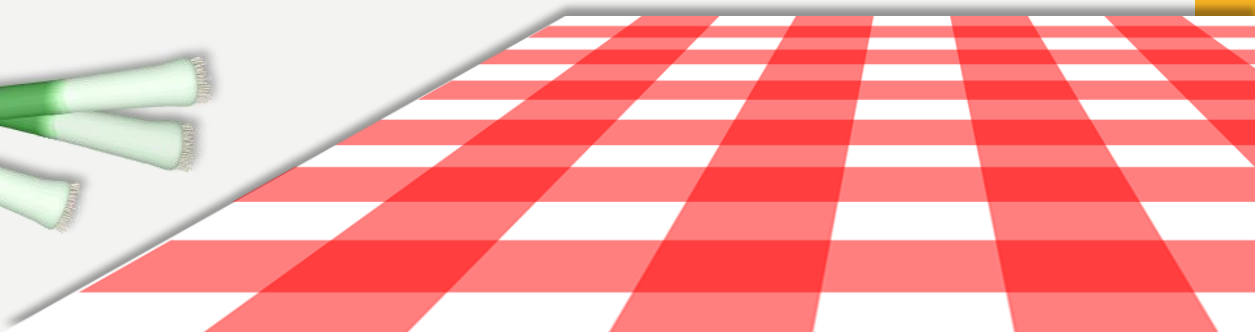
DAY 5

DAY 6

DAY 7

DAY 8

A PENNY SAVED
IS A PENNY
Earned



OUTLINE




1

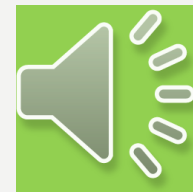
- **1.1 A Barter network**

2

- **1.2 The compact**

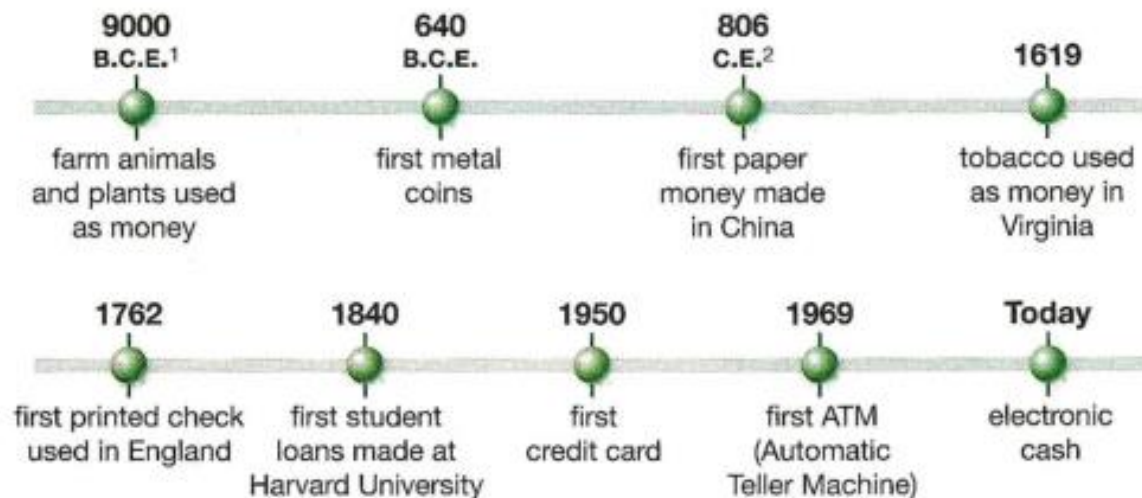


- 1  Read and listen to the timeline and the online article about the history of money and bartering.



MONEY SERIES

PART ONE: THE HISTORY OF MONEY AND BARTERING



¹ B.C.E. = Before the Common Era

² C.E. = the Common Era

Before people used money, they used other things that were **valuable** to them, such as plants or animals, to pay for things. Over the years, people developed more convenient ways to buy things such as loans, checks, and credit cards. Another convenient type of money is electronic money. Electronic money is used just like real money but can be saved on a computer or on an electronic cash card. Electronic money makes it easy to send money over the Internet. Today, there are many ways to buy things. But it is also easy to **spend** too much money. People can have problems when they spend more than they **earn**. As a result, many people are often looking for ways to save money.

One way for people to save money is bartering. Bartering

means to exchange one thing for another without using money. For example, one person might **exchange** some food for some clothing or other **item** with **equal** value.

Before people used money, they bartered for the things they needed. Today, people, businesses, and governments still barter as a way to save money. For example, a business might barter for goods, such as machines, or **services**, such as **designing** a website, that another business can do for them. Some people use the Internet to find other people who **are interested in** bartering. Other people use community barter **networks**. A barter network is a group of people that trade with each other. A barter network **provides its members** with the chance to save money and get to know other people in their community.



2 Circle the best definition for each word or phrase in bold.

1. **valuable**

a. useful, important

b. living

2. **item**

a. a thing

b. clothing

3. **spend**

a. pay money

b. get money

4. **earn**

a. get money by working

b. pay money

5. **be interested in**

a. want or care about

b. understand

6. **exchange**

a. buy a new thing

b. trade; give one thing for another

7. **service**

a. something you do for someone

b. a thing you buy someone

8. **network**

a. group of people with the same interests

b. people in a community

9. **provides**

a. gives

b. gets

10. **member**

a. person who belongs to a group

b. person who barter

11. **designing**

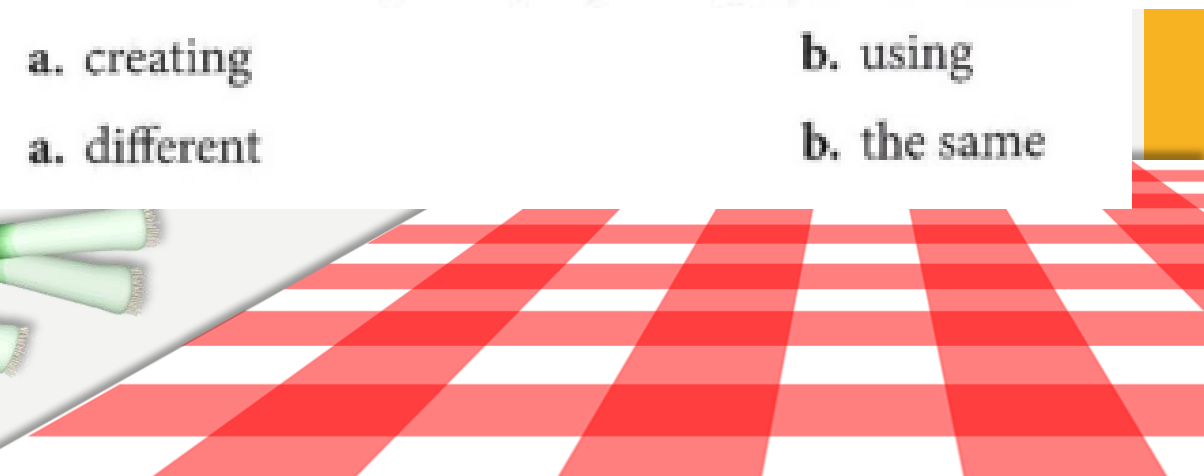
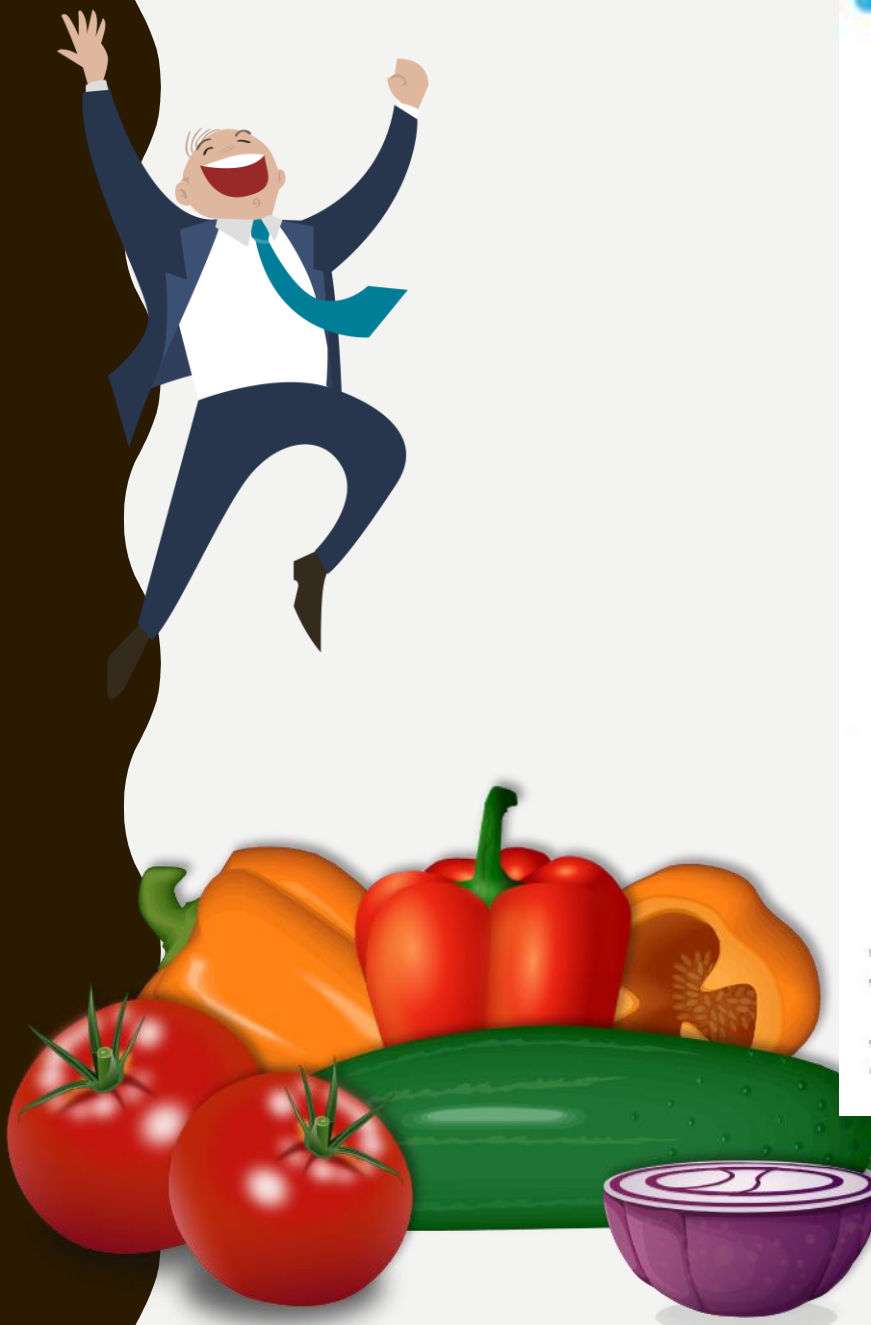
a. creating

b. using

12. **equal**

a. different


b. the same



PREVIEW

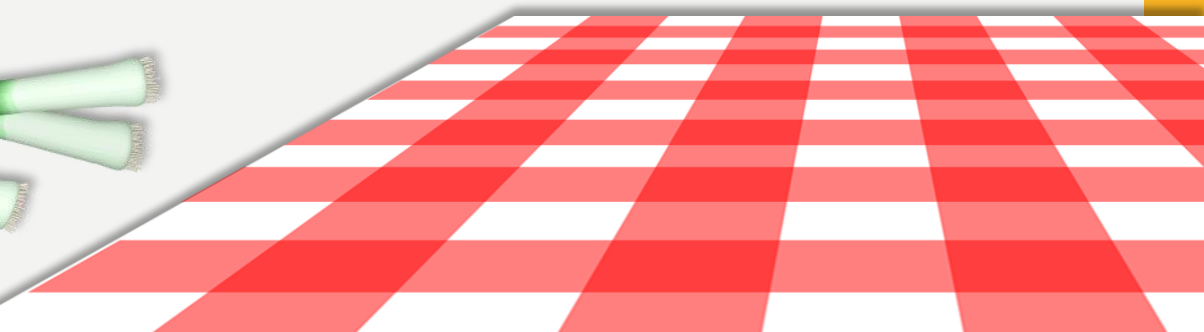
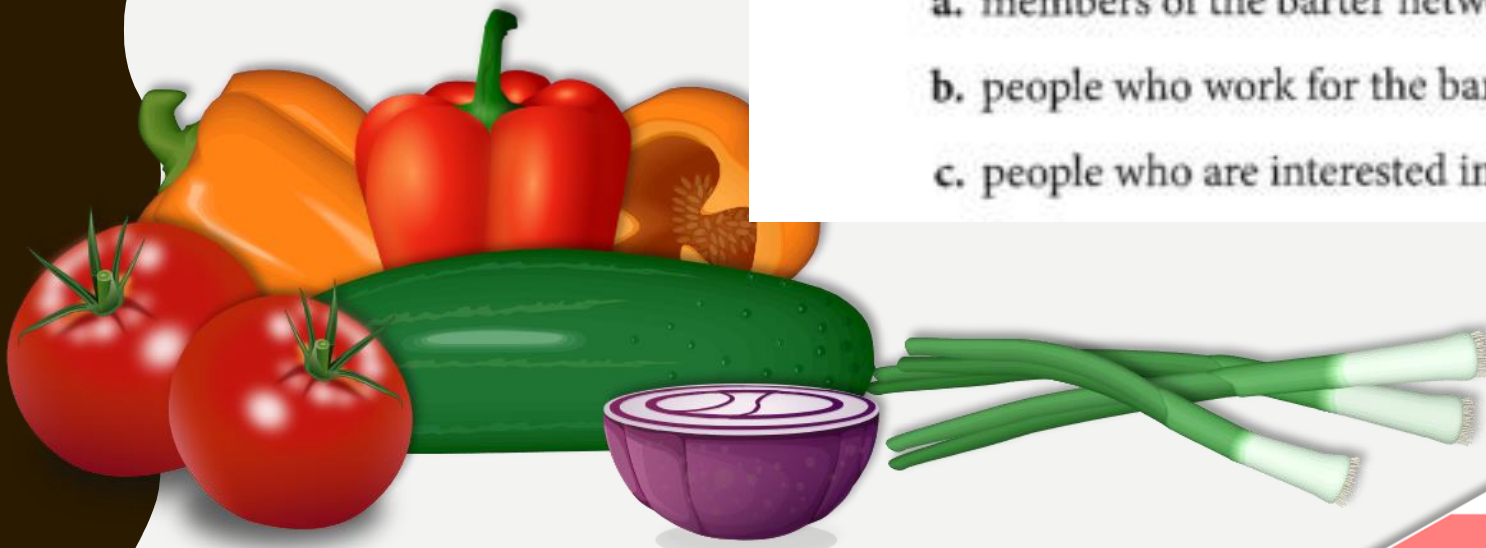
Carol is speaking about the City Barter Network.



1  Listen to the beginning of *A Barter Network*. Then read each question and circle the correct answer.

1. What are you listening to?
 - a. a radio announcement
 - b. a meeting
 - c. a class

2. Who is listening while Carol speaks?
 - a. members of the barter network
 - b. people who work for the barter network
 - c. people who are interested in joining the network



2 Circle more than one answer to complete each sentence.


1. Carol is going to discuss . . .
 - a. what bartering is.
 - b. why people like to barter.
 - c. how to use the barter network.
 - d. how to join the network.

2. Carol will give information about . . .
 - a. examples of things people barter
 - b. how old the barter network is
 - c. how many members belong to the network
 - d. names of other members
 - e. how to find other members
 - f. an example of a barter exchange





MAIN IDEAS

- 1  Listen to the whole discussion about the City Barter Network. Look again at your predictions from the Preview section. Were any of your predictions correct? Did they help you understand the discussion?
- 2 Put a check (✓) next to the things that members do.

Members . . .

barter for things and services.

earn Time Dollars.

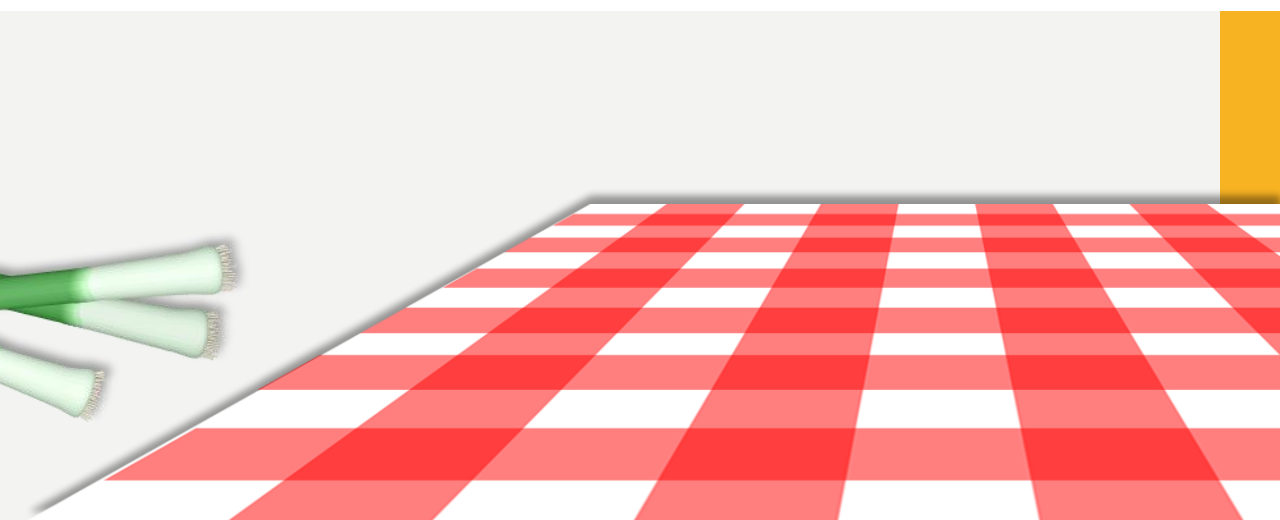
only barter for services.

use Time Dollars to buy services.

need to provide a service before they can get one.


spend money.

earn money.

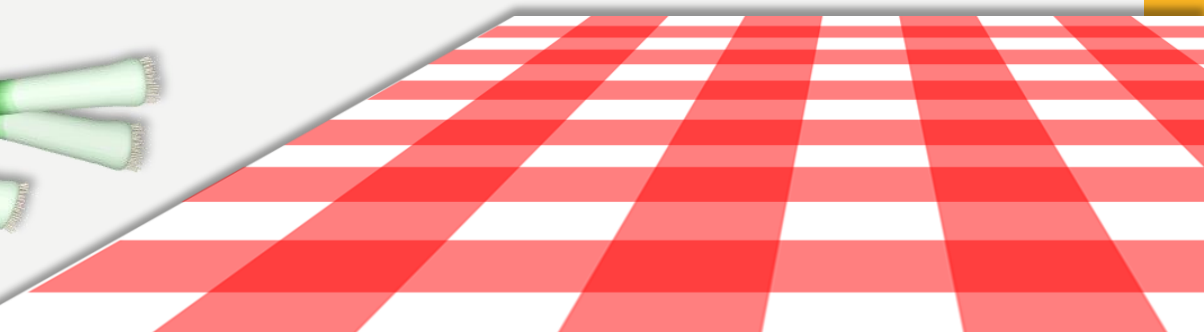




DETAILS

 Listen to the barter network meeting again. Then read each statement. Write *T* (true) or *F* (false). Correct the false statements.


- ___ 1. Members can list their services on a website.
- ___ 2. Most members provide services like cooking, cleaning, or fixing things.
- ___ 3. Members don't provide unusual services like taking photographs or giving music lessons.
- ___ 4. Some services are more valuable than others.
- ___ 5. Carol spent two hours cleaning another member's house.
- ___ 6. A member spent one hour fixing Carol's television.
- ___ 7. The man doesn't think he has skills.
- ___ 8. Carol needs someone to walk her dog.





MAKE INFERENCES

UNDERSTANDING FEELINGS FROM INTONATION

 Listen to the example. How does Woman 2 feel?

Example

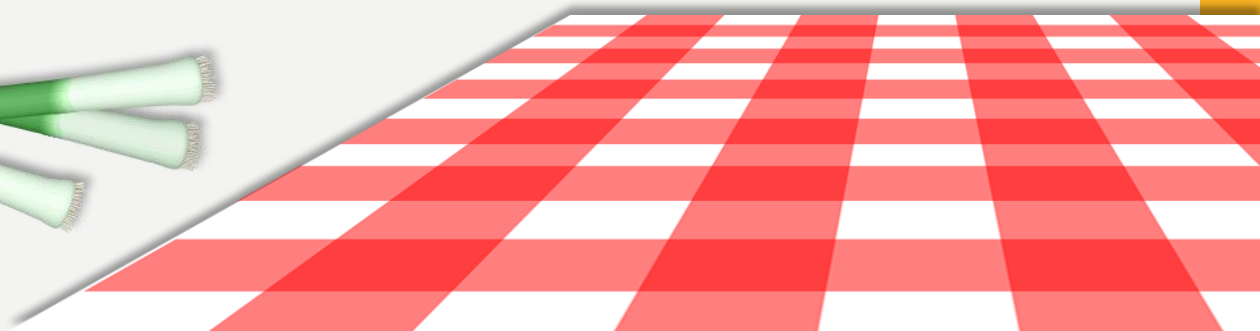
WOMAN 1: But, ah . . . well, some people provide more unusual services like taking photographs, designing a website, or even giving music lessons.

WOMAN 2: Music lessons?! So, do you think I could get piano lessons? I've always wanted to learn how to play the piano.


WOMAN 1: Yeah, sure.

WOMAN 2: Wow! That's great!

In the example, the second woman's voice rises and falls. This shows she feels excited about learning to play the piano.

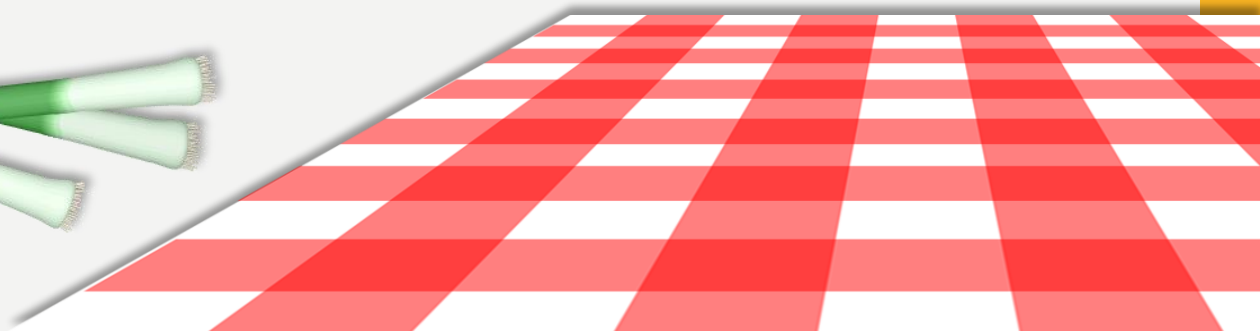




 Listen to two excerpts from the meeting of the barter network. After listening to each excerpt, read the questions and circle the correct answers.

Excerpt One

1. How does the man feel about exchanging services?
 - a. He feels excited.
 - b. He doesn't feel excited.
2. How do you know?
 - a. His voice is flat.
 - b. His voice rises and falls.

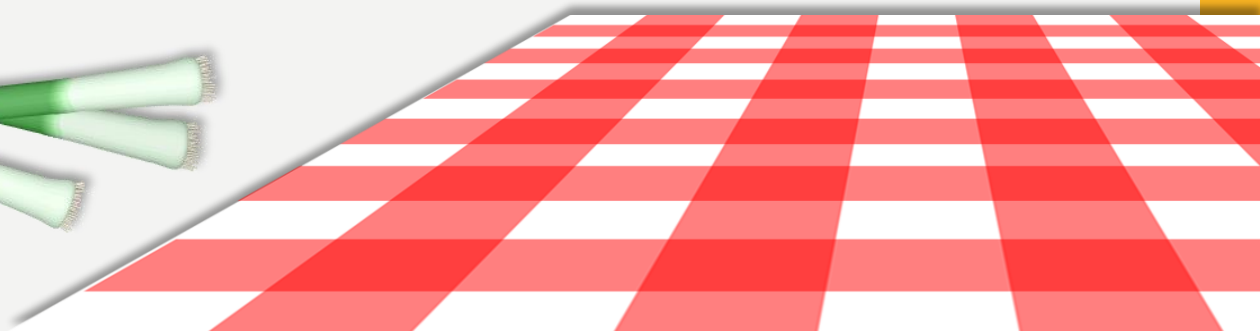




Excerpt Two

1. How does the man feel about the woman's question?
 - a. He's surprised.
 - b. He isn't surprised.

2. How do you know?
 - a. His voice is flat.
 - b. His voice rises.



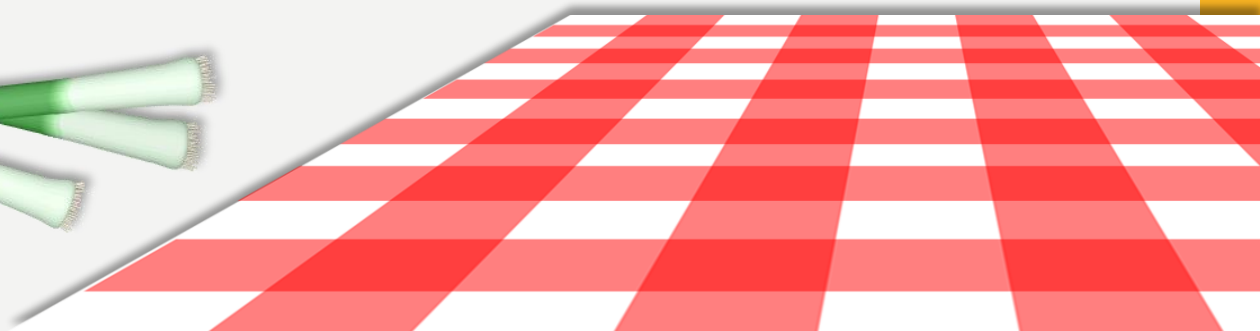
1.2 The compact

VOCABULARY




Read the statements. Circle the best definition for the word or phrase in bold.

1. When I don't have something I need, I can always **borrow** it from my neighbor. It's easy to give it back when I am done.
 - a. give to someone
 - b. get from someone temporarily
2. My house is very crowded and full of **stuff** I don't need. I should clean it out.
 - a. things, items
 - b. full
3. Some things are **necessities**. An example is food because you can't live without it.
 - a. things you like to have
 - b. things you must have
4. I like new clothes, but to save money, sometimes I buy **used** clothes. They are cheaper.
 - a. new
 - b. not new
5. **I bet** you would like the new computer I bought. It's really fast!
 - a. I think I know
 - b. I am not sure if something is true
6. I only bought two things today—groceries and gas for my car. **That's it!**
 - a. That's what I bought.
 - b. That's all



COMPREHENSION

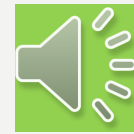
 Listen to the conversation between two members of the City Barter Network. Circle the best answer to complete each statement.

1. The Compact is a group of people who promised _____.
 - a. to barter for a year
 - b. not to buy anything new for a year
2. Members of the Compact can buy new _____.
 - a. food, medicine, and necessities
 - b. food, cars, and necessities
3. The members of the Compact think _____.
 - a. clothes, cars, and electronics are too expensive
 - b. most people have too much stuff they don't need



Used items in a thrift store

4. Members of the Compact ____ to get what they need.
 - a. borrow, buy things used, or barter
 - b. buy used things and barter for food
5. Mark needed to buy _____.
 - a. new paint
 - b. a new house
6. There are _____ of members in the Compact.
 - a. hundreds
 - b. thousands
7. Natalie likes shopping for _____.
 - a. used clothes
 - b. new clothes




LISTENING SKILL

EMPHATIC STRESS



Example

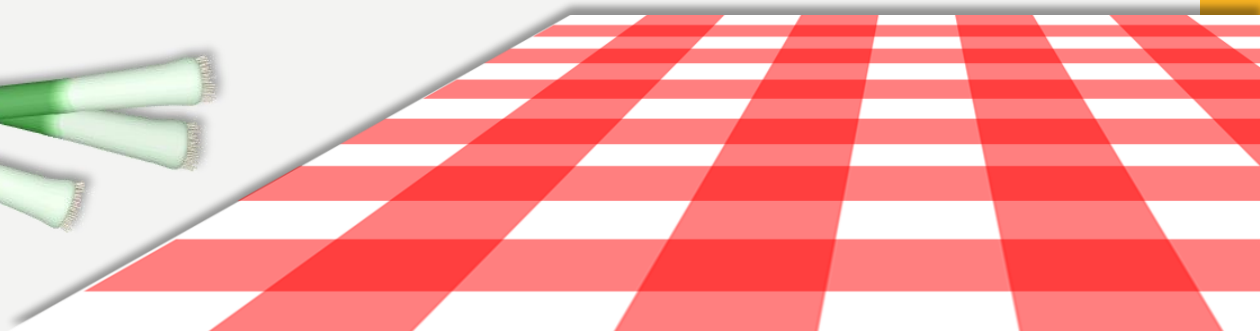
 Read and listen to the conversation.

WOMAN: No Kidding! You aren't going to buy **ANYTHING** new for a whole **YEAR**?

MAN: Well . . . actually, we **CAN** buy new necessities, things, you know, that you **NEED** . . .


The woman says, "You aren't going to buy **ANYTHING** new for a whole **YEAR**?" She can't believe people really don't buy anything at all for such a long time, so she stresses the words *anything* and *year*.

The man responds that they **CAN** buy things they **NEED**. In this sentence, the man wants to bring attention to the fact that in the Compact, people can buy some necessities, or things they need. He emphasizes the words *can* and *need*.



LISTENING SKILL

EMPHATIC STRESS

 Listen to the excerpts. What words are the speakers emphasizing? Discuss why with a partner.

Excerpt One



What words does the man emphasize? _____

What words does the woman emphasize? _____

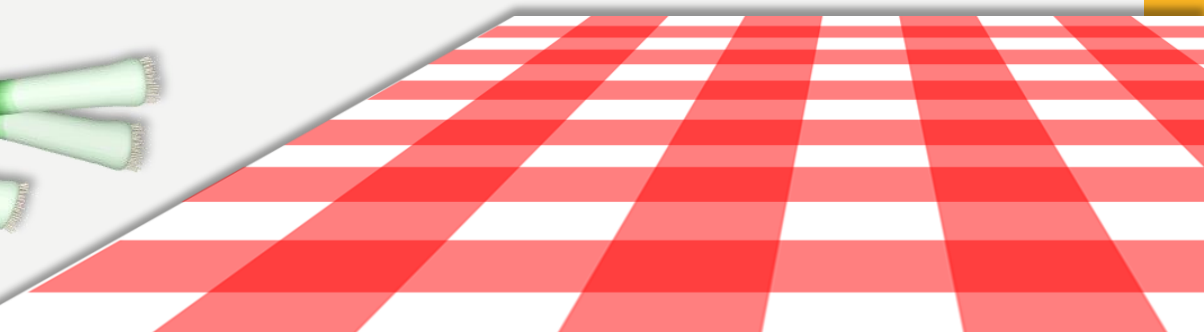
Why do they emphasize those words? _____

Excerpt Two



What word does the man emphasize? _____

Why do you think he emphasizes that word? _____



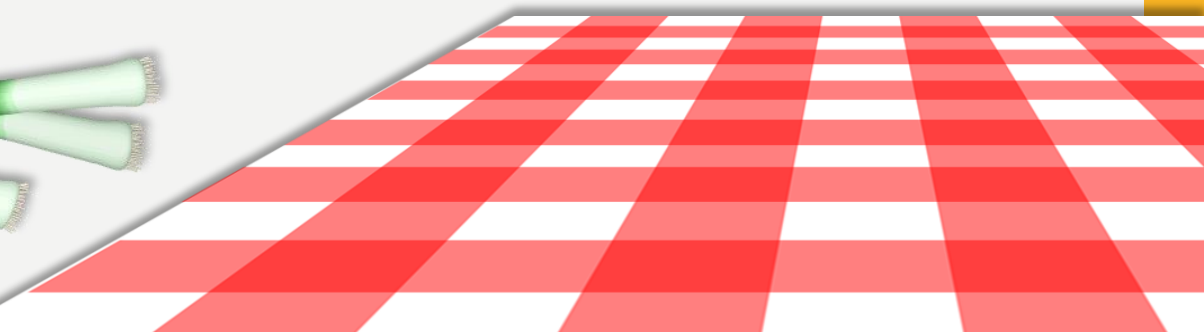
CONNECT THE LISTENINGS

STEP 1: Organize

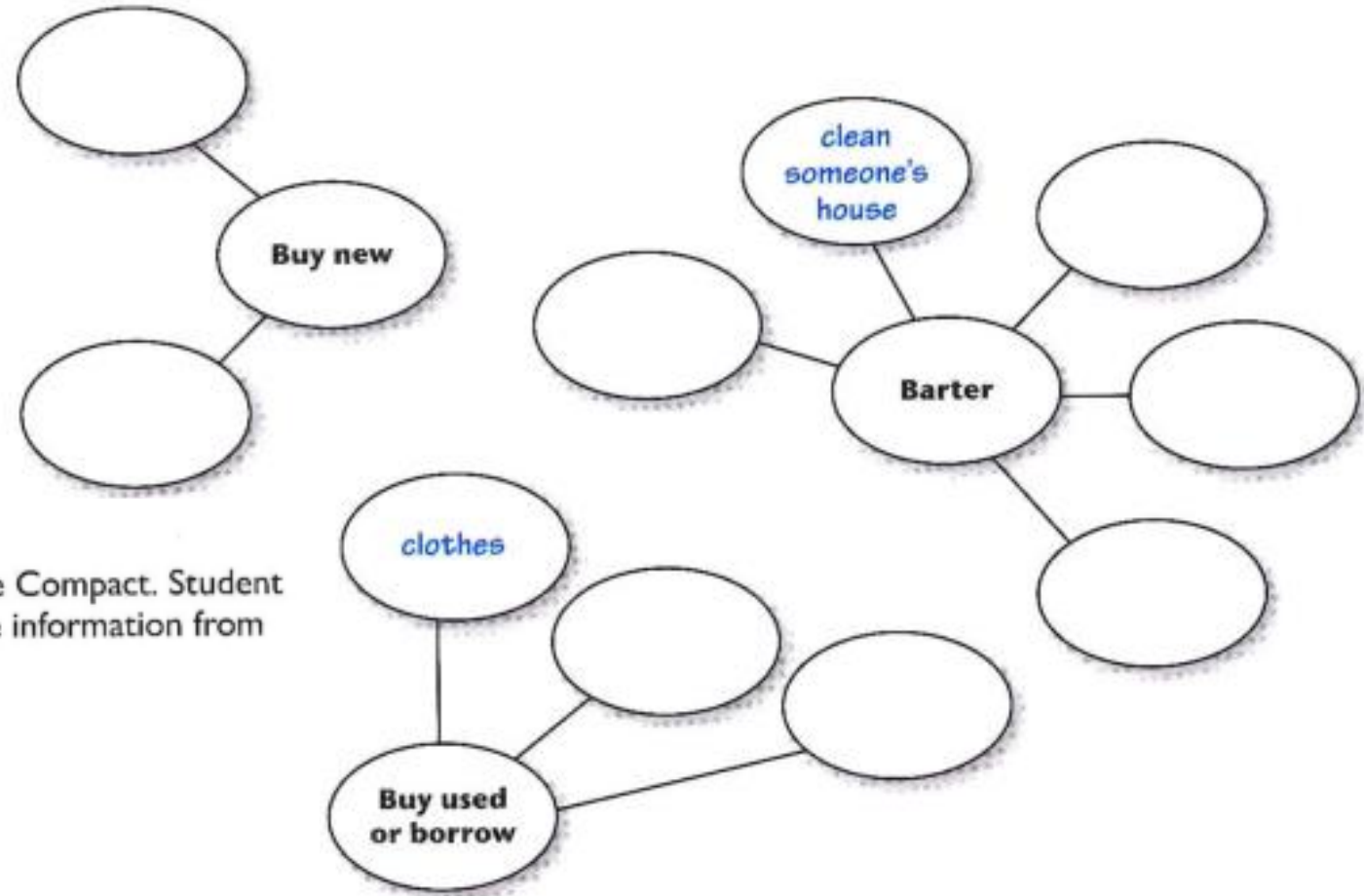
- 1 Look at the list of goods (things you can buy) and services (things you pay people to do for you) mentioned in the listenings. Write each item in the correct column in the chart.

car	computer	medicine
clean someone's house	fix a television	paint someone's house
clothes	food	walk someone's dog
	give someone piano lessons	

GOODS	SERVICES
	<i>clean someone's house</i>



2 How can members of the Compact get the goods and services they need? Write each good and service from the chart on page 59 in the correct place on the graphic organizer. Then compare your answers with a classmate's.



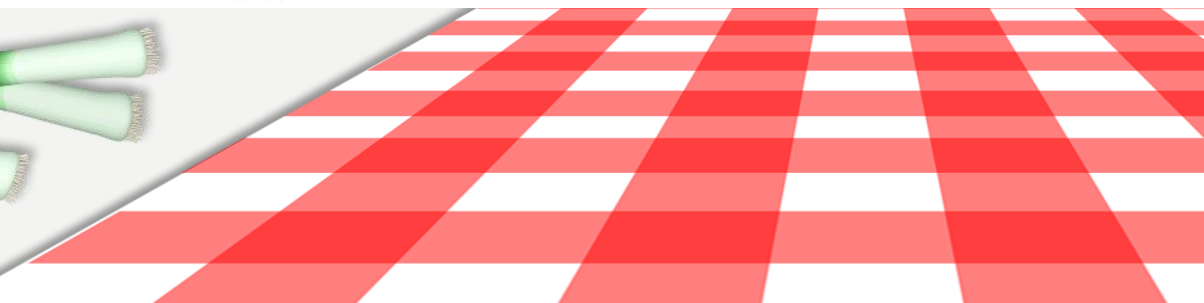
STEP 2: Synthesize

Work with a partner. Imagine you are in the City Barter Network and the Compact. Student A, say what you need. Student B, suggest a way to get each thing. Use the information from Step 1.

Example

A: I want someone to clean my house.

B: You can get that by bartering.





1  Listen to the numbers. Circle the number you hear.

1. 13 30

2. 14 40

3. 15 50


4. 16 60

5. 17 70

6. 18 80

7. 19 90



3  Listen and write the prices you hear. Then practice saying them aloud in two different ways.

1. \$ _____

2. \$ _____

3. \$ _____

4. \$ _____

5. \$ _____





homework

4

Work with a partner. Take turns asking each other how much you usually spend on the items listed. Write your partner's answers. Share the information with your classmates.

Example

A: How much do you usually spend on a haircut?

B: I spend thirty dollars. How about you?

A: I spend fifteen dollars.

1. a haircut \$ _____

2. a movie ticket \$ _____

3. your phone bill \$ _____

4. a meal in a restaurant \$ _____

Thank
You



A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. Above the sign, a thin wooden branch is strung across the wall, forming a triangular shape. A vibrant red rose with green leaves is tucked behind the sign on the right side. The teal background is made of vertical wooden planks with visible grain and some wear.

WELCOME



LISTENING

2

Lecturer: Le Thi Hanh, M.A



TÀI LIỆU CHÍNH:

[1] FRAZIER, L. & MILLS, R. (2009). *NORTHSTAR 2- LISTENING AND SPEAKING*. LONGMAN: PEARSON.

- TÀI LIỆU THAM KHẢO:

[2] MARGARET BROOKS (2011). *SKILLS FOR SUCCESS 2: LISTENING AND SPEAKING*. OXFORD: OXFORD UNIVERSITY PRESS.

[3] FALLA, T. & DAVIES, P. A. (2008). *INTERMEDIATE SOLUTIONS: STUDENT'S BOOK*. OXFORD: OUP.

[4] WILSON, J. J., & CLARE, A. (2006). *INTERMEDIATE TOTAL ENGLISH: STUDENT'S BOOK*. HARLOW: PEARSON.

[5] PET PRACTICE TESTS (*SELECTED MATERIALS*)



TÀI LIỆU THAM KHẢO:

[6] WEBSITE FOR PET PRACTICE TESTS:

A. [HTTP://WWW.FLO-
JOE.CO.UK/PET/STUDENTS/TESTS/](http://www.flo-joe.co.uk/pet/students/tests/)

B.

[HTTP://WWW.EXAMENGLISH.COM/PET/PET_LIS
TENING.HTML\.](http://www.examenglish.com/pet/pet_listing.html)

C. [HTTP://WWW.ENGLISHCLUB.COM](http://www.englishclub.com)

D. [HTTP://WWW.BBC.CO.UK](http://www.bbc.co.uk)

E. [HTTP://WWW.VOANEWS](http://www.voanews)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

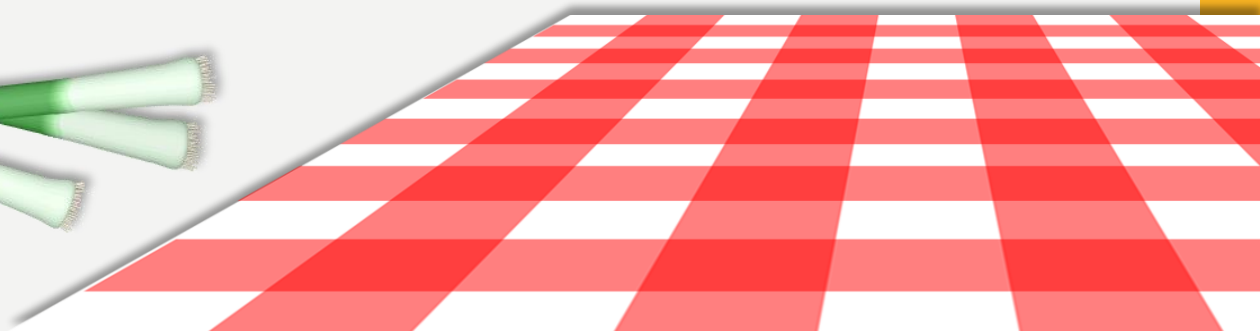
DAY 6

DAY 7

DAY 8

UNIT 4

WHAT HAPPENED TO Etiquette?



OUTLINE



1


- **1.1 What ever happened to manners?**

2

OUR LISTENERS RESPOND—WHY IS THERE A LACK OF MANNERS?



VOCABULARY

1  Read and listen to the beginning of a radio show.

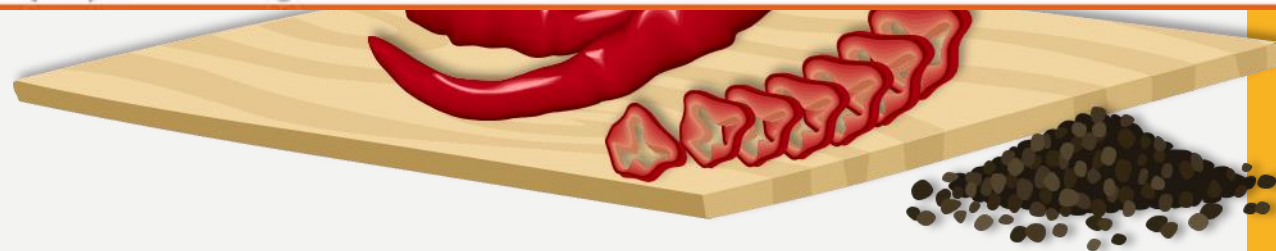
Host: Thanks for tuning into *Your World*. In today's show, we're going to focus on **manners**.

Maybe, like me, you were **raised** by your parents to be **courteous**. My mother always said, "**Treat** others as you want them to treat you." In other words, show **respect** to others. Many cultures have the same idea. In English, this is called "the golden rule."

But what is considered to be polite **behavior** will be different depending on your culture. For example, in some countries, when you're invited to dinner at someone's home, you should arrive on time. If not, it's considered rude. But in other countries, when you're invited to someone's home for dinner, it's rude to *arrive on time*. You should instead arrive 30 minutes late! So, what's polite depends on where you are.

But behavior can be different even in the same culture. For example, imagine you are at work and have a file of important **documents** to give to your boss. On your way to her office, you drop the whole file! Will someone stop to help you pick them up? Maybe. Maybe not. We all **appreciate** it when others are polite to us, but it seems like many people just aren't polite anymore.

In a recent survey¹ that was **conducted** in the U.S., 76 percent of the people said that manners are changing and people are less courteous now than they were in the past. They believe that these days, Americans are more **likely** to behave and speak in a rude way than they have in the past. Is this true? Are people becoming less courteous? Let's find out.




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

- | | |
|-----------------------------|-------------------------------------------------------|
| <u> b </u> 1. manners | a. used to show the chance that something will happen |
| <u> </u> 2. to be raised | b. polite ways to behave or speak |
| <u> </u> 3. courteous | c. be taken care of as a child: be brought up |
| <u> </u> 4. treat | d. to act or think toward someone in a particular way |
| <u> </u> 5. respect | e. a piece of paper with official information on it |
| <u> </u> 6. appreciate | f. polite |
| <u> </u> 7. behavior | g. feel or show care for or attention to something |
| <u> </u> 8. conduct (v) | h. to be grateful or thankful (for something) |
| <u> </u> 9. document | i. the way someone acts |
| <u> </u> 10. likely | j. to plan and do something, such as a test or study |

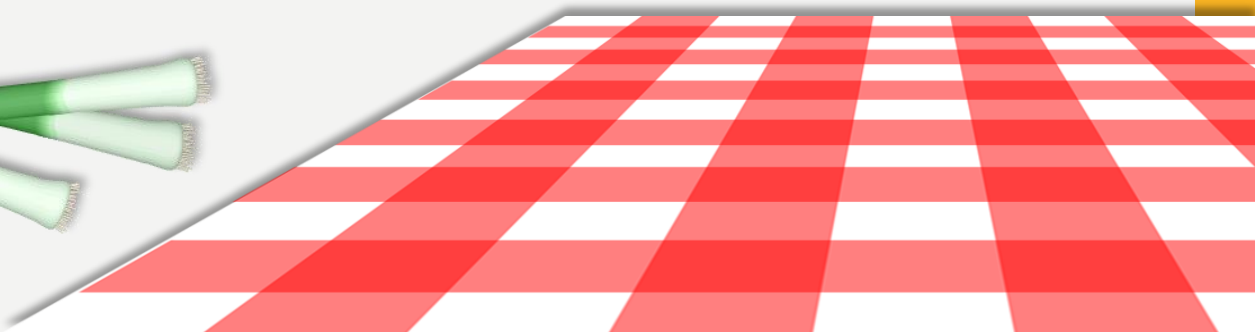
PREVIEW

Many people think the general public doesn't have good manners anymore. Discuss this idea with a partner. Then, listen to the radio show.



 Listen to the beginning of the radio show called *What Ever Happened to Manners?* How do you think Sarah Jones did an international study of manners? List three possible ways.

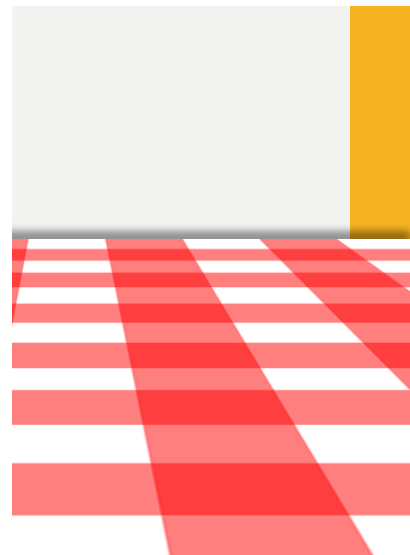
1. _____
2. _____
3. _____



MAIN IDEAS


Circle the correct answer to each question.

1. How did the reporters conduct their study?
 - a. They asked people for their opinions about manners.
 - b. They observed people's language and behavior.
 - c. They gave people a written test of polite behaviors.
2. Where did the reporters conduct their study?
 - a. in different coffee shops
 - b. in different workplaces
 - c. in different cities
3. What behaviors were included in the study?
 - a. holding the door for someone, helping someone pick up some documents, and letting someone sit down
 - b. helping someone pick up some documents, helping someone cross the street, and saying "thank you"
 - c. holding the door for someone, helping someone pick up some documents, and saying "thank you"
4. What reason did most people give for being courteous?
 - a. They were raised to be courteous.
 - b. They want to help others.
 - c. They follow "the golden rule."
5. Who did the reporters test?
 - a. all kinds of people
 - b. students and businesspeople
 - c. only cashiers





DETAILS

 Listen to the interview again. Then complete the summary of the survey.

Two reporters went to large cities all around the world. They went to _____ 1. _____ countries. The reporters did three tests: a _____ 2. _____ test, a _____ 3. _____ drop, and a customer _____ 4. _____ test.

For the door test, they wanted to see if people would _____ 5. _____ for the reporters. For the second test, they wanted to see if anyone would help them pick up a _____ 6. _____ of important papers. For the customer service test, they wanted to see if people who work in stores were polite and said _____ 7. _____.


In the most courteous city, _____ 8. _____ percent of the people passed the door test, but when the reporters dropped their papers, only _____ 9. _____ percent helped pick them up. For the customer service test, _____ 10. _____ out of 20 cashiers passed the test. Men were more _____ 11. _____ to help than women. In the document test, _____ 12. _____ percent of the men and _____ 13. _____ percent of the women helped the reporters. In the study, _____ 14. _____ was the most courteous city.





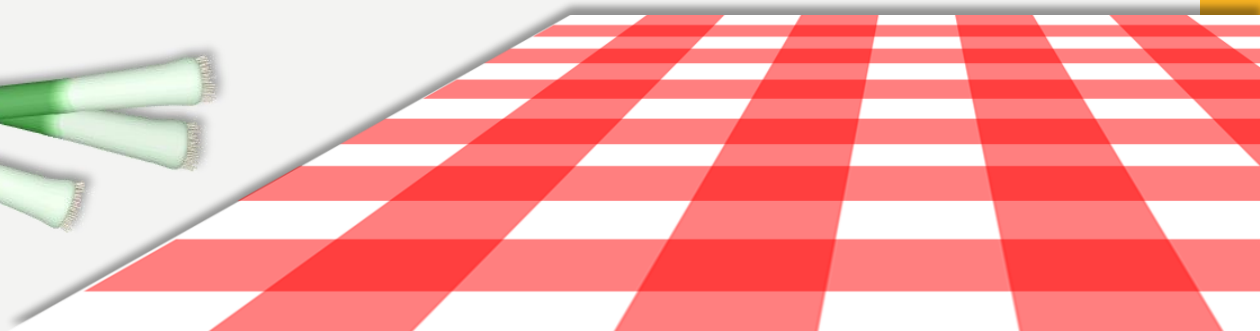
MAKE INFERENCES

UNDERSTANDING CONTRASTING IDEAS

 Listen to the example. Which words does the speaker stress? What are the two ideas the speaker is contrasting?


Example

You know, what I'm curious about is why *some* people *are* courteous and some *others aren't*. In this example, the speaker stresses the words *some* and *are*, and also the words *others* and *aren't*. The speaker is contrasting two ideas: *some people are courteous, but other people are not*.



MAKE INFERENCES

UNDERSTANDING CONTRASTING IDEAS

 Listen to two excerpts from the interview. After listening to each excerpt, write down two pairs of words or numbers that are stressed. What are the two ideas the speaker is contrasting?

Excerpt One



Stressed words: almost everyone door

Contrasting ideas: 1. Almost everyone held the door.

2. _____

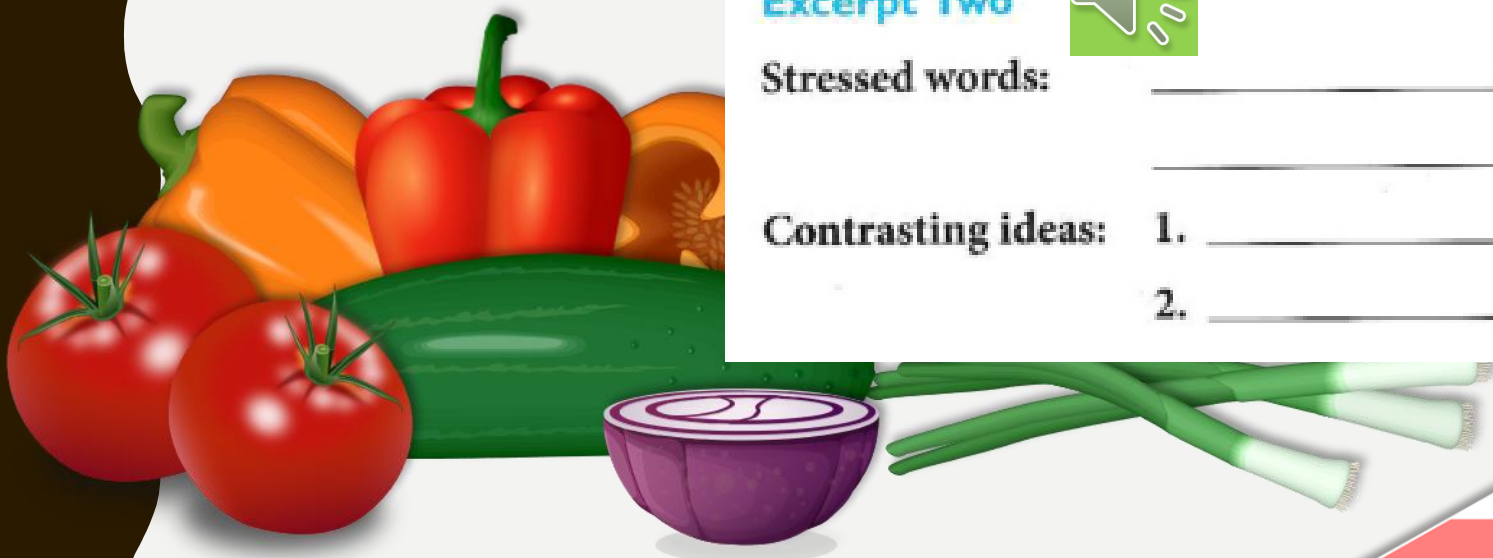
Excerpt Two




Stressed words: _____

Contrasting ideas: 1. _____

2. _____



VOCABULARY

 Listen to the following words. Then read the sentences and choose the best definition for each word. Circle your answers.

confusing

face-to-face

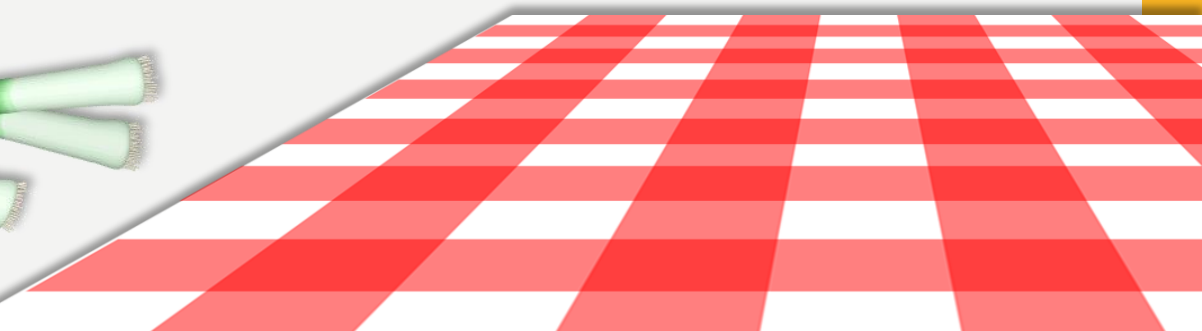
text

electronic device

immediate response


1. Etiquette can be **confusing** when you travel to a new culture. The rules of politeness may be different, and you may not know how to behave politely.
 - a. difficult to understand
 - b. difficult to say
2. Cell phones are a type of **electronic device** that helps us to communicate with each other faster.
 - a. a machine that is fast
 - b. electronic equipment used to achieve a purpose

3. I think it's more polite to say you are sorry to someone **face-to-face**, instead of by email.
 - a. online
 - b. in person
4. I sent a **text** message to my friend Karl 10 minutes ago inviting him to my party, and he sent an **immediate response** saying he can come.
 - a. a polite answer
 - b. a fast answer
5. You should never **text** when you are driving. It's not safe to use your phone and drive at the same time.
 - a. send a written message by phone
 - b. send an email through your computer



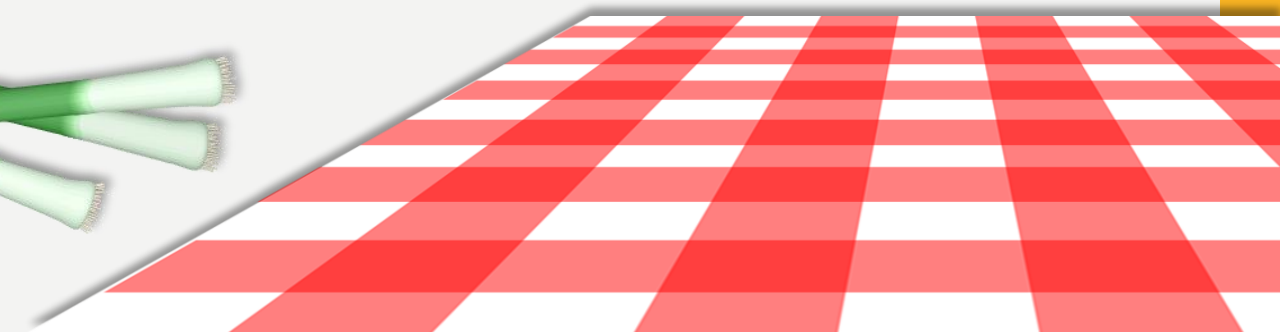


COMPREHENSION

 Listen to the second part of the radio show. Listeners were invited to call in with their ideas on why people are rude. Look at the list of reasons. Check (✓) the reasons you hear.

There is a lack¹ of manners because . . .

- parents don't spend enough time teaching their kids manners.
- people don't know each other well, so they are less polite.
- children don't learn manners at school anymore.
- living with people from many different cultures is confusing.
- of electronic devices, people give immediate short responses.
- people follow the behavior they see on TV.
- people forget how to talk to someone face-to-face.






LISTENING SKILL

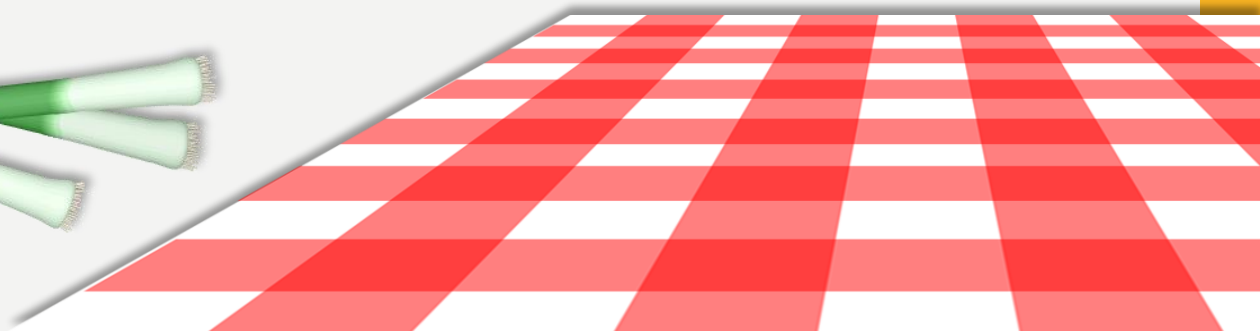
UNDERSTANDING SUMMARIES

Example

 Listen to the example:

Host: Well, we're out of time, but to wrap up: we need more family time, a better understanding of our different cultures, and more face-to-face time . . . certainly some things to think about! That's all for now, until next week.

In the example, the host summarized all of the caller's comments in one sentence: *We need good manners at home, a better understanding of our different cultures, and more face-to-face time.*



 Listen to the following excerpts from *Our Listeners Respond—Why Is There a Lack of Manners?* Take notes of the key words. Then write a sentence that summarizes the main point(s) of what the speaker said. Then listen to how the host summarizes the callers' opinions. Compare your sentences. Did you include the same information?

Excerpt One



Key words: _____

My summary sentence: _____

The host's summary sentence: _____

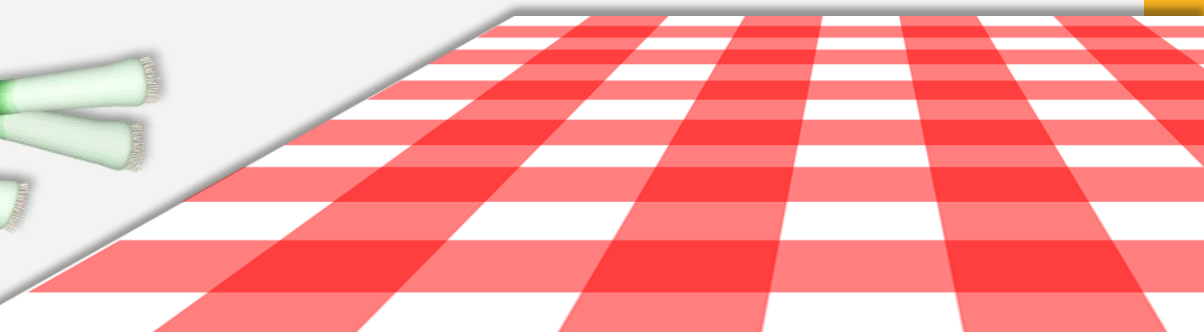
Excerpt Two



Key words: _____

My summary sentence: _____

The host's summary sentence: _____



CONNECT THE LISTENINGS

STEP 1: Organize

Complete the chart. Look at the list of ideas from Listenings One and Two. Each idea belongs to one of the categories in the chart below. Categorize each idea and write it in the correct column. Then compare your completed chart with a partner's.

~~Small things like holding the door are easy to do.~~

~~Parents don't teach manners at home.~~

People communicate using electronic devices, such as cell phones.

You don't know how long to hold the door for someone.

Sometimes your hands are full and you can't help.

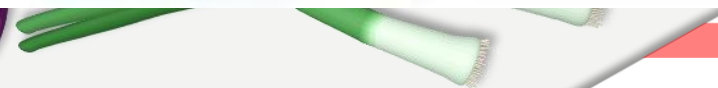
It shows respect for others.

People follow "the golden rule."

People from other cultures may seem rude but they have different rules of etiquette.

People are raised to be polite.

REASONS FOR COURTEOUS BEHAVIOR	REASONS FOR IMPOLITE BEHAVIOR
<ul style="list-style-type: none">• Small things like holding the door are easy to do.•••	<ul style="list-style-type: none">• Parents don't teach manners at home.••••



STEP 2: Synthesize

Work with a partner. Student A, you are a reporter interviewing people on the street about manners. Ask questions. Student B, answer Student A's questions. Use the information from Step 1. Then switch roles and repeat the conversation.

Example

A: Hello. I'm interviewing people about manners. Can you give me an example of courteous behavior?

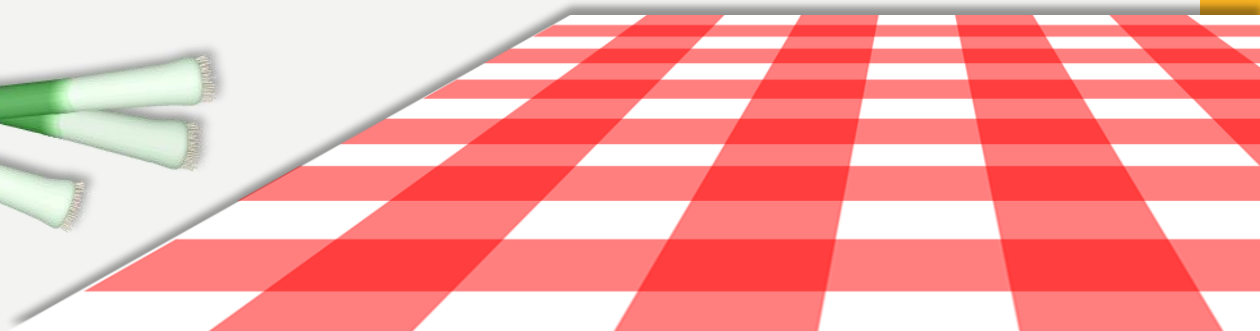
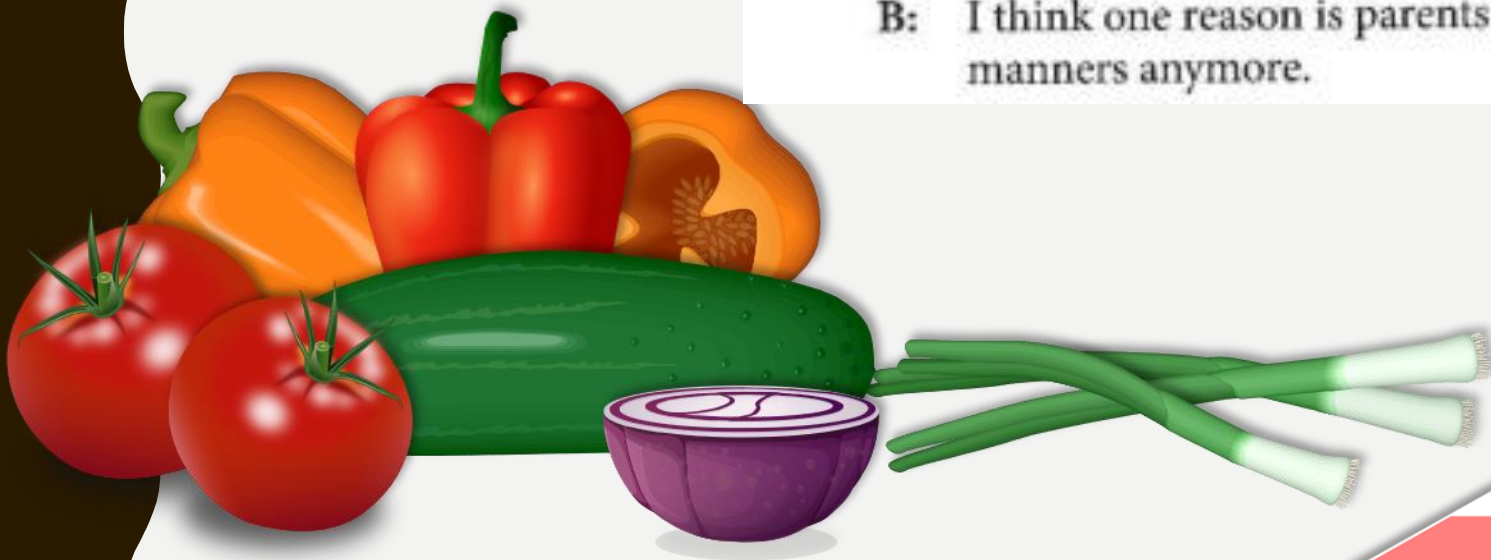
B: Sure. I think it's polite to hold the door for someone.

A: True. Why do you think people do that?

B: Well, you're opening the door anyway. It's an easy thing to do.

A: But some people aren't courteous. Why is that?

B: I think one reason is parents don't spend enough time teaching their children manners anymore.





homework

4

Work with a partner. Take turns asking each other how much you usually spend on the items listed. Write your partner's answers. Share the information with your classmates.

Example

A: How much do you usually spend on a haircut?

B: I spend thirty dollars. How about you?

A: I spend fifteen dollars.

1. a haircut \$ _____

2. a movie ticket \$ _____

3. your phone bill \$ _____

4. a meal in a restaurant \$ _____

Thank
You



A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. Above the sign, a thin wooden branch is tied in a V-shape, with a vibrant red rose and green leaves tucked into the right side. The teal background has a distressed, peeling paint texture.

WELCOME



LISTENING

2

Lecturer: Le Thi Hanh, M.A



TÀI LIỆU CHÍNH:

[1] FRAZIER, L. & MILLS, R. (2009). *NORTHSTAR 2- LISTENING AND SPEAKING*. LONGMAN: PEARSON.

- TÀI LIỆU THAM KHẢO:

[2] MARGARET BROOKS (2011). *SKILLS FOR SUCCESS 2: LISTENING AND SPEAKING*. OXFORD: OXFORD UNIVERSITY PRESS.

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[5] PET PRACTICE TESTS (*SELECTED MATERIALS*)



TÀI LIỆU THAM KHẢO:

[6] WEBSITE FOR PET PRACTICE TESTS:

A. [HTTP://WWW.FLO-
JOE.CO.UK/PET/STUDENTS/TESTS/](http://www.flo-joe.co.uk/pet/students/tests/)

B.

[HTTP://WWW.EXAMENGLISH.COM/PET/PET_LIS
TENING.HTML\.](http://www.examenglish.com/pet/pet_listing.html)

C. [HTTP://WWW.ENGLISHCLUB.COM](http://www.englishclub.com)

D. [HTTP://WWW.BBC.CO.UK](http://www.bbc.co.uk)

E. [HTTP://WWW.VOANEWS](http://www.voanews)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

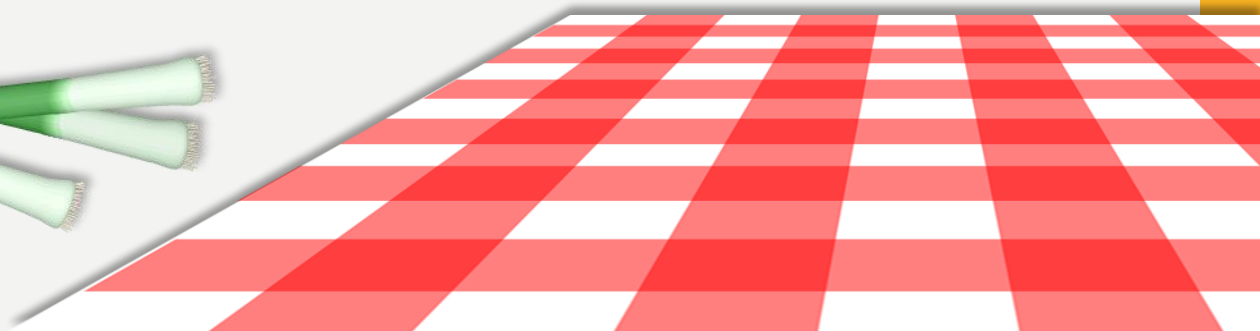
DAY 6

DAY 7

DAY 8

UNIT 5

THE FAT Tax



OUTLINE



1

- **1.1 The nation talks**

2

- **2.2 Listeners call in**



1. The nation talks

VOCABULARY

1  Read and listen to the beginning of a radio show.

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


- | | |
|----------------------|-----------------------------------------------------------------|
| ___ 1. junk food | a. suggest that someone not do something |
| ___ 2. consumption | b. the condition of being extremely fat |
| ___ 3. public health | c. remove or throw away something you do not want |
| ___ 4. obesity | d. food that is unhealthy |
| ___ 5. increase | e. make the amount or size of something less than it was before |
| ___ 6. reduce | f. eating or using something |
| ___ 7. discourage | g. become greater in size, amount, number, etc. |
| ___ 8. get rid of | h. say that something is true, even though it might not be |
| ___ 9. lose weight | i. money people are required to pay the government |
| ___ 10. claim | j. become thinner |
| ___ 11. deal with | k. the general physical condition of the citizens of a country |
| ___ 12. tax | l. do something to solve a problem |

About 11 percent of the food Americans eat comes from fast food restaurants. And a lot of the food at fast food restaurants is **junk food**: soda, hamburgers, French fries—unhealthy foods that are high in salt, sugar, and fat. Many studies show that our **consumption** of junk food is related to one of the biggest **public health** problems in the United States today: the **increase** in **obesity**. People who are obese are extremely overweight—they weigh at least 20 percent more than what they should for their body type and height. And one of the main reasons that people are obese is because they eat too much fast food. To put it simply, Americans are too fat, and it is making them sick. Obesity causes some serious diseases, such as heart disease, diabetes, and some kinds of cancer. Obesity also costs a lot of money—in the billions of dollars a year in health care costs.

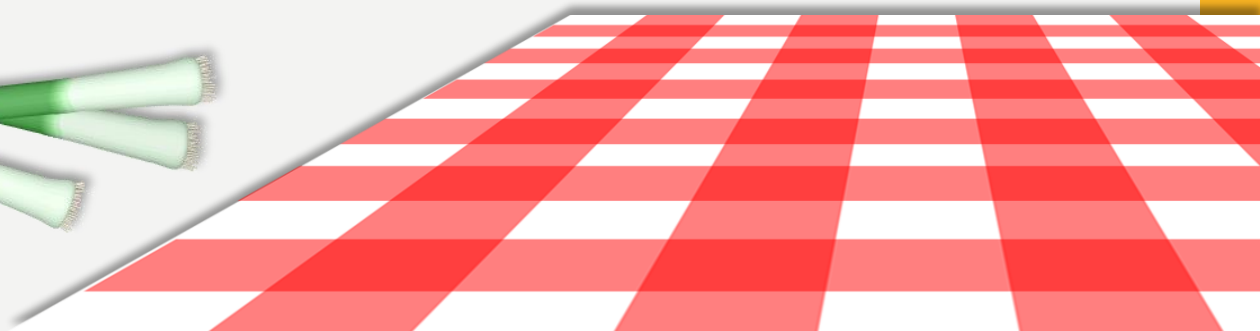
So how can we change our eating habits and **reduce** our consumption of junk food? For example, should the government put a **tax** on unhealthy foods to make them cost more? How can obese people **get rid of** the extra pounds that are slowly killing them? Do workplace programs to help people **lose weight** really help? Many programs **claim** to have the solution, but do they work? Can the government do anything to **discourage** Americans from eating so much junk food? What are the best ways to **deal with** the increase in obesity in the U.S.? That is the topic of today's show. We hope you will join the conversation, either by telephone or by joining our online discussion group.



PREVIEW

 Listen to the introduction to a radio show. Check (✓) two topics that the speakers are likely to discuss during the radio show.

- serious diseases such as cancer
- people's eating habits
- taxes on unhealthy food
- table manners
- ways to lose weight





MAIN IDEAS

2 Circle the correct answers.


1. What is a fat tax?
 - a. It is a tax on people who are obese.
 - b. It is a tax on unhealthy foods that can make people obese.
 - c. It is a tax on fast food restaurants that serve junk food.
2. What is the purpose of a fat tax?
 - a. To discourage people from eating food that can make them obese.
 - b. To pay for public health programs.
 - c. To make fast food restaurants stop serving unhealthy food.

3. Which countries already tried a fat tax?
 - a. The United States and Great Britain (the United Kingdom).
 - b. Most European countries.
 - c. Two countries in Europe.
4. Why did the government in Denmark get rid of the fat tax?
 - a. The tax did not improve public health.
 - b. The tax made food too expensive.
 - c. The tax was not high enough.
5. Do fat taxes work?
 - a. There is not enough information yet to say for sure.
 - b. Probably not.
 - c. Yes they do, but businesses don't like them.





DETAILS

 Listen to the radio report again. Then read each statement. Write **T** (*true*) or **F** (*false*). Then correct the false statements.


- ___ 1. Roberta Anderson is a food researcher.
- ___ 2. Fat taxes only raise the price of junk food.
- ___ 3. Hungary got rid of its fat tax.
- ___ 4. Shoppers and business owners in Denmark disagreed with the fat tax.
- ___ 5. People from Denmark shopped in Germany because the food was better there.
- ___ 6. Studies show that a fat tax in the United States might help people lose weight.
- ___ 7. One study showed that a 20 percent tax on soda could reduce obesity by 3.5 percent.
- ___ 8. A tax on pizza and soda could help Americans lose up to 18 percent of their body weight.
- ___ 9. The fat tax may be one of the reasons that the consumption of butter, margarine, and oil went down in Denmark.
- ___ 10. The economy¹ in Denmark was strong when the fat tax was introduced.





MAKE INFERENCES

HEDGING

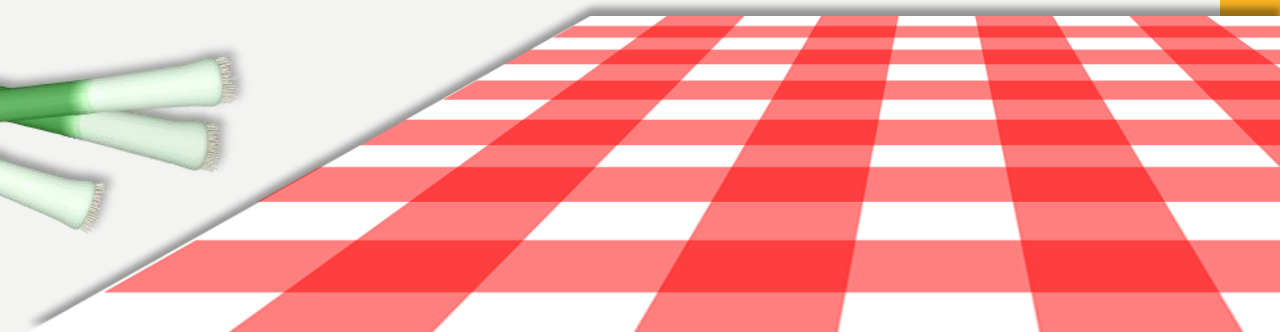
 Listen to the example. Listen to the words and the tone of voice. What does the reporter mean?

Example


HOST: Do you mean that they got rid of the tax because of the costs, not public health?

REPORTER: Well, yes—at least that's what many people believe.

In the example, the speaker uses the words “at least that’s what many people believe” to hedge. Although she says “yes,” you can infer by her tone of voice and the words she uses—“at least” and “many people believe”—that she is avoiding expressing her own opinion; she is just reporting what others are saying.



MAKE INFERENCES

-  Listen to the excerpts. What does the reporter mean? Circle the correct answer.

Excerpt One

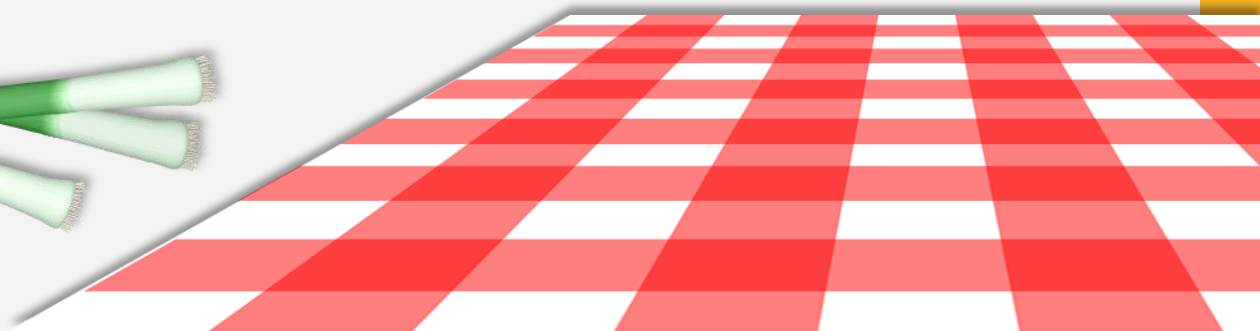


- a. The reporter disagrees with what the researchers claim.
- b. The effect of the taxes is not certain yet, so the reporter does not want to say that taxes will make a difference.

Excerpt Two



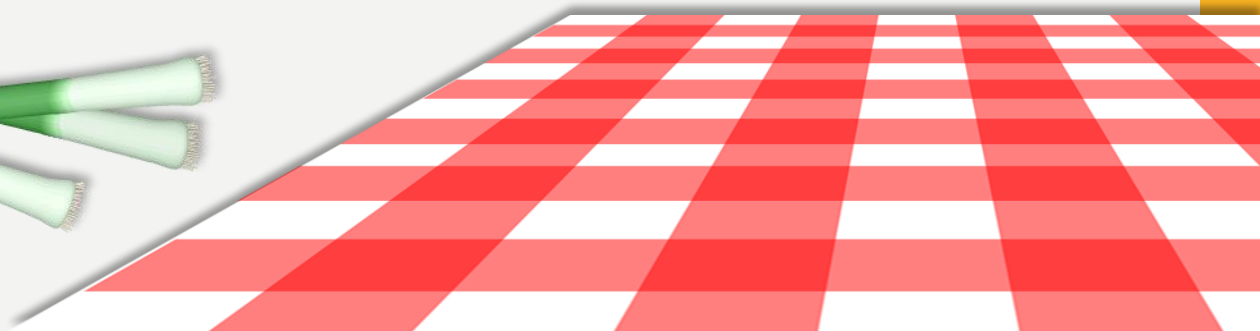
- a. The reporter is saying that consumption of unhealthy food went down.
- b. The reporter is saying the fat tax caused people to eat less junk food.



EXPRESS OPINIONS

Work with two other students. Answer the questions. Give reasons for your opinions.

1. Do you think a fat tax is a good idea? Why or why not?
2. If some food costs more because there is a fat tax, will you still buy it? Why or why not?
3. Do you think a fat tax is the best way to deal with the public health problem of obesity? Why or why not?
4. What other ideas do you have for dealing with obesity?



• 2. Listeners call in

VOCABULARY

Read the words and expressions in the box aloud. Then read the sentences and circle the letter of the answer that best explains the meaning of the boldfaced word(s).

absolutely

be concerned about

take steps

affect

be in favor of

1. **A:** Do you like Thai food?

B: **Absolutely!** It's my favorite kind of food.

- a. Maybe.
- b. Yes, very much.

2. Please don't cry! There is nothing to **be concerned about**.

- a. worried about
- b. interested in

3. I **am in favor of** classes on healthy eating in all schools. It is important that all children grow up with healthy eating habits.

- a. like the idea of
- b. am worried about

4. The food you eat can **affect** your health. That's why you should eat food that's good for you.

- a. make a change in something
- b. make someone healthier


5. You need to **take steps** to improve your eating habits. Here is a list of things you can do.

- a. do something specific
- b. spend a lot of time





COMPREHENSION

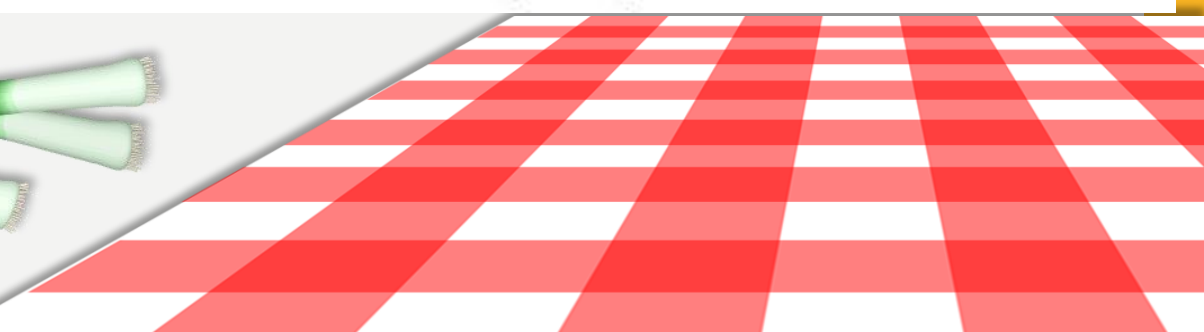
 Listen to the second part of the radio show. Listeners call in with their opinions. Check (✓) the opinions that are true for each caller.

Caller One:

- 'Too many adults are obese.
- Obesity is a public health emergency.
- I'm in favor of a fat tax.
- Cigarette taxes didn't help reduce smoking.

Caller Two:


- Fat taxes are not a good idea.
- The government shouldn't control the food people eat.
- The government shouldn't be concerned with public health.
- Children should take steps to get rid of obesity.
- Parents need to teach their children about healthy eating.
- Schools need to educate students about healthy eating habits.



LISTENING SKILL

CLARIFYING



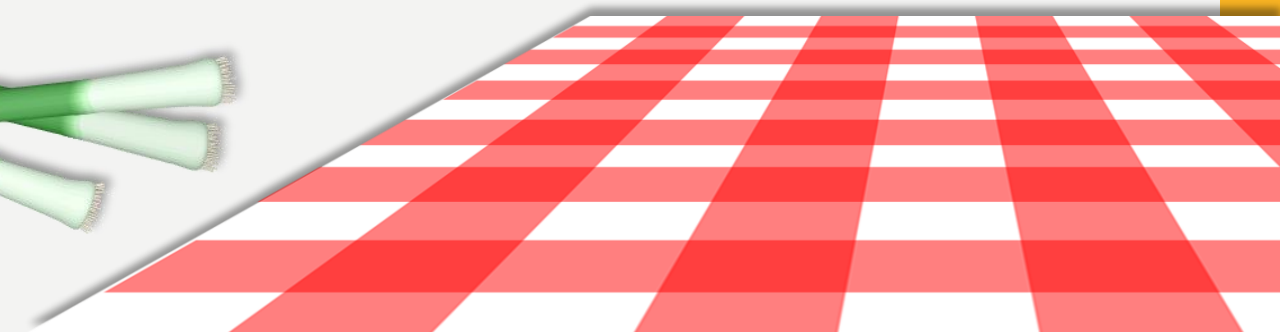
 Listen to the example.

Example

HOST: So, if I understand correctly, a fat tax makes unhealthy foods more expensive, and then fewer people buy them?


ROBERTA ANDERSON: Yes, exactly—the idea is to discourage people from buying food that can make them obese.

In this example, the host checks his understanding of the fat tax. He signals to the reporter that he wants to clarify by saying, “So, if I understand correctly . . .” Then he uses rising intonation at the end of his statement: “A fat tax makes unhealthy foods more expensive, and then fewer people buy them?” This rising intonation signals to the reporter that he is checking his understanding. The reporter answers, “Yes, exactly,” to confirm that his understanding is correct.



LISTENING SKILL

CLARIFYING

 Listen to excerpts from *The Nation Talks*. Write what the speaker says to clarify. Then listen for the first speaker's response. Did the second speaker understand correctly? Check if the understanding was correct or incorrect.

Excerpt One



Clarification: _____ ? _____ ?

Speaker Two's Understanding: Correct / Incorrect

Excerpt Two



Clarification: _____ taxing unhealthy food will change people's eating habits that much?

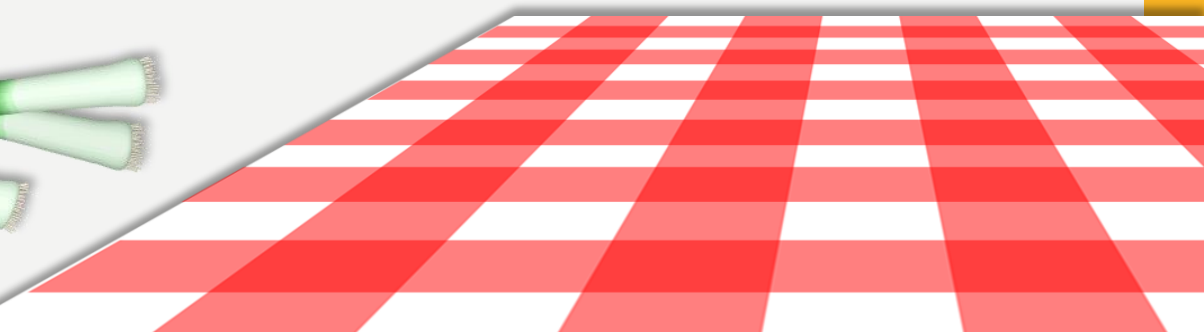
Speaker Two's Understanding: Correct / Incorrect

Excerpt Three



Clarification: Sorry, _____ you just _____ ...?


Speaker Two's Understanding: Correct / Incorrect



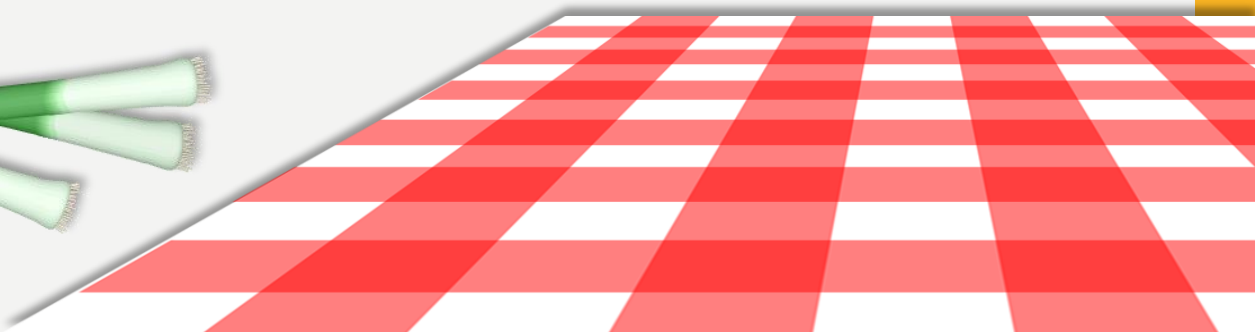


CONNECT THE LISTENINGS

STEP 1: Organize

 Listen to excerpts from Listeners One and Two. Complete the chart with information you hear.

	TAX ON WHAT?	HOW MUCH?	RESULT?
BRITISH STUDY			Obesity reduced by 3.5%
U.S. STUDY		18%	
1990S TAX	cigarettes	Cigarette cost increased by 50%	



STEP 2: Synthesize

Work with a partner. Student A, you are a host on a radio show. Student B, you are a reporter. You are talking about how taxes can change people's behavior. Complete the conversation by using information from the chart above.

Example

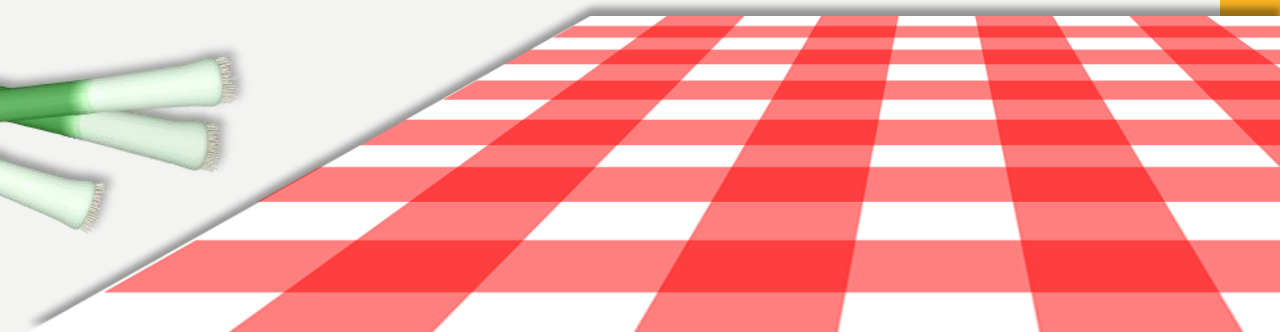
A: So can you explain how taxes can change people's behavior?

B: Sure. For example, a British study shows that if you add a _____ tax on _____, you can reduce _____ by 3.5 percent.

A: Really? That's a lot!

B: Yes, but remember, it is just a study.

Now switch roles and talk about a different tax. You will need to change the conversation a little bit for each type of tax.





homework

ANSWER THE QUESTIONS

How many meals do you usually eat a day?

What do you eat for breakfast? Lunch? Dinner?

Do you eat a lot of snacks during the day? What kinds of snacks do you eat?

What is your biggest meal of the day?

Where do you eat? At home? At restaurants? At your desk? In the car?

Do you eat a lot of fast food?

Who do you eat with? Family? Friends? Alone?

Thank
You



A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. Above the sign, a thin wooden branch is tied in a V-shape, with a vibrant red rose and green leaves tucked into the right side. The teal background is made of vertical wooden planks with visible grain and some wear.

WELCOME



LISTENING

2

Lecturer: Le Thi Hanh, M.A



TÀI LIỆU CHÍNH:

[1] FRAZIER, L. & MILLS, R. (2009). *NORTHSTAR 2- LISTENING AND SPEAKING*. LONGMAN: PEARSON.

- TÀI LIỆU THAM KHẢO:

[2] MARGARET BROOKS (2011). *SKILLS FOR SUCCESS 2: LISTENING AND SPEAKING*. OXFORD: OXFORD UNIVERSITY PRESS.

[3] FALLA, T. & DAVIES, P. A. (2008). *INTERMEDIATE SOLUTIONS: STUDENT'S BOOK*. OXFORD: OUP.

[4] WILSON, J. J., & CLARE, A. (2006). *INTERMEDIATE TOTAL ENGLISH: STUDENT'S BOOK*. HARLOW: PEARSON.

[5] PET PRACTICE TESTS (*SELECTED MATERIALS*)



TÀI LIỆU THAM KHẢO:

[6] WEBSITE FOR PET PRACTICE TESTS:

A. [HTTP://WWW.FLO-
JOE.CO.UK/PET/STUDENTS/TESTS/](http://www.flo-joe.co.uk/pet/students/tests/)

B.

[HTTP://WWW.EXAMENGLISH.COM/PET/PET_LIS
TENING.HTML\.](http://www.examenglish.com/pet/pet_listing.html)

C. [HTTP://WWW.ENGLISHCLUB.COM](http://www.englishclub.com)

D. [HTTP://WWW.BBC.CO.UK](http://www.bbc.co.uk)

E. [HTTP://WWW.VOANEWS](http://www.voanews)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

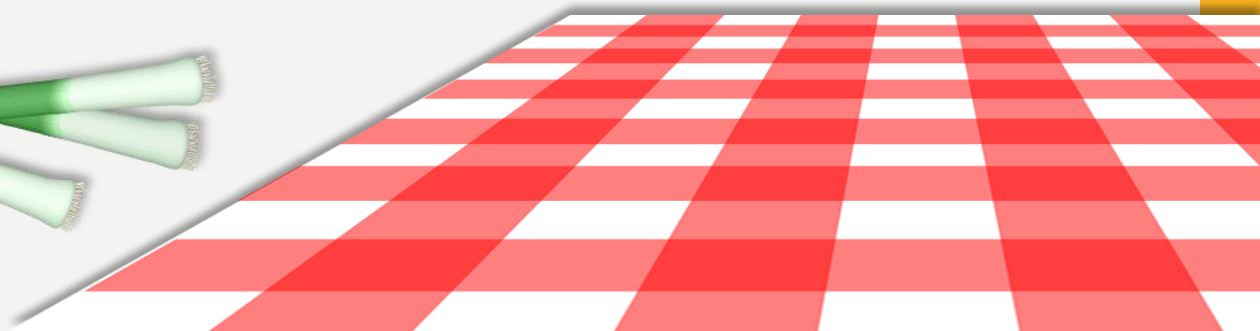
DAY 6

DAY 7

DAY 8

UNIT 6

EVERYDAY Heroes



OUTLINE



1

- **1.1 The subway heros**

2

- **2.2 Psychology lecture**



1. The subway heros

VOCABULARY

1

Read and listen to the student presentation about heroes.

What Does It Take to Be a Hero?

We can all think of heroes in our lives. But, did you ever think about what it really takes to be a hero? What does someone have to do to become a hero? Well, in my opinion, there are four characteristics of a hero.

First of all, heroes help others in need. For example, a hero may help someone in a dangerous situation. Or, a hero may provide a service to people who live in their **community** who need help.

In addition, heroes make the choice to help out because they want to, not because it is required or because someone told them to do it.



Third, heroes help others even when there are **risks**. This means that heroes will help even in situations where there is a chance that they will get hurt or something bad will happen to them as a result of their actions.

Finally, heroes help others even when there is no reward for their actions. They don't do good things because they want to get something for themselves in return. They just help because they believe it is **the right thing** to do.

For example, take the story of Laurie Eldridge. One day, Ms. Eldridge was outside in her garden, when she looked up and saw a car stuck on some nearby train tracks. Inside the car was an 81-year-old woman who didn't notice there was a train coming toward her. Ms. Eldridge **reacted** quickly. She ran to the car and pulled the woman out of it just before the train arrived. The car was destroyed, but it **turned out** that the woman, Angeline Pascucci, was OK.

Laurie Eldridge didn't think her actions were **brave**. She said she just did what any **ordinary** person would do. However, the people in her community disagreed. They **praised** her actions and gave her an award to thank her for her **courage**.

To me, Laurie Eldridge is a hero because she risked her own life to help someone else in need. In the end, she didn't expect anything for herself. Just knowing she helped another person was reward enough for her.



2 Write each boldfaced word or phrase from the text next to its definition or synonym.

_____ the ability to do something you know is difficult or dangerous

_____ behaved in a particular way when something happened

_____ ended

_____ a group of people who live in the same area

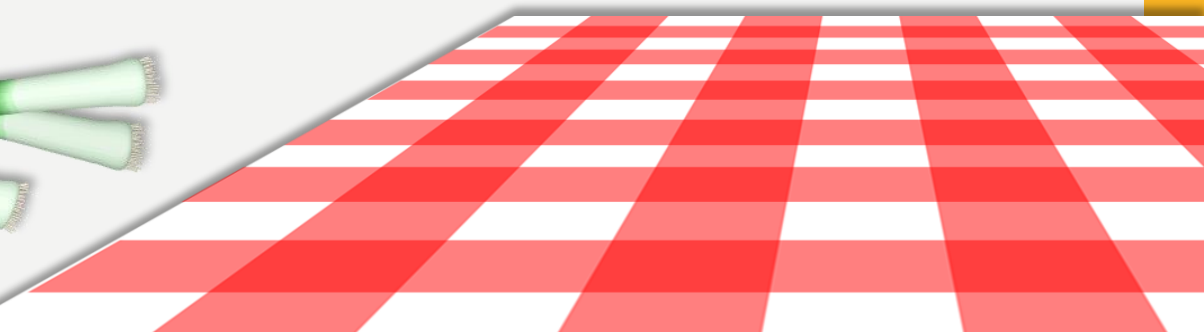
_____ possibilities that something bad will happen

_____ the correct or acceptable thing

_____ feeling or showing no fear; not afraid

_____ not unusual or special

_____ said good things about



PREVIEW

A news reporter is telling the story of an everyday hero.

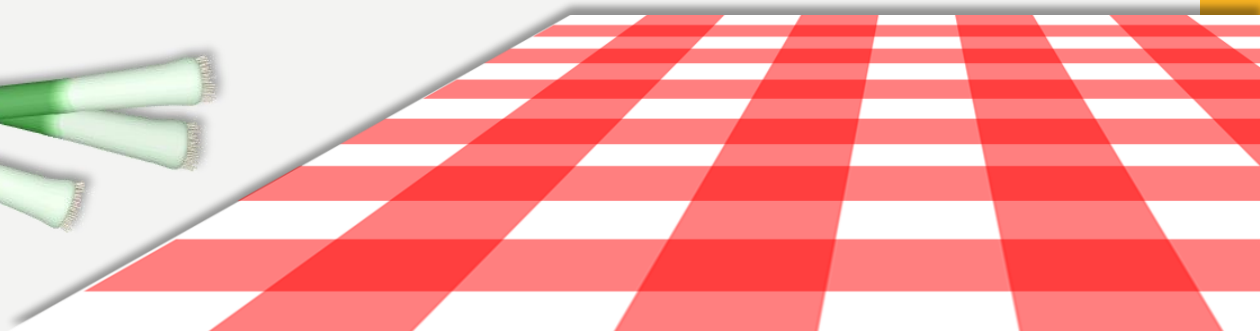
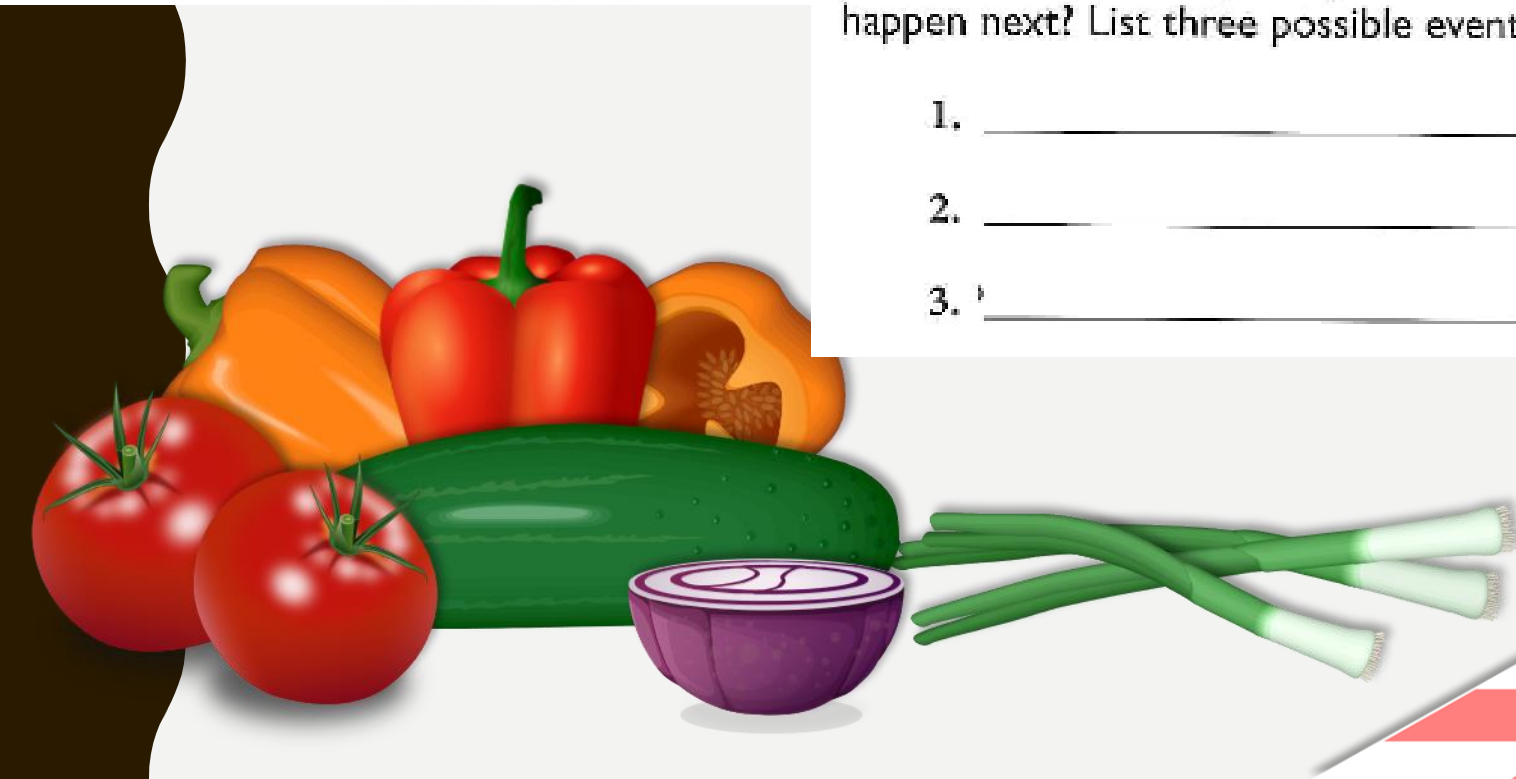


subway platform and tracks




 Listen to the beginning of the news program. What happened? What do you think will happen next? List three possible events.

1. _____
2. _____
3. _____





MAIN IDEAS

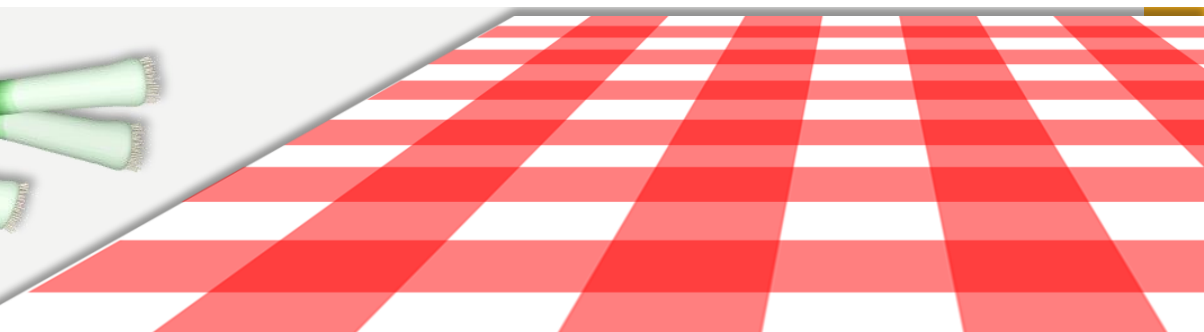
- 1  Listen to the whole program. Look again at your predictions from the Preview section. Were any of them correct? Did your predictions help you understand the story?
- 2 All of the statements contain some FALSE information. Cross out the parts that are untrue and write the correct information. Some statements can be corrected in more than one way.

Example

on the platform

Subway riders were waiting ~~on the train~~.

1. Cameron Hollopeter is a young woman who fell on the subway tracks.
2. Wesley Autrey was waiting on the platform with his teenage sons.
3. Wesley Autrey pulled Cameron Hollopeter back on to the platform.
4. The two men lay down on the tracks next to the subway train.
5. The train stopped before it passed over the two men.
6. Wesley Autrey thinks he is a hero.



DETAILS

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

1. Cameron Hollopeter is a _____.

- a. high school student
- b. college student
- c. college teacher



2. Wesley Autrey is a _____ construction worker.

- a. 20-year-old
- b. 50-year-old
- c. 55-year-old

3. Wesley Autrey left his two daughters _____ on the platform.

- a. alone
- b. with a woman
- c. with his family

4. The train arrived _____ after Wesley Autrey jumped on to the tracks.

- a. two seconds
- b. six seconds
- c. six minutes

5. The subway train passed _____ above Mr. Autrey's head.

- a. less than an inch
- b. less than two inches
- c. less than a foot

6. Richard thinks that jumping on to the subway tracks was _____.

- a. brave
- b. crazy
- c. exciting

7. Emily thought about _____.

- a. Cameron Hollopeter
- b. Wesley Autrey
- c. Wesley Autrey's daughters

8. Wesley Autrey didn't worry about _____.

- a. his daughters
- b. being late for work
- c. getting hurt

9. Wesley Autrey said his _____ raised him to help people.


- a. mother
- b. father
- c. family





MAKE INFERENCES

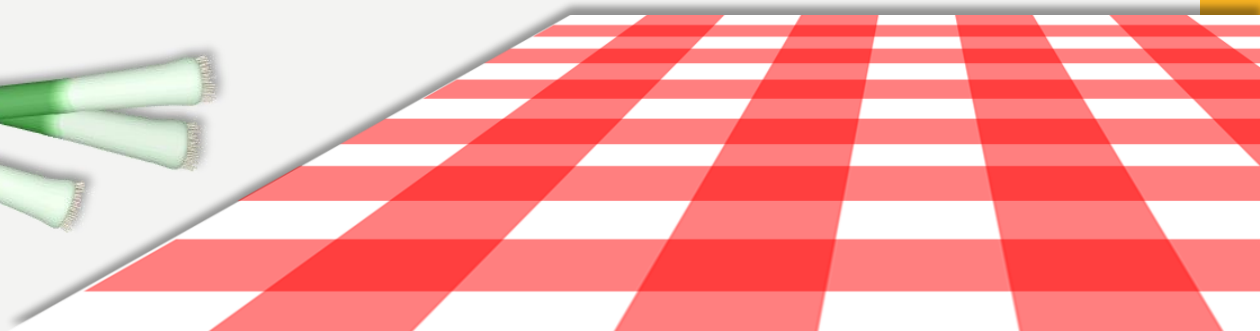
UNDERSTANDING A SPEAKER'S FEELINGS FROM TONE OF VOICE AND WORD CHOICE

 Listen to the example. How did the speaker feel? What word best describes the speaker's tone of voice? Was she surprised or worried? What words does the speaker use to show this feeling?

Example


WOMAN 1: So, this guy was just lying there on the tracks, and he couldn't get up. And then I saw that a train was coming! . . . and then this man, I couldn't believe it . . . he just jumped down, right onto the tracks!

In this example, the speaker uses a *surprised* tone of voice. She also uses the words *I couldn't believe it* to show that the action surprised her.



MAKE INFERENCES

UNDERSTANDING CONTRASTING IDEAS

 Listen to three excerpts from the report. After listening to each excerpt, check the adjective that describes the speaker's tone of voice and take notes of words that show how the speaker was feeling.



Excerpt One

Tone of voice:

surprised

worried

Words to show feelings: _____



Excerpt Two

Tone of voice:

surprised

worried

Words to show feelings: _____



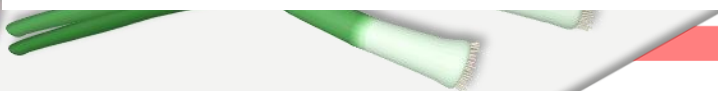
Excerpt Three

Tone of voice:

surprised

worried

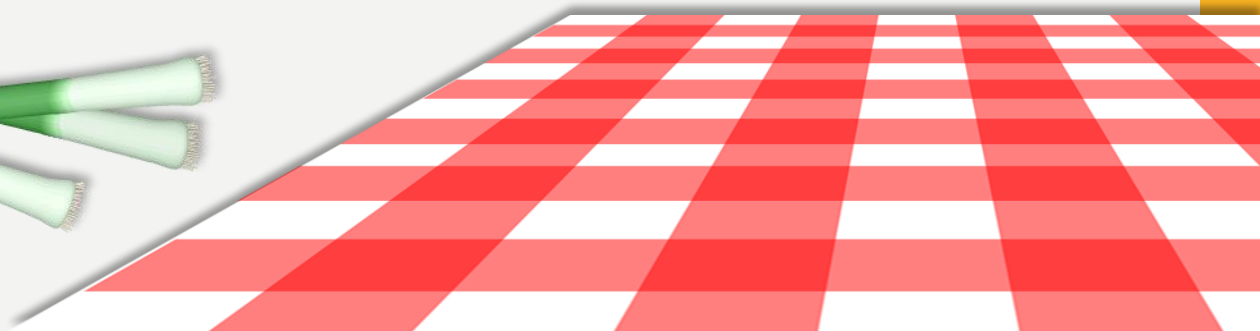
Words to show feelings: _____



EXPRESS OPINIONS

Discuss the questions with the class.

1. Can you understand why Wesley Autrey risked his life to save another man? Would you do it?
2. Do you think most people can do what Wesley Autrey did? Why or why not?
3. Do you think that people are born with courage, or can we learn to be brave?



PSYCHOLOGY LECTURE—ALTRUISM

VOCABULARY

Read the words and phrases in the box. Then read the sentences and circle the word in bold.

genes responsible for show concern for unselfish volunteer

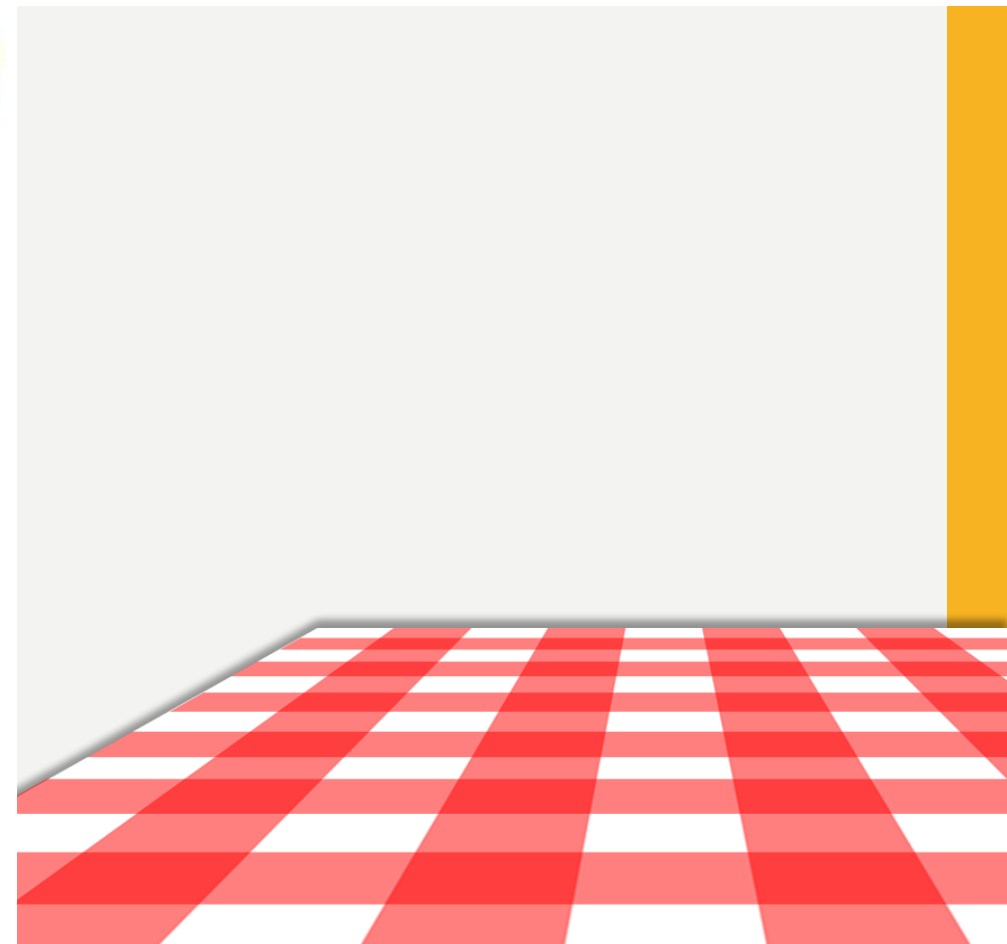
1. My parents taught me to **show concern for** others. I learned to be kind to people and to help others in my community.
 - a. be interested in and care about
 - b. give help to
2. Charlie is lucky he was born with good **genes**. His parents were both very healthy and lived long lives.
 - a. habits that parents teach their children
 - b. small parts of cells that come from our parents and affect our characteristics
3. Parents are **responsible for** their children. Parents must be sure their children have food to eat and are safe and healthy.
 - a. having the job or duty of taking care of someone or something
 - b. having the job or duty of feeding someone or something

4. My cousin Max is an **unselfish** person. For example, he always helps me with my schoolwork even though he is very busy.

- a. showing as much or more care for others as for yourself
- b. working hard to do well in school

5. In her free time, Young **volunteers** at a homeless shelter. She helps to clean and cook meals for the people staying there. She says she wants to do it because it makes her feel good to help others.

- a. to do work for others so they can live a better life
- b. to offer to do something without being forced to or without getting paid to do it





COMPREHENSION

🎧 Listen to a psychology lecture on altruism. Fill in the missing information in the notes.

Psychology 101

Lecture 6

Altruism

Altruism = showing _____ for others (i.e.¹ caring for others, not thinking about _____)

- _____ or simple acts (e.g.² saving from _____ or holding door, giving _____)
- Many ppl³ don't _____: only _____ percent take risks to help

Why do some help & others don't?

Possible Factors:

1) Situation

More likely to help ppl we _____ (e.g., friends, family), not

- " _____ " when _____, not in crowd

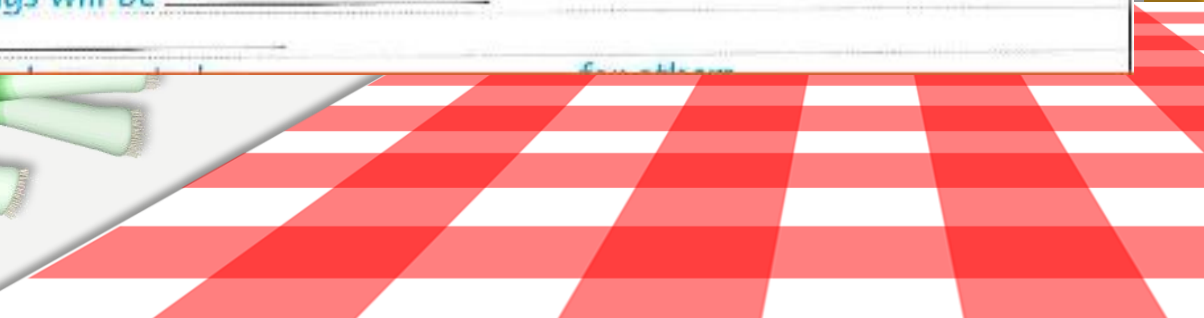
2)

- Ppl w/⁴ certain _____ help more than others

3) Personality - kind of person (e.g., ppl w/ positive _____ more likely to help)

- expect things will be _____


4) Way we are _____





LISTENING SKILL

UNDERSTANDING LECTURE SIGNAL PHRASES

 Listen to these examples:

Example 1

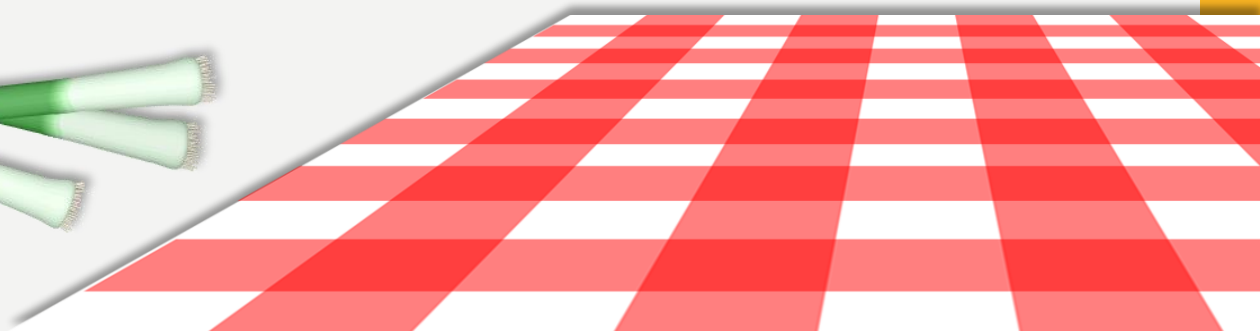
In this example, the speaker introduces the topic of the lecture with the phrase: *Today, I'd like to talk about . . .* Then, she says the topic of the lecture: altruism.



Example 2


In this example, the speaker asks the question: *Why do some people help out and others don't?* to signal that she is moving to a new topic. Next, she answers the question: *We don't know for sure.*

The speaker also says: *The research shows several possible factors.* This phrase signals to us that we should listen for a list of factors.



LISTENING SKILL

UNDERSTANDING LECTURE SIGNAL PHRASES

 Listen to excerpts from *Psychology Lecture: Altruism*. Listen to how the speaker uses phrases to introduce a main point or to make a transition to a new topic. Write the lecture phrase on the line, and then write the topic that it introduces.



Excerpt One

Lecture Phrase: _____

Idea or Topic: _____



Excerpt Two

Lecture Phrase: _____

Idea or Topic: _____



Excerpt Three

Lecture Phrase: _____

Idea or Topic: _____



Excerpt Four

Lecture Phrase: _____

Idea or Topic: _____



STEP 1: Organize

Complete the chart with specific examples from Listenings One and Two that support the general ideas about altruism from the lecture. Write the statements below in the correct places in the chart.

- ~~• People with a certain gene are more likely to give money to people in need.~~
- ~~• Wesley Autrey risked his life to save a man from being hit by a train.~~
- Wesley Autrey didn't worry about getting hit by the train.
- Wesley Autrey chose to jump onto the tracks to save the man.
- The other people on the platform didn't try to save the man.
- Wesley Autrey's mother raised him to help people when he could.



GENERAL IDEAS ON ALTRUISM FROM THE LECTURE	SPECIFIC EXAMPLES
<p>What does altruism mean?</p> <ol style="list-style-type: none"> 1. People show unselfish concern for others. 2. People volunteer to help others 	<ol style="list-style-type: none"> 1. <u>Wesley Autrey risked his life to save a man from being hit by a train.</u> 2. _____
<p>Why do some people help others?</p> <ol style="list-style-type: none"> 1. People are less likely to help when they are in a crowd. 2. Some people have genes that make them more likely to help. 3. Some people are raised to help others. 4. People with positive attitudes are more likely to help others. 	<ol style="list-style-type: none"> 1. _____ 2. <u>People with a certain gene are more likely to give money to those in need.</u> 3. _____ 4. _____

STEP 2: Synthesize

Work with a partner. Student A, you are a reporter interviewing a psychology professor about altruism. Ask your partner the questions in the chart. Ask follow-up questions to get more information. Student B, you are a psychology professor. Answer the reporter's questions using the information from Step 1.

Example

A: What does altruism mean?

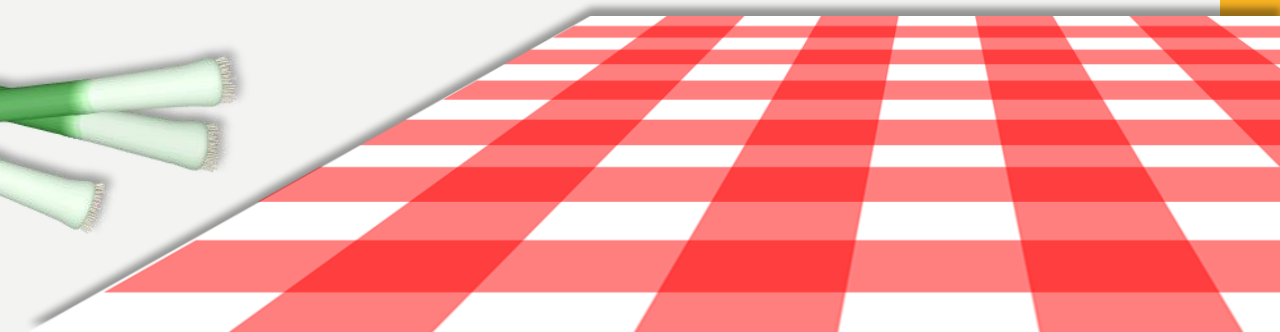
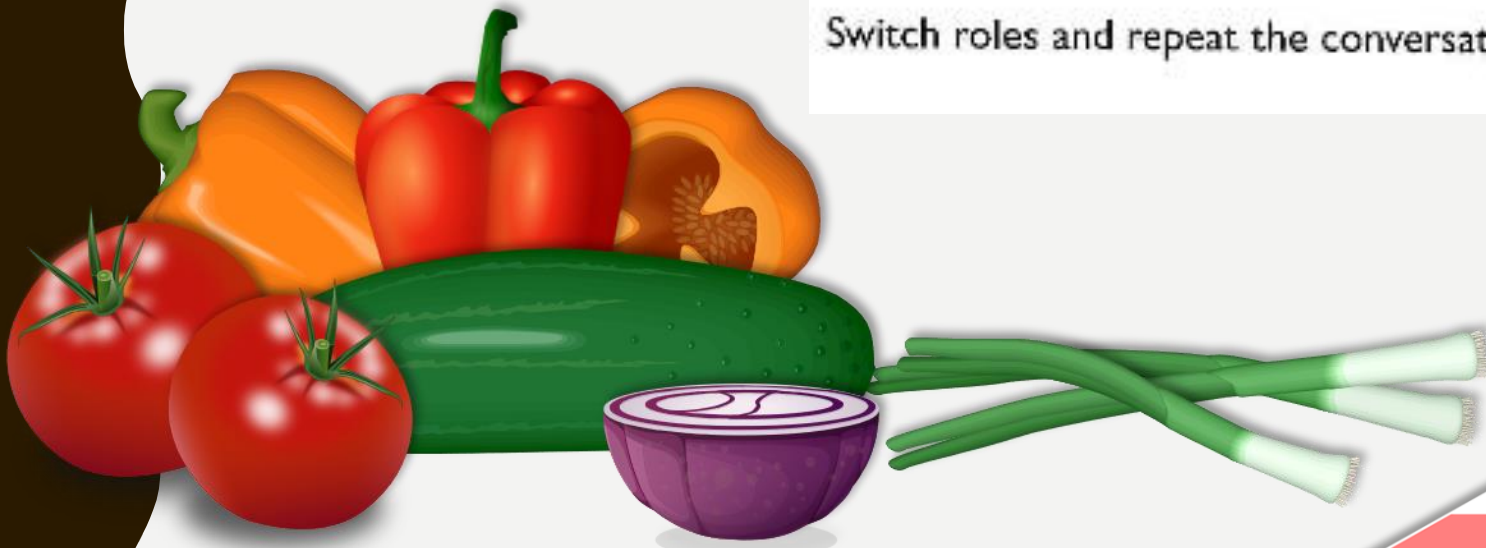
B: Well, altruism is when people show unselfish concern for others.

A: OK. Can you give me an example?

B: Sure. Wesley Autrey showed unselfish concern when he risked his life to save a man from being hit by a train.

A: I see. So, what else can you tell us about altruism?

Switch roles and repeat the conversation.





homework

2

Work with a partner. Complete the sentences with the correct past tense verbs from the box in Exercise 1. Not all of the words will be used. Then, put the sentences in the correct order to tell Wesley Autrey's story. Practice telling the story to your partner.

_____ Luckily, everything _____ OK.

_____ It _____ over the top of the two men.

_____ Then, he _____ Mr. Hollopeter into the space between the tracks.

1 _____ Wesley Autrey _____ quickly when he saw Cameron Hollopeter fall onto the subway tracks.

_____ He _____ for the train.

_____ The train _____ six seconds later.

_____ Later that day, Cameron Hollopeter's parents _____ him for saving their son's life.

_____ Two days later, the mayor of New York City _____ Wesley Autrey for his brave actions.

_____ First, he _____ down on to the tracks.

_____ He _____ Cameron Hollopeter's body and held him down.

Thank
You



A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs on the top edge. A red rose with green leaves is tucked behind the right side of the sign. A thin wooden stick is attached to the top of the sign, forming a triangular shape with a small metal fastener at the top vertex.

WELCOME



LISTENING

2

Lecturer: Le Thi Hanh, M.A



TÀI LIỆU CHÍNH:

[1] FRAZIER, L. & MILLS, R. (2009). *NORTHSTAR 2- LISTENING AND SPEAKING*. LONGMAN: PEARSON.

- TÀI LIỆU THAM KHẢO:

[2] MARGARET BROOKS (2011). *SKILLS FOR SUCCESS 2: LISTENING AND SPEAKING*. OXFORD: OXFORD UNIVERSITY PRESS.

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[5] PET PRACTICE TESTS (*SELECTED MATERIALS*)



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B.

[HTTP://WWW.EXAMENGLISH.COM/PET/PET_LIS
TENING.HTML\.](http://www.examenglish.com/pet/pet_listing.html)

C. [HTTP://WWW.ENGLISHCLUB.COM](http://www.englishclub.com)

D. [HTTP://WWW.BBC.CO.UK](http://www.bbc.co.uk)

E. [HTTP://WWW.VOANEWS](http://www.voanews)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

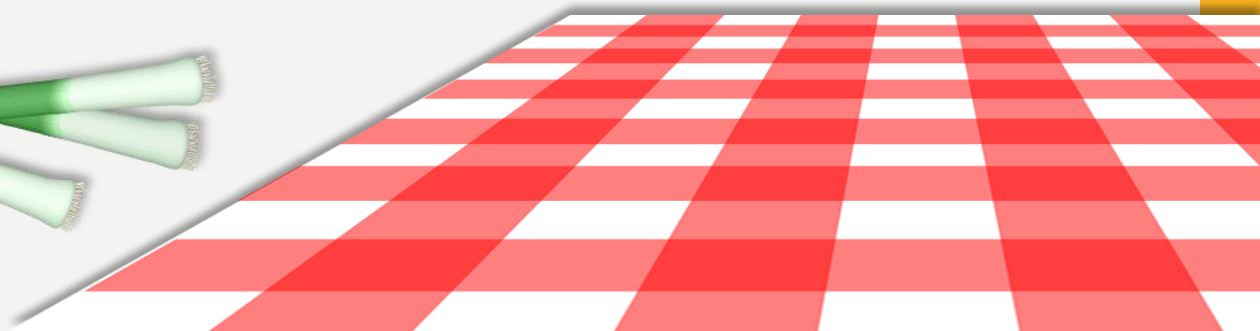
DAY 6

DAY 7

DAY 8

UNIT **7**

GAMING YOUR WAY TO BETTER Health



OUTLINE



1

- **1.1 Gaming your way to better health**

2

- **2.2 Technology in classroom**



- 1  Read and listen to the website about a serious disease: diabetes.

SOME FREQUENTLY ASKED QUESTIONS (FAQS) ABOUT DIABETES

HOME

Diabetes is a very serious public health problem in the United States today. Here are some important facts about this **illness**.

CONTACT

What is diabetes?

In diabetics, too much sugar collects in the blood. This can lead to very serious health problems.

ABOUT US

How serious is the problem?

In the United States, diabetes affects one out of 10 adults, and one out of 400 children.

How does diabetes affect everyday life?

- *Careful control of sugar:* Diabetics have to carefully control how much sugar they eat. This is an important part of the **treatment** for diabetes. However, it can be very hard for children to stay away from sugary foods and drinks.



- *Blood sugar level tests:* To check their blood sugar levels, diabetics must test their blood several times a day. They do this by pricking a finger with a small **needle**. Children with diabetes find it especially hard to **follow instructions** and do what the doctor says. After all, most children hate needles, so they don't have the **motivation** to take care of their health.
- *Exercise:* **Physical** exercise is very important for diabetics. As we all know, young people today spend a lot of time indoors, sitting in front of a television or computer screen rather than running around and playing. In fact, there is a **connection** between not getting exercise and developing diabetes. Exercise helps patients control their blood sugar, and people who don't exercise are more likely to develop this disease.
- *How can doctors **motivate** diabetic **patients** to follow their instructions?* Are rewards the answer, for example, giving patients special prizes for making healthy choices? Some leaders in healthcare think so. They are working with computer game designers to make games that will help patients take care of their health.
- *Are games and rewards really the answer?* Other healthcare leaders do not believe that games are a serious solution. They think that games just **put a Band-Aid** on the problem. According to them, the problem is that we are a society of **couch potatoes**. We spend too much time indoors, eating junk food and not getting enough exercise. They **criticize** video games, saying they are a part of the problem, not the solution. They believe that dealing with illnesses such as diabetes will take deeper changes in society. These include changes in eating habits and levels of physical activity.

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

- ___ 1. needle
 - ___ 2. follow instructions
 - ___ 3. treatment
 - ___ 4. physical
 - ___ 5. connection
 - ___ 6. patient
 - ___ 7. motivation
 - ___ 8. motivate (someone)
 - ___ 9. put a Band-Aid on
- a. someone who spends a lot of time sitting, usually watching television
 - b. interest in and willingness to do something without needing to be told or forced to do it
 - c. a sickness
 - d. create a solution that is temporary and won't solve a problem
 - e. to talk about the problems or faults of someone or something
 - f. something that is done to help someone who is injured or ill
 - g. having to do with our bodies




- ___ 10. couch potato
- ___ 11. criticize
- ___ 12. illness

- h. to do something in the way someone has told you to do it
- i. a very thin pointed steel tube that is pushed through the skin to put a drug into the body or to take blood out
- j. someone who is getting help from a doctor or is in a hospital
- k. relationship; the way in which two facts, ideas, events, etc. are related to each other, and one is affected or caused by the other
- l. to give someone a reason for doing something

PREVIEW



A hospital administrator (manager) is leading a meeting.

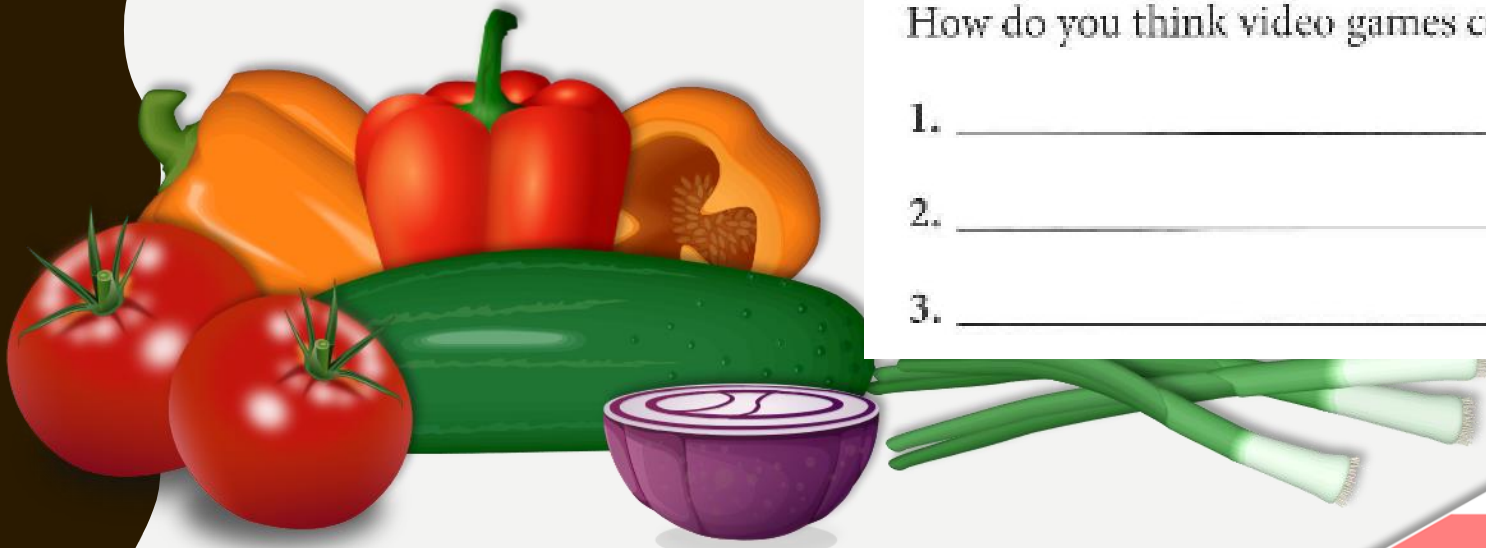
 Listen to the beginning of the meeting. Circle the letter of the correct answer to each question.

1. Who is the administrator talking to?
 - a. patients
 - b. doctors
 - c. video game designers

2. What is the purpose of the meeting?
 - a. to help doctors understand technology
 - b. to teach doctors how to play video games
 - c. to introduce doctors to video games that will help them and their patients


How do you think video games can help doctors and patients? List three ideas.

1. _____
2. _____
3. _____



MAIN IDEAS




1  Listen to the complete meeting. Look again at your answers from the Preview section. Were any of your answers correct? Did your answers help you understand the meeting?

2 Circle the correct answers.

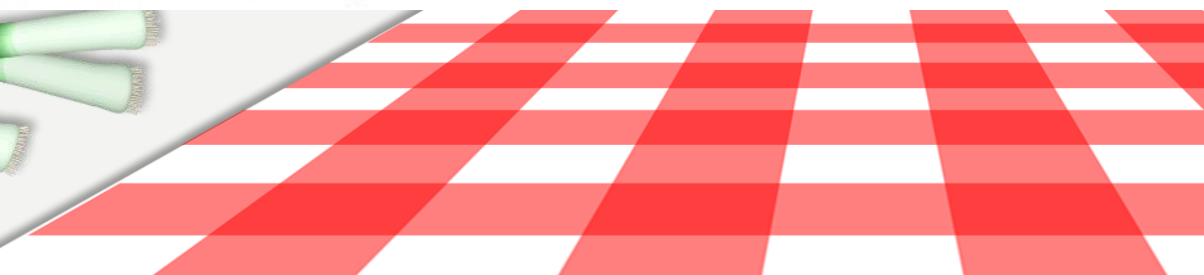
1. What is it sometimes difficult for doctors to get patients to do?
 - a. to follow their instructions
 - b. to stop playing video games
 - c. to get rewards for being healthy
2. How might video games help patients?
 - a. They might teach patients about their illnesses.
 - b. They might motivate patients to stay healthy.
 - c. They might help patients to have fun.
3. What types of games does the administrator mention?
 - a. games for children
 - b. games for adults
 - c. games for children and adults
4. Which health problems can these games help with?
 - a. diabetes and burns
 - b. diabetes and cancer
 - c. cancer and burns
5. Do the doctors agree that video games will be useful for their patients?
 - a. Some do, but others are not sure.
 - b. They disagree.
 - c. They agree.



DETAILS

 Listen again. Then read each statement. Write **T** (true) or **F** (false). Then, correct the false statements.


- ___ 1. The doctors think that people who play video games are healthy and thin.
- ___ 2. Video games motivate people because they are fun.
- ___ 3. The first doctor, Sam, thinks video games will motivate patients to care about their health.
- ___ 4. In one game, the kid with diabetes is a superhero.
- ___ 5. In this game, patients get a reward for following their doctor's treatment plan.
- ___ 6. Children with diabetes don't mind checking their blood sugar.
- ___ 7. The doctors at the meeting treat mostly children, rather than adults.
- ___ 8. *Snow World* is a video game for children with diabetes.
- ___ 9. In *Snow World*, patients wear special glasses and earplugs.
- ___ 10. *Snow World* works because patients have more fun during treatment.



MAKE INFERENCES

PERSUASION



 Listen to the example. Listen for what the speaker says to show her understanding of why the doctors may disagree with her ideas. Then decide what the speaker's *intended meaning* is. That is, decide the true meaning of what the speaker is saying.

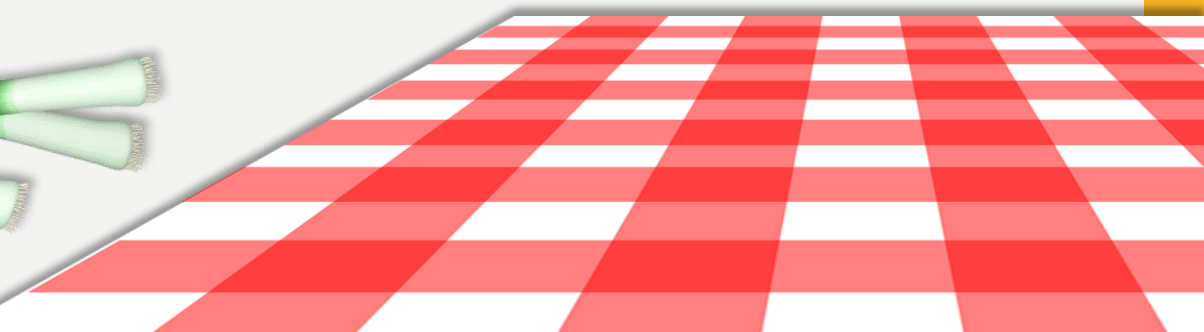
Example

I know that people criticize video games—and that we don't usually hear the words “video game” and “good health” together in one sentence. In fact, just the opposite, right?

What is the administrator's intended meaning?


- a. Most people think video games are not good for health.
- b. Most people think video games are good for health.

By saying “I know that people criticize video games,” the administrator shows that she understands what listeners' opinion or attitude toward the subject is. She understands that many doctors have the opinion that video games are not good for our health.



MAKE INFERENCES

PERSUASION

 Listen to the excerpts. What is the speaker's intended meaning?



Excerpt One

- In the past she thought video games were always bad for children's health, but then she changed her mind.
- She understands why children play video games, but she thinks they must stop spending so much time playing them.

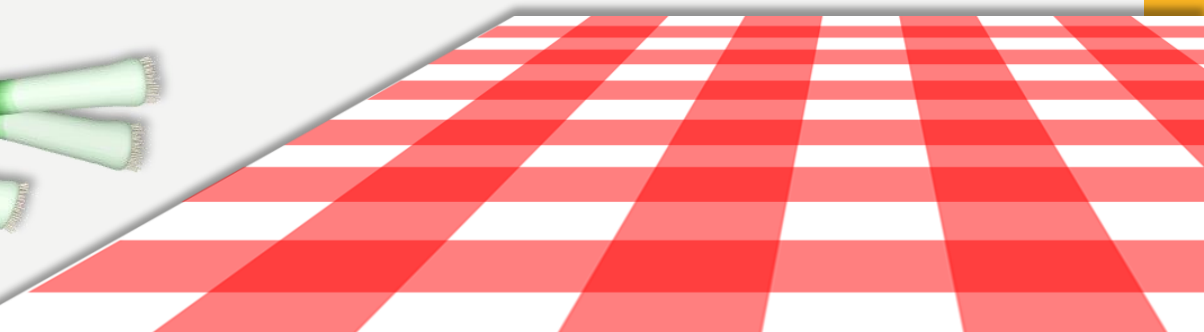
How do you know? What key words does she use to show her intended meaning?



Excerpt Two

- She agrees with Sam.
- She disagrees with Sam.

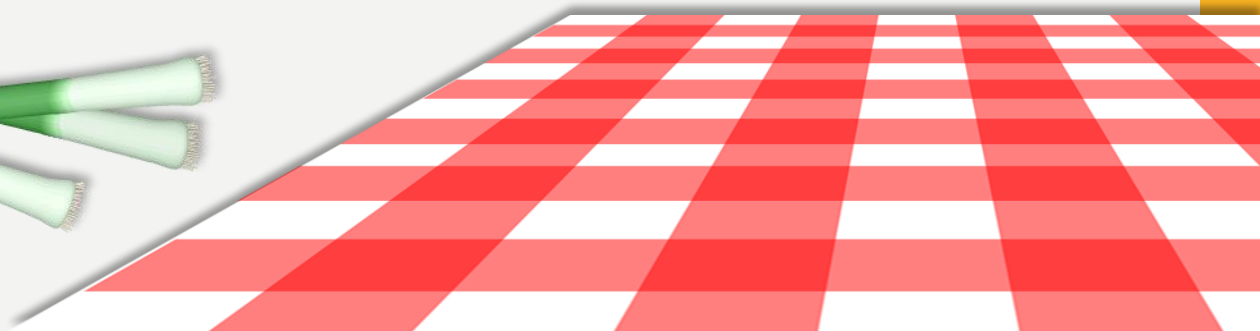
How do you know? What key words does she use to show her intended meaning?



EXPRESS OPINIONS

Work with two other students. Answer the questions. Give reasons for your opinions.

1. Do you think that video games are a good way to motivate patients? Why or why not? Did the administrator persuade you to agree with her?
2. What are some other ways to motivate people to take care of their health?
3. Do you like to play video games? What are some advantages and disadvantages of playing video games?



TECHNOLOGY IN THE CLASSROOM

VOCABULARY



Medical students training with a dummy patient

Say the words in the box aloud. Then read the sentences and circle the letter of the answer that best explains the meaning of the boldfaced word.

convinced enthusiasm simulation support traditional



- A: You can't just give your opinion. You need to **support** it with facts.

B: But what if I don't have any facts?

A: Then you need to do some research.

 - find
 - make it stronger
- A: I'm not **convinced** that this treatment is the best way to deal with my son's illness.

B: Why not? The doctor recommended it, didn't he?

A: Yes, but I would like to talk to a few more doctors. I want more information before **making** such a big decision.

 - happy
 - sure
- A: How do you like your **new flight simulation** video game?

B: I love it! I really feel like I'm flying a real airplane.

A: Sounds fun. I'll have to come over and try it out sometime.

 - copying a situation that is similar to a real one
 - making a game that is fun to play
- A: My new students are great.

B: What makes them so special?

A: They have a lot of **enthusiasm** for medicine. They spend extra hours in the lab and always ask me a lot of good questions to learn more.

 - excitement and interest
 - knowledge
- A: So how do you like our new teacher?


B: He's OK, but his teaching is so **traditional**.

A: What do you mean?

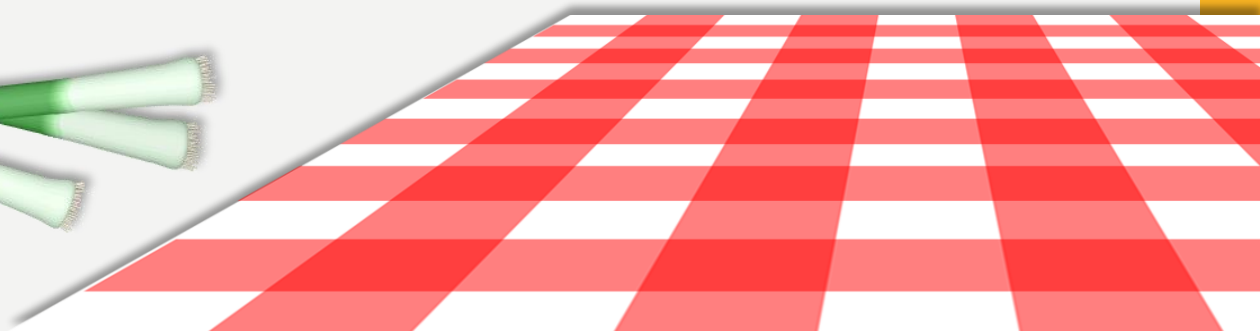
B: Well, he's doesn't use any new teaching strategies or technology. I think he teaches us in the same way he learned when he was a kid.



COMPREHENSION

 Listen to a conversation between two medical school professors. One is male and the other is female. Write **M** next to phrases that refer to the male professor and **F** next to phrases that refer to the female professor.


- ___ 1. is enthusiastic about his/her new students
- ___ 2. uses a reward system with his/her students
- ___ 3. is enthusiastic about the simulation lab
- ___ 4. knows about the research regarding simulations and medical training
- ___ 5. thinks that traditional ways of training doctors are better than the current ones
- ___ 6. might be open to changing his/her mind about technology and medical training





LISTENING SKILL

UNDERSTANDING DOUBT

 Listen to the example.

Example

Video games can help you motivate your patients to make the right choices, to follow your instructions, and to stay healthy. It's really that simple. Yes, Sam? You have a question?
Hmmm . . . I don't know about this. I mean, I know it's sometimes hard to get patients to do what's best for their health, but I'm not sure games are the answer. Isn't that just putting a Band-Aid on a much deeper problem?

In this example, the doctor expresses his doubt when he says *Hmmm . . . I don't know about this . . .* He uses a flat intonation to mean that he isn't convinced video games are a good idea.

Here are some expressions that are used to express doubt:

Hmmm . . . /Well/Yeah . . . (with flat intonation)

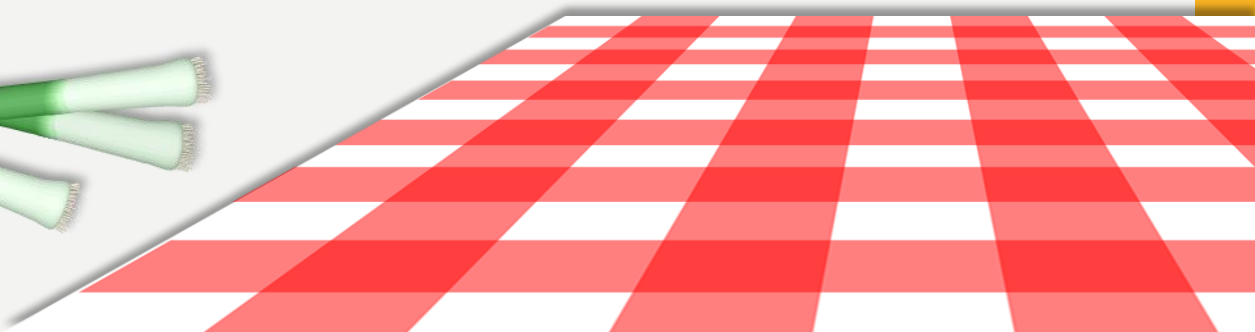
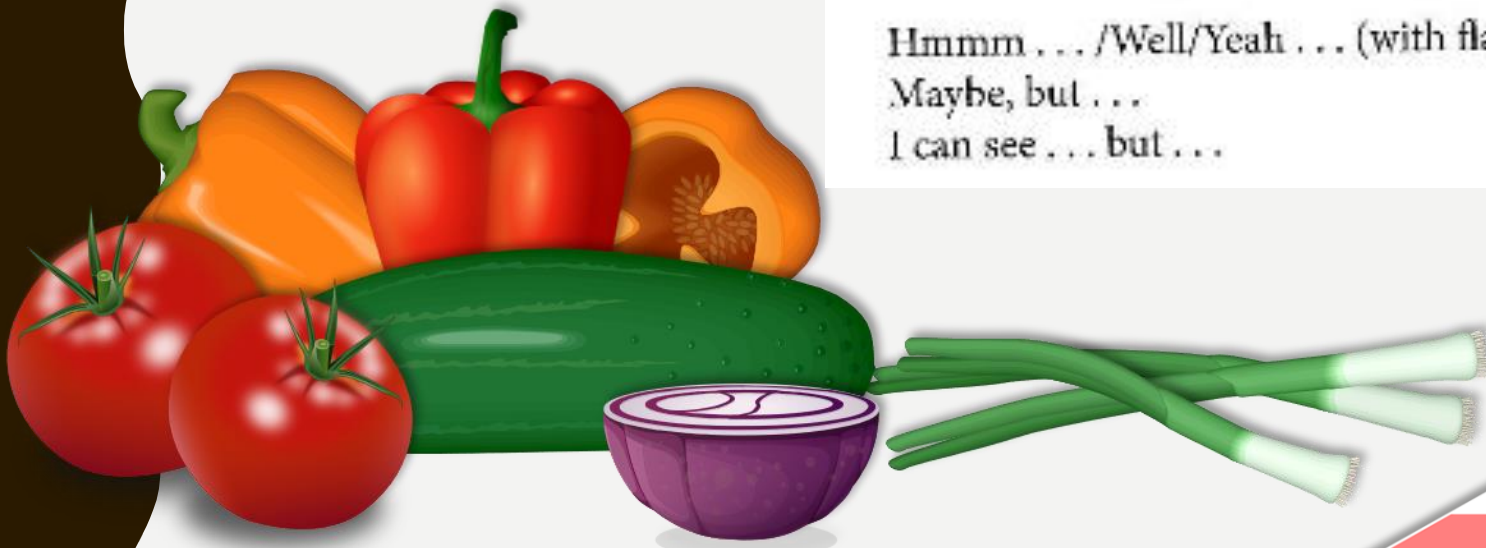
Maybe, but . . .

I can see . . . but . . .

I don't know . . .


Do you really think . . . ?

Are you sure?



LISTENING SKILL

UNDERSTANDING DOUBT

 Listen to the excerpts. How does the speaker express doubt? Then circle the letter of the statement that shows the second speaker's intended meaning.



Excerpt One

What expression does the speaker use to express doubt?

What is her intended meaning?

- a. I am not convinced that video games will work with kids.
- b. I am not convinced that video games will work with adults.



Excerpt Two

What two expressions does the second speaker use to show doubt?

What is his intended meaning?

- a. I am not convinced your students are learning anything.
- b. I am not convinced your students can learn communication skills

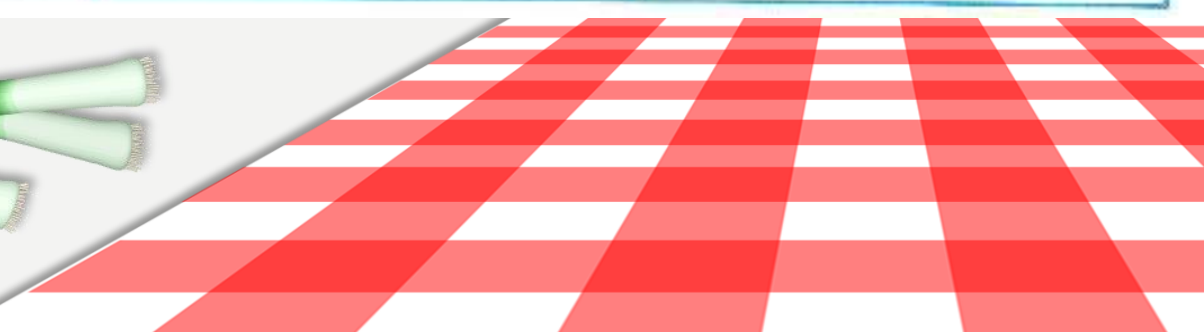


CONNECT THE LISTENINGS

STEP 1: Organize

Complete the chart with details from Listenings One and Two.

VIDEO GAMES IN HEALTHCARE	ADVANTAGES	DISADVANTAGES
LISTENING 1: FOR PATIENTS	Motivate patients to _____ Examples: - <u>Diabetics</u> _____ - _____	Too much time <u>indoors</u> _____ Not enough _____
LISTENING 2: FOR MEDICAL STUDENTS	<u>Enthusiasm</u> _____ _____	Not doing _____ Not practicing on _____



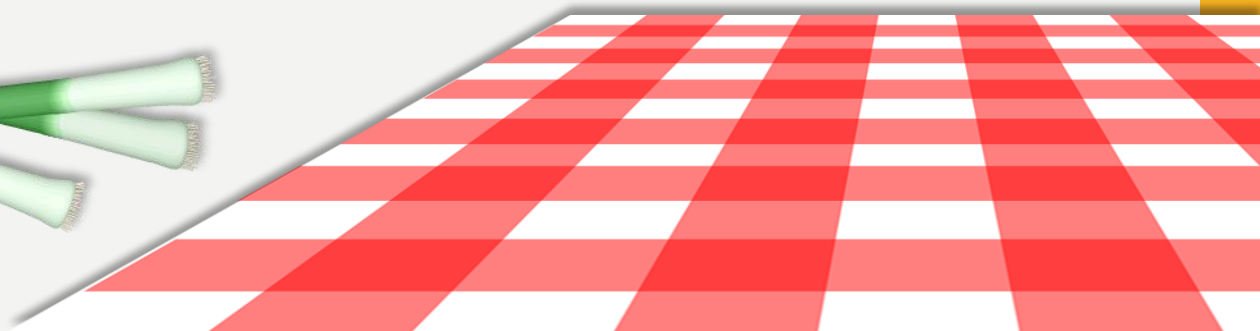
STEP 2: Synthesize

Work with a partner. Student A, you are enthusiastic about the use of video games to help people live healthier lives and train medical students. Student B, you are uncertain about these uses of video games. Use the information from the notes you completed in Step 1: Organize.

Example

- A:** Video games are a good idea. If kids have serious illnesses, they can learn to follow their doctors' instructions.
- B:** I'm not so sure about that. Don't you think children spend enough time in front of computer screens?


Now switch roles. Student A is now uncertain about the use of video games in helping people to get and stay healthy. Student B is now enthusiastic.





homework



- 1**  Listen to the conversations and fill in the missing words. You might need to write more than one word in the blank.

Conversation 1

A: I'm worried about you. You _____ play so many video games. You really _____ spend more time outdoors.

B: Yeah, I know I _____ exercise more, but I'm so tired all the time.

A: Well, maybe you aren't getting enough sleep. You _____ get one of those sleep apps. You know, for your phone?

B: How much do I _____ pay for that?

A: You _____ pay a cent. It's free.

B: Really? That sounds great.

A: Yeah, you _____ go online and check it out.

Thank
You



A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank wall. The sign is made of a single piece of weathered wood with rough, splintered edges. It is held in place by two small wooden pegs. Above the sign, a thin wooden branch is tied in a V-shape, with a vibrant red rose and green leaves tucked into the right side. The teal background is made of vertical wooden planks with visible grain and some wear.

WELCOME



LISTENING

2

Lecturer: Le Thi Hanh, M.A



TÀI LIỆU CHÍNH:

[1] FRAZIER, L. & MILLS, R. (2009). *NORTHSTAR 2- LISTENING AND SPEAKING*. LONGMAN: PEARSON.

- TÀI LIỆU THAM KHẢO:

[2] MARGARET BROOKS (2011). *SKILLS FOR SUCCESS 2: LISTENING AND SPEAKING*. OXFORD: OXFORD UNIVERSITY PRESS.

[3] FALLA, T. & DAVIES, P. A. (2008). *INTERMEDIATE SOLUTIONS: STUDENT'S BOOK*. OXFORD: OUP.

[4] WILSON, J. J., & CLARE, A. (2006). *INTERMEDIATE TOTAL ENGLISH: STUDENT'S BOOK*. HARLOW: PEARSON.

[5] PET PRACTICE TESTS (*SELECTED MATERIALS*)



TÀI LIỆU THAM KHẢO:

[6] WEBSITE FOR PET PRACTICE TESTS:

A. [HTTP://WWW.FLO-
JOE.CO.UK/PET/STUDENTS/TESTS/](http://www.flo-joe.co.uk/pet/students/tests/)

B.

[HTTP://WWW.EXAMENGLISH.COM/PET/PET_LIS
TENING.HTML\.](http://www.examenglish.com/pet/pet_listing.html)

C. [HTTP://WWW.ENGLISHCLUB.COM](http://www.englishclub.com)

D. [HTTP://WWW.BBC.CO.UK](http://www.bbc.co.uk)

E. [HTTP://WWW.VOANEWS](http://www.voanews)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

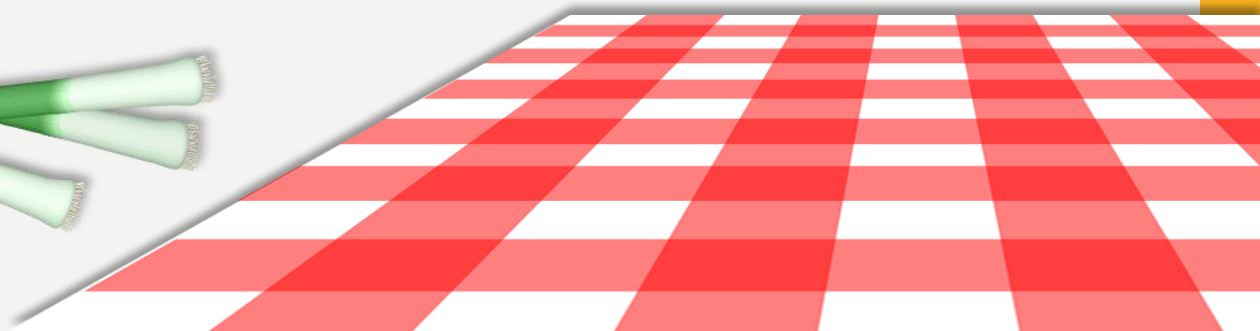
DAY 5

DAY 6

DAY 7

DAY 8

ENDANGERED Languages



OUTLINE



1

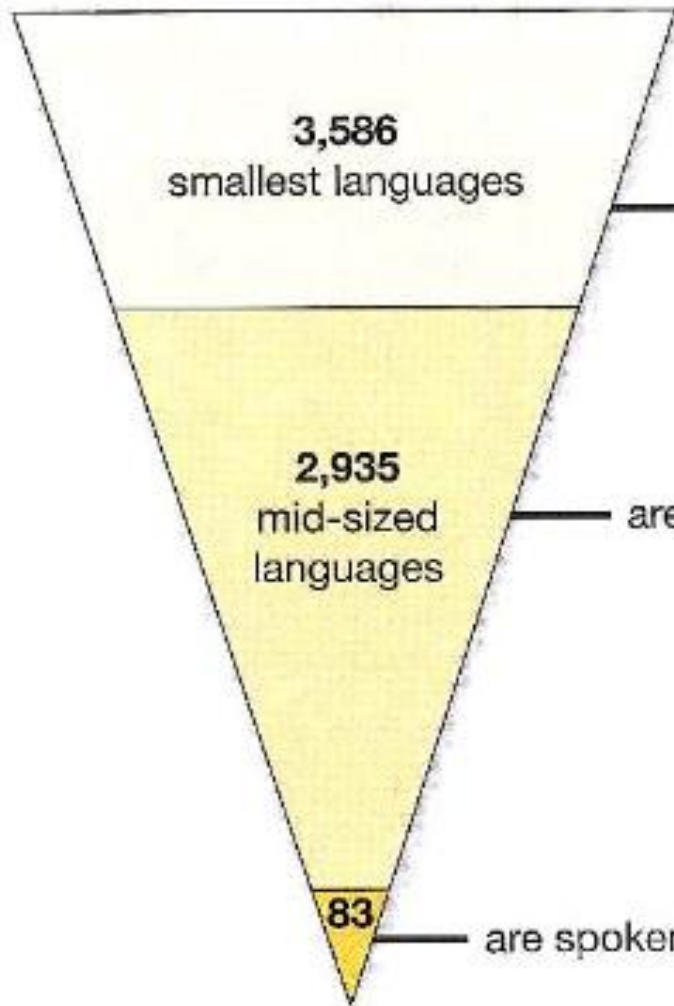
- **1.1 Endanger Languages**

2

- **2.2 My life, my language**



Languages



biggest languages

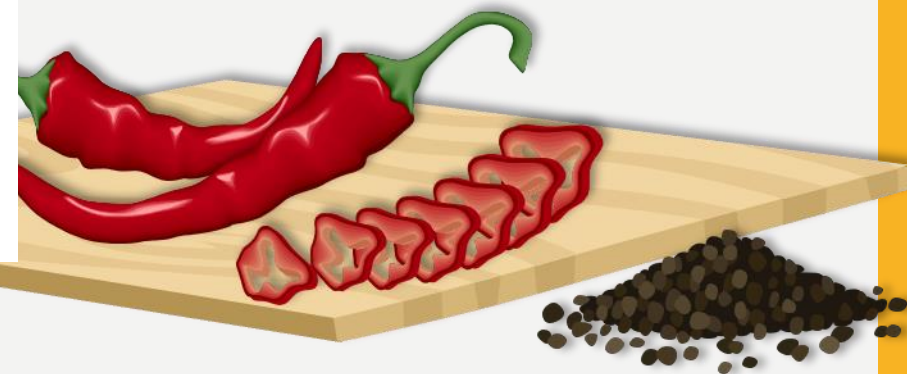
Speakers

are spoken by → 0.2% of the world's population

are spoken by → 20.4% of the world's population

are spoken by → 79.4% of the world's population

VOCABULARY



1



Read and listen to an excerpt from a textbook about endangered languages.



LANGUAGE TODAY

DISAPPEARING LANGUAGES

- 1 There are more than 6,000 languages in the world today. Unfortunately, many of these languages are **endangered**. An endangered language is a language that few people are learning to speak. When an endangered language loses all of its speakers, it becomes **extinct**. Sometimes a language **disappears** when the language of a more powerful or **dominant** community **replaces** it. For example, this happened when English replaced many native languages in North America. Today, many Native Americans only speak English instead of the native language of their culture.
- 2 Many **linguists** study endangered languages and work to **preserve** them. A number of speakers of these languages also work hard to save them for

future generations. In many communities, there are special programs that teach children their **native language**. These programs are important for children to **acquire** their native language. The children in these programs grow up to be **bilingual**—they can speak two languages; the language of the more powerful community, as well as their native language.



2 Choose the best synonym or definition for each word or phrase.

1. endangered

a. might die soon

b. already dead

2. extinct

a. no longer existing

b. very old

3. disappears

a. stops being useful

b. stops being used

4. dominant

a. strong

b. easy to learn

5. replaces

a. changes for something else

b. stops

6. linguists

a. people who speak the same language

b. people who study the science of language

7. preserve

a. save

b. lose

8. native language

a. a language only old people speak

b. a language that belongs to the place of one's birth

9. bilingual

a. speaking one language

b. speaking two languages

10. acquire


a. learn

b. speak



PREVIEW



 Listen to the beginning of a lecture on language loss. Read and answer each question.

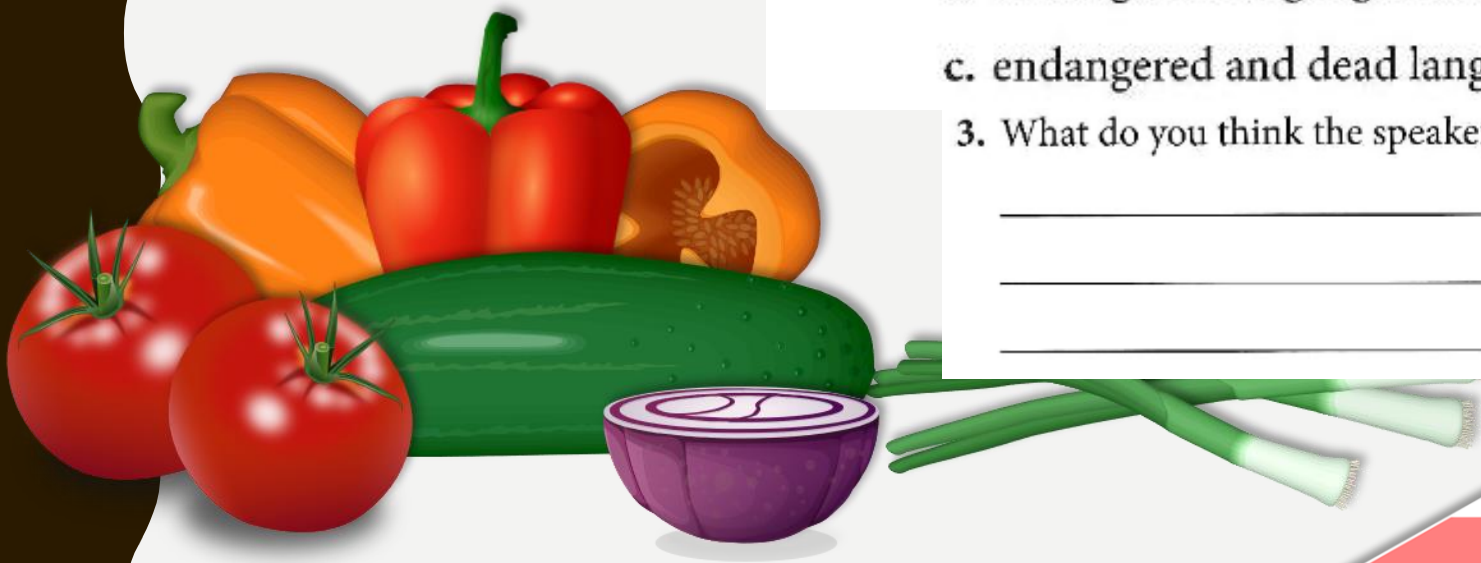
1. Where is the speaker?

- a. in a class
- b. on TV
- c. on the radio

2. What is the topic?


- a. endangered languages
- b. endangered languages and cultures
- c. endangered and dead languages

3. What do you think the speaker will talk about? Make three predictions.



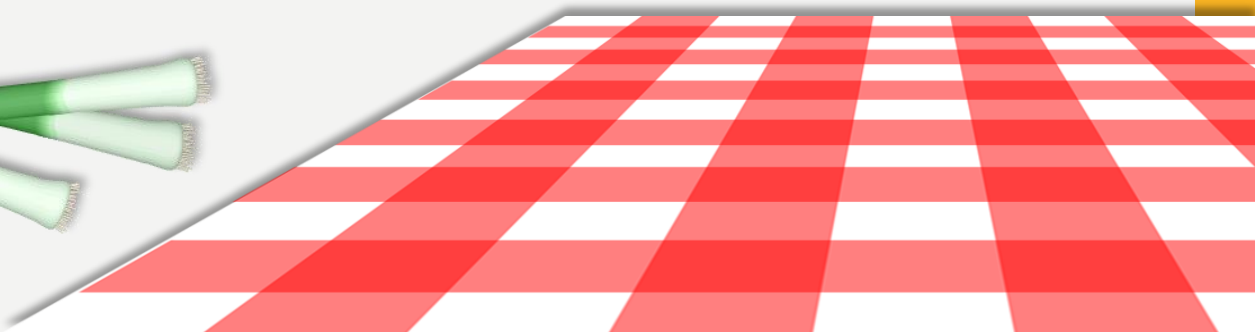


MAIN IDEAS


1  Listen to the whole lecture. Then look again at your predictions from the Preview section. Were your predictions correct? Did they help you understand the lecture?

2 Read each statement. Write *T* (true) or *F* (false).

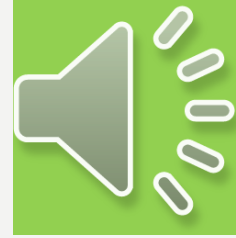
- ___ 1. Linguists care about endangered languages because, when a language dies, a culture can die, too.
- ___ 2. Languages become endangered when children don't go to school.
- ___ 3. Sometimes the government makes it illegal to speak a language.
- ___ 4. Dominant communities usually learn the language of the less powerful community.
- ___ 5. Linguists try to save endangered languages.



DETAILS

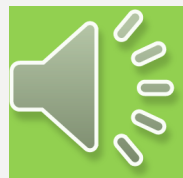
 Listen to the lecture again. Then circle the best answer to complete each statement.

1. By the year 2100, _____ of the world's languages could be extinct.
a. 50 percent b. 40 percent c. 20 percent
2. The Manx people lost their native _____.
a. culture b. traditions c. language
3. According to the speaker, _____ may be lost when a language disappears.
a. books, schools, and teachers b. culture, history, and knowledge c. customs, communities and way of life
4. Before 1987, it was _____ to teach Hawaiian in public schools.
a. illegal b. required c. difficult



5. Today, more than _____ students are enrolled in Hawaiian language programs.
a. 1,000 b. 2,000 c. 12,000
6. Once there were _____ Native American languages, but now many have become extinct.
a. several b. hundreds of c. thousands of
7. In Greenland, students learn _____.
a. Kalaallisut and Danish b. only Danish c. only Kalaallisut
8. Linguists help create _____ programs where people can study endangered languages.
a. interesting b. community c. unusual
9. Linguists preserve languages by _____.
a. recording them, studying them, and by writing story books b. studying them, learning them, and writing history books c. recording them, studying them, and writing grammar books





MAKE INFERENCES

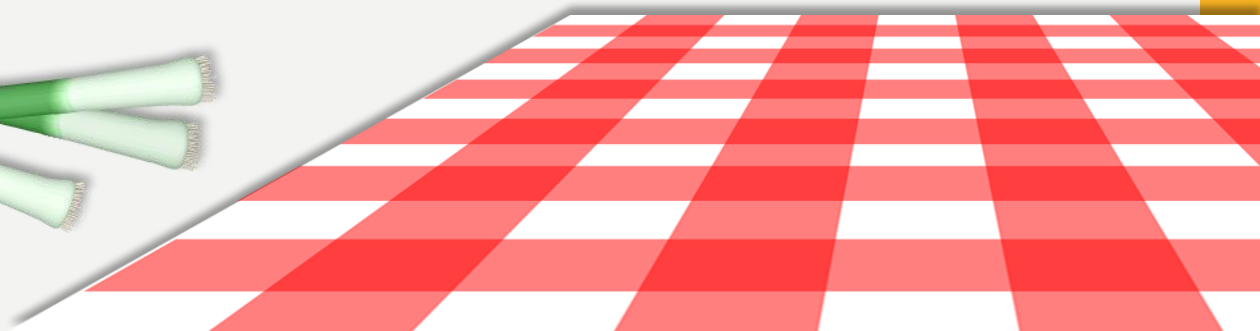
SPEAKER'S VIEWPOINT

 Listen to the example. Then read the statement. What is the speaker's viewpoint?

Example


PROFESSOR: Good morning, everybody. Today, I'd like to talk about endangered and dead languages. So . . . who did the reading for today? Hmm . . . I see . . . some of you did . . . Then, who can tell me what a dead language is?

The professor says, "I see some of you did." The professor wants all the students to do the reading and be prepared to discuss. You can infer that he probably would agree that many students are not prepared for class.



MAKE INFERENCES

SPEAKER'S VIEWPOINT

 Listen to two excerpts from the lecture. After listening to each excerpt, answer the questions. Discuss your answers with the class.

Excerpt One



Do you think the professor would agree or disagree with the statement:
“Language programs are a good way to preserve languages.”

a. agree

b. disagree

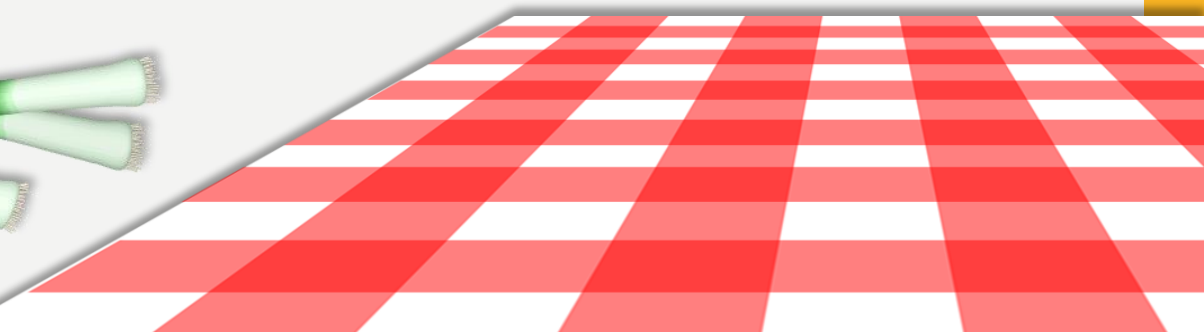
Excerpt Two



Do you think the student would agree or disagree with the following statement:
“I’m not sure it’s worth it to preserve languages.”?

a. agree

b. disagree



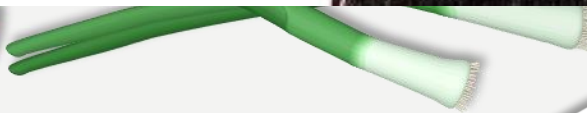
EXPRESS OPINIONS

Work in a small group. Read the different opinions about language. Then say whether you agree or disagree with the opinions and explain why.

Language is a very important part of one's culture. That's why we should preserve languages.

I think each country should have only one official language. People who live in the same country should speak the same language.

I think it's important for people to learn more than one language. That way they can understand different people and cultures.



2. My life, my language

VOCABULARY

- 1 Read the blog entry. Pay attention to the boldfaced words.

LANGUAGE LOSS STUDY

HOME

CONTACT

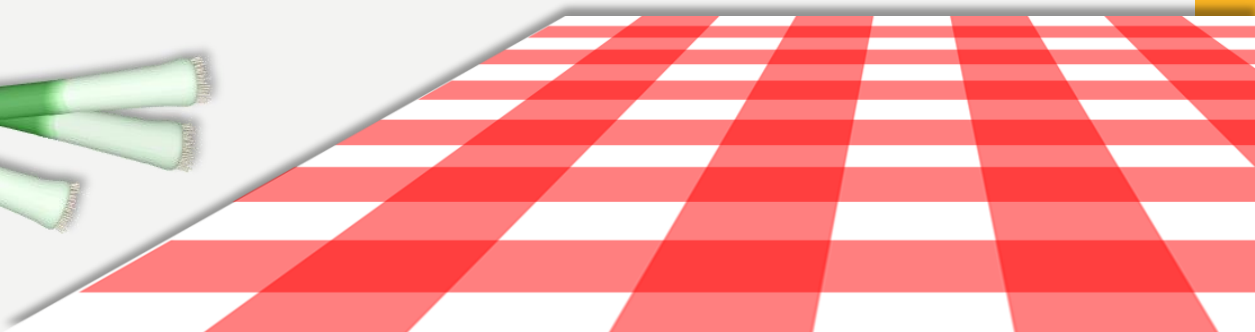
ABOUT US

- 1 If you follow my blog, you know I travel all over the world studying endangered languages. It is very interesting learning about languages and cultures. I have posted some stories of people I recently met. The stories are about a language that once was the (1) **official language** of a country. Everyone spoke the language. But things changed, and it was no longer the official language. As you know, when this happens, a language can become extinct. This is exactly what people were worried about. So, a group of people (2) **got together** to tell me their stories and to talk about doing something about the situation. They (3) **came up with** some great ideas, some ways to help slow the loss of their language. They had to work with the government on their (4) **policy**. They created some rules about language teaching. Without people like this, languages will (5) **eventually** become extinct.
- 2 I hope you'll enjoy listening to some of my stories. I think they are really interesting!



2 Match the boldfaced words with their definitions. Write the number of the words.

- ___ **a.** a rule or plan
- ___ **b.** in the end
- ___ **c.** created, thought about
- ___ **d.** met
- ___ **e.** the main language used in a country



COMPREHENSION

🎧 Listen to the speaker talk about her experience with her native language and culture. Then read each question and circle the correct answer.

1. Where does she live?
a. New Zealand b. Greenland
2. What language did she learn in school?
a. Maori b. English
3. What language did her grandparents speak?
a. Maori b. English
4. How did she feel in her family?
a. empty and different b. happy and excited




5. Where do her children learn Maori language and culture?
a. in elementary school b. in language nests
6. What is a language nest?
a. a pre-school b. a home school
7. How many language nests are there now?
a. a few hundred b. over 400
8. What are three Maori values that children learn?
a. love, caring, and respect for elders b. hope, sharing, and family responsibilities
9. Who teaches the Maori adults their language and culture?
a. linguists b. older Maoris
10. Where do they meet?
a. in schools b. in neighborhood centers
11. What is/are the official language(s) of New Zealand now?
a. English b. English and Maori



LISTENING SKILL

LISTENING FOR REASONS AND EXAMPLES

 Listen to the examples:

Example 1

In school, I learned and spoke English. This is because English was the official language. Everything was taught in English in school. That was the government policy.



Main idea In school, I learned and spoke English.

Reason This is because English was the official language.

Reason That was the government policy.

The main idea is that English was the only language she learned and used in school. The reason is English was the official language and it was the government policy. She says, "This is because English was the official language."

Example 2



Through the language nests, children learn about the values and traditions of the Maori culture. For example, we have a strong belief in love, compassion, caring, hospitality, family responsibilities, and respect for elders. Also, children learn our Maori stories, which are a big part of our tradition.

Main idea Through the language nests, children learn about Maori traditions and the basic values of the Maori culture.


Example For example, we have a strong belief in love, compassion, caring, hospitality, family responsibilities, and respect for elders.

Example Also, children learn our Maori stories, which are a big part of our tradition.

The main idea is the children learn the values and traditions of Maori culture. Examples of values are a strong belief in love, compassion, caring, hospitality, family responsibilities and respect for elders. Another example is children learn about Maori stories, which are part of their tradition.





 Listen to the excerpts. Write the missing words to complete the main idea and the word or phrase that introduces each statement to support the main idea. Then, decide if each statement is a reason or an example. Circle the correct answer.

Excerpt One

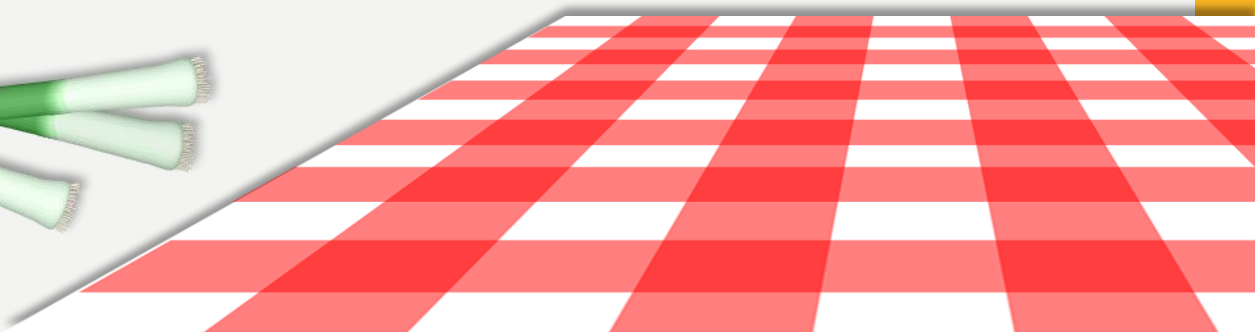
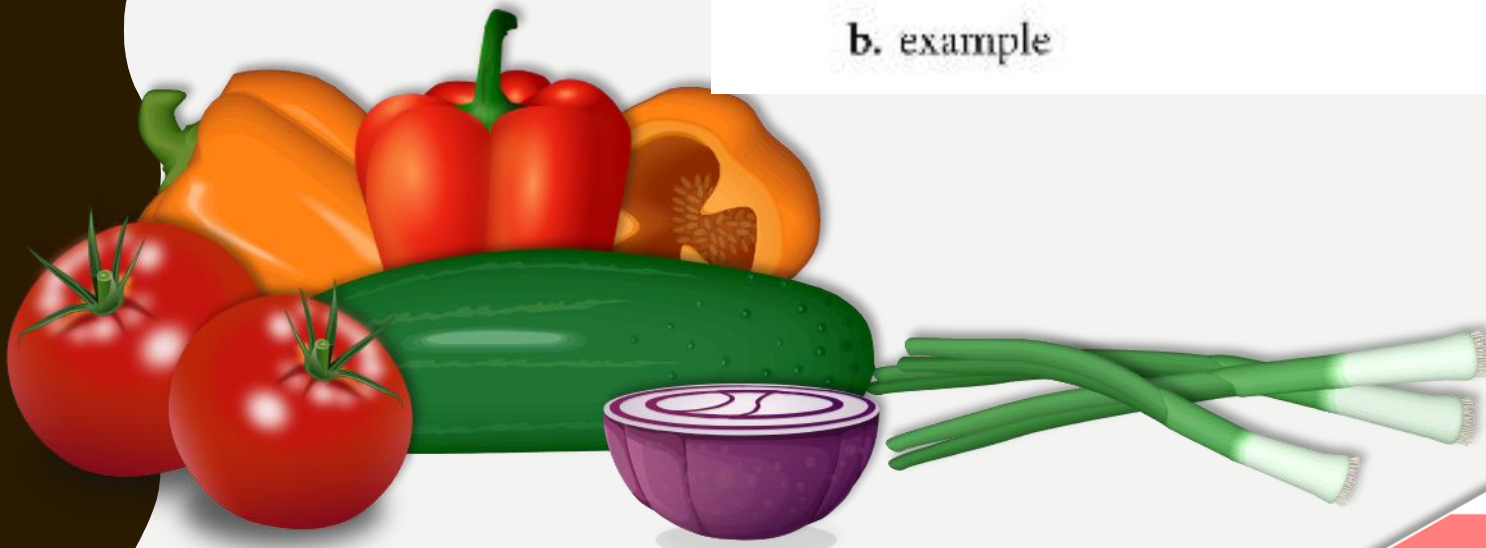
Main Idea: We are also trying _____.

_____, I now attend classes that meet in a neighborhood center, where the teachers are all older Maoris, usually grandparents.

- a. reason
- b. example

_____ adults can learn is by attending week-long classes.

- a. reason
- b. example





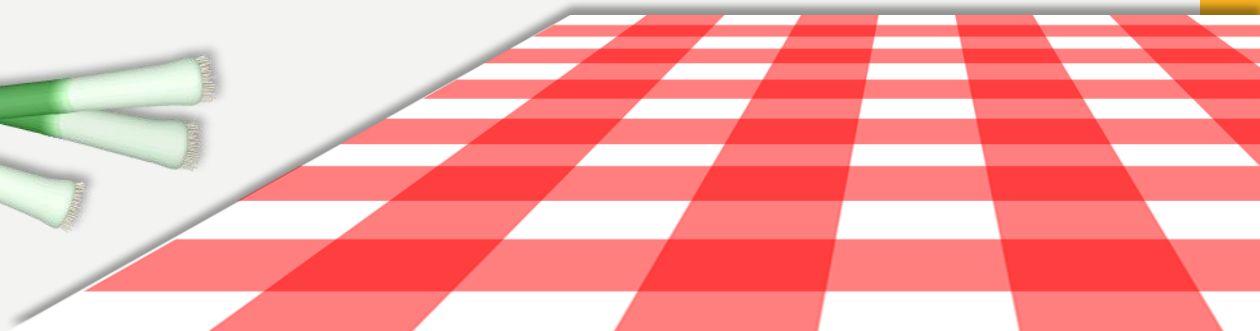
Excerpt Two

Main Idea: There are several reasons why _____
_____ sometimes the government makes it illegal to teach the language in school.

- a. reason
- b. example

_____ before 1987, it was illegal to teach the Hawaiian language in Hawaii's public schools.

- a. reason
- b. example



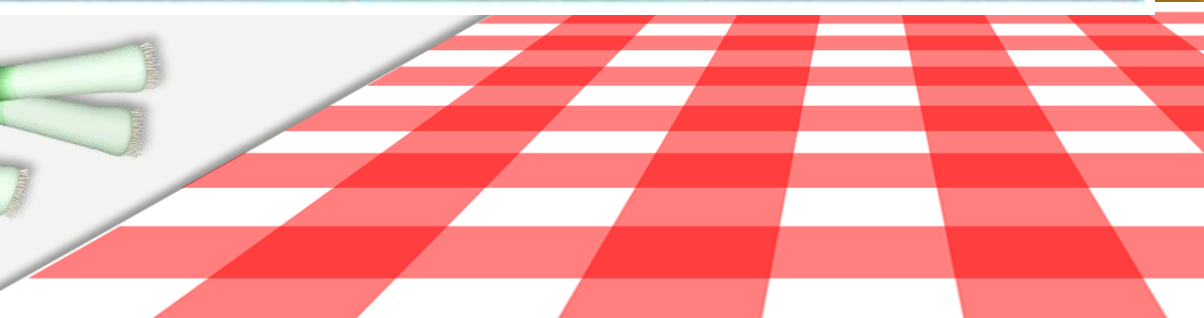


CONNECT THE LISTENINGS

STEP 1: Organize

 Work in pairs. List the examples from Listening Two for each idea from Listening One.

WHY ARE WE LOSING SO MANY LANGUAGES?	EXAMPLES FROM LISTENING TWO
1. Children don't learn the language in school.	1.
2. Children stop learning the language and only old people speak it.	2.
3. Children don't learn the culture.	3.
HOW CAN WE SAVE LANGUAGE AND CULTURES?	EXAMPLES FROM LISTENING TWO
1. Children learn the language and culture.	1.
2. The government makes the language official.	2.
3. Adults learn the language and culture.	3.



STEP 2: Synthesize

Work with the same partner. Student A, you are a student asking questions; Student B, you are the professor giving examples. Begin by asking about the reasons for language loss and then ask about ways to save languages and cultures. If the answer is not complete, ask a follow-up question such as “Could you give me an example?” Then switch roles. Use the information from Step 1.

Example

A: Why are we losing so many languages?

B: One reason for language loss is because children don't learn their native language in school.

A: Could you give me an example?

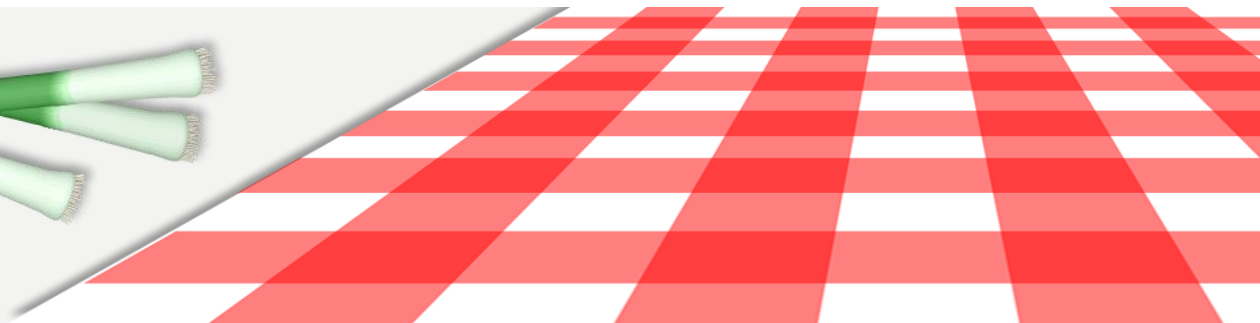
B: Before, Maori children only learned English in school, so they couldn't speak Maori with their grandparents. Now, they learn Maori and English.

A: How can we save language and culture?

B: Children can go to language programs.

A: What's an example of a language program?


B: One example is language nests.





homework



- 1**  Listen to the conversations and fill in the missing words. You might need to write more than one word in the blank.

Conversation 1

A: I'm worried about you. You _____
1. play so many video games. You really _____
2. spend more time outdoors.

B: Yeah, I know I _____
3. exercise more, but I'm so tired all the time.

A: Well, maybe you aren't getting enough sleep. You _____
4. get one of those sleep apps. You know, for your phone?

B: How much do I _____
5. pay for that?

A: You _____
6. pay a cent. It's free.

B: Really? That sounds great.

A: Yeah, you _____
7. go online and check it out.

Thank
You

