

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, with a single vibrant red rose and its green leaves resting on it. The teal paint on the wall is distressed, showing the underlying wood grain and some dark spots.

WELCOME



Reading 2

Lecturer: Le Thi Hanh, M.A





1. Tài liệu chính:

[1] Haugnes, N. & Maher, B. (2009). *Northstar 2- Reading and Writing: Students' book*. Longman: Pearson.

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Tài liệu tham khảo:

[6] Website for PET practice tests:

- a. <http://www.flo-joe.co.uk/pet/students/tests/>
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1. Self – study(the first 04 sessions)
2. Google meeting(the last 04 sessions)



Đánh giá kết quả học tập

Final Test

TỰ LUẬN (Ngày 11/03)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7

DAY 8



UNIT 1

OFFBEAT Jobs



EXPAND

1  Read and listen to the conversation.

A: Hey, how's it going?

B: Not bad. So what's up?

A: Oh, I'm on my way to the library. I need to **hit the books**. I've got a biology midterm tomorrow.

B: Biology? That should be easy.

A: Yeah, easy for you to say! You **aced** biology, right? My problem is I **cut class** a lot at the beginning of the semester, and I didn't study much because my roommate kept asking me to **hang out** with him. I really **fell behind**. Now I have to try to catch up on everything before tomorrow's test.

B: Ouch. Sounds like you really put it off to **the last minute**.

A: Tell me about it. I think I'm going to have to **pull an all-nighter** tonight.

B: I don't know. If you ask me, that's not such a good idea. I pulled a few all-nighters to study last semester, and I **bombed** the tests because I was too tired. It's just too hard to focus without enough sleep.

A: Yeah, well, I guess I'll learn the hard way. So, how about you? What are you up to?

B: I'm just on my way to my chemistry professor's office. There's a homework problem I can't **figure out**, and I need to get some help.

A: OK, well I'd better get to the library. I need to **cram** for that test!

B: Good luck!



2 Match the phrases on the left with the meanings on the right.

- | | |
|------------------------------|---|
| _____ 1. hit the books | a. to stay up all night working on something |
| _____ 2. ace | b. the last possible time that something can be done |
| _____ 3. cut class | c. to study |
| _____ 4. hang out | d. to understand or solve by thinking |
| _____ 5. fall behind | e. to receive a grade of "A" or to complete something easily and successfully |
| _____ 6. the last minute | f. to fail to do something as quickly as planned or as required |
| _____ 7. pull an all-nighter | g. to quickly prepare right before a test |
| _____ 8. bomb | h. to skip a class or day of school without an excuse |
| _____ 9. figure out | i. to fail a test |
| _____ 10. cram | j. to spend time in a certain place or with people |



SIMPLE PRESENT TENSE

1. Use the simple present tense to talk about actions that happen again and again, such as habits and routines.

I usually **go** to sleep at 11:00.

2. Use the simple present tense to tell facts.

About 20 percent of students **procrastinate** often.

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

I **prefer** to study alone.

4. In affirmative statements, use the base form of the verb, except for third person singular. Add *-s* or *-es* with *he*, *she*, or *it*.

I **hope** to do better on the next test.

5. In negative statements, use **does not** or **do not** before the base form of the verb. Use **doesn't** and **don't** in speaking and informal writing.

Ruben **likes** to play soccer after class.

My math professor **doesn't allow** cell phones in class.

6. For questions in the simple present, use **do** or **does** before the subject

Do we need to finish this today?

Does your family **call** you often?

7. Do not use **do** or **does** for questions with **be**.

Is she good at multitasking?

What **are** your goals?



2

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




Questions

- 1. What _____ (be) your professional goals?
- 2. What _____ (be) your favorite class?
- 3. _____ your parents _____ (pressure) you to do well in school?
- 4. How often _____ you _____ (go) to the library?
- 5. _____ your roommate ever _____ (have) a negative effect on you?
- 6. When _____ you _____ (hang out) with friends?
- 7. _____ you _____ (get) enough sleep? You should get at least seven hours every night.

Answers

- a. After class and on the weekends. We sometimes _____ (cook) dinner together or _____ (watch) a movie.
- b. Yes, she _____ (do). She _____ (throw) a lot of parties. She _____ (make) a lot of noise, and she _____ (not clean) the apartment!
- c. Not very often. I _____ (prefer) to study in my room.
- d. No, not usually. I _____ (be) often really tired during the day because I _____ (stay up) late.
- e. Yes, _____ you _____ (know) any good time management strategies?
- f. I _____ (want) to become a lawyer. I _____ (think) I can do it.

PRONUNCIATION

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

A: Do you have any homework?

B: Yeah, I do. I need to finish my English paper. It's due on Monday. How about you?

A: Well, I'm invited to a party on Saturday. Do you think you can come?

B: Maybe. Give me a call!

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


A: Hey, do you want to go to the beach? It's such a nice day.

B: Well, we don't have much time. Our class starts in two hours.

A: That isn't a problem. We can cut class today!

B: I'm not sure about that. I'd like to go to the beach, but I can't fall behind before the test.

A: OK. I'm not going to twist your arm!

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



SPEAKING SKILL

EXPRESSING AGREEMENT AND DISAGREEMENT

1. In speaking, there are different phrases we can use to agree with others' opinions. Sometimes we want to express a strong agreement, and sometimes we want to express a weak agreement.

Expressing Agreement

I think that multitasking is a bad habit.

- I totally agree.
- I agree (with you/Sheila/Tom).
- I think so, too.
- I'm with you.
- That's true.
- Maybe
- I guess so

Strong



Weak



2. We can also disagree with others' opinions. Sometimes we want to express a strong disagreement, and sometimes we want to express a weak disagreement. In conversation, weak disagreements are more polite.

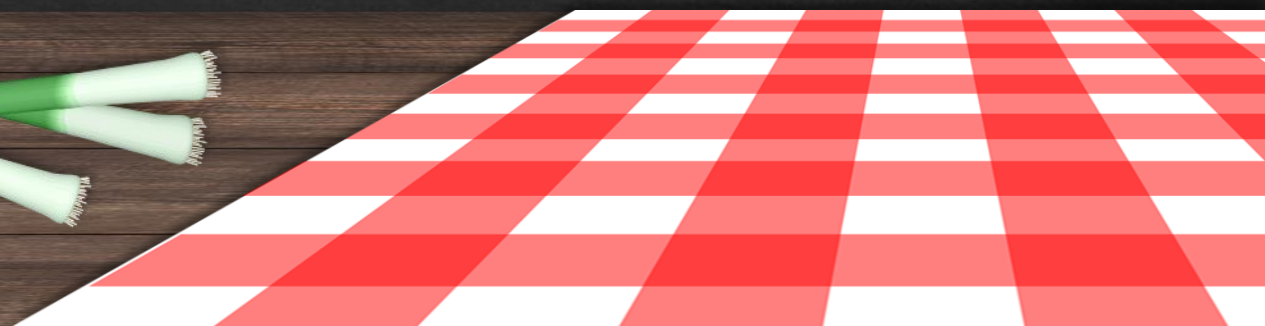
Expressing Disagreement

- I totally disagree.
- I disagree.
- I don't think so.
- Actually, I think . . .
- I'm not sure about that.
- I don't know.
- Maybe, but don't you think . . . ?

Strong



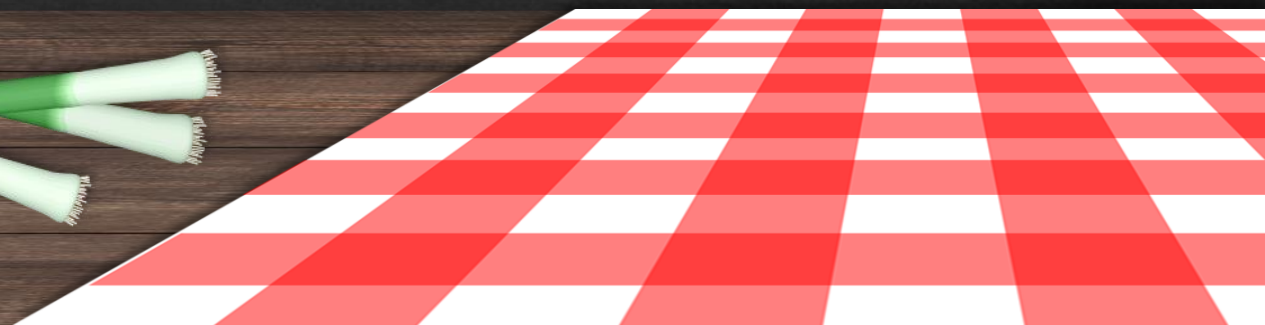
Weak



Work in a group. Read the following suggestions for school success. Take turns expressing your opinions about the statements. Do you think they are a good idea or a bad idea? Explain your opinions.

Example

- A: I think it's a good idea to take classes early in the morning. Then you have more time during the day to do other things.
- B: I don't know. I'm not a morning person, so I can't focus early in the morning.
- C: I'm with you. I don't like waking up early.
1. Take classes early in the morning.
 2. Find a study group for your difficult classes.
 3. Never cram for tests.
 4. Get at least seven hours of sleep every night.



UNIT PROJECT

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

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

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

Student life challenge:

Strategy or advice:

How it works:

Why it works:

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



ALTERNATIVE SPEAKING TOPICS

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

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





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UNIT 3

A PENNY SAVED
IS A PENNY
Earned



3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Complete the conversations with words from the box. Use the underlined words to help you. Then work with a partner to practice reading the conversations aloud. Switch roles after item 4.

be interested in

borrow

equal

exchange

I bet

necessities

services

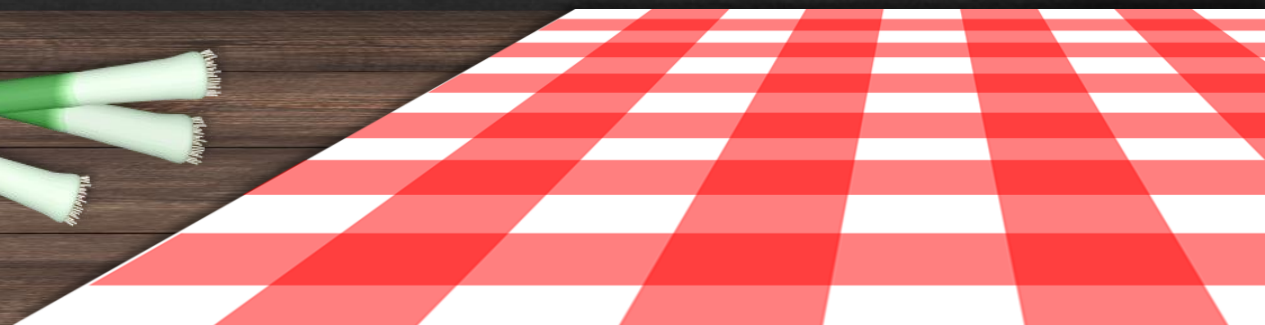
spend

stuff

That's it

used

valuable





- A:** I bought a chair at a thrift store yesterday. It isn't new, but it's very nice.

B: Do you really like to buy _____ used _____ things?
- A:** This sweater is too big. I need to take it back to the store and trade it for a smaller one.

B: Does that store let you _____ things?
- A:** Do you want to go shopping? I need to get some things for my apartment.

B: No, thanks. I already have too much _____.
- A:** I wish I knew how to do something useful, like fixing cars.

B: Yeah, you're right. Fixing cars is a _____ skill.
- A:** I need to buy a new MP3 player and download some new songs.

B: Really? Are an MP3 player and new music really _____?
- A:** I don't want to pay a lot of money for a television.

B: How much do you want to _____?
- A:** That department store does so many things for you. They even have personal shoppers, people who help you choose what to buy.

B: Yeah, they do offer a lot of _____.

8. A: Do you think these two cameras are the same?

B: Yeah, I think they are pretty _____.

9. A: My car broke down. Can I use yours to get to school today?

B: Sure, you can _____ it anytime.

10. A: I am thinking about taking a class. I want to learn more about saving money.

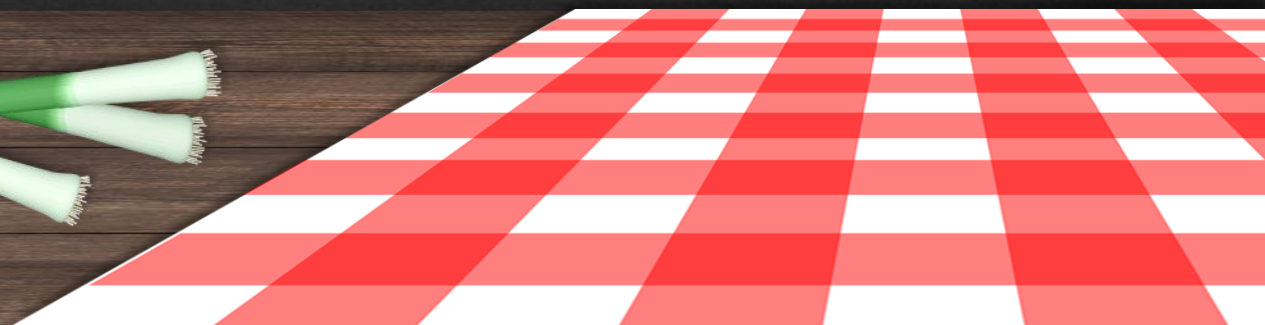
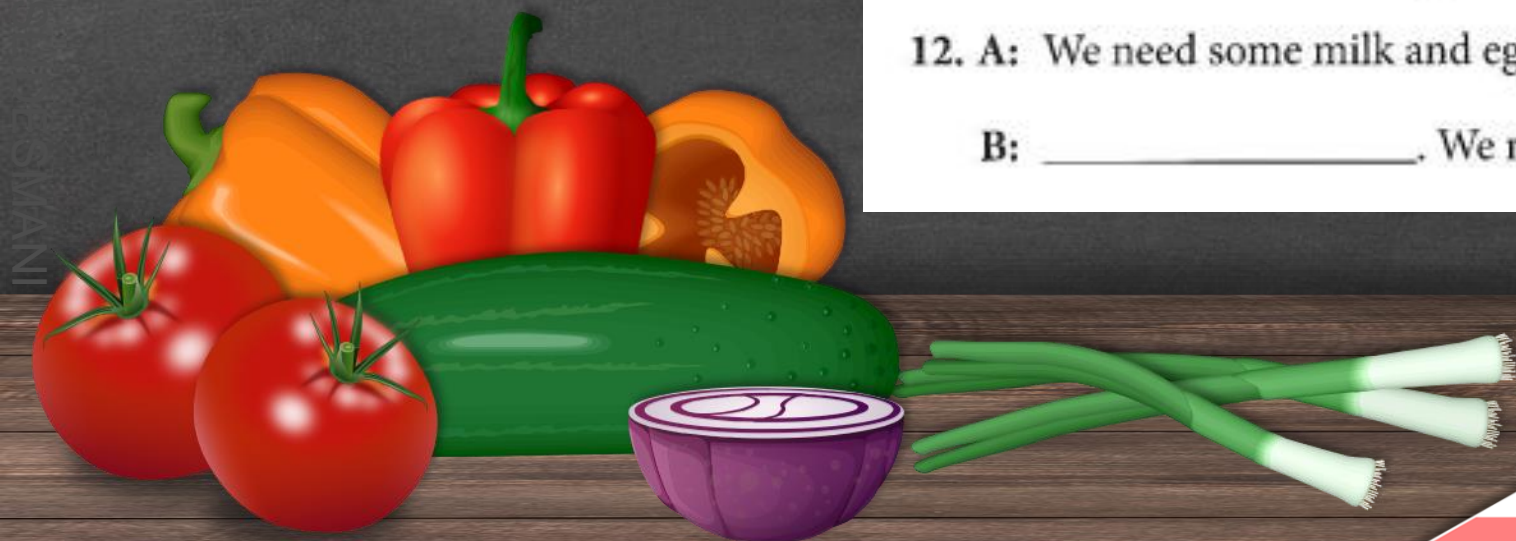
B: That's sounds good. Maybe I will join you. I _____ that as well.

11. A: You mentioned that new movie. I think I know what you want to do tonight!

B: _____ you do!

12. A: We need some milk and eggs from the store.

B: _____. We really don't need much.



THE BARTER NETWORK NEWSLETTER

By Carol Meyer

This Week's Money-Saving Tip: Freecycle®



1 Last week I wrote about thrift stores, where you can get a good price on used items and save lots of money. But an even better way to save money is *Freecycle*. *Freecycle* is an online

group. People give away things they don't need anymore—for free! Other people get things they need, for free, so they don't have to **pay an arm and a leg**.

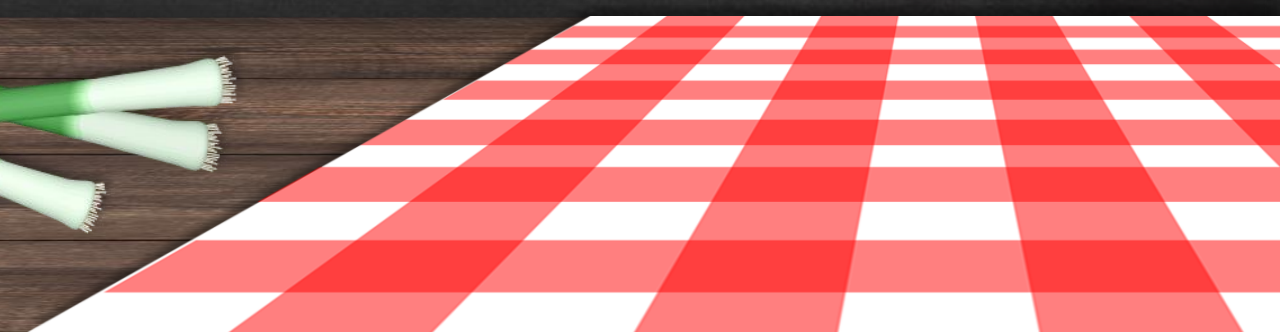
2 When you join *Freecycle*, you select a group that is near you. There are groups all over the world, in 85 countries, so there is probably a group near you. After you join, you can see lists of items that people are giving away near your home.

3 People list all kinds of things: furniture, clothes, artwork, electronics, and more. You may need something that you can't **afford** to buy. But on *Freecycle*, it's free! What a great **bargain!**

4 Another way to save money is to go to flea markets where people sell stuff cheap. Some people like to **bargain** with the sellers. I got a **good deal** last weekend at a flea market on a jacket. At first, the seller asked \$100 for it, but I bargained with him until he agreed to take only \$50. But my friend got an even better deal. She

used *Freecycle* and got a jacket for free; no **cost**. And the jacket was **worth** a lot of money!

5 At *Freecycle* or at a flea market you may have to spend some extra time looking for what you want, but it can be a lot of fun. You can also save a lot of money. It's really **worth it!**



2

Match the phrases on the left with the definitions on the right.

- | | |
|--------------------------------|---|
| ___ 1. to pay an arm and a leg | a. to have a particular value |
| ___ 2. to afford | b. to have a particular price |
| ___ 3. a bargain | c. to have enough money to pay for something |
| ___ 4. to bargain | d. to get a good price on something |
| ___ 5. to get a good deal | e. to spend a lot of money |
| ___ 6. to cost | f. to discuss the price of something you are buying |
| ___ 7. to be worth | g. to be good to do even though you made an effort |
| ___ 8. to be worth it | h. something you buy for less than the usual price |



CREATE

Work in a small group. Take turns asking and answering the questions. Use the boldfaced words and vocabulary from Review and Expand in your answers.

1. Do you like to **bargain** with sellers when you shop? Do you bargain when you buy from street vendors? Why or why not?
2. Do you like to buy things **used**? Why or why not? If yes, what are some things that you like to buy used? What are some things you never buy used?
3. Name a store or place to shop that you think has good **bargains**. What kinds of bargains can you get there?
4. Name something you bought that you **got a good deal** on. Where did you get it? Why do you think it was a good deal?
5. Do you have a lot of **stuff** in your house? What do you usually do with stuff that you don't use anymore—do you prefer to keep it, throw it away, or give it to someone else?



GRAMMAR

1

COMPARATIVE ADJECTIVES

1. Use the comparative form of the adjective to compare two people, places, or things.

Use *than* before the second person, place, or thing.

This car is **cheaper** *than* that one.

2. Add *-er* to form the comparative of short (one-syllable) adjectives.

Add *-r* if the adjective ends in *e*.

cheap cheaper
old older

close closer

3. When a one-syllable adjective ends in a consonant + vowel + consonant, double the last consonant and add *-er*.

big bigger
hot hotter

4. When two-syllable adjectives end in *-y*, change the *y* to *i* and add *-er*

easy easier
funny funnier

5. Some adjectives have irregular comparative forms.

good **better**
bad **worse**

6. To form the comparative of most adjectives of two or more syllables, add *more* before the adjective.

Less is the opposite of *more*.

No service is **more** valuable than another one.

Used clothing is **less** expensive than new clothing.





Introducing the new
INDULGE

Buy a new
Indulge
and drive in comfort,
style, and safety for only \$50,000!

This week's special: a used
Pee Wee



This Pee Wee
is almost new, and it
runs great! It gets excellent
gas mileage, and it's on sale now for only \$4,000!

- 2** Work with a partner. Look at the ads for the cars. Take turns making sentences comparing the two cars. Use the adjectives from the box. Then say which car you would like to buy and why.

bad for the environment

easy to park

nice

big

expensive

old

cheap to drive

good for a big family

safe

comfortable

Example

A: The Indulge is bigger than the Pee Wee.


B: The Indulge is more expensive than the Pee Wee.



PRONUNCIATION

NUMBERS AND PRICES


When we say the numbers 13 through 19, *-teen* is stressed and the letter *t* in *-teen* sounds like /t/.
When we say the numbers 20, 30, 40, 50, 60, 70, 80, and 90, the first syllable is stressed and the letter *t* in *-ty* sounds like a “fast” /d/.

 Listen to the examples.

Example 1

13	16	19
/ˈθɪrˌtiːn/	/ˈsɪkˌsiːn/	/ˈnaɪnˌtiːn/
30	60	90
/ˈθɜːrˌdi/	/ˈsɪkˌdi/	/ˈnaɪnˌdi/

There are two ways to say prices.

 Listen to the examples. Pay attention to what is stressed.

Example 2

\$4.29
four dollars and twenty-nine cents
four twenty-nine

\$53.99
fifty-three dollars and ninety-nine cents
fifty-three ninety-nine



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?

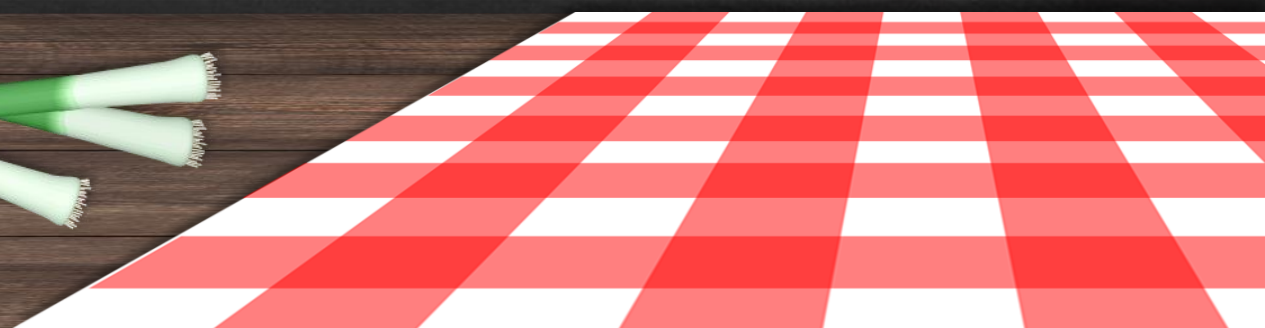
A: I spend fifteen dollars.

1. a haircut \$ _____

2. a movie ticket \$ _____

3. your phone bill \$ _____

4. a meal in a restaurant \$ _____

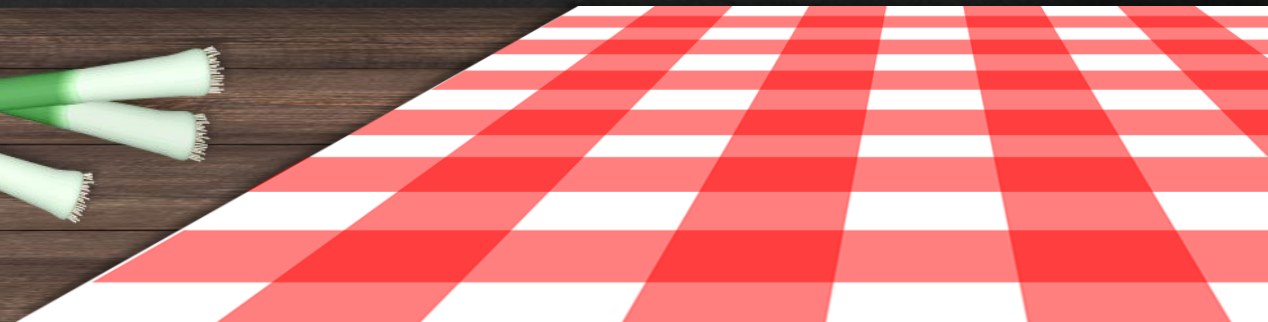


SPEAKING SKILL

NEGOTIATING—MAKING SUGGESTIONS AND COMING TO AN AGREEMENT

When two or more people need to make a decision together, they need to negotiate; they need to come to an agreement. When negotiating, you need to make suggestions until each person agrees.

MAKING SUGGESTIONS	AGREEING WITH SUGGESTIONS	DISAGREEING WITH SUGGESTIONS
Let's buy this chair.	OK. / All right.	Well, I don't know. How about ... ?
Why don't we go to the thrift store?	That's fine with me.	I have another idea. Why don't we ... ?
How about buying a used car instead of a new one?	That's a good idea.	I don't think so.
Would you like to sell your computer?	Let's do it.	
	It's a deal.	
	OK. Why not?	



FINAL SPEAKING TASK

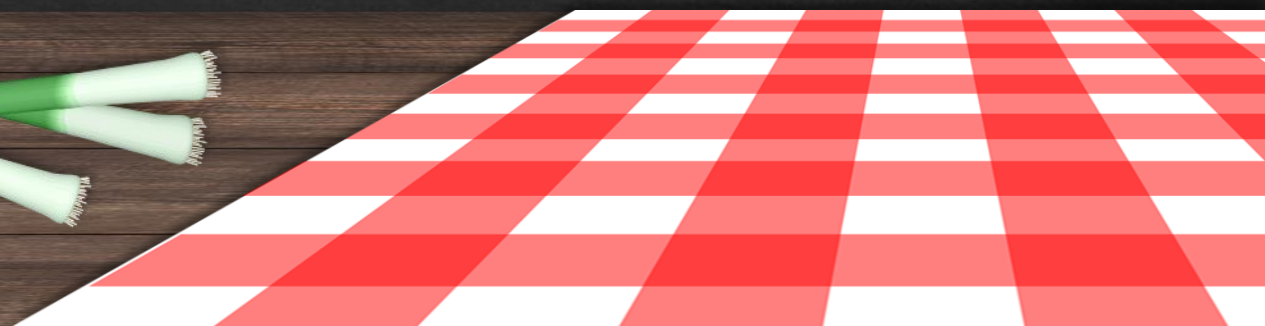
*In this activity, you will practice bartering for goods and services with your classmates. Try to use the vocabulary, grammar, pronunciation, and language for negotiating that you learned in the unit.**

Follow the steps.

STEP 1: Get five blank cards. On four of the cards write the following:

- a. name of an item you would like to exchange (and a drawing, if you'd like)
- b. how old it is
- c. how much money you think it is worth now

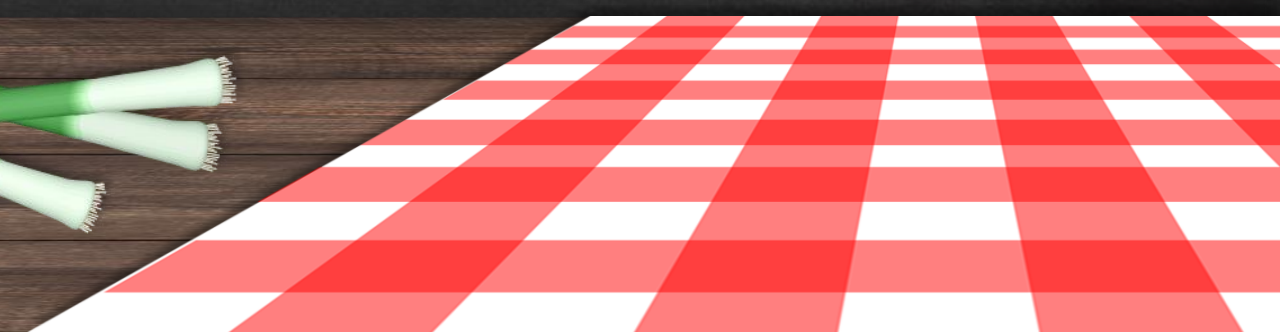
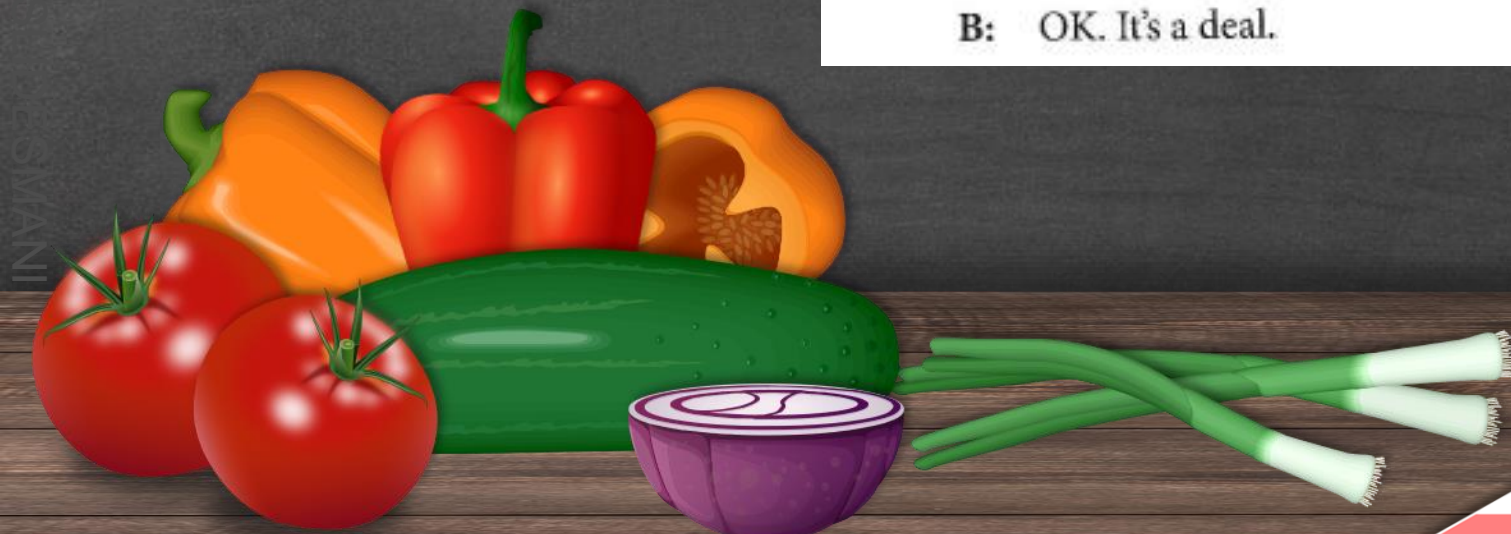
Do this for four items. On the fifth card, write a service you can provide, such as cook dinner.



STEP 2: Go around the class and barter with your classmates. Compare your items and services and negotiate with each other until you come to an agreement. When you come to an agreement, trade your cards.

Example

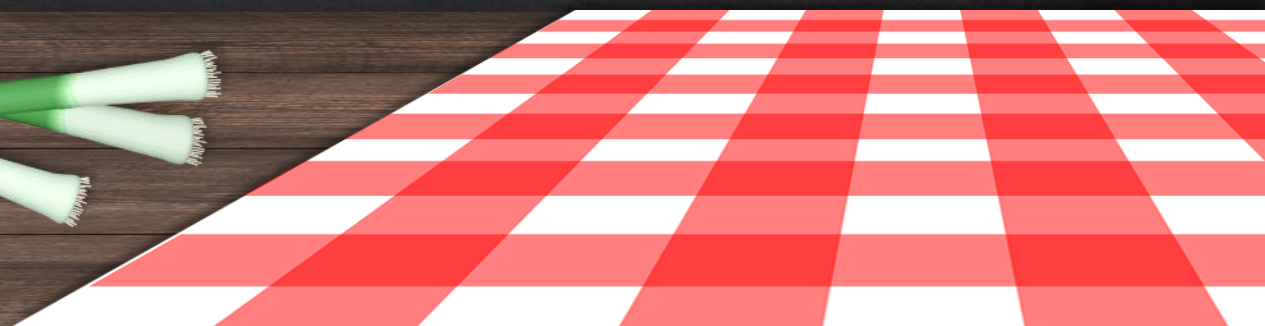
- A:** How about exchanging your television for my computer?
- B:** But my television is newer than your computer.
- A:** Yeah, but my computer is more valuable.
- B:** Thanks, but that's not worth it. I want to keep looking.
- OR
- B:** OK. It's a deal.



ALTERNATIVE SPEAKING TOPICS

Work in a small group. Discuss the questions.

1. Do you think that most people have too much stuff? Why or why not? Give examples.
2. Do you think the Compact is a good idea or a bad idea? Why? Could you keep a promise not to buy anything new for a year? Explain.
3. Do people in your culture buy and sell used stuff? If yes, where? If no, why not?
4. What kinds of things do you only want to buy new? What will you buy used? Why will you buy some things used but others new?





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UNIT 5

THE FAT Tax



3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Use the words and expressions in the box to complete the discussions. Then practice the discussions with a partner.

Discussion 1: Two parents at a meeting

absolutely

concerned about

deal with

discourage

get rid of

in favor of

junk food

obesity



A: Can you believe that there are vending machines at the school that sell soda and other _____, like chips and candy?
1.

B: Really? That's crazy!

A: Yeah, I think so too. It's sending the wrong message. I'm really _____ it.
2.

B: Well, why don't we do something? Can't we try and get the schools to remove the machines—just _____ them completely? I think most parents would be _____ that, don't you?
3.
4.

A: Yes, _____! We all know that kids drink too much soda and eat too much junk food. And it's really bad for their health. Just look at the problems of _____ among young people in this country today. So many of our kids are just too fat, and it's making them sick.
5.
6.

B: Yes, and selling soda and junk food at school sends the wrong message. How can we teach kids healthy eating habits when they can go right down the hallway and buy junk food and soda? It's crazy! Schools need to do everything they can to _____ kids from eating junk food. And if the schools won't
7.

B: Yes, and selling soda and junk food at school sends the wrong message. How can we teach kids healthy eating habits when they can go right down the hallway and buy junk food and soda? It's crazy! Schools need to do everything they can to _____ kids from eating junk food. And if the schools won't _____ the problem, then we as parents need to do something.

A: OK, so what should we do? What's our first step?

B: Why don't we start by calling the principal of the school? We can make an appointment to talk to him about our concerns.

A: That's a great idea. Let's do it!



Discussion 2: Radio call-in show

affect

consumption

lose weight

reduce

A: Hello? Go ahead—you're on *The Nation Talks*.

B: Yes? My name is Mary, and I wanted to say something about what the caller before me was saying. You know, the caller who was talking about cigarette taxes and how they really helped _____ the sale of cigarettes?
1.

A: Yes. So what is the point you would like to make?

B: Well, I don't think you can really compare food and cigarettes. Overweight people who need to _____ are very different from smokers.
2.

A: What do you mean? Could you be a little more specific?

B: Of course. Smokers don't *need* to smoke, but people do need to eat—even people who are overweight or obese. That's why food taxes won't really _____ people's behavior. If you tax one food, you might lower the _____ of that particular food, but people will just find something else to eat.
3.
4.



EXPAND

Read the brochure. Pay attention to the words in boldface.

5 STEPS TO HEALTHY EATING

1. Don't **go on a diet**! People who go on diets might lose weight at first, but as soon as they stop dieting, they not only **gain** back everything they lost, but often gain extra weight.
2. Become a more colorful eater—fruits and vegetables that are bright and colorful are especially good for you. Dark green, blue, purple, and red fruits and vegetables are good choices. Colorful foods taste great and will give you lots of energy.



broccoli



spinach



blueberries



cabbage



eggplant



beets



tomatoes

3. Watch your **portion** size by using small bowls and plates. Try the “healthy plate” model. Fill half your plate with salad or vegetables. Fill one-quarter of it with some kind of **protein**—fish, seafood, beans, meat, eggs, tofu, or chicken (without the skin). Fill the final quarter with **whole-grain** bread or cereal, rice, pasta, or potatoes.

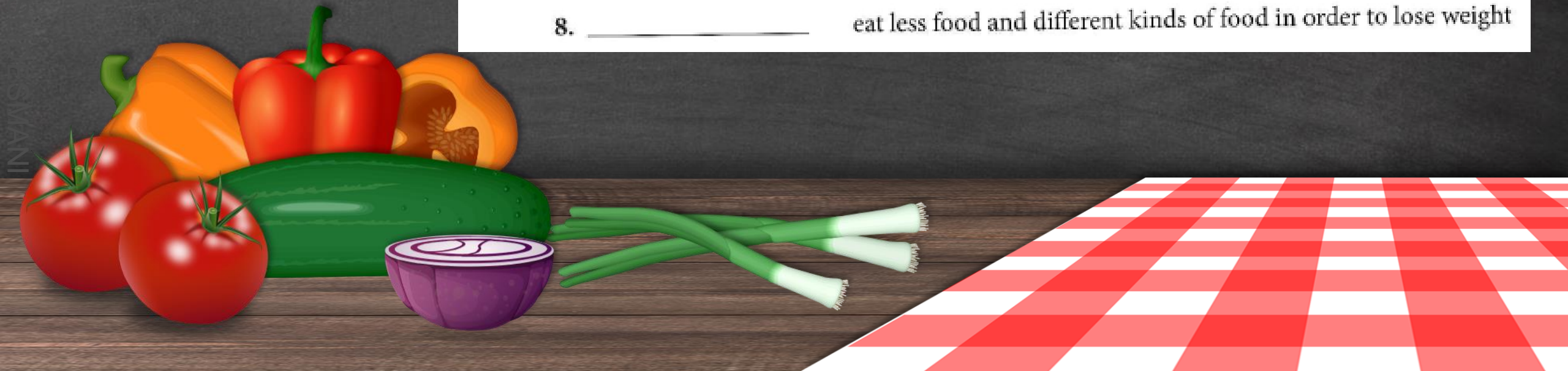


Proteins



Write the word or phrase in boldface from the brochure next to the correct definition.

1. _____ not cooked
2. _____ stop doing something that you have done a lot
3. _____ energy that you get from food
4. _____ a substance in food such as meat or eggs that helps your body to grow and be healthy
5. _____ to become heavier
6. _____ made using all parts of the seed of a plant, such as rice or wheat
7. _____ an amount of food for one person
8. _____ eat less food and different kinds of food in order to lose weight



CREATE

Work with a partner to prepare a role play. A role play is a short performance. The actors take on roles, or become characters, and act out a situation. The situations are often similar to experiences that people might have in real life.

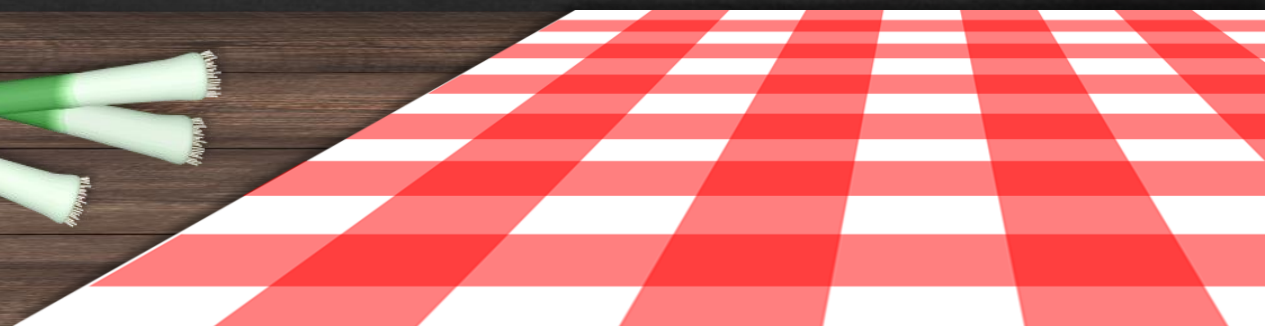
STUDENT A: You are a counselor who works with people who are trying to develop healthier eating habits. Ask Student B some questions to find out about his/her eating habits. Then give some advice.

STUDENT B: You are tired a lot of the time. You are visiting a counselor because you want advice on how to improve your eating habits so that you will have more energy and feel better. Answer Student A's questions.

Get started like this:

STUDENT A: So how can I help you today?

STUDENT B: Well, lately I feel really tired all of the time.



List of possible 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?

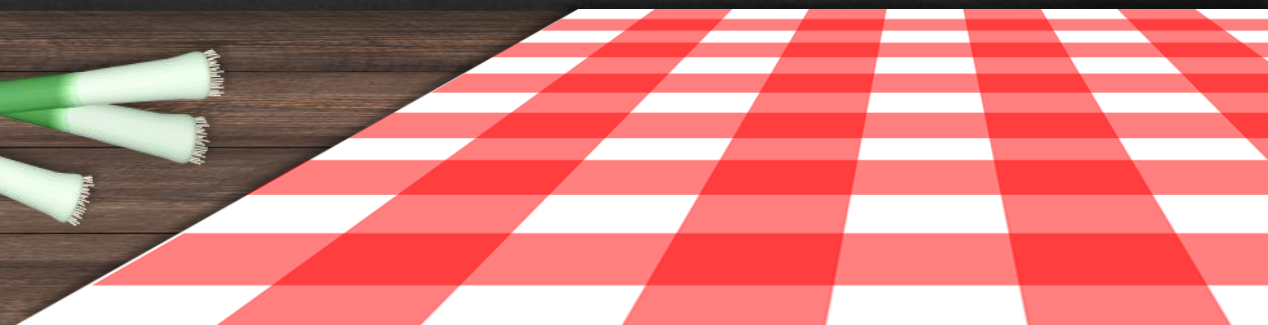
What is your biggest meal of the day?

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?

Use the questions in the list (as well as your own ideas), information and vocabulary from the brochure, and the vocabulary from Listeners One and Two. Then find a new partner. Switch roles and perform the role play again.



GRAMMAR

MODALS OF POSSIBILITY

1. Use *might*, *may* and *could* to express **possibility** about the present or future.

Several studies show that fat taxes **might work**.

Fat taxes **may help** change consumers' eating habits.

Fat taxes **could help** reduce obesity.

2. *Might*, *may* and *could* are followed by the base form of the verb.

A fat tax **might work**.

NOT: A fat tax might ~~works~~.

NOT: A fat tax might ~~to work~~.

3. The **negative of possibility** in the present or future is *may not* or *might not*.

A fat tax **might/may not work**. = 50% possibility it won't work (so 50% possibility it will work)

There are no contractions for *may* or *might*.

NOT: A fat tax ~~mightn't~~ work.

Do NOT use *could not* for the negative of possibility. *Could not* means **impossible** in the PAST. Use *may not* or *might not*.

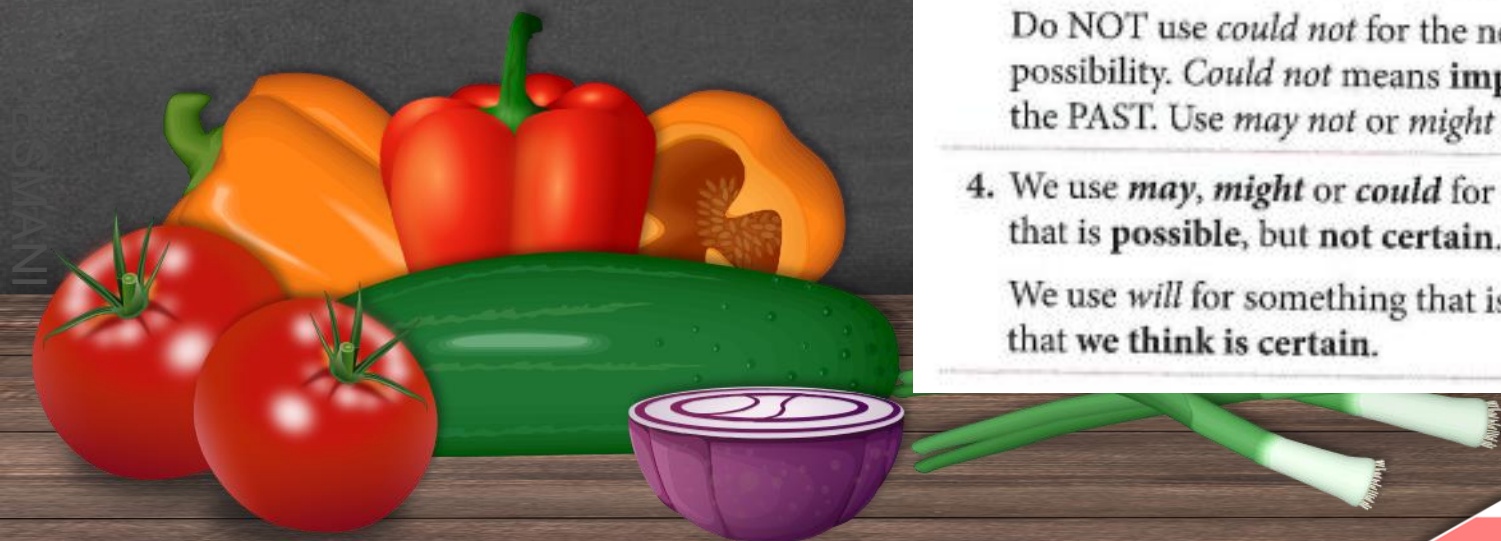
He **could not change** his eating habits. = It was impossible for him to change his eating habits. (0 percent chance)

4. We use *may*, *might* or *could* for something that is **possible**, but **not certain**.

Taxes **might make** a difference in what people eat.

We use *will* for something that is **certain**, or that **we think is certain**.

If there is a fat tax, people **will pay** it. They won't have any other choice.



5. We use *I think* + subject + *might* for possibility. We use *I'm sure* + subject + *will* for certainty.

We use *I think* + subject + *will* for something that is likely.

6. *May* and *might* are modals. *Maybe* is an adverb. It means "there's a possibility."

If you use the adverb *maybe*, use *will* with the main verb. Do NOT use *might*, *may*, or *could*.

I think a fat tax **might** work.

I'm sure business owners **will** be unhappy about a fat tax.

NOT: I'm sure business owners **might** be unhappy about a fat tax.

I think the government **will** introduce a fat tax this year.

Maybe people **will** lose weight =

People **might** lose weight.

or

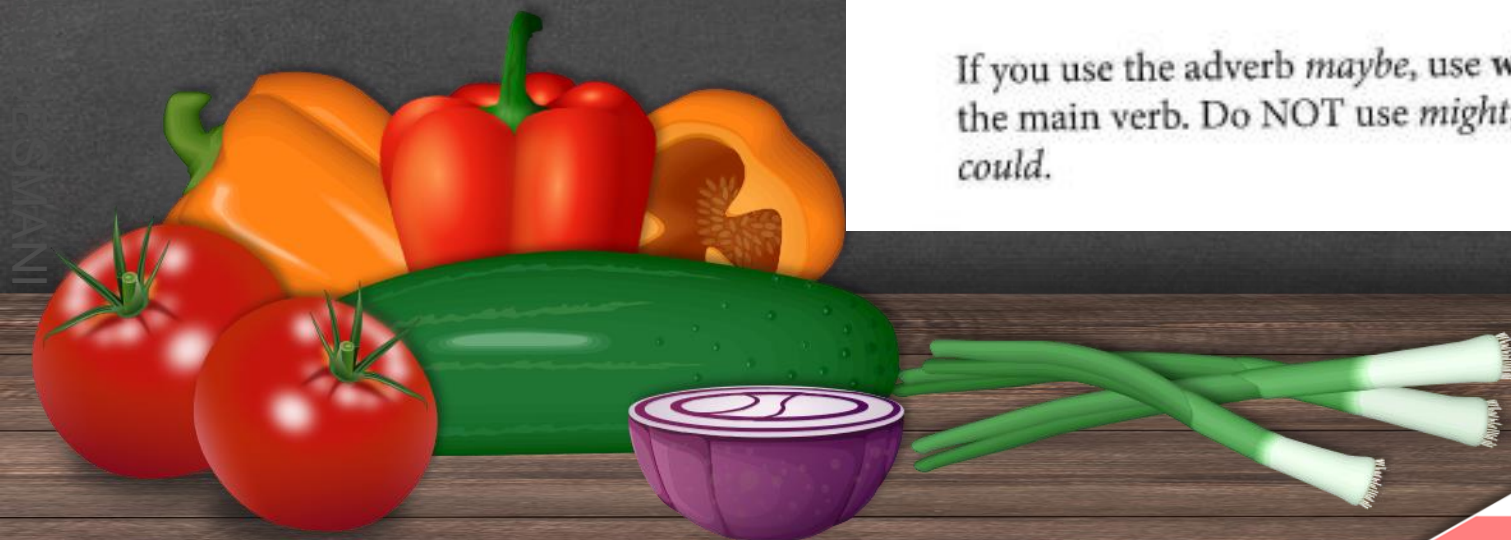
People **may** lose weight.

or

People **could** lose weight.

Maybe the fat tax **will** work.

NOT: Maybe the fat tax **might** work.



2 Work in groups of three. Take turns talking about possibilities.

Example

STUDENT A: I'm trying to lose weight. **Maybe I'll go** on a diet.

STUDENT B: Really? **Are you sure a diet will** work? I think that people on diets often gain weight again after a while.

STUDENT C: That's true. Why don't you try the 5 Steps Program we learned about in health class last week? That **might work** better for you than a diet.

1. Your friend eats fast food all of the time and gets sick a lot. He/she isn't overweight, but you are concerned that his/her eating habits are not healthy. Talk about some things he/she might do.
2. Your city has a big problem with obesity. Talk about some steps the government might take to deal with the problem.
3. You are a parent, and you want your children to grow up with healthy eating habits. Talk about what you might do.
4. You are a school principal and many of the children in your school have unhealthy eating habits and eat a lot of junk food. Talk about the steps that you might take to discourage unhealthy eating habits in the school.



ALTERNATIVE SPEAKING TOPICS

Work in a group. Discuss the questions.

1. Describe the usual eating habits of people in your country, for example:
 - How many meals do most people eat a day, and at what times? Which meal is the most important meal of the day?
 - What kinds of food do people usually eat? Home-cooked? Take out? Fast food?
 - Where do people usually eat their meals? At home? In restaurants?
 - Who do people usually eat with? With family members or friends? Alone?
2. Do you enjoy eating foods from different countries? Which country's food (other than your own) do you like best? Why do you like it?
3. Do you think fast food can be healthy? Why or why not? Give an example of a fast food and explain why you think it is healthy or unhealthy.
4. What's your favorite food? Why do you like it? Is it healthy or unhealthy?





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



Reading 2

Lecturer: Le Thi Hanh, M.A



1. Tài liệu chính:

[1] Haugnes, N. & Maher, B. (2009). *Northstar 2- Reading and Writing: Students' book*. Longman: Pearson.

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[5] Zwier, L J. (2009). *Inside Reading 2*. Oxford, UK: Oxford University Press. Harlow: Pearson.

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

Final Test

TỰ LUẬN (Ngày 11/03)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7

DAY 8



WELCOME

EVERYDAY Heroes



3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Complete the magazine article with the words in the box.

community

praised

show concern for

turned out

courage

reacted

take risks

volunteer

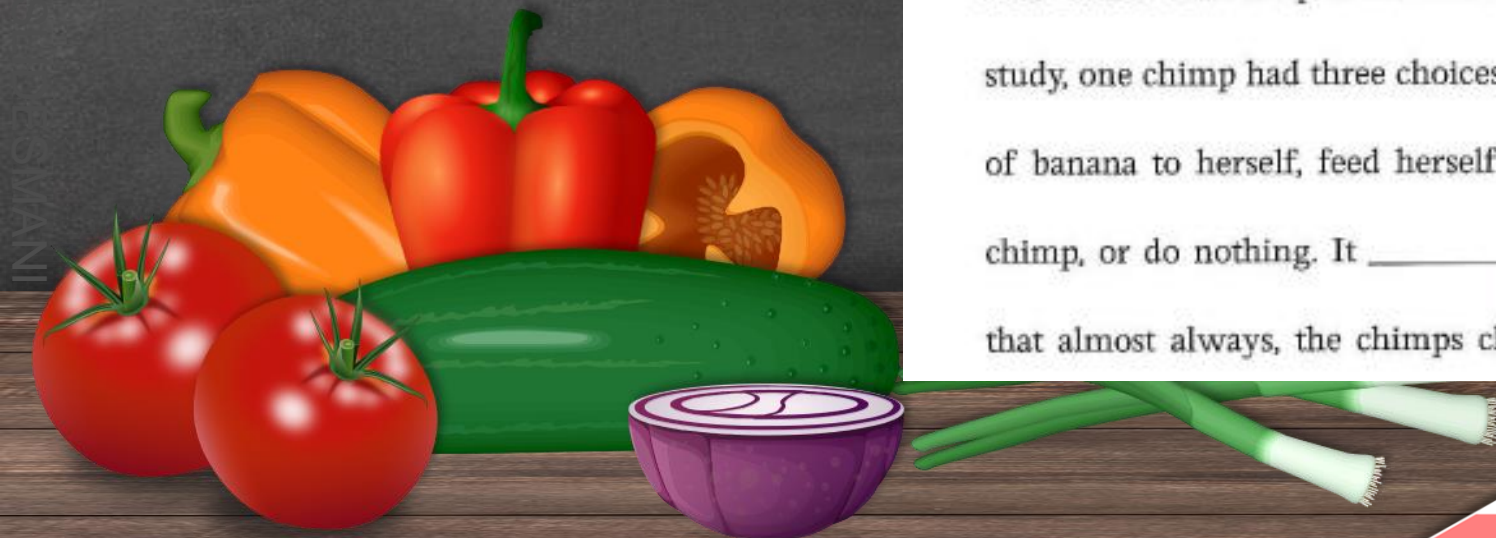


ALTRUISM IN ANIMALS

- 1 Most discussions of altruism focus on people, but what about animals? Does altruism happen in the animal world? Actually, research shows that, in fact, animals may also _____ 1. _____ others.
- 2 For example, in one study, researchers found that female chimpanzees prefer to share their food rather than keep it for themselves. In the study, one chimp had three choices: feed a piece of banana to herself, feed herself and another chimp, or do nothing. It _____ 2. _____ that almost always, the chimps chose to share



- Scientists believe this shows that chimpanzees, like people, will choose to help others in their _____ 4. _____, even when they don't get a reward for their actions.
- 3 Another study at the University of Chicago found examples of unselfish behavior in rats.



2 Match the words and phrases on the left with their meanings on the right.

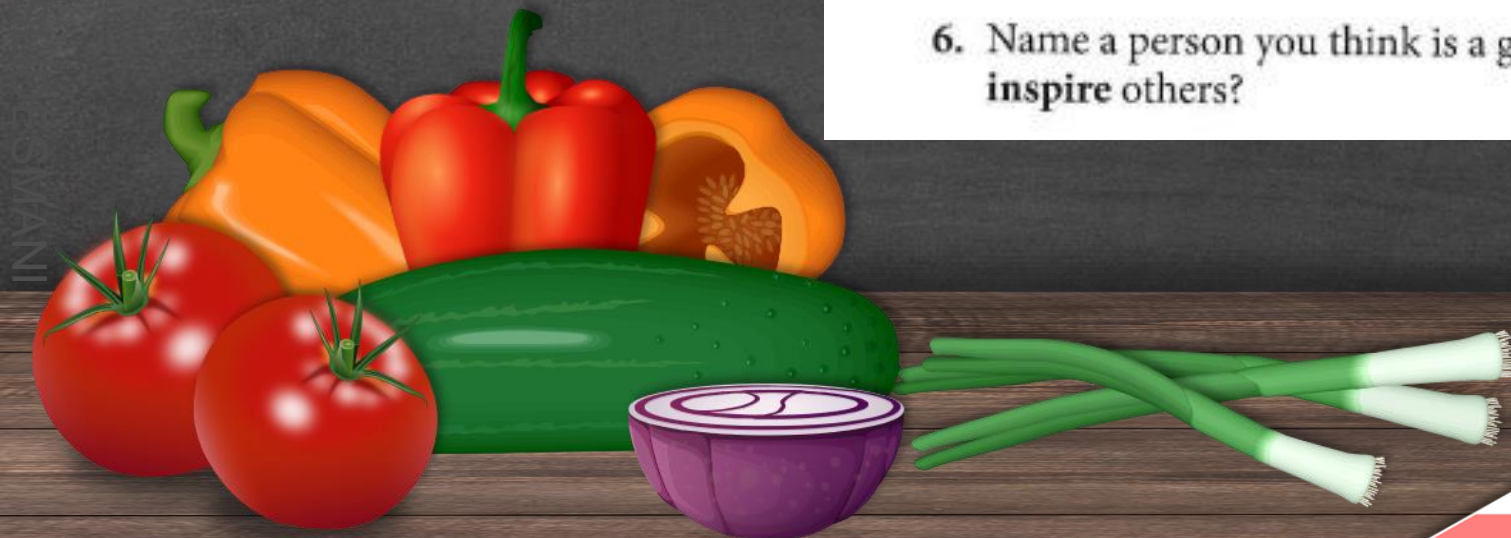
- | | |
|---------------------------|--|
| ___ 1. contribute | a. to make someone want to do something |
| ___ 2. do good deeds | b. happy to give to or help others |
| ___ 3. get involved | c. a person looked to by others as an example to be followed. |
| ___ 4. generous | d. to know and remember; to give special attention or notice to |
| ___ 5. have a good heart | e. to give something, such as money, time, or goods to a person or group |
| ___ 6. recognize | f. do something kind or helpful |
| ___ 7. inspire | g. have a positive effect |
| ___ 8. role model | h. to feel respect or approval for someone or something |
| ___ 9. admire | i. to be kind |
| ___ 10. make a difference | j. participate in something |



CREATE


Work in a small group. Take turns asking and answering the questions. Use the boldfaced words and vocabulary from Review and Expand in your answers.

1. Do you think it is a good idea for real-life superheroes to **get involved** in their communities to stop crime? Do you think they **take** too many **risks**? Explain your answer.
2. Do you think we are **responsible** for caring for others in our community? Do you think one person can **make a difference** in other people's lives? Why or Why not?
3. Do you **volunteer** in your **community**? If not, what kind of volunteer work do you think your community needs the most?
4. Name a person you know who is **altruistic**. Why do you think this person likes to help others? Give an example of something this person did that was **generous** or shows they **have a good heart**.
5. Name a person you know who has **courage**. Why do you think this person is **brave**?
6. Name a person you think is a good **role model** for others. What does this person do to **inspire** others?



PRONUNCIATION

Sometimes the *-ed* ending is pronounced as a new syllable. Sometimes it is pronounced as a single sound at the end of the verb. Listen to the underlined words in the text.

 Super Hero trained as a police officer and then worked as a professional wrestler. He wanted to make a difference in his community, so he decided to join the Real Life Hero Project. He helped to start Team Justice, Inc., a group that helps people in the community.

Write the verbs from the text on the correct lines.

The *-ed* ending is pronounced as a syllable:

The *-ed* ending is pronounced as a single, final sound:



RULES FOR PRONOUNCING THE *-ED* ENDING

The *-ed* ending is a syllable when the verb ends in a /t/ or /d/ sound. The *-ed* ending is pronounced /ɪd/ or /əd/.

decide—decidedɪd
want—wantedɪd

The *-ed* ending is a final sound, /t/, when the verb ends in a voiceless sound.

work—workedt
/k/ /kt/

help—helpedt
/p/ /pt/

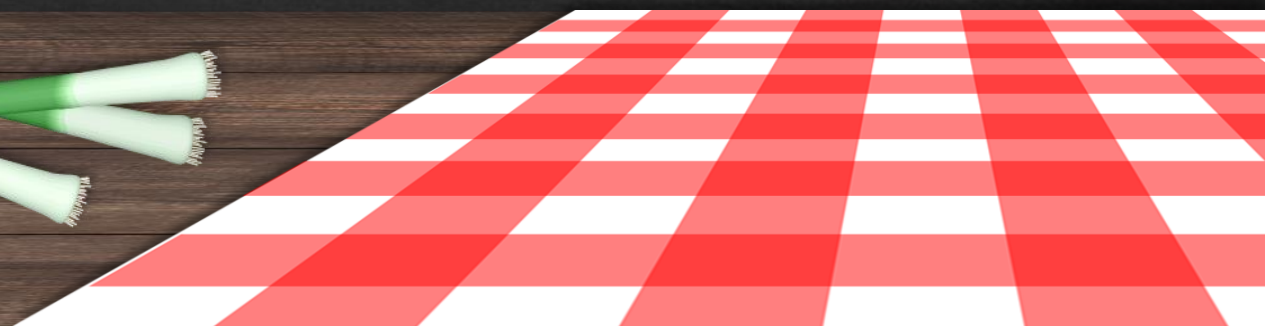
miss—missedt
/s/ /st/


laugh—laughedt
/f/ /ft/

The *-ed* ending is a final sound, /d/, when the verb ends in a vowel sound or a voiced sound.

try—triedd
/aɪ/ /d/

train—trainedd
/n/ /nd/



- 1  Listen to the past tense verbs. Write the verbs in the correct column. Check your answers with a partner's and practice saying the verbs aloud.

arrived

inspired

pushed

thanked

carried

jumped

reacted

turned out

contributed

passed

saved

visited

covered

praised

showed

waited

*-ed = /ɪd/ or /əd/**-ed = /t/**-ed = /d/*



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.

arrived	inspired	pushed	thanked
carried	jumped	reacted	turned out
contributed	passed	saved	visited
covered	praised	showed	waited



SPEAKING SKILL

USING SIGNAL PHRASES IN PRESENTATIONS

We use signal phrases in presentations to introduce the topic and to signal a new idea or supporting detail. Signal phrases help the audience to understand your organization and follow your ideas.

Introducing Your Presentation

- At the beginning of your presentation, you can get your audience's attention by
 - asking a question or
 - making a general statement.
- Then, you can introduce your topic

How many of you have a hero?

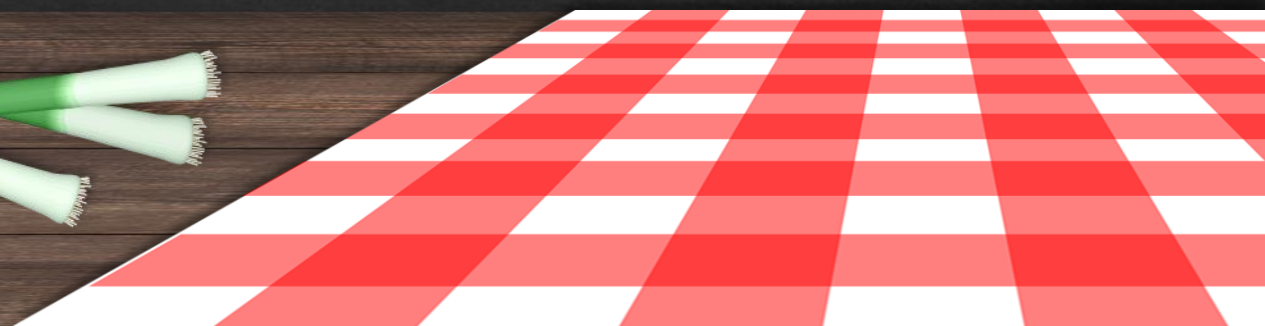
What do you think the word hero means?

Every year, many crimes happen in our city.

There are many ways to define a hero.

Today, I'd like to talk about . . .

My topic today is . . .



Making Transitions

There are different kinds of signal phrases you can use to introduce points, transition from one point to another, or give examples.

- Introduce points
- Transition to a new point
- List points
- Give examples

Let me start with . . .

First, I'd like to tell you . . .

First of all,

Next, I want to tell you . . .

Now,

Why is she my hero?

One reason/factor is . . .

Another reason is . . .

A final reason is . . .

For example, . . .

Let me give you an example . . .

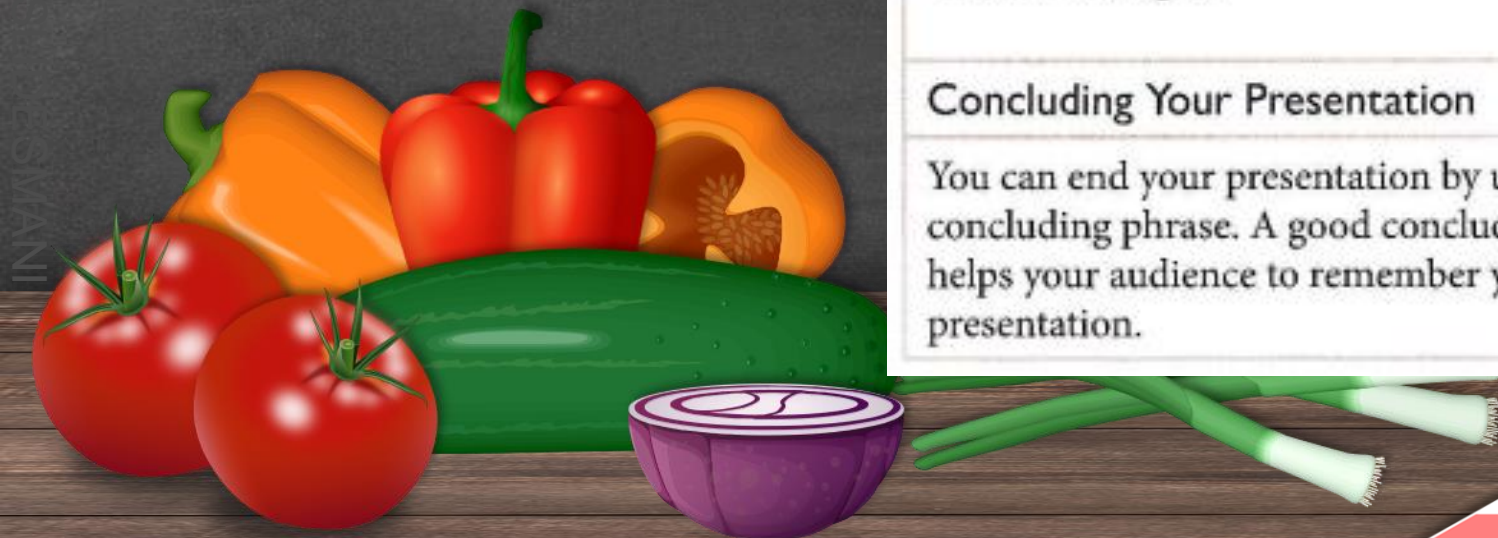
Concluding Your Presentation

You can end your presentation by using a concluding phrase. A good concluding phrase helps your audience to remember your presentation.

So, now you can see . . .

This is why I think . . .

I hope that you . . .



FINAL SPEAKING TASK

*In this activity, you will prepare a 2–3 minute presentation about someone you admire and present it to the class. You will introduce the person and explain why you admire this person. Try to use the vocabulary, grammar, pronunciation, and language for organizing a presentation that you learned in this unit.**

Follow the steps.

STEP 1: Think of a topic. Think of someone that you admire. It can be someone you know, or it can be someone famous that you know about.

STEP 2: Plan your Presentation. Complete the chart by researching and taking notes about the person. Be sure to list at least three reasons you admire this person and include details and examples. See the outline in Speaking Skills as an example.

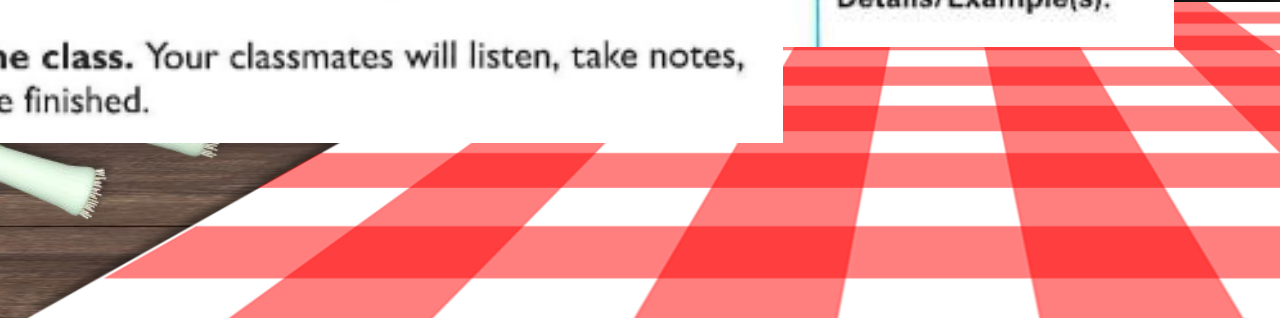
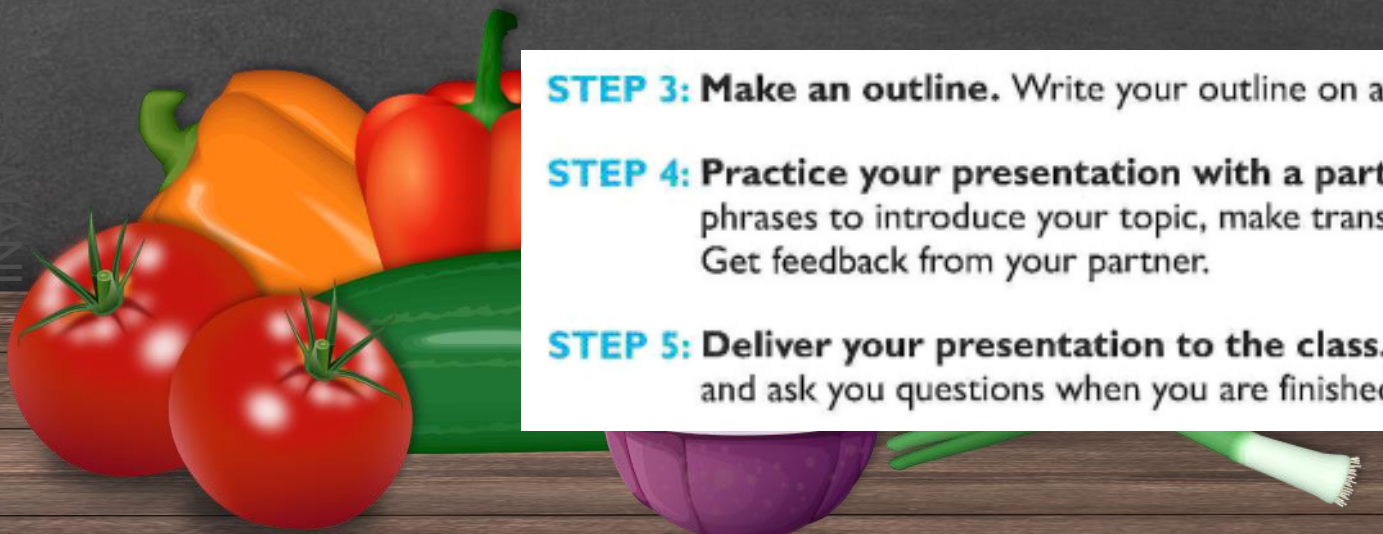
STEP 3: Make an outline. Write your outline on a separate piece of paper.

STEP 4: Practice your presentation with a partner. Use your outline and include signal phrases to introduce your topic, make transitions, and make a concluding statement. Get feedback from your partner.

STEP 5: Deliver your presentation to the class. Your classmates will listen, take notes, and ask you questions when you are finished.

WHO DO YOU ADMIRE?	NAME:
What is this person's background? Describe the person. Include information about things like the person's: <ul style="list-style-type: none">• family background• job• volunteer work	Background:

Why do you admire this person? List at least three reasons and give details and examples.	Reason: Details/Example(s):
	Reason: Details/Example(s):
	Reason: Details/Example(s):



ALTERNATIVE SPEAKING TOPICS

Work in a small group. Read and discuss the quotes. What do they mean to you? Explain each quote in your own words. Do you agree or disagree with the quote? Explain.

1. "You must be the change you want to see in the world."—Mahatma Gandhi
Mahatma Gandhi (October 2, 1869–January 30, 1948) was an Indian leader who led the Indian people to independence from Britain.
2. "From what we get in life, we make a living. From what we give, we make a life."—Arthur Ashe
Arthur Ashe (July 10, 1943–February 6, 1993) was the first African American to become the world's number one tennis player.
3. "The world is a dangerous place, not because of those who do bad things, but because of those who look on and do nothing."—Albert Einstein
Albert Einstein (March 14, 1879–April 18, 1955) was a German-born theoretical physicist.
4. "Work for something because it is good, not just because it stands a chance to succeed."—Václav Havel
Václav Havel (October 5, 1936–December 18, 2011) was a Czech writer and politician.
5. "And the trouble is, if you don't risk anything, you risk even more."—Erica Jong
Erica Jong (born March 26, 1942) is an American author and teacher.
6. "I'd rather die for speaking out than to live and be silent."—Confucius
Confucius (551–479 BCE) was a Chinese teacher, politician, and philosopher.





A rustic wooden sign with the word 'WELCOME' in white, block letters is mounted on a teal-painted wooden plank background. 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



Reading 2

Lecturer: Le Thi Hanh, M.A



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[6] Website for PET practice tests:

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- 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

Final Test

TỰ LUẬN (Ngày 11/03)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7

DAY 8



GAMING YOUR WAY TO BETTER Health



3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Use the words and expressions in the box to complete the conversation with a partner.

connected to	illness
convinced	motivation
couch potato	patient



Conversation between two friends

A: You've been so helpful during my son's _____, I really appreciate everything you've done. 1.

B: Oh please, there's no need to thank me. I know you'd do the same for me. It's the least I could do. So what do the doctors say? How is the _____ going? 2.

A: It's going really well, in fact. The doctors say that Timmy is an excellent _____, He's very good at following their instructions. He's doing everything they tell him to do. And it helps that he's never been a _____, He's always been an active kid, even when he got so sick. 3. 4.

B: It sounds like he's a strong kid—both _____ and emotionally. 5.

A: Yeah, his _____ is high—he really wants to get better. And everyone says that's the most important thing. The doctors say that his desire to get well is strongly _____ the success of this treatment. He's always been _____ that he will be able to fight this thing and win. Also, the doctors are confident that this new treatment is much better than the _____ way of treating his disease. So we are very hopeful. 6. 7. 8. 9.

4 APPS TO A HEALTHIER YOU

HOME

Download these apps on your smartphone, and start getting healthy today!

CONTACT

ABOUT US

1. *Start Walking Path*

This app was created by the American Heart Association to **encourage** people to walk more to **stay fit**. It makes it easy for you to find or create and then share nice walks wherever you are. For example, imagine you take a walk through a park on your way home from work one day. You can map your walk using this app and share it with your friends and coworkers so they can enjoy it too. Or you can search a new area to see if anyone else has **posted** a nice walk.

2. *Weigh What Matters*

This app was created by the American Medical Association to make it easy for patients to set healthy goals and then **keep track of their progress**. The app tracks three areas: weight, nutrition, and physical activity. Users record what they weigh, what they eat, and how much exercise they get. From this information, a progress report is created and emailed to the patient's doctor. If patients are not getting enough exercise, their doctors can encourage them to **work out** more often.

3. *MyFitnessPal*

This app allows you to easily keep track of everything you eat and shows you the calories you are consuming. You can also keep track of or find recipes for healthy meals. And it has links to discussion boards where you can **get support** from other people who are trying to lose weight.

4. *Sleep Cycle*

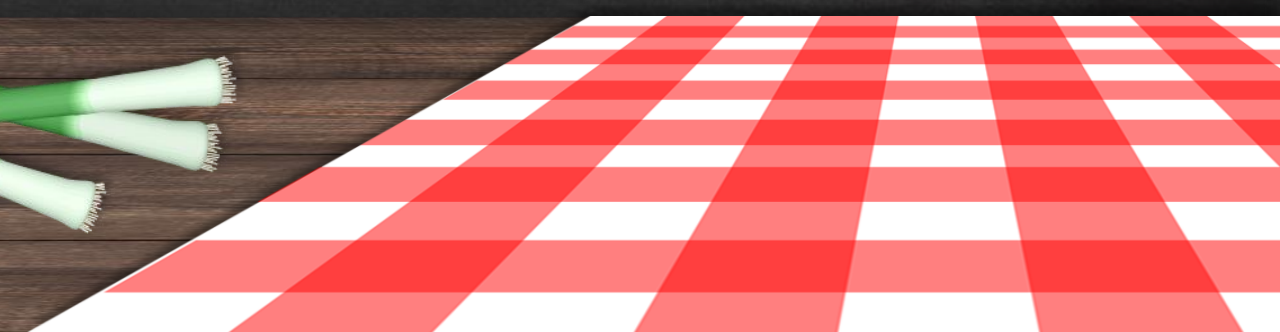
This app watches you while you sleep. It then teaches you about your sleep **patterns**. You can then use the information to change your patterns if necessary so that you can sleep better. Here's how it works. You place your phone on your bed, near your pillow. Then just go to sleep—your phone keeps track of your movement and breathing during the night. It records this information in an easy-to-read graph that shows you how much you move and how often and when you wake up during the night. It also chooses the best time to wake you up, so that you have a peaceful start to your day.



Write the boldfaced word or phrase from the web page next to the correct definition.

1. _____ to do exercise to improve your health or physical fitness
2. _____ the regular and repeated ways things happen or are done
3. _____ to stay physically healthy and strong

4. _____ to persuade someone to do something
5. _____ to get approval or help from someone
6. _____ pay attention to
7. _____ improvements over time
8. _____ put up so others can see it



CREATE

Work in a small group. Take turns asking and answering the questions. Use the boldfaced words and vocabulary from Review and Expand in your answers.

1. Are you **convinced** that using video games and simulations are effective for training doctors to deal with **patients**? Why or why not?
2. What do you think is the best **motivation** to take care of your health? In other words, why should people want to take care of their health? How can doctors **encourage** their patients to be healthy?
3. Do you like to **work out**, either in a gym or at home? If not, do you do any other sports or activities to **stay fit**? Do you **keep track of your progress**?
4. Do you keep a regular sleep **pattern**, or do you sleep at different times during the week?
5. Do you use any **traditional treatments** or medicines to take care of your health? If so, what do you use?
6. Do you think there is a **connection** between your feelings and your **physical health**? Give an example.



GRAMMAR

1 Read the conversation. Notice the modals of advice that appear in bold.

A: I **should** go for a walk after dinner. Do you want to come with me?

B: Great idea! My doctor said I **ought to** get more exercise.

A: My too-tight pants are telling me I **ought to** get more exercise!



4 Work in a group of three. Write a health or food problem that you (or a friend) have. Tell the group the problem. The other members of your group will give you advice. Use *should/ought to* and *have to*.

Example

STUDENT A: I fall asleep right away, but then I wake up an hour later and can't get back to sleep.

STUDENT B: I think you ought to try to exercise every day—but early in the day. That way you'll be more tired at night.

STUDENT C: I think you should drink a glass of hot milk before bed. That usually works for me.

The problem:

Advice:



PRONUNCIATION

REDUCTIONS

In speaking, the modal verbs *ought to*, *have to*, and *has to* are often reduced. That is, they are pronounced as one word, not two words, and they are not stressed. Usually, the main verb is stressed.

Have to

Have to is pronounced as one word, /hæftə/. The letter *v* is pronounced /f/. The vowel in *to* is usually pronounced /ə/.

Do you have to /hæftə/ take your medicine?
I have to /hæftə/ sleep more.

Has to

Has to is pronounced as one word, /hæstə/. The vowel in *to* is usually pronounced /ə/.

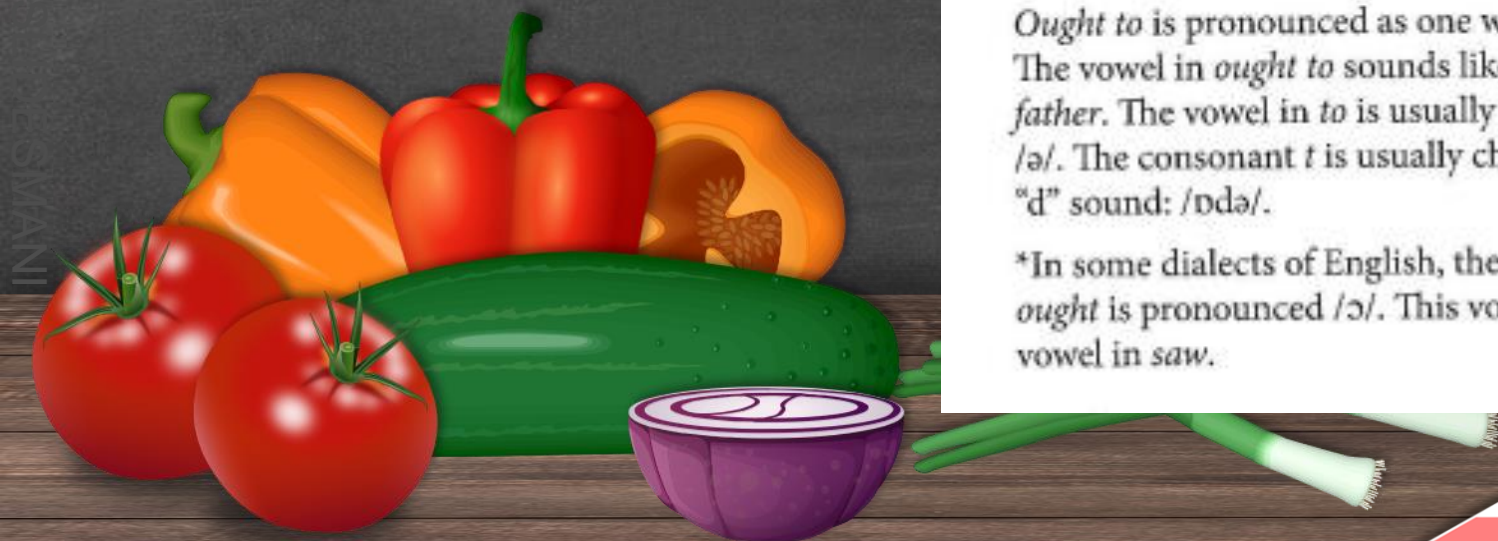
He has to /hæstə/ quit smoking.


Ought to

Ought to is pronounced as one word, /ɒdə/.^{*} The vowel in *ought to* sounds like the vowel in *father*. The vowel in *to* is usually pronounced /ə/. The consonant *t* is usually changed to a fast "d" sound: /ɒdə/.

^{*}In some dialects of English, the vowel in *ought* is pronounced /ɔ/. This vowel is like the vowel in *saw*.

He ought to /ɒdə/ exercise.



- 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.

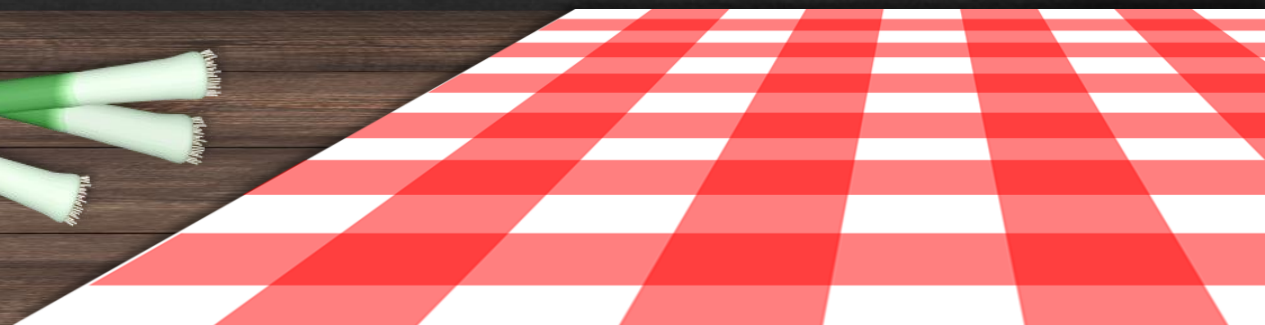
A: Well, maybe you aren't getting enough sleep. You _____ get one of those sleep apps. You know, for your phone?

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.

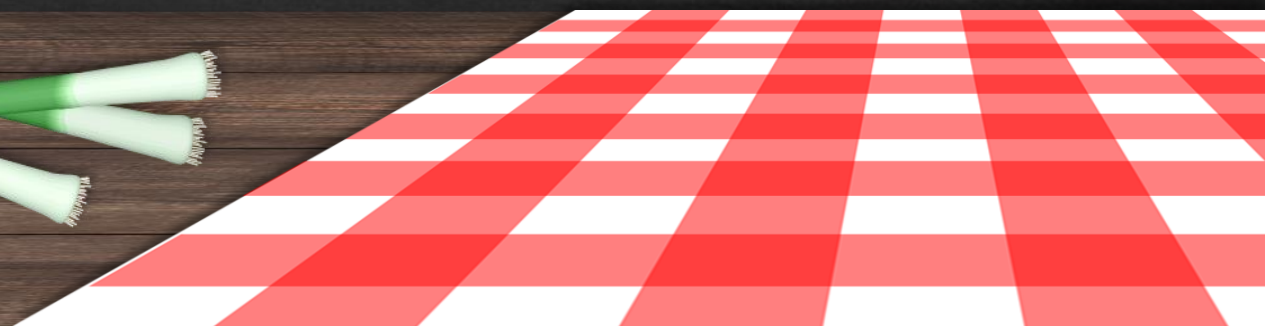


SPEAKING SKILL

EXPRESSING CONCERN, GIVING AND RECEIVING ADVICE

When someone has a problem, it's polite to express concern. Sometimes we also want to offer some advice. When we give advice to someone else, it is polite to use *maybe* with *should* or *ought to*, or to use another polite expression.

Expressing Concern	Giving Polite Advice	Receiving Advice
What's the matter?	<i>Maybe you should . . . change your sleep patterns.</i>	That's a good idea.
What's wrong?	<i>Maybe you ought to . . . go to the doctor.</i>	Thanks for the advice.
That's too bad.	<i>You might want to . . . get some rest.</i>	I'll give it a try.
I'm sorry to hear that.	<i>Why don't you try having some hot tea?</i>	Thanks anyway, but I'd rather . . .
	<i>Have you tried . . . exercising?</i>	



FINAL SPEAKING TASK

In this activity, you will prepare and present a television commercial for a video game or an application for a smartphone that will help people get and stay healthy. Try to use the grammar, pronunciation, vocabulary, and language for expressing concern and giving and receiving advice that you learned in this unit. Work in groups of three.*

Follow the steps.

STEP 1: Decide on a video game or a smartphone application (app) that will help people get and stay healthy. You can use one of the following ideas, or think of your own idea.

A video game or app to:

- help people stop smoking
- help people develop healthier sleep patterns
- help people lose weight
- help people eat healthier food
- help people to become more physically active
- help medical students learn how to be more understanding of their patients
- help people manage stress







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



Reading 2

Lecturer: Le Thi Hanh, M.A



1. Tài liệu chính:

[1] Haugnes, N. & Maher, B. (2009). *Northstar 2- Reading and Writing: Students' book*. Longman: Pearson.

- Tài liệu tham khảo:

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

[3] Burgmeier, A. (2009). *Inside Reading 1*. Oxford, UK: Oxford University Press.

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

[5] Zwier, L J. (2009). *Inside Reading 2*. Oxford, UK: Oxford University Press. Harlow: Pearson.

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

Final Test

TỰ LUẬN (Ngày 11/03)

✓ SCHEDULE

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DAY 6

DAY 7

DAY 8



UNIT 8

ENDANGERED Languages



3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Complete the conversation between two students with underlined words to help you. Then practice reading the conversation. Switch roles after item 5.

acquire

extinct

disappear

linguists

dominant

native language

endangered

A: Have you heard of the Endangered Language Alliance?

B: No, what is it?

A: It's a project of people who study languages. It's a group of linguists?

B: What do they do?

A: They are studying languages that may die soon. And they do it in New York.

B: New York! Really? Why New York?

A: Well, English is the main language.

B: Right. English is the _____ language.

A: Yes. But some linguists believe there are as many as 800 languages spoken in New York.

B: Eight hundred languages. Wow!

A: They call New York an "endangerment hot spot." New York is full of languages that are not going to be around in 20 or 30 years.

B: Languages that will be _____?



PRESERVING THE WORLD'S LANGUAGES

ENDANGERED LANGUAGES

LEARN MORE

MAKE A CONTRIBUTION

SEARCH

CONTACT US

EMAIL PAGE

PRINT PAGE

- 1 In 1999, the United Nations made February 21 International Mother Language Day to celebrate the many languages of the world and to encourage their preservation.
- 2 But preserving the world's languages is a big challenge. Languages are becoming extinct very quickly because people are starting to speak other languages, such as English. English is the dominant language of international business. Also, English and a few other languages are beginning to (1) **take over** popular entertainment, such as television, music, film, and the Internet. For example, more than 50 percent of websites on the Internet are in English. In many countries, students no longer learn in their (2) **mother tongue** at school. In addition, many parents encourage their children to learn the language of a more powerful community in order to get an education and find a good job. For these reasons, many people don't become (3) **fluent** in their native language or (4) **pass it down** to their children. This is why linguists are (5) **making an effort** to preserve the world's languages before they are lost.

www.preservethelanguages.org

2 Write the number of each boldfaced word or phrase in the text next to its definition.

- ___ a. native language
- ___ b. give something to younger people
- ___ c. trying to do something
- ___ d. gain control of
- ___ e. speaking or writing in an easy, smooth way



CREATE

Work with a partner. Choose one of the situations below. Role-play the situation using the words in the box. Then switch roles. Practice both role plays, and then perform your best role play for the class.

bilingual

make an effort

pass down

endangered

mother tongue

preserve

extinct

native language

take over

fluent

Situation 1

Student A, you are a parent. Your native language is endangered. You want your child to learn your native language at school, but the school only teaches English. You want the school to teach your native language.

Student B, you are the school's principal. You think all of the children should learn English at school because it is the dominant language in your community.

Situation 2

Student A, you are a parent. Your native language is endangered. You want your child to go to a community program to learn your native language, but your child does not want to go.

Student B, you are the child. You only want to learn English because all the children at your school speak it. You do not want to go to a community program.



GRAMMAR

1 Read the conversation and underline the verbs. Then answer the questions.

A: What is going to happen to the language?

B: The language is probably going to disappear.

A: Will children stop learning the language?

B: Yes, they probably will.

1. What is the tense in each question? How do you know?

2. Look at each verb after *will* and *be going to* in the conversation. What is its form?



SPEAKING SKILL

GIVING REASONS AND EXAMPLES

Reasons and examples are used to explain general statements.

General Statement: Sometimes governments make it illegal to teach a native language in school.

Reason: This is because the government wants children to learn a different language.

Example: For example, before 1987 it was illegal to teach the Hawaiian language in Hawaii's public schools. This is because the government wanted children to learn in English.

Here, the speaker first makes a statement: He says that the teaching of language can be illegal. He gives an example of the Hawaiian language. Then he explains the reason.

Giving Reasons

This is because . . .

The reason(s) for this is / are . . .

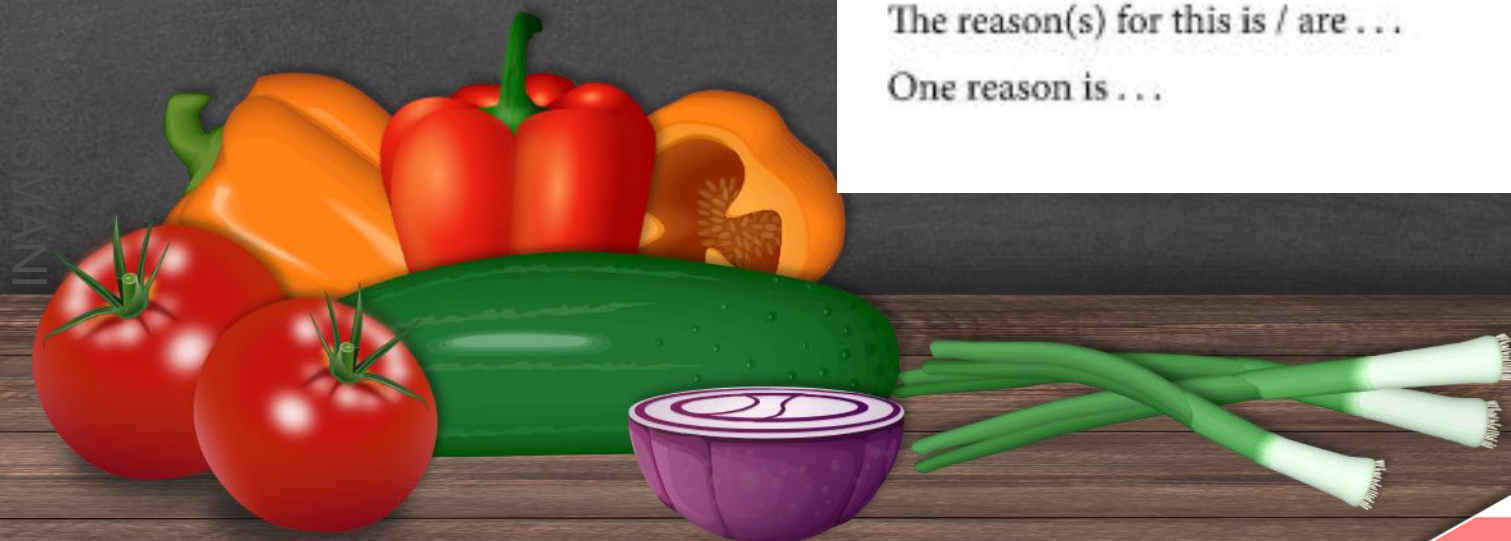
One reason is . . .

Giving Examples

For instance, . . .

For example, . . .

An example of this is . . .



Work with a partner. Student A, look at this page. Student B, go to page 191 and follow the instructions there. Student A, ask the questions below. Student B will answer based on the information given on page 191. Ask follow-up questions with **why** to find out the reasons.

Example

A: Why do languages become endangered?

B: Well, sometimes governments make it illegal to teach a language in school.

A: Why is that?

B: This is because the government wants children to learn the dominant language. For example, before 1987 it was illegal to teach the Hawaiian language in Hawaii's public schools. The government wanted children to learn in English.

Student A's Questions

1. What are people doing to save endangered languages?
2. What is happening to Native American languages?

Now switch roles. Student B asks you questions. Answer each question based on the information below. Make sure you use the phrases for giving reasons and examples.

Student A's Information

3. India doesn't have a single official language.

The government wants the different states to choose their own official languages. Telugu and Urdu are the official languages in the state of Andhra Pradesh.

4. Many native languages in Australia are nearly extinct.

Only a few adults speak them.

Only about 12 adults are fluent speakers of Wambaya, and no children are learning it.



FINAL SPEAKING TASK

*In this activity, you will have a small group discussion. You will discuss the future of some endangered languages and ways to preserve them. Try to use the vocabulary, grammar, pronunciation, and language for giving reasons and examples that you learned in the unit.**

Work in a small group. Follow the steps.

STEP 1: Look at the information about the endangered languages in the chart. Discuss the languages and why they are endangered.

- Predict the future of the language. Use *will*, *be going to* and *probably*. Give reasons and examples to support your ideas. Suggest things that you will do to save the language.

Example

ENDANGERED LANGUAGE:	<i>Mohawk</i>
NUMBER OF SPEAKERS:	About 3,000 fluent speakers
LOCATION:	North America: Ontario (Canada) and New York (United States)
DOMINANT LANGUAGE:	English
LANGUAGE PROGRAMS:	Some language programs in local schools and after school. There are classes for adults to learn the language. There are resources online, like a weekly blog of Mohawk vocabulary. There is an app to help people learn Mohawk vocabulary and pronunciation.



A: Why is Mohawk endangered?

B: It's endangered because only about 3,000 people speak Mohawk. Most Mohawk people speak English.

C: Do you think it will disappear soon?

B: I think it might because there aren't enough young people learning the language.

A: What will you do to preserve it?

B: There are some programs for adults to learn Mohawk, and other technology, like apps. I'll develop more apps.

C: I'll start language nests for young children.



ENDANGERED LANGUAGES AND PROGRAMS TO PRESERVE THEM

- a.** ENDANGERED LANGUAGE: *Sorbian*
NUMBER OF SPEAKERS: About 30,000, mostly adults
LOCATION: Germany
DOMINANT LANGUAGE: German
LANGUAGE PROGRAMS: Mostly used in the home
There is no government support
- b.** ENDANGERED LANGUAGE: *Hokkaido Ainu*
NUMBER OF SPEAKERS: no native speakers
LOCATION: Japan
DOMINANT LANGUAGE: Japanese
LANGUAGE PROGRAMS: Not taught in schools
Some community programs
- c.** ENDANGERED LANGUAGE: *Gelao*
NUMBER OF SPEAKERS: About 2,000, mostly older adults
LOCATION: southern China
DOMINANT LANGUAGE: Cantonese
LANGUAGE PROGRAMS: No language programs
Used in traditional religion



ALTERNATIVE SPEAKING TOPICS

Work in a small group. Discuss the questions.

1. Do you think people should do more to preserve endangered languages? Why or why not?
2. What do you think about learning English? How will it help you in the future?
3. Do you think learning English will threaten (hurt) your native language?



SPEAKING SKILL

Student B's Information

Student B, listen to Student A's questions. Answer each question based on the information below. Make sure you use the phrases for giving reasons and examples.

1. Linguists and other interested people have started organizations to help preserve native languages.

They are concerned that many of the world's languages may disappear.

The Foundation for Endangered Languages helps to study and preserve native languages.

2. Many Native American languages are endangered.

More Native Americans are speaking only English.

The Iroquoian languages like Onandaga and Mohawk, spoken in upstate New York and parts of Canada, have been slowly dying for more than 200 years.

Now switch roles. Student B, ask the following questions. Student A will answer you based on the information given on his or her page. Ask follow-up questions with "why" to find out the reasons.

Student B's Questions

3. Does India have a single official language?
4. What is happening to the native languages in Australia?



