LISTENING 2

NORTHSTAR

Teacher: Ms Huong Nguyen

OFFBEAT JOBS

1. Look at the photo. What are the people doing? What is the man's job?

2. Read the title of the unit. *Offbeat* means unusual. A bike messenger has an offbeat job. Can you think of other offbeat jobs?

3. What is most important to you when choosing a job? Think about things like salary (how much money you make), hours, interest, safety (how safe or dangerous it is), workplace (indoors, outdoors, home, office), education, and number of job openings (how easy it is to find a job).

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

MAIN IDEAS

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.

MAKE INFERENCES

UNDERSTANDING THE USE OF HUMOR

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

Usually speakers use words to express their true meaning, but sometimes speakers want to be funny or humorous. We can often tell when people are using humor when they use words we don't expect. Their words may be surprising, or they may express the opposite of what they mean. We can also tell when people are using humor when they laugh or use a humorous sound in their voice.

🎧 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

In the example, the speaker uses the word *difficult* to describe Peter's job, but the words he uses in the next sentence show that he really thinks it is easy to be an ice-cream taster. He just says it is *difficult* in order to be humorous. You can also hear from his tone that he is using humor.

COMPREHENSION

You will listen to two people talking with a job counselor about their jobs. A job counselor is someone who helps people find the right job or career. One person is a window washer. The other person is a professional shopper. The job counselor is helping them choose new careers.

🎧 Listen to the conversation. Then look at the statements in the chart. Put a check (✓) in the correct column for the window washer or the professional shopper. Some statements may be true for both.

	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.		

WHERE DOES THE TIME GO?

1. Look at the photo. Which of these activities do you think the student is doing: Doing school work, listening to music, texting (sending a written message by phone), chatting online (having a conversation), surfing the Web (looking at different Internet sites), watching videos, playing video games? Do you ever do any of these activities at the same time? Which ones?

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

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

PREVIEW

A college counselor welcomes new students to a workshop on time management for college success.

🎧 Listen to the beginning of a student success workshop. What strategies do you think the counselor will suggest?

1. _____

2. _____

3. _____

MAIN IDEAS

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

_____ **1.** Set goals and write down all of the tasks you need to do.

_____ **2.** Put your list of goals in order.

_____ **3.** Review your class notes every day.

_____ **4.** Use a calendar to schedule your time.

_____ **5.** Divide big assignments into smaller tasks.

_____ **6.** When school is stressful, take a lot of breaks.

_____ **7.** Avoid distractions.

_____ **8.** Join a study group.

_____ **9.** Reward yourself for finishing your work on time.

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

1. _____ of the students in the workshop like to multitask while they study.

    a. A few

    b. A lot

    c. All

2. _____ percent of students procrastinate sometimes.

    a. 20–35

    b. 70–85

    c. 80–95

3. The counselor suggests that you number your goals from _____.

    a. most important to least important

    b. most difficult to least difficult

    c. biggest to smallest

4. The counselor suggests that you schedule things like _____.

    a. exercising, taking naps, and seeing movies

    b. exercising, getting enough sleep, and seeing friends

    c. eating, doing homework, and taking breaks

5. The counselor thinks you should _____ to get your work done.

   a. find the strategies that work best for you

   b. always use the "Do Nothing" strategy

   c. do your English paper all at once

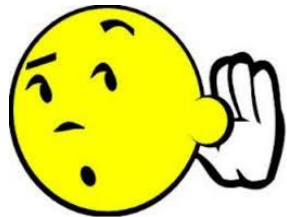**6.** With the "Do Nothing" strategy, you can _____.

   a. do your work or do nothing

   b. get distracted or do nothing

   c. turn off your phone or do nothing

7. _____ is NOT a way to remove distractions.

   a. Putting away your video games

   b. Turning off your Internet

   c. Reading but not answering your text messages

8. Piers Steele took _____ to finish his research on procrastination.

   a. 2 years

   b. 10 years

   c. 20 years

9. Piers Steele suggests giving away _____ if you don't get your work done.

   a. some money

   b. your phone

   c. your video games

MAKE INFERENCES

UNDERSTANDING QUESTIONS

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

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

🎧 Read and listen to the example. How do you know the speaker wants a response?

Example 1

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

In this example, the speaker signals the question by saying "So how many of you . . ." She also pauses and waits for the students to respond.

However, sometimes speakers just want us to pay attention and think about the answer to a question. In this case, speakers don't wait long enough for us to respond. Instead, they answer the questions themselves.

🎧 Read and listen to this example.

Example 2

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

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

A PENNY SAVED IS A PENNY EARNED

1. Look at the picture. This man wants the electronics but doesn't have enough money. What do you think he should do? Discuss with the class.

2. How do you usually pay for the things you need? For example, how often do you use cash, checks, credit cards, loans? What do you think is the best way to pay for things when you want to save money? Why do you think so?

3. Read the title of the unit. It is a famous American saying. What do you think it means?
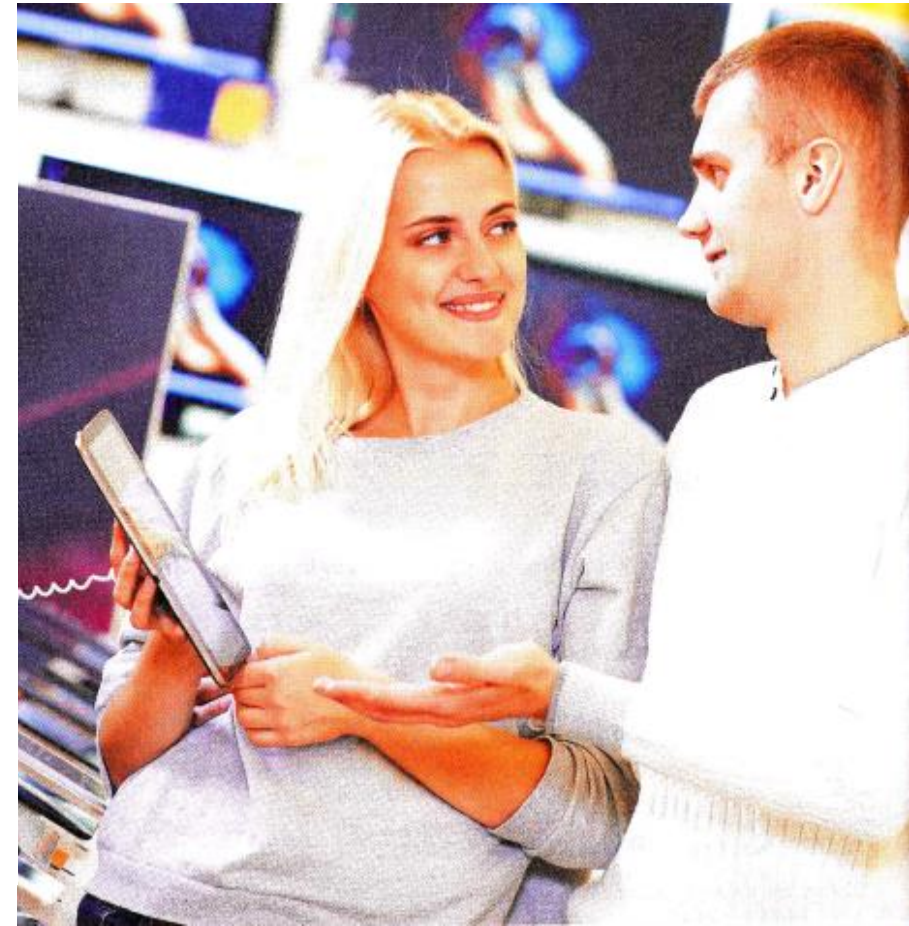
A Barter network

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.

_____ only barter for services.

_____ need to provide a service before they can get one.

_____ earn money.

_____ earn Time Dollars.

_____ use Time Dollars to buy services.

_____ spend money.

DETILS

🎧 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.

COMPREHENSION

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

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

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

ETIQUETTE

1. Look at the photo. What is happening?

2. In your opinion, is this polite or not? Why do you think so?

3. *Etiquette* means the rules we follow to behave (act) politely. What are some other actions that you think are polite? What are some that are rude (not polite)? Why do you think they are rude? Discuss your opinions with the class.

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

2 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 _____ test, a _____

2.   3.

drop, and a customer _____ test.

4.

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 _____ of important

6.

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, _____ percent of the people passed the door test,

8.

but when the reporters dropped their papers, only _____ percent helped

9.

pick them up. For the customer service test, _____ out of 20 cashiers passed

10.

the test. Men were more _____ to help than women. In the document test,

11.

_____ percent of the men and _____ percent of the women

12.   13.

helped the reporters. In the study, _____ _____ was the most

14.

courteous city.

UNDERSTANDING CONTRASTING IDEAS

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

We *contrast* two different ideas when we want to show how they are different. To help us understand contrasts, speakers put extra stress on the words in the sentence that show how two ideas are different. This helps listeners to focus on the key words that will help them to understand the 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.*

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 lack[1] 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.

UNDERSTANDING SUMMARIES

In *summaries*, speakers repeat the main points of what was said. When they *summarize*, speakers include only the most important information, and they leave out details. Listening for summary sentences can help you to understand and remember the main ideas of a listening.

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.*

THE FAT TAX

1. Look at the photo of the fast food. Do you think this food is healthy or unhealthy? Why? What are some other kinds of fast food that you know?

2. Our eating habits mean the foods and ways we usually eat. What are some unhealthy eating habits? What are some problems caused by unhealthy eating habits?

3. Look at the title of the unit. What do you think it means?

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 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

Write **T** (true) or **F** (false)

_____ **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 economy[1] in Denmark was strong when the fat tax was introduced.

MAKE INFERENCES

HEDGING

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

Reporters are careful about the words they choose because their job is to report the facts. As a result, they often use *hedges*. Hedges are phrases and words that people use to avoid expressing an opinion. People also hedge to avoid making a statement about something that is not certain. From the language and the tone of voice that someone uses, you can infer that he/she is 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.

CLARIFYING

People sometimes need to ask for clarification—that is, they check to make sure that they understand what the speaker is saying or ask the speaker to repeat. Sometimes speakers repeat the information they heard, sometimes they ask questions, and sometimes they use certain expressions to ask for clarification. Listening for these expressions can help you to know that the speaker will confirm the meaning or explain more. If you didn't understand the speaker's point the first time, you will get a second chance to understand.

🎧 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.
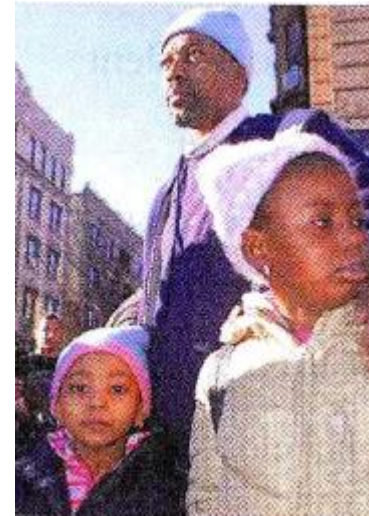
EVERYDAY HEROES

1. Look at the photo. What is happening?

2. What does the word *hero* mean to you?

3. Can you think of any famous heroes? What do you think an "everyday hero" is?

PREVIEW

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

🎧 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 sto

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.

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

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

We can often guess a speaker's feelings by the tone, or sound, of the speaker's voice. Our tone of voice shows how we are feeling, for example, if we are happy, sad, angry, surprised, or worried. We can also guess a speaker's feelings by the words that the speaker uses. For example, they may choose words that show that they are surprised or worried.

In this news program, the people being interviewed describe the feelings they had in the subway station.

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.

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.

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 ppl[3] 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

_____

- " _____ "[4] when _____, not in crowd

2) _____

- Ppl w/[5]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 _____

- Parents teach some to be _____ for others

In *lectures*, speakers use certain phrases to introduce the organization of the lecture and to signal new ideas. They use phrases to introduce a topic, list main points and signal transitions, or changes from one topic to another. Listening for these phrases can help you to follow the ideas in a lecture and help you to organize your notes.

🎧 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.

Gaming Your Way to Better Health

1. Look at the photo. What are the people doing?

2. Read the title of the unit. Do you think that video games can help us to improve our health? What are some negative effects of video games on our health?

3. *Technology* means new kinds of machines or ways of doing things using science and knowledge. What are some ways that technology can help us to stay healthy?
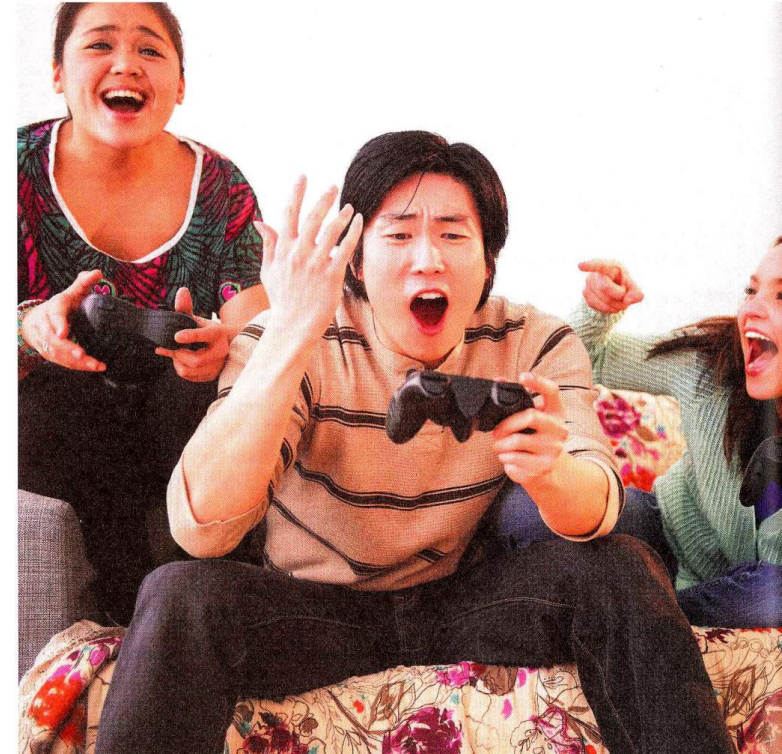
A hospital administrator (manager) is leading a meeting.

🎧 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   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.

_____ 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.

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

In this meeting, the administrator tries to *persuade* the doctors to agree with her. That is, she tries to get them to agree with her. To do this, she does two things. First, she shows that she understands why they may disagree. Then, she uses words and phrases that will get them to agree with her opinion.

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.

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

UNDERSTANDING DOUBT

In this meeting, the doctors hear about some new and unusual medical technology: video games and simulations. Some of them express *doubt* that this technology is a good idea. They aren't convinced that it will work well in healthcare. You can hear their attitudes in their words and intonation.

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)   I don't know . . .
Maybe, but . . .   Do you really think . . . ?
I can see . . . but . . .   Are you sure?

ENDANGERED LANGUAGES

1. What do you think the people are talking about? What language do you think they are speaking?

2. What do you think an endangered language is? Why do you think people stop speaking a language?

3. Do you speak the same language as your parents? As your grandparents? Why or why not?

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.

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   b. only Danish   c. only Kalaallisut
   Danish

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,   b. studying them,   c. recording them,
   studying them,   learning them,   studying them,
   and by writing   and writing   and writing
   story books   history books   grammar books

Tiết 25 & 26   **Practice + Revision 2**

Tiết 27 28   **PROGRESS TEST # 2**

Tiết 29 & 30   **REVISION**

THANK YOU!

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