



Welcome to my Speaking class!

Teacher: Mai Huong





OFFBEAT JOBS

REVIEW

Match the statement on the left with the best response on the right.

- b 1. My friend went to school to learn to cook. She just got her first job cooking in a French restaurant. She loves her job.
- _____ 2. Working for myself isn't easy. I have a lot of work to do.
- _____ 3. I don't like my job. I want to get a new job.
- _____ 4. I need to work where it is very quiet. I have to pay very close attention so I don't make any mistakes.
- _____ 5. I love making up stories. Someday I want to write my own book.
- _____ 6. I want to be a doctor. I know I need to be in school for a long time, but being a doctor is my dream.
- _____ 7. I worked really hard all week, so last weekend I just stayed home and watched movies.
- _____ 8. I think walking dogs for a job is fun. The only problem is that all the walking is a lot of work!
- a. It sounds like you want to **quit!**
- ~~b. You're so lucky your friend is a professional chef! Does she ever cook for you?~~
- c. Wow, having your own business sounds really **stressful.**
- d. You are very **creative.**
- e. That sounds very **relaxing!**
- f. If that's really what you want to do, I think it's a **career** you will enjoy.
- g. Yes, it is a very **tiring** job.
- h. You really need to **concentrate.**



EXPAND

Work with a partner. Read the sentences below. Circle the best definition for each boldfaced word or phrase.

1. I work 60 hours a week, and I always think about my work. I am a **workaholic**.

A workaholic is a person who _____.

a. works a lot and finds it difficult
not to work

b. knows a lot of people

2. I want a career where I can work with money. I am very **good with numbers**.

Someone who is good with numbers _____.

a. likes to count and do math

b. doesn't like doing math

3. I want to be a professional shopper because I **don't want to have a boss**.

If I don't want to have a boss, I want to _____.

a. work for myself

b. work in a big company

4. Some people like office jobs. Not me. I enjoy a job that lets me make things. I am **good with my hands**.

A person who is good with his or her hands _____.

- a. likes to do office work all day b. is good at fixing or building things

5. I'm good at finding solutions to difficult situations. My friends often ask me to help them. They say I am a good **problem solver**.

A problem solver _____.

- a. is good at finding the best way to do something b. needs a lot of help doing things

6. I really enjoy working in a store because I like talking to and helping people. I have **good people skills**.

Someone with good people skills _____.

- a. can relate well with other people b. is usually very shy



7. I am good at telling people what I think, and I can explain things well. I am very clear when I speak. I have **good communication skills**.

A person with good communication skills _____.

- a. is difficult to understand b. is very easy to understand

8. I always come to work on time and do my work well. Sometimes I stay longer at work to finish my job. My boss says I'm **hardworking**.

A hardworking person _____.

- a. works a lot and is not lazy b. doesn't do a good job

9. My favorite job was working in a restaurant. There were many people working there, and we worked well together. We were all **team players**.

A team player _____.

- a. works alone and doesn't help others b. works in a group and helps others



10. I worked in a store last year. The boss let me count the money at the end of the day and take it to the bank. My boss didn't worry because I am **trustworthy**.

A trustworthy person is _____.

a. honest

b. not honest

11. I really enjoy working as a dog walker. I don't have to sit indoors at a desk. I can work **outdoors** in the fresh air and sunshine.

A job that is outdoors is _____

a. not a desk job

b. inside a building

12. I think being up high washing windows is very exciting, but it's important to be careful so you don't fall or have an accident. If you are not careful, it can be very **dangerous**.

A dangerous job is not _____.

a. exciting

b. safe



CREATE

Work with a partner. Look at the words in the box. Can you add any other words that you might use in a job interview? Practice asking and answering the questions. Use the words from the box and vocabulary from Review and Expand in your answers.

Skills: Talents or abilities	Characteristics: Your strengths (strong points) and weaknesses (weak points)	Types of jobs
be good with numbers be good with my hands have good people skills have good communication skills _____ _____ _____	friendly creative hardworking trustworthy a team player a problem solver a workaholic _____ _____ _____	indoors outdoors safe dangerous high-paying offbeat stressful relaxing tiring _____ _____ _____



1. Tell me about yourself. What do you do now? What kind of person are you? Give an example.

I am _____

2. What type of job do you want?

I'd like _____

3. What skills do you have? Give an example of when you used that skill.

I _____
I _____

4. What are your strengths? Give an example.

I _____.

I _____.

5. What are your weaknesses? Give an example.

I _____.

I _____.



- 2** Some words describe a person, some describe a job, and some describe both. Write the words in the correct box.

boring dangerous friendly hardworking interesting relaxing tiring
creative difficult happy high-paying offbeat safe

WORDS ABOUT PEOPLE	WORDS ABOUT JOBS	WORDS ABOUT BOTH

- 3** Work with a partner. Take turns making statements using the nouns and adjectives provided. After one of you makes a statement, the other one reacts, saying, “I agree” or “I don’t agree.” If you don’t agree with a statement, correct it.

Example

A restaurant blogger’s work / dangerous

A: A restaurant blogger’s work is dangerous.

B: I don’t agree. A restaurant blogger’s work isn’t dangerous. It’s safe.

1. a bike messenger’s job / tiring
2. an ice-cream taster / creative person
3. an insurance salesperson’s work / stressful
4. computer animation / offbeat job
5. window washing / interesting job
6. a game show host / hardworking
7. a professional shopper’s job / relaxing



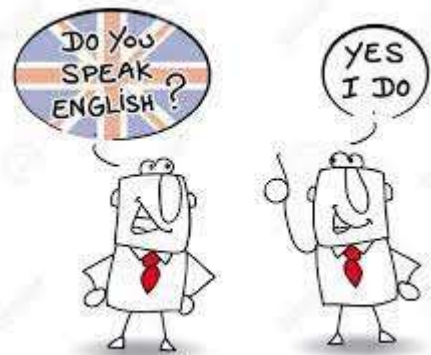
- 3** Work with a partner. Student A, ask *Wh-* questions with the phrases on the left. Student B, answer with the phrases on the right. Be sure to use the correct stress. Switch roles after item 4. Write your answers on the lines.

Example

A: What do you call someone who washes windows?

B: A window washer.

- | | |
|--|-----------------------------|
| <u> b </u> 1. someone who washes windows | a. bike messenger |
| <u> </u> 2. a frozen dessert | b. window washer |
| <u> </u> 3. someone who sells things | c. job counselor |
| <u> </u> 4. someone who makes animated movies or games | d. animation artist |
| <u> </u> 5. a large store that sells many different products | e. ice cream |
| <u> </u> 6. someone who puts together computers | f. department store |
| <u> </u> 7. a person who delivers letters and packages by bike | g. computer assembler |
| <u> </u> 8. someone who helps people find the right job or career | h. salesclerk |



MAKING CONVERSATION

When making conversation, it's polite to ask about a person's job and interests (what people like to do in their free time). It's also polite to express interest (to react positively) when people tell you something about themselves.

Asking About Someone's Job and Interests	Talking About Yourself	Showing Interest
What do you do?	I'm not working right now. I'm a (student / chef / homemaker). I'm retired. ¹	Oh . . . really?
How do you like it?	It's great. It's interesting. It's all right, but . . . I don't like it at all.	Good for you. Oh, I see. Oh, why not?
What do you like to do in your free time?	I like to (listen to music / play tennis). I enjoy (reading / playing computer games).	That's interesting. That's nice. Really? Me, too! Oh, yeah?

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

A: Hi. My name's _____.

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

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

B: I'm _____.

A: _____. How do you like it?

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

A: _____.

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

A: _____. How about you?

B: _____.



FINAL SPEAKING TASK



*In this activity, you will take part in a workshop for people looking for jobs. In the workshop, people with offbeat jobs want to get different jobs. Job counselors talk with them to identify their skills and think of new jobs. Try to use the vocabulary, grammar, pronunciation, and language to make small talk that you learned in the unit.**

Follow the steps.

STEP 1: Divide into two groups.

Group A: people with offbeat jobs who want to change jobs

Group B: job counselors, who can help identify skills and new jobs

Group A: Each student chooses one job from the list below or another offbeat job. This is the job you now have. List the skills, characteristics, and strengths a person needs to do that job. Use words like: *creative*, *good with numbers*, and *trustworthy*. Then list reasons why you want to find a new job.

animation artist

restaurant blogger

game show host

window washer

ice-cream taster

other: _____

professional shopper

Group B: Write five questions to ask the job holders.

Examples

What skills do you have?

Why do you want to change jobs?

ALTERNATIVE SPEAKING TOPICS

Discuss the questions. Use the vocabulary and grammar from the unit.

1. Why do you think some people like offbeat jobs?
2. How do you think people get started in their offbeat jobs in the first place?
3. What job skills do you think are the most difficult to learn? Why do you think they are difficult?
4. What skills do you think are most important for students to learn so they can find a job or start a career in the future?



**WHERE DOES THE
TIME GO?**

EXPRESS OPINIONS

Discuss the questions with the class.

1. The speaker says that multitasking has a negative effect on students' ability to study. Do you agree? Why or why not?
2. What do you think is the main reason that students procrastinate? Is there ever a good reason to procrastinate?
3. Do you think that the strategies mentioned by the counselor are a good idea? Are there any you would never try? Why or why not? What other strategies do you use?





VOCABULARY

Circle the best definition for the words or phrases in bold

1. Anita wants to graduate from college. She is hardworking, so I'm sure she will **achieve** her goal.
 - a. to want to do something
 - b. to get something by working hard
2. When you are in class, it's important to **focus** on what the teacher is saying. You should pay attention so you can remember the important points.
 - a. to direct your attention or effort
 - b. to remember what someone told you

3. This history class is very challenging, but I have a **positive attitude**, and I think that I can do well if I work hard.
 - a. a hardworking person
 - b. a hopeful way of thinking
4. At my school, there is a lot of **pressure** to get good grades. Some parents and teachers even expect you to get straight A's.
 - a. getting good grades in school
 - b. feeling of stress because people expect you to do something

5. My roommate **wastes** a lot of time talking on the phone when she should be doing her homework. Then she never has enough time to finish.
 - a. to use something in a way that is not useful or effective
 - b. to do something quickly

CONNECTING THE LISTENINGS

STEP 1: Organize

Complete the chart with the statements about the bad study habits of the students in Listening Two. Then write the strategies from Listening One that the students could use to improve their study habits. Some of the answers are done for you.

Try the “Do Nothing” Strategy

Text friends during class.

Divide big assignments into smaller tasks

Listen to music and chat online while doing homework.

Give yourself rewards for finishing your work.

~~Remove distractions, such as phones, games, Internet~~

~~Waste time playing video games instead of studying~~

~~Set goals and put them in order of importance~~

Put off assignments that you don't like to do.

Use a calendar to plan your time.

Avoid starting difficult assignments.

Surf the Web while working online.

STEP 2: Synthesize

Work in groups of three. Have a discussion about your study habits and strategies for improving them. Use information from the chart. In your discussion, you can ask these questions:

1. Do you multitask? If so, what do you do?
2. Do you procrastinate? Why or why not?
3. What strategies do you want to try?
4. What other strategies do you suggest for each other?

Example

A: Sam, do you multitask?

B: Yes, I do. I use my phone to text friends in class.

C: How about you, Justin?



Read 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

_____ 2. ace

_____ 3. cut class

_____ 4. hang out

_____ 5. fall behind

_____ 6. the last minute

_____ 7. pull an all-nighter

_____ 8. bomb

_____ 9. figure out

_____ 10. cram

a. to stay up all night working on something

b. the last possible time that something can be done

c. to study

d. to understand or solve by thinking

e. to receive a grade of "A" or to complete something easily and successfully

f. to fail to do something as quickly as planned or as required

g. to quickly prepare right before a test

h. to skip a class or day of school without an excuse

i. to fail a test

j. to spend time in a certain place or with people



CREATE

Work with a partner. Choose one of the situations. Use at least 5–7 words from Review and Expand to write a conversation. Tell the class how many different words you used (but don't tell them which words). Perform your conversation for the class. The other students will listen and answer these questions:

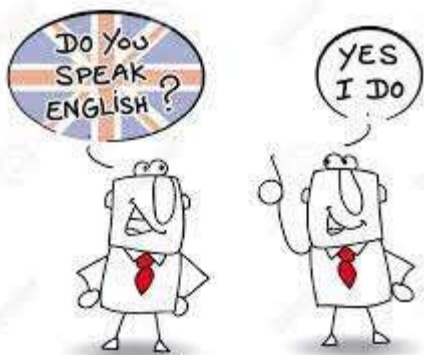
- *Who are the speakers?*
- *What is the situation?*
- *Which speaker do you agree with? Why?*
- *Which vocabulary items did the speakers use? Did they use them correctly?*

Situation 1: You are roommates in college. Student A, you have a big test tomorrow and want to study. You're nervous. Student B, you want to have a party, but your roommate disagrees. You're upset with your roommate.

Situation 2: You are a student and a counselor. Student A, you need some help managing your time and learning better study habits. You ask the counselor for some help.

Situation 3: You are a student and a parent talking about school. Student A, you are not doing very well in school. Your parent wants you to explain why.

Situation 4: You are a student and a professor discussing an assignment that is due. Student A, you ask your professor for more time to finish the assignment. Your professor wants you to turn it in on time.



Complete the conversation

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.
8. We _____ (not have) much time left today. _____ you _____ (have) any questions for me?

- 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.
- g. Yes, sometimes they _____ (do). But I _____ (not listen) to them! It's too stressful.
- h. It _____ (be) definitely my music class. My professor _____ (create) really interesting lessons.





STRESSED WORDS IN A SENTENCE

- In sentences, some words are *stressed* and others are *unstressed*. The stressed syllable is longer, higher, and louder than the other syllables in the sentence.
- Stressed words are usually *content words*. *Content words* are words that carry meaning in the sentence, such as nouns, main verbs, adjectives, and adverbs. In addition, we usually stress question words, and negatives, such as *not*, *isn't*, *aren't*, *don't*, *doesn't*, and *can't*.
- Stressed words are easier to hear. Putting stress on the content words helps listeners hear the important words in the sentence. This helps them pay attention to the meaning,

UNSTRESSED WORDS IN A SENTENCE

- Unstressed words are often *grammar words*:
 - helping verbs, such as *be* and *do*, and modal verbs, such as *can*
 - articles, such as *a*, *the*, and prepositions, such as *to*, *on*, *in*, *at*, *about*
 - pronouns, such as *I*, *you*, *he*, *she*, *it*
- Unstressed words are shorter, lower in pitch, and quieter than stressed words.
- Unstressed words are harder to hear. By not putting stress on unimportant words, we help listeners pay attention to the words in the sentence that carry the meaning.
- One way to make words weak when we are speaking is to use contractions, such as *I'm*, *it's*, *she's*, *he's*, *you're*, *we're*, *isn't*, *aren't*, *don't*, and *doesn't*

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



TEAMWORK



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.

5. Record your class lectures so you can listen again.
6. Use flash cards to help you remember information.
7. Visit a counselor to get advice.
8. Study in the library or another quiet place.
9. Limit your time texting or using social media.
10. Make a “to do” list every day.
11. Take naps between classes.
12. Exercise every day.
13. Join a club or sports team.
14. Talk to your family every day.
15. Don't hang out with friends on schooldays.
16. Avoid peer pressure¹ to make poor or unhealthy choices.
17. Keep a positive attitude. Tell yourself you can be successful!





STEP 1: In your group, think of some questions you can ask to find out about your classmates' habits and opinions about school. Write your questions in the chart on the next page. Practice saying them with the correct pronunciation and stress.

Here are some ways you can begin your questions:

Do you . . . ? Example: Do you procrastinate?

Do you like to . . . ? Example: Do you like to exercise?

How often do you . . . ?

Where . . . ? When . . . ?

What do you think about . . . ?

How do you feel about . . . ?

Do you agree that . . . ?

STEP 2: Go around the class and ask the other students your questions. Each person should speak to at least three different students in the class. Write each student's name in the chart. Write down their responses.

Example

A: Excuse me, can I ask you a few questions?

B: Sure.

A: How many hours do you study every day?

B: Hmmm . . . about three.

A: OK, thanks.

STEP 3: Share your results with your group. How many students agree with each other? How many disagree? Were there any surprising responses?

STEP 4: Report your results to the class. Each person should report the results of a different question. The other students should listen and take notes. What did you learn about your classmates?

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?



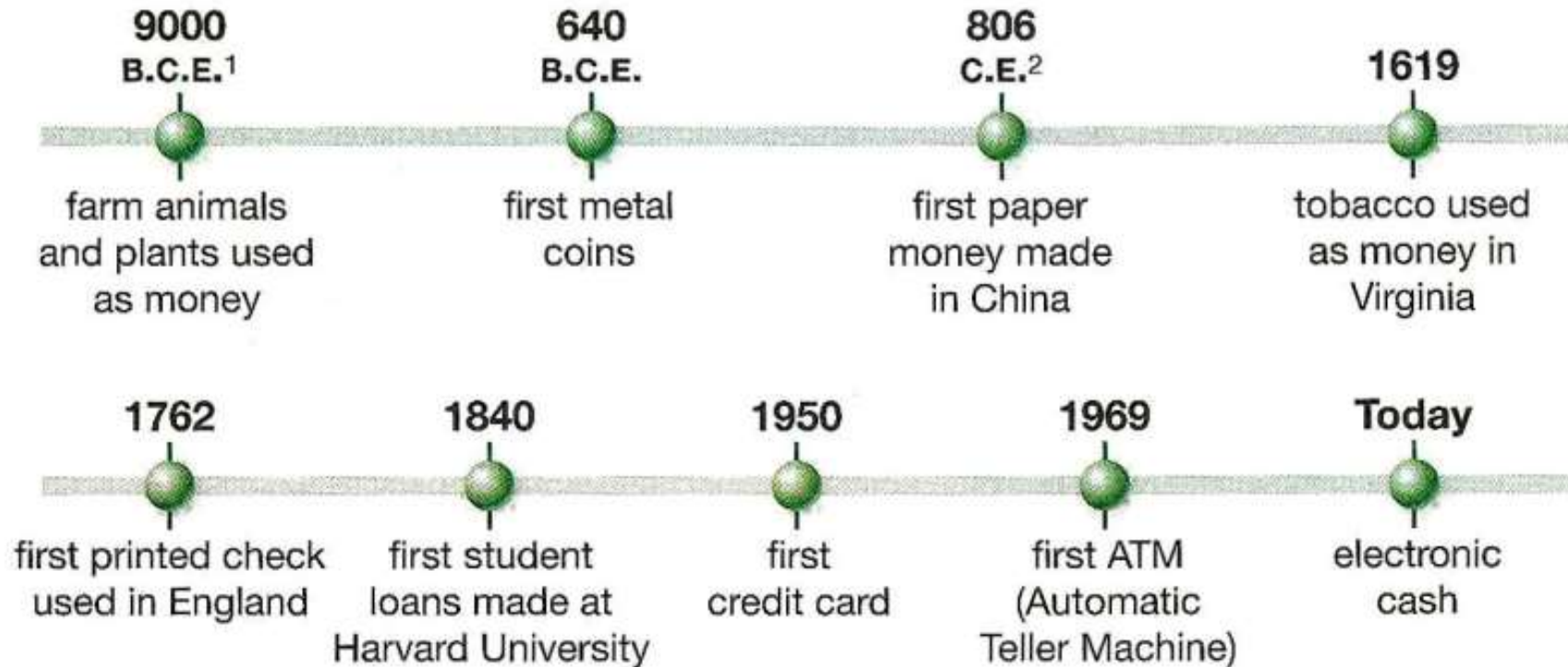


**A PENNY SAVED IS A PENNY
EARNED**

VOCABULARY

MONEY SERIES

PART ONE: THE HISTORY OF MONEY AND BARTERING



Before people used money, they used other things that were **valuable** to them, such as plants or animals, to pay for things.

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

One way for people to save money is bartering. Bartering

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

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



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

- | | | |
|----------------------------|---|--------------------------------------|
| 1. valuable | <input checked="" type="radio"/> a. useful, important | b. living |
| 2. item | a. a thing | b. clothing |
| 3. spend | a. pay money | b. get money |
| 4. earn | a. get money by working | b. pay money |
| 5. be interested in | a. want or care about | b. understand |
| 6. exchange | a. buy a new thing | b. trade; give one thing for another |
| 7. service | a. something you do for someone | b. a thing you buy someone |
| 8. network | a. group of people with the same interests | b. people in a community |
| 9. provides | a. gives | b. gets |
| 10. member | a. person who belongs to a group | b. person who barterers |

EXPRESS OPINIONS

Read the statements and circle *agree* or *disagree*. Then discuss your opinions in a group.

Example

A: I'd like to join a barter network because I like to save money. How about you?

B: I don't think so. It sounds like too much work to me.

- | | | |
|--|-------|----------|
| 1. I'd like to join a barter network. | agree | disagree |
| 2. It's important to me to save money. | agree | disagree |
| 3. Buying new things helps me feel good. | agree | disagree |
| 4. I have services I can use to barter. | agree | disagree |

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?
6. Name something you own that was **cheap** to buy. How much did it cost? Name something that you **paid an arm and a leg** for.
7. Do you own something that is **worth** more now than when you bought it? How much did you **spend** on it? Was it **worth it**?

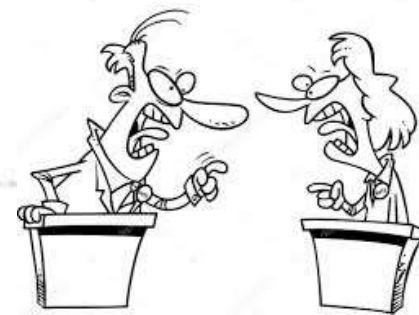


SPEAKING SKILL

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



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?

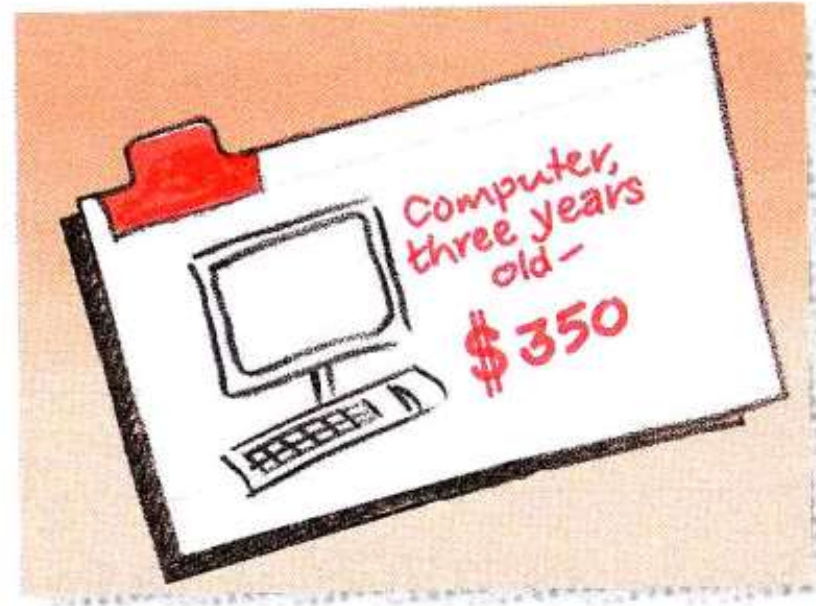
B: But my television is newer than your computer.

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.



STEP 3: Report your exchanges to the class.

Example

A: I traded a two-year-old television worth \$300 for a three-year-old computer worth \$350.

B: That's a pretty good deal.

C: Well, I paid an arm and a leg for a TV.

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?





**WHAT HAPPENED TO
ETIQUETTE?**



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

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

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

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

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

EXPRESS OPINIONS

Discuss the questions with the class.

1. In your opinion, are people less polite these days than in the past? Give examples to explain your opinion.
2. Where did you learn manners: At home? At school? At a religious institution?
3. New York City scored as the number one city for good manners. Are you surprised? Why or why not?
4. How do you think people in your hometown would do on Sarah's manners test? Do you think they would pass? Why or why not?



CONNECT THE LISTENINGS

STEP 1: Organize

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

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

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

People communicate using electronic devices, such as cell phones.

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

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

It shows respect for others.

People follow "the golden rule."

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

People are raised to be polite.



STEP 2: Synthesize

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

Example

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

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

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

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

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

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



Read the magazine column about etiquette. Write the correct word in the blank. Use the words from the box.

appreciate

confusing

face-to-face

respect

treat

behavior

courteous

raised

rude

Ask Miss Manners

Dear Miss Manners,

Thanks for all your great advice. I really

_____ it. I wish everyone cared

1.

about manners. I think people are not as polite

now as they used to be. It seems that every day

someone gets in front of me in line or starts

texting when I'm talking to them. People are

just not _____.

2.

Dear Clara,

Unfortunately, there does seem to be a lack of

manners these days. The question is, what do we do

about it? I think the important thing to remember is

to _____ others in a nice way.

3.

If we can all just remember to _____

4.

each other, I think we can all get along.

—Clara



Dear Miss Manners,

I'm really bothered by children who misbehave in public places. I know children are all _____ differently, so you see a lot of different _____, but I want to do something about it.

I was shopping the other day, and some kids were running around. It was hard to shop. What should I do in that situation?

—Annoyed Shopper

Dear Annoyed Shopper,

Well, one idea is to tell the manager. It's really the manager's job to deal with customers. It's not always best for you to talk to the person

_____.

7.

Dear Miss Manners,

Sometimes I feel people from other countries are being _____ because they talk so loud. What do you suggest I do?


—Julius K.

Dear Julius K.,

Nowadays, we live with people from all over the world. We don't always speak the same language or have the same rules of etiquette. I know it can be _____, when we don't understand another person's culture. But we all have to learn to get along.



EXPAND

- 1**  Read and listen to the conversation. Then take turns reading the conversation with a partner.

A: I had a terrible day today.

B: Really? What happened?

A: Well, do you remember that girl from my math class that I was telling you about?

B: Yeah . . .

A: Well, I finally got up the courage and asked her to **go out** with me.

B: So what did she say?

A: That's the problem. I asked her out two weeks ago, and she didn't respond at all until yesterday.



B: Oh no. Why did she **leave you hanging** for so long?

A: I don't know, but she finally agreed to go see a movie with me tonight. I was so excited. I was really **looking forward to it**.

B: So, what happened?

A: Well, I waited at the movie theater for almost half an hour. Finally, she texted me to **call off** our date. She gave me an excuse saying she needed to study for a test.

B: Oh, that's too bad. It was really rude of her to **blow you off** like that. I hate to say this, but it sounds like she never wanted to go out with you in the first place. Maybe she was afraid to **turn you down** because she didn't want to hurt your feelings.

A: Yeah, you're probably right. What a **bummer**.

B: Cheer up! She doesn't sound worth it. And hey, what time is the next show? Maybe we could still catch that movie!

A: Thanks, but I think **I'll have to pass**. I don't feel like doing anything now. Can I **take a rain check**?

B: Sure, no problem. Maybe next weekend.

A: OK, let's do that.



2 Match the phrase on the left with its meaning on the right.

- | | |
|--------------------------------|---|
| _____ 1. go out | a. to cancel or delay an event; to decide that an event will not happen |
| _____ 2. leave someone hanging | b. a situation that is bad, annoying, or disappointing |
| _____ 3. look forward to | c. to tell someone that you can't do something with them now, but you would like to do it at another time |
| _____ 4. call something off | d. I can't accept your invitation. |
| _____ 5. blow off | e. to ignore someone |
| _____ 6. turn down | f. to say "no" to an invitation |
| _____ 7. bummer | g. go on a date; to have a romantic relationship |
| _____ 8. I'll have to pass | h. to be excited and pleased about something that is going to happen |
| _____ 9. take a rain check | i. to keep someone waiting for a decision or answer |



Work in groups of four. You will have a debate about each of the actions listed below.

appreciate

confusing

leave someone hanging

take a rain check

behavior

courteous

look forward to

treat

blow off

face-to-face

raised

turn down

bummer

go out

respect

call something off

I'll have to pass

rude

Actions

Taking your shoes off before entering someone's home

Talking on your cell phone while in a restaurant with friends

Not responding to an invitation

Texting while having a conversation with someone

Throwing garbage on the ground (littering)

Example

A: I think taking your shoes off before entering someone's house is very *courteous*. It shows *respect* for the other person. I really *appreciate* it when people take their shoes off when they come to my house. Plus, it helps to keep my house clean.

B: Really? I don't think it's courteous to take them off. I wasn't *raised* to do that, so I don't think it shows *a lack of manners* to leave them on.



- 2** Work with a partner. Student A, use the situations below to make a polite request. Student B, respond politely. Then switch roles.

Example:

A: Could you please hold the door for me?

B: Sure, no problem.

1. Hold the door for me.
2. Help me pick up these papers.
3. Turn off your cell phone.
4. Tell me the time.
5. Tell me what time your store closes.
6. Lend me your phone.
7. Help me move this weekend.
8. Show me how to do this assignment.
9. Take care of my cat this weekend.
10. Do my homework for me.




INTONATION IN QUESTIONS AND STATEMENTS

Our intonation can rise or fall at the end of a sentence. Our intonation helps listeners to understand the type of question we are asking and to understand when we have completed a sentence or statement.

Yes-No Questions

Your voice falls to a low note and then rises to a high note at the end of the question.


 Do you have the time?

 Could you hold the door for me, please?

Wh- Questions (who, what, where, when, why, how)

Your voice rises on the important word at the end of a question, and then it falls to a low note.

 What time is the movie?

 Where do you want to meet?

Statements

Your voice rises on the important word at the end of a statement, and then it falls to a low note.

 I'd be happy to.

 Sorry, I can't.



SPEAKING SKILL

MAKING POLITE OFFERS AND INVITATIONS

There are different ways to make offers and invitations. There are also different ways to accept (say “yes”) and to decline (say “no” or turn down the invitation).

Making Polite Offers and Invitations

Accepting and Declining

1. When making an offer, you can use polite questions with *would you like*:

Would you like something to drink?

Would you like some help?

Yes, I would.

Yes, thank you.

Yes, please.

2. We can also make offers in less formal ways:

Help yourself to a drink.

Do you need any help?

Thanks, I appreciate it.

No, thanks. I'm good.

3. We can use polite questions with *would like to* to invite someone to do something:

Would you like to go to a movie?

I'd love to.

Sure. That sounds great.

I don't know. I need to check my schedule.

Sorry, but I have to study tonight. Can we take a rain check?



FINAL SPEAKING TASK

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.

*In this task, you will discuss a situation, then prepare a three- to five-minute role play that relates to manners. Try to use the vocabulary, grammar, pronunciation, and language for making polite offers and invitations that you learned in the unit.**

Work in a group of three. Follow the steps.

STEP 1: Read each situation aloud in your group. Discuss the situations. What could you say?

1. You are in a restaurant having dinner with a friend. A person is sitting alone at a table near you, talking loudly on a cell phone. You can't hear your friend or enjoy your meal.
2. You are at a party with your friend. Another person comes over and enters the conversation and makes small talk with you. Your friend gets bored and starts texting.
3. You go to your friend's house for dinner. Your friend is from another culture. When you enter, you forget to take off your shoes. Then, during dinner, your friend's mother offers you different kinds of food that you never tried before. There is one kind of food that you don't like, but your friend's mother keeps offering it to you.
4. You bought expensive tickets to see a concert. You invite your friend to go with you. Your friend turns you down, but you don't believe the reason.

STEP 2: Choose one situation and prepare a role play.

STEP 3: Role-play your situation for the class.





UNIT PROJECT

You will conduct a study like the one you heard about in Listening One.

STEP 1: Prepare for your study:

- A. Go online to get some information about how to do a study. Find out how many people you should test to make it a good study. Look at some example studies to learn different ways you can report your results. For example, find some examples of different kinds of graphs or charts you can use to summarize the results of your study.
- B. Work in groups of three. Divide the task. One student will do a door test, another student will do the document drop, and another student will do the customer service test.
- C. Decide where you will go to do your study. If possible, go to a local café or a public place that has a variety of customers, such as students and business people.
- D. Plan what you will do and what you will say during your study. Plan some polite questions you can ask during the customer service test, such as "Could I have a small coffee, please?" Practice your requests to be sure you use the correct grammar and intonation.

STEP 2: Conduct your study. Take turns conducting each part of the study. When one student is doing a test, the other students watch and take notes.

ALTERNATIVE SPEAKING TOPICS

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

“Treat everyone with politeness, even those who are rude to you—not because they are nice, but because you are.”—Author Unknown

“Consideration for others is the basis of a good life, a good society.”—Confucius

“Visitors should behave in such a way that the host and hostess feel at home.”—J.S. Farynski





THE FAT TAX?

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?
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.
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
_____ the problem, then we as parents need to do something.
8.

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!

MY HEALTHY CHECKLIST



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.

A: So how can we deal with the problem of obesity?

B: I believe that people need to take personal responsibility for their weight problems. That is the only thing that will work.

A: OK, well thank you very much for your call.



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.



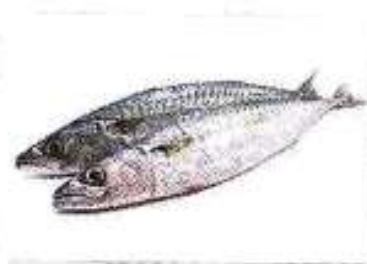
Proteins



beans



tofu



fish



meat



eggs



Whole Grains

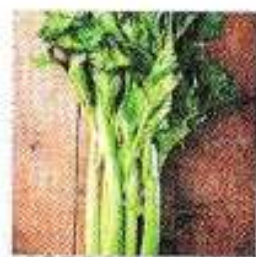
4. Eat your biggest meals early in the day. Research shows you burn more **calories** if you eat earlier in the day than if you eat in the evening. And eating a good, healthy breakfast, including fresh fruit and protein (yogurt, eggs, cottage cheese) starts your day off right. Just like a car needs gas to move, your body needs energy early in the day.
5. Be smart with snacks. You don't need to **give up** snacks—just choose healthy ones, such as **raw** carrots, cauliflower, or celery, a tablespoon of raw nuts, a piece of fruit, or yogurt or cottage cheese with whole-grain crackers.



carrots



cauliflower



celery



nuts



yogurt



cottage cheese

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?



GRAMMAR

MODALS OF POSSIBILITY

<p>1. Use <i>might</i>, <i>may</i> and <i>could</i> to express possibility about the present or future.</p>	<p>Several studies show that fat taxes might work. Fat taxes may help change consumers' eating habits. Fat taxes could help reduce obesity.</p>
<p>2. <i>Might</i>, <i>may</i> and <i>could</i> are followed by the base form of the verb.</p>	<p>A fat tax might work. NOT: A fat tax might works. NOT: A fat tax might to work.</p>
<p>3. The negative of possibility in the present or future is <i>may not</i> or <i>might not</i>.</p> <p>There are no contractions for <i>may</i> or <i>might</i>.</p> <p>Do NOT use <i>could not</i> for the negative of possibility. <i>Could not</i> means impossible in the PAST. Use <i>may not</i> or <i>might not</i>.</p>	<p>A fat tax might/may not work. = 50% possibility it won't work (so 50% possibility it will work) NOT: A fat tax mightn't work. He could not change his eating habits. = It was impossible for him to change his eating habits. (0 percent chance)</p>
<p>4. We use <i>may</i>, <i>might</i> or <i>could</i> for something that is possible, but not certain.</p> <p>We use <i>will</i> for something that is certain, or that we think is certain.</p>	<p>Taxes might make a difference in what people eat. If there is a fat tax, people will pay it. They won't have any other choice.</p>

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

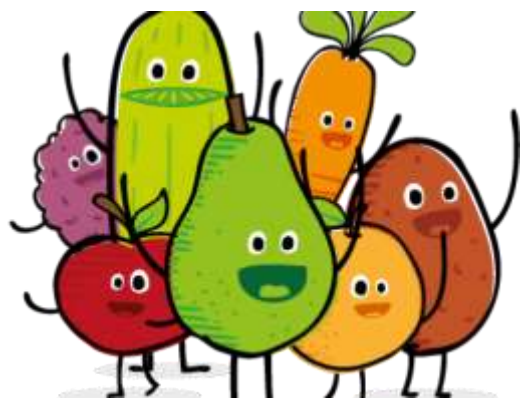
People **could lose** weight.

Maybe the fat tax will work.

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

1 Complete the sentences. Choose the correct answer.

1. My son is overweight, and my doctor is concerned that he _____ obese.
a. maybe become b. could become c. might becomes
2. Many people think that going on a diet _____ them lose weight, but they are wrong.
a. maybe will help b. will help c. may to help
3. Fat taxes _____, but I think they are a good idea. The government needs to do something to deal with obesity in this country.
a. mightn't to work b. couldn't work c. may not work
4. If junk food is taxed, maybe fewer people _____ it.
a. will buy b. might buy c. may not buy
5. Eating healthy snacks like raw vegetables between meals _____ you to eat smaller portions at mealtimes.
a. might to help b. might helps c. might help
6. I am sure that you _____ weight if you reduce the number of calories that you consume every day.
a. might lose b. will lose c. could lose



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.

INTONATION ON CLARIFICATION QUESTIONS

When we ask information questions, our intonation falls at the end. But when we ask questions for clarification or repetition, our voice rises at the end. This signals to the speaker to repeat the same information.

🎧 Listen to the conversations. Repeat the intonation patterns that you see and hear.

1. A: How does the fat tax work?

B: It increases the tax on unhealthy foods.

2. A: *How* does it work?

B: I said it increases the tax on unhealthy food.

In the first question, Speaker A used falling intonation to ask for information about the fat tax. In the second question, Speaker A used rising intonation to ask for repetition. Notice how Speaker A also stresses the word “How” to show that is the part of the question that needs to be repeated.

We also use rising intonation on statements to ask for clarification:

3. A: A fat tax increases the cost of the food.

B: So, you're saying it makes it more expensive?

A: Yes, exactly.





If the scale spins any faster,
we'll go back in time!

Work with a partner. Take turns. Student A, make a statement. Student B, respond using rising intonation to ask for repetition or falling intonation to ask for more information. Then Student A chooses an appropriate response

1. A: I just ate lunch.
 B: What did you eat?
 a. Lunch. b. I had a hamburger and chips.

2. A: I'm starting a new diet next week.
 B: When?
 a. Next week. b. On Monday.

3. A: I'm taking a trip to Germany.
 B: Where are you taking a trip?
 a. Germany. b. Berlin.

4. A: I met a reporter today.
 B: Who did you meet?
 a. A reporter. b. Roberta Anderson.

SPEAKING SKILL

ASKING FOR CLARIFICATION OR REPETITION

In conversation, when we don't understand the other speaker, we need to *clarify*, or check our understanding. Sometimes we also need to ask the speaker to repeat what was said. There are different ways to ask for clarification or repetition.

Clarification: Some common expressions

ASKING FOR CLARIFICATION	CLARIFYING
I'm sorry, I'm not following you . . . I didn't catch that. Use rising intonation to check your understanding: Are you saying that . . . ? You mean to say that . . . ? Do you mean that . . . ? Use falling intonation to ask for more information: What do you mean by . . . ? How do you spell that . . . ?	Yes/yeah/, exactly— No, I'm saying that . . . Actually, I mean . . . I mean . . . It's spelled . . .

ASKING FOR REPETITION

Use rising intonation to ask for repetition:

Excuse me?

Sorry?

What did you just say?

Sorry, could you say that again?

You went *where*?

What did you buy?

Who did you go with?

REPEATING

I said . . .

Sure . . .

(I went) to the supermarket with my roommate to get some fruit.

(I went) to the supermarket.

(I bought) some fruit.

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(I went) with my roommate.



FINAL SPEAKING TASK

In a debate, two teams discuss different sides of the same topic. One team is pro (for) a statement, and the other team is con (against) the same statement.

*In this activity, you will prepare a debate about the role of the government in reducing obesity. Try to use the vocabulary, grammar, pronunciation, and language for clarification that you learned in the unit.**

Follow the steps.

STEP 1: Your teacher will divide the class into two or more teams to debate the following statement:

STATEMENT: The government should take whatever steps are necessary to reduce obesity.

Team A = PRO side

You will argue in favor of the statement.

Team B = CON side

You will argue against the statement.

PRO: The government must protect the public health



I need to take whatever steps are necessary to save people's lives. People are dying every day because of obesity, and we need to do something about it.

CON: The government has no right to tell people what to do



This is about freedom. The government does not have the right to tell people what they can or can't eat or drink. And these rules will hurt small businesses!

STEP 2: Meet with your team to prepare for the debate:

- Choose a group leader.
- Plan your arguments (ideas in favor of your opinion). You can use ideas you learned from the unit and your own ideas. Takes notes.
- Think about the possible arguments that the other team may make. Plan your counter-arguments (points you use against the other team's arguments).

Example

Other team's argument: The fat tax probably won't work. People may go somewhere else to buy unhealthy foods.

Counter-argument: Some people will change their eating habits. Research shows the fat tax could work just like the cigarette tax worked to reduce smoking.

STEP 3: Debate the topic with another team. The two teams take turns presenting their arguments and counter-arguments. The teacher is the moderator who invites people to speak. Make sure each member of your team presents at least one argument or counter-argument. The group leaders make the closing statements for each team. In the closing statement, the leader briefly summarizes the main points for each team.

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?



Everyday heroes

EXPRESS OPINIONS

Discuss the questions with the class.

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



CONNECT THE LISTENINGS

STEP 1: Organize

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

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

GENERAL IDEAS ON ALTRUISM FROM THE LECTURE	SPECIFIC EXAMPLES
<p>What does altruism mean?</p> <ol style="list-style-type: none">1. People show unselfish concern for others.2. People volunteer to help others	<ol style="list-style-type: none">1. <u>Wesley Autrey risked his life to save a man from being hit by a train.</u>2. _____
<p>Why do some people help others?</p> <ol style="list-style-type: none">1. People are less likely to help when they are in a crowd.2. Some people have genes that make them more likely to help.3. Some people are raised to help others.4. People with positive attitudes are more likely to help others.	<ol style="list-style-type: none">1. _____2. <u>People with a certain gene are more likely to give money to those in need.</u>3. _____4. _____

STEP 2: Synthesize

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

Example

A: What does altruism mean?

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

A: OK. Can you give me an example?

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

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

Complete the magazine article with the words in the box.

community
courage

praised
reacted

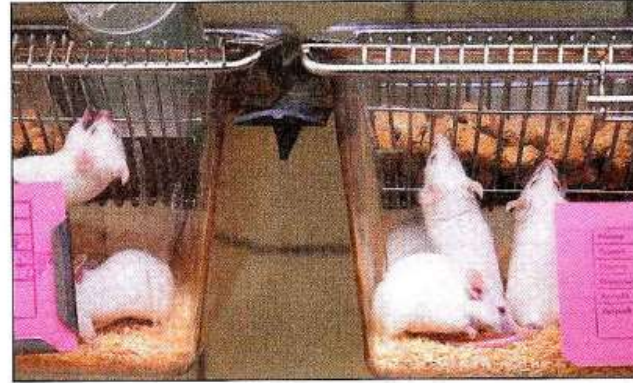
show concern for
take risks

turned out
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 the bananas. Other studies with chimpanzees show that they often _____ 3. _____ to help each other in dangerous situations.



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. In this study, one rat was locked inside a small trap with a door. Another rat showed _____ 5. _____ by approaching the trap



and learning how to open the door to free the rat inside. In another test, the free rat was given some chocolate, but rather than eat the chocolate itself, it freed the other rat and shared the chocolate.

These studies show that animals will _____ to help their own kind,

6.

but animals can also show concern for different kinds of animals or people. One famous example is Binti the gorilla. One day, a three-year-old boy fell down into the area where Binti lived with the other gorillas at the Brookfield Zoo. The boy was badly hurt and couldn't

move. Instead of trying to hurt him, Binti _____ by helping the boy. She

7.

carefully picked him up and carried him over to the door where a person could reach him and take him away. Many people were surprised and _____ Binti as a hero.

8.



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?

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 . . .

Look at the presentation introduction and outline. Fill in the blanks with appropriate signal words and phrases. Practice saying the presentation with a partner.

My Hero: Pushpa Basnet

I. Introduction: The person I admire

- Pushpa Basnet

- Young woman from Nepal

- Attention-getter: _____

- Introduction: _____

Transition to Part II: _____

II. Background of Pushpa

- Born in Kathmandu, Nepal

- Studied social work in college

- 2005: 21 years old; started a daycare for children living in prison with their parents

- 2007: opened a home for children

- 2009: began a program to help parents in prison earn money for their children

- 2012: Won CNN Hero of the Year award

Transition to Part III. _____

III. Why I admire her

Transition to Reason A _____

A. Has a good heart

- Gives the children a good home, food, clothing, and education
- Treats the prisoner's children like her own (e.g., lives with the children and they call her "Mommy")

Transition to Reason B _____

B. Brave

- People said she couldn't do it (too young, not enough money)
- Had courage to do it; encouraged people to contribute money

Transition to Reason C _____

C. Hardworking

- Works hard to get money for her programs
- Started programs by herself
- Manages the programs
- Takes care of the children

IV. Concluding statement

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.

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):

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.

UNIT PROJECT

STEP 1: In this activity, you will research an organization that tries to help others in your community. Think about a problem in your community that you think needs to be solved, such as homelessness, hunger, not enough education or jobs, or pollution.

STEP 2: Go on the Internet or ask people in your community to find an organization that is trying to solve this problem.

- a. What is the name of the organization?
- b. How many people volunteer or work for this organization?
- c. What do the volunteers do to help others? Give examples.
- d. Would you like to join this group? Why or why not?

STEP 3: Present your results to the class. Discuss which organization you would like to join.

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.





THANK YOU!

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