

HUE UNIVERSITY

OPEN TRAINING INSTITUTE AND INFORMATION  
TECHNOLOGY

# INTRODUCTION

Ths: TÔNG THỊ HUỆ

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SUBJECT: LISTENING 2

**NORTHSTAR**

Third Edition

# REGULATIONS

- On time or in time
- Pay attention to the lectures.
- Attend regularly.
- Good equipment including a mic.

# Assessment

- Final test: 70% - Multiple choice (online)
- Mid-term test: 30% including
  - Attending regularly
  - Test

# UNIT 1: OFFBEAT JOBS

- athletic (adj): /æθ'letɪk/ physically strong, fit and active.
- offbeat (adj): /,ɒf'bi:t/ unconventional
- deliver (v): /dɪ'lɪvə(r)/ to take goods, letters, etc. to the person or people they have been sent to.
- concentrate (v): /'kɒnsntreɪt/ to give all your attention to something and not think about anything else.
- insurance (n): /ɪn'ʃʊərəns/ **health/medical insurance**
- generation (n): /,dʒenə'reɪʃn/ all the people who were born at about the same time

- taste (v): /teɪst/ *The ice tasted of mint.*
- tongue (n): /tʌŋ/ the soft part in the mouth that moves around, used for tasting, swallowing, speaking, etc.
- flavor (n): /'fleɪvə(r)/ how food or drink tastes.
- income (n): /'ɪnkʌm/ the money that a person, a region, a country, etc. earns from work, from investing money, from business.

# Listen and read

 Read and listen to the job postings on a website for college students.

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

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



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

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

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

*(continued on next page)*

3. Rita is a \_\_\_\_\_.  
a. host      b. contestant      c. guest
4. Peter is going to describe \_\_\_\_\_.  
a. his job      b. his company      c. himself

**2** Make predictions. Circle more than one answer.


Peter will talk about . . .

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



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## MAIN IDEAS

- 1**  Listen to *What's My Job?* Look at your predictions from the Preview section. Were any of them correct? Did your predictions help you understand the listening?
- 2** Circle the correct answer to complete each statement.
- Rita asks Peter questions to guess \_\_\_\_\_.  
a. his last name                      b. his job                      c. his age
  - Peter works in a \_\_\_\_\_.  
a. restaurant                      b. factory                      c. bakery
  - Peter is \_\_\_\_\_.  
a. a factory worker                      b. a chef                      c. an ice-cream taster
  - Peter has to be careful with \_\_\_\_\_.  
a. his taste buds                      b. the ice cream                      c. the factory machines
  - Peter thinks his job is \_\_\_\_\_.  
a. tiring                      b. great                      c. dangerous

## DETAILS

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

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



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

**Excerpt One**

*Wow! You do have to be careful.*

- a. true meaning
- b. humor

**Excerpt Two**

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

- a. true meaning
- b. humor

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

- a. true meaning
- b. humor

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## EXPRESS OPINIONS

Work in a small group. Discuss the questions. Explain your opinions.

1. Do you think Peter's job is difficult or easy? Why do you think so?
2. Do you think you could do Peter's job? Why or why not?
3. Do you think it was easy for Peter to get started in his job? Why or why not?

## LISTENING TWO A CONVERSATION WITH A JOB COUNSELOR

### VOCABULARY

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


career      quit      relaxing      stressful      tiring

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



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



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

### Excerpt One

**Idea 1:** I love \_\_\_\_\_ and I like \_\_\_\_\_.

I'm very good \_\_\_\_\_.

**Idea 2:** My job \_\_\_\_\_.

I'm \_\_\_\_\_, so my work \_\_\_\_\_.

What word does she use to show the difference? \_\_\_\_\_.

### Excerpt Two

**Idea 1:** I \_\_\_\_\_ my job and \_\_\_\_\_.


I like \_\_\_\_\_.

**Idea 2:** I have to \_\_\_\_\_ and \_\_\_\_\_.

What word does she use to show the difference? \_\_\_\_\_.

## CONNECT THE LISTENINGS

### STEP 1: Organize

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

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

Compare your answers with a partner's. Discuss any differences.

## UNIT 2: WHERE DOES THE TIME GO?

- assignment (n): /ə'sainmənt/ a task or piece of work that somebody is given to do, usually as part of their job or studies.
- counselor (n) /'kaʊnsələ(r)/ a person who has been trained to advise people with problems, especially personal problems.
- manage (v): /'mænidʒ/ to control or be in charge of a business, a team, an organization, land, etc.
- research (n) /rɪ'sɜ:tʃ/ /rɪ'sɜ:rtʃ/ a careful study of a subject, especially in order to discover new facts or information about it.
- Procrastination(n): /prə'kræsti'neɪʃn/ the act of delaying something that you should do, usually because you do not want to do it.

- strategy (n): /'strætədʒi/ a plan that is intended to achieve a particular purpose.
- distraction (n): /dɪ'strækʃn/ a thing that takes your attention away from what you are doing or thinking about.
- reward(n): /rɪ'wɔ:d/ a thing that you are given because you have done something good, worked hard, etc.
- success (n): /sək'ses/ the fact that you have achieved something that you want and have been trying to do or get

# Listen and read

## City College Counseling Center Student Success<sup>1</sup> Workshop

- Do you feel like you don't have enough time to finish all of your daily **tasks** and assignments?
- Do you spend a lot of time studying but still get poor grades?
- Do you have trouble concentrating in classes and lectures?
- Do you delay doing your school work and **put off** your assignments until just before they are due?

If you answered "yes" to any of these questions, then this College Success Workshop is for you!

There are many **factors** that lead to student success, such as choosing the right classes, having good study skills, getting help from teachers and counselors, and staying healthy and active. Another important factor is time management. Many students don't know how to **manage** their time well. For example, do you try to multitask or do other activities when you study, such as text messaging friends while you do homework? You may think you are saving time, but in fact multitasking has a **negative** effect on your ability to think and learn. Many **research studies** show that our brains are not able to concentrate on more than one challenging task at a time. Studies also show that students who multitask do worse in school than students who don't. They take more time to finish their work, and they receive lower test scores and grades.

Another big problem for students is **procrastination**. Do you have a hard time getting started on assignments? Do you **avoid** your schoolwork by doing other activities instead? Or maybe you quit working on assignments when you don't know how to finish. Then you are a procrastinator. Procrastinators avoid doing the things they should be doing now, saying they will do them later.

But don't worry. We are here to help. In our one-day workshop, we will give you **strategies** to help you:

- set **goals** and organize the tasks you need to get done
- learn better study habits
- avoid **distractions** that keep you from getting your work done
- stop procrastinating and get things done on time

Don't put it off any longer! Sign up in the counseling office today. College success will be your **reward!**



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<sup>1</sup> **success:** being able to do what you tried to do or want to do

**2** Match each boldfaced word or phrase in the text with its definition or synonym.

- |          |                            |   |
|----------|----------------------------|---|
| <u>h</u> | <b>1. tasks</b>            | <b>a. something you want to do in the future</b>  |
| _____    | <b>2. put off</b>          | <b>b. things that make it difficult to think or pay attention</b>                               |
| _____    | <b>3. factors</b>          | <b>c. something that is given for doing good work</b>   |
| _____    | <b>4. manage</b>           | <b>d. harmful or bad</b>  |
| _____    | <b>5. negative</b>         | <b>e. to have control of something</b>  |
| _____    | <b>6. research studies</b> | <b>f. plans or ways to get something done</b>   |
| _____    | <b>7. procrastination</b>  | <b>g. to delay something</b>  |
| _____    | <b>8. avoid</b>            | <del><b>h. jobs or pieces of work that must be done</b></del>                                   |
| _____    | <b>9. strategies</b>       | <b>i. things that cause a situation</b>   |
| _____    | <b>10. goals</b>           | <b>j. careful study to report new knowledge about something</b>                                 |
| _____    | <b>11. distractions</b>    | <b>k. to delay doing something that you should do, usually because you do not want to do it</b> |
| _____    | <b>12. reward</b>          | <b>l. to choose not to do something or to stay away from someone or something</b>               |

## MAIN IDEAS

- 1**  Listen to the whole workshop. Look again at your predictions from the Preview section. How did your predictions help you understand the listening?
- 2**  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.

## DETAILS

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

- \_\_\_\_\_ of the students in the workshop like to multitask while they study.
  - A few
  - A lot
  - All
- \_\_\_\_\_ percent of students procrastinate sometimes.
  - 20–35
  - 70–85
  - 80–95
- The counselor suggests that you number your goals from \_\_\_\_\_.
  - most important to least important
  - most difficult to least difficult
  - biggest to smallest
- The counselor suggests that you schedule things like \_\_\_\_\_.
  - exercising, taking naps, and seeing movies
  - exercising, getting enough sleep, and seeing friends
  - 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

*(continued on next page)*

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
-

- 
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
-

 Listen to three excerpts from the workshop. Does the speaker want the students to respond? How do you know? Circle the correct answer.

**Excerpt One**

The speaker \_\_\_\_\_.

- a. wants a response
- b. doesn't want a response

How do you know?

- a. The speaker uses signal phrases to invite a response.
  - b. The speaker doesn't use signal phrases to invite a response.
- 
- a. The speaker waits for a response.
  - b. The speaker doesn't wait for a response.

*(continued on next page)*

### Excerpt Two

The speaker \_\_\_\_\_.

- a. wants a response
- b. doesn't want a response

How do you know?

- a. The speaker uses signal phrases to invite a response.
  - b. The speaker doesn't use signal phrases to invite a response.
- 
- a. The speaker waits for a response.
  - b. The speaker doesn't wait for a response.

### Excerpt Three

The speaker \_\_\_\_\_.

- a. wants a response
- b. doesn't want a response

How do you know?

- a. The speaker uses signal phrases to invite a response.
  - b. The speaker doesn't use signal phrases to invite a response.
- 
- a. The speaker waits for a response.
  - b. The speaker doesn't wait for a response.

---

achieve

focus

positive attitude

pressure

waste

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



	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.			

## UNDERSTANDING DISAGREEMENT

Speakers use different phrases to disagree with each other's opinions. To disagree politely, speakers usually avoid saying "I disagree with you" directly. Instead, they use other phrases to disagree and then give a different opinion.

 Read and listen to this example.

### Example

**A:** My counselor said this workshop would help, but I don't know. I think we're wasting our time.

**B:** Really? You think so? I hope it's going to be useful. I want to go to medical school, so it's really important for me to do well in school.

In this example, the first speaker expresses his disagreement with the counselor's opinion by saying "I don't know." This is a polite way to say "I disagree" or "I have a different opinion." The second speaker disagrees by saying "Really?" Then she gives a different opinion.

 Listen to excerpts from *A Student Discussion*. Write the phrase the second speaker uses to disagree. Then write the speaker's different opinion.

### Excerpt One

Phrase to disagree: \_\_\_\_\_

Different opinion: \_\_\_\_\_

### Excerpt Two

Phrase to disagree: \_\_\_\_\_

Different opinion: \_\_\_\_\_

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.

BAD STUDY HABITS FROM LISTENING TWO	STRATEGIES FROM LISTENING ONE
<b>MULTITASKING</b>	
	<i>Remove distractions, such as phones, games, Internet</i>
<b>PROCRASTINATION</b>	
<i>Waste time playing video games instead of studying</i>	<i>Set goals and put them in order of importance</i>




# UNIT 5:THE FAT TAX

- junk food (n):/dʒʌŋk fu:d / food that is quick and easy to prepare and eat but that is thought to be bad for your health.
- consumption(n):/kən'sʌmpʃn/ the act of using energy, food or materials; the amount used.
- obesity (n): /əʊ'bi:səti/ the quality or fact of being very fat, in a way that is not healthy.
- diabetes (n):/ ,daɪə'bi:tɪz/ a medical condition in which the body cannot produce enough insulin to control the amount of sugar in the blood
- insulin (n) /'ɪnsjəlɪn/

- reduce (v) /rɪ'dju:s/ = decrease
- get rid of: to be free of somebody/something that has been annoying you or that you do not want.
- claim (v): /kleɪm/ to say that something is true although it has not been proved and other people may not believe it.
- discourage (v): /dɪs'kʌrɪdʒ/ to try to prevent something or to prevent somebody from doing something, especially by making it difficult to do or by showing that you do not approve of it.
- dealt with (v) to take appropriate action in a particular situation or according to who you are talking to, managing, etc.

# Listen and read

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


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

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


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

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

## 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

**1**  Listen to the whole radio show. Look again at your predictions from the Preview section. Were any of your predictions correct? Did your predictions help you understand the story?

**2** Circle the correct answers.

1. What is a fat tax?
  - a. It is a tax on people who are obese.
  - b. It is a tax on unhealthy foods that can make people obese.
  - c. It is a tax on fast food restaurants that serve junk food.
  
2. What is the purpose of a fat tax?
  - a. To discourage people from eating food that can make them obese.
  - b. To pay for public health programs.
  - c. To make fast food restaurants stop serving unhealthy food.
  
3. Which countries already tried a fat tax?
  - a. The United States and Great Britain (the United Kingdom).
  - b. Most European countries.
  - c. Two countries in Europe.

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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.



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

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



- 🎧 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.

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

### Excerpt One

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

### Excerpt Two

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

## EXPRESS OPINIONS

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

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

## VOCABULARY

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

absolutely  
affect

be concerned about  
be in favor of

take steps


- A:** Do you like Thai food?  
**B:** **Absolutely!** It's my favorite kind of food.

  - Maybe.
  - Yes, very much.
- Please don't cry! There is nothing to **be concerned about**.

  - worried about
  - interested in

3. I **am in favor of** classes on healthy eating in all schools. It is important that all children grow up with healthy eating habits.
  - a. like the idea of
  - b. am worried about
  
4. The food you eat can **affect** your health. That's why you should eat food that's good for you.
  - a. make a change in something
  - b. make someone healthier
  
5. You need to **take steps** to improve your eating habits. Here is a list of things you can do.
  - a. do something specific
  - b. spend a lot of time

## COMPREHENSION


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

### Caller One:

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

### Caller Two:

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

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

### Excerpt One

**Clarification:** \_\_\_\_\_? \_\_\_\_\_?

**Speaker Two's Understanding:** Correct / Incorrect

### Excerpt Two

**Clarification:** \_\_\_\_\_ taxing unhealthy food will change people's eating habits that much?

**Speaker Two's Understanding:** Correct / Incorrect


### Excerpt Three

**Clarification:** Sorry. \_\_\_\_\_ you just \_\_\_\_\_ ...?

**Speaker Two's Understanding:** Correct / Incorrect

## CONNECT THE LISTENINGS

### STEP 1: Organize

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

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

# UNIT 7: GAMING YOUR WAY TO BETTER HEALTH

- treatment (n): /'tri:tmənt/ something that is done to cure an illness or injury, or to make somebody look and feel good.
- needle (n): /'ni:dl/ a small thin piece of steel that you use for sewing, with a point at one end and a hole for the thread at the other.
- motivation (n): /,məʊti'veiʃn/ the reason why somebody does something or behaves in a particular way.
- Band-Aid /'bænd eɪd/ material that can be stuck to the skin to protect a small wound or cut; a piece of this.
- couch potato: /'kaʊtʃ pə'teɪtəʊ/ a person who spends a lot of time sitting and watching television



- Criticize(v):/'kɹɪtɪsaɪz/ to say that you think somebody/something is bad; to say what you do not like or think is wrong about somebody/something.
- Illness(n):/'ɪlnəs/ the state of being physically or mentally ill.
- physical (n):/'fɪzɪkl/ connected with a person's body rather than their mind

## HOME

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

## CONTACT

*What is diabetes?*

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

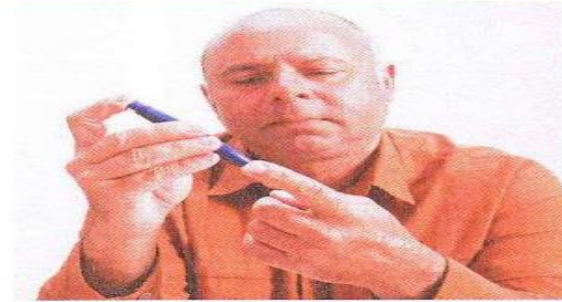
## ABOUT US

*How serious is the problem?*

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

*How does diabetes affect everyday life?*

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




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_____ 1. needle	a. someone who spends a lot of time sitting, usually watching television
_____ 2. follow instructions	b. interest in and willingness to do something without needing to be told or forced to do it
_____ 3. treatment	c. a sickness
_____ 4. physical	d. create a solution that is temporary and won't solve a problem
_____ 5. connection	e. to talk about the problems or faults of someone or something
_____ 6. patient	f. something that is done to help someone who is injured or ill
_____ 7. motivation	g. having to do with our bodies
_____ 8. motivate (someone)	h. to do something in the way someone has told you to do it
_____ 9. put a Band-Aid on	i. a very thin pointed steel tube that is pushed through the skin to put a drug into the body or to take blood out
_____ 10. couch potato	j. someone who is getting help from a doctor or is in a hospital
_____ 11. criticize	k. relationship; the way in which two facts, ideas, events, etc. are related to each other, and one is affected or caused by the other
_____ 12. illness	l. to give someone a reason for doing something

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## PREVIEW

A hospital administrator (manager) is leading a meeting.

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

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

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


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## MAIN IDEAS


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

**2** Circle the correct answers.

1. What is it sometimes difficult for doctors to get patients to do?
  - a. to follow their instructions
  - b. to stop playing video games
  - c. to get rewards for being healthy

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

## DETAILS


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

- \_\_\_\_\_ 1. The doctors think that people who play video games are healthy and thin.
- \_\_\_\_\_ 2. Video games motivate people because they are fun.
- \_\_\_\_\_ 3. The first doctor, Sam, thinks video games will motivate patients to care about their health.
- \_\_\_\_\_ 4. In one game, the kid with diabetes is a superhero.

*(continued on next page)*

- 
- \_\_\_ 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.



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

**Excerpt One**

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

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

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**Excerpt Two**

- a. She agrees with Sam.
- b. She disagrees with Sam.

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

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## EXPRESS OPINIONS

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

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

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

convinced      enthusiasm      simulation      support      traditional

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

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

**A:** Then you need to do some research.

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

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

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

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

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

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

  - copying a situation that is similar to a real one
  - making a game that is fun to play

4. **A:** My new students are great.

**B:** What makes them so special?

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

a. excitement and interest

b. knowledge

5. **A:** So how do you like our new teacher?

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


**A:** What do you mean?

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


a. following old ideas and ways instead of new ones

b. boring and not interesting

## 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

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

### Excerpt One

What expression does the speaker use to express doubt?

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What is her intended meaning?

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

### Excerpt Two

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

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What is his intended meaning?

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

## CONNECT THE LISTENINGS

### STEP 1: Organize

Complete the chart with details from Listenings One and Two.

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