


COMPREHENSION

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

Caller One:

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


Caller Two:

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

LISTENING SKILL

CLARIFYING

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


 Listen to the example.

Example

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

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

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

 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

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

CONNECT THE LISTENINGS

STEP 1: Organize

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

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

STEP 2: Synthesize

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

Example

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

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

A: Really? That's a lot!

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

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

GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

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

Discussion 1: Two parents at a meeting

absolutely	discourage	junk food
concerned about	get rid of	obesity
deal with	in favor of	

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

B: Really? That's crazy!

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

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

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

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

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.



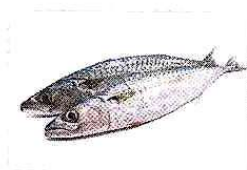
Proteins



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?

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

 [GO TO MyEnglishLab](http://www.MyEnglishLab.com) FOR MORE VOCABULARY PRACTICE.

GRAMMAR

MODALS OF POSSIBILITY

<p>1. Use might, may and could 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. Might, may and could 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 may not or might not. There are no contractions for may or might. Do NOT use could not for the negative of possibility. Could not means impossible in the PAST. Use may not or might not.</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 may, might or could for something that is possible, but not certain. We use will 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>

(continued on next page)

<p>5. We use <i>I think</i> + subject + <i>might</i> for possibility. We use <i>I'm sure</i> + subject + <i>will</i> for certainty.</p>	<p>I think a fat tax <i>might</i> work. I'm sure business owners <i>will</i> be unhappy about a fat tax. NOT: I'm sure business owners <i>might</i> be unhappy about a fat tax.</p>
<p>We use <i>I think</i> + subject + <i>will</i> for something that is likely.</p>	<p>I think the government <i>will</i> introduce a fat tax this year.</p>
<p>6. <i>May</i> and <i>might</i> are modals. <i>Maybe</i> is an adverb. It means "there's a possibility."</p>	<p>Maybe people <i>will</i> lose weight = People <i>might</i> lose weight. or People <i>may</i> lose weight. or People <i>could</i> lose weight.</p>
<p>If you use the adverb <i>maybe</i>, use <i>will</i> with the main verb. Do NOT use <i>might</i>, <i>may</i>, or <i>could</i>.</p>	<p>Maybe the fat tax <i>will</i> work. NOT: Maybe the fat tax <i>might</i> work.</p>

1 Complete the sentences. Choose the correct answer.

- My son is overweight, and my doctor is concerned that he _____ obese.
a. maybe become b. could become c. might becomes
- 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
- 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
- If junk food is taxed, maybe fewer people _____ it.
a. will buy b. might buy c. may not buy
- 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
- 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.

GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.

PRONUNCIATION

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.

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	REPEATING
<p>Use rising intonation to ask for repetition:</p> <p>Excuse me?</p> <p>Sorry?</p> <p>What did you just say?</p> <p>Sorry, could you say that again?</p> <p>You went <i>where</i>?</p> <p><i>What</i> did you buy?</p> <p><i>Who</i> did you go with?</p>	<p>I said . . .</p> <p>Sure . . .</p> <p>(I went) to the supermarket with my roommate to get some fruit.</p> <p>(I went) to the supermarket.</p> <p>(I bought) some fruit.</p> <p>(I went) with my roommate.</p>

Work with a partner. Take turns explaining something. Use the ideas from the list, or come up with your own. Use the language in the chart to ask for and give clarification. Try to use the rising and falling intonation patterns that you practiced in the Pronunciation section.

Example

- A:** Could you please tell me about a popular meal in your country?
- B:** Yes, of course. Arroz con pollo is probably the most typical dish in my country.
- A:** I'm sorry, I didn't catch that. What's the name of the dish?
- B:** Arroz con pollo.
- A:** I'm sorry I'm not following you. Could you spell that for me?
- B:** Sure, it's A-R-R-O-Z C-O-N P-O-L-L-O. It means rice with chicken in English.

Explain . . .

a popular dish (type of food) from your country.

polite table manners in your country.

how eating habits in your country are different from eating habits in the United States. (or another country you are familiar with)

a problem in your country today.

■■■■■■■■■■■■■■■■■■■■ GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.

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.

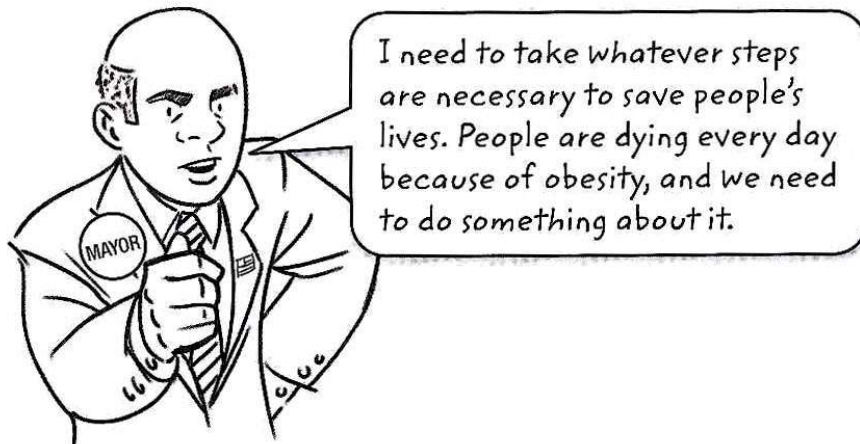
STEP 1: Your teacher will divide the class into two or more teams to debate the following statement:

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



*For Alternative Speaking Topics, see page 117.

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



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.

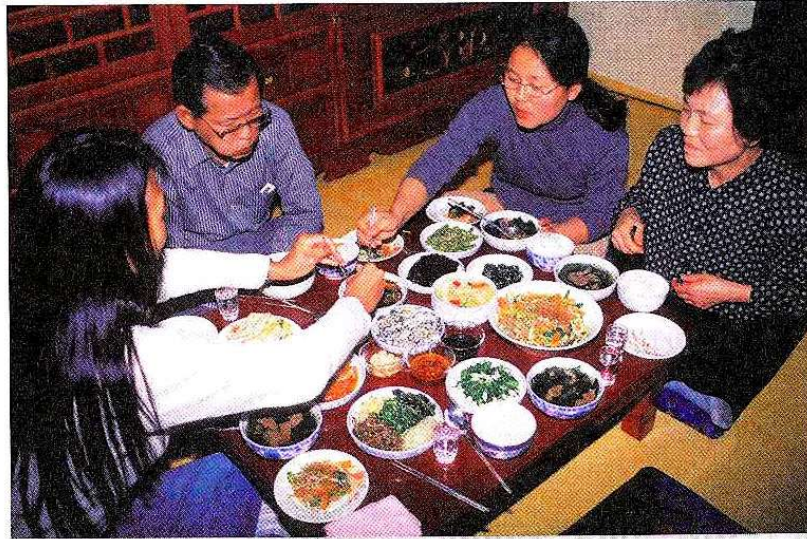
Counter-argument: Some people will change their eating habits. Research shows the fat tax could work just like the cigarette tax worked to reduce smoking.

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.

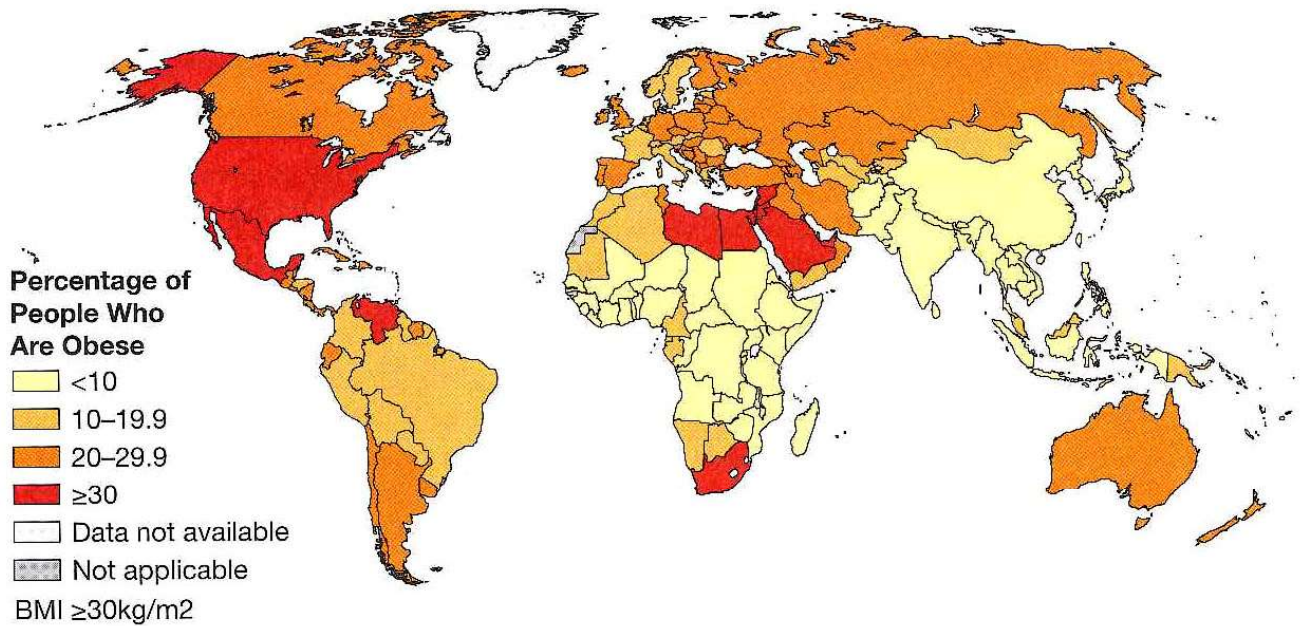
Listening Task

Listen to each team's arguments and counter-arguments and take notes. Which team made a more convincing argument? Why?

UNIT PROJECT



STEP 1: Research on the Internet to find out about obesity and eating habits in a different country. Choose a country that has either a large number of obese people or a low number of obese people.





EVERYDAY Heroes

1 FOCUS ON THE TOPIC


1. Look at the photo. What is happening?
2. What does the word *hero* mean to you?
3. Can you think of any famous heroes? What do you think an “everyday hero” is?

GO TO [MyEnglishLab](#) TO CHECK WHAT YOU KNOW.

2 FOCUS ON LISTENING

LISTENING ONE THE SUBWAY HERO

VOCABULARY

- 1  Read and listen to the student presentation about heroes.

What Does It Take to Be a Hero?

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

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

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

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

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

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

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

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



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

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

_____ behaved in a particular way when something happened

_____ ended

_____ a group of people who live in the same area

_____ possibilities that something bad will happen

_____ the correct or acceptable thing

_____ feeling or showing no fear; not afraid

_____ not unusual or special

_____ said good things about

 **GO TO** MyEnglishLab **FOR MORE VOCABULARY PRACTICE.**

PREVIEW

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



subway platform and tracks




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

1. _____

2. _____

3. _____

MAIN IDEAS

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


Example

on the platform

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

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

DETAILS

- 1  Listen to the program again. Circle the best answer to complete each statement.
 1. Cameron Hollopeter is a _____.
 - a. high school student
 - b. college student
 - c. college teacher
 2. Wesley Autrey is a ____ construction worker.
 - a. 20-year-old
 - b. 50-year-old
 - c. 55-year-old
 3. Wesley Autrey left his two daughters ____ on the platform.
 - a. alone
 - b. with a woman
 - c. with his family

4. The train arrived _____ after Wesley Autrey jumped on to the tracks.
 - a. two seconds
 - b. six seconds
 - c. six minutes

5. The subway train passed _____ above Mr. Autrey's head.
 - a. less than an inch
 - b. less than two inches
 - c. less than a foot

6. Richard thinks that jumping on to the subway tracks was _____.
 - a. brave
 - b. crazy
 - c. exciting

7. Emily thought about _____.
 - a. Cameron Hollopeter
 - b. Wesley Autrey
 - c. Wesley Autrey's daughters

8. Wesley Autrey didn't worry about _____.
 - a. his daughters
 - b. being late for work
 - c. getting hurt

9. Wesley Autrey said his _____ raised him to help people.
 - a. mother
 - b. father
 - c. family

 [GO TO MyEnglishLab](#) FOR MORE LISTENING PRACTICE.


MAKE INFERENCES

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

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

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


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

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

Example

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

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

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

Excerpt One

Tone of voice: Words to show feelings: _____

_____ surprised

_____ worried

Excerpt Two

Tone of voice: Words to show feelings: _____

_____ surprised

_____ worried

Excerpt Three

Tone of voice: Words to show feelings: _____

_____ surprised

_____ worried

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?

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

LISTENING TWO PSYCHOLOGY LECTURE—ALTRUISM

VOCABULARY

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

genes responsible for show concern for unselfish volunteer

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

(continued on next page)

4. My cousin Max is an **unselfish** person. For example, he always helps me with my schoolwork even though he is very busy.
- showing as much or more care for others as for yourself
 - working hard to do well in school
5. In her free time, Young **volunteers** at a homeless shelter. She helps to clean and cook meals for the people staying there. She says she wants to do it because it makes her feel good to help others.
- to do work for others so they can live a better life
 - to offer to do something without being forced to or without getting paid to do it

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

COMPREHENSION

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

Psychology 101
Lecture 6
Altruism

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

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

Why do some help & others don't?
 Possible Factors:

- Situation
 More likely to help ppl we _____ (e.g., friends, family), not _____
 - " _____ " ⁴ when _____, not in crowd
- _____
 - Ppl w/⁵certain _____ help more than others
- Personality - kind of person (e.g., ppl w/ positive _____ more likely to help)
 - expect things will be _____
- Way we are _____
 - Parents teach some to be _____ for others

¹ i.e. = in other words

² e.g. = for example

³ ppl = people


⁴ " " = repeat line above

⁵ w/ = with

LISTENING SKILL

UNDERSTANDING LECTURE SIGNAL PHRASES

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

 Listen to these examples:


Example 1

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

Example 2

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

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

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

Excerpt One

Lecture Phrase: _____

Idea or Topic: _____

Excerpt Two

Lecture Phrase: _____

Idea or Topic: _____

Excerpt Three

Lecture Phrase: _____

Idea or Topic: _____

Excerpt Four

Lecture Phrase: _____

Idea or Topic: _____

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

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?

Switch roles and repeat the conversation.

 GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Complete the magazine article with the words in the box.

community	praised	show concern for	turned out
courage	reacted	take risks	volunteer

ALTRUISM IN ANIMALS

1 Most discussions of altruism focus on people, but what about animals? Does altruism happen in the animal world? Actually, research shows that, in fact, animals may also _____ 1. others.

2 For example, in one study, researchers found that female chimpanzees prefer to share their food rather than keep it for themselves. In the study, one chimp had three choices: feed a piece of banana to herself, feed herself and another chimp, or do nothing. It _____ 2. that almost always, the chimps chose to share the bananas. Other studies with chimpanzees show that they often _____ 3. to help each other in dangerous situations.



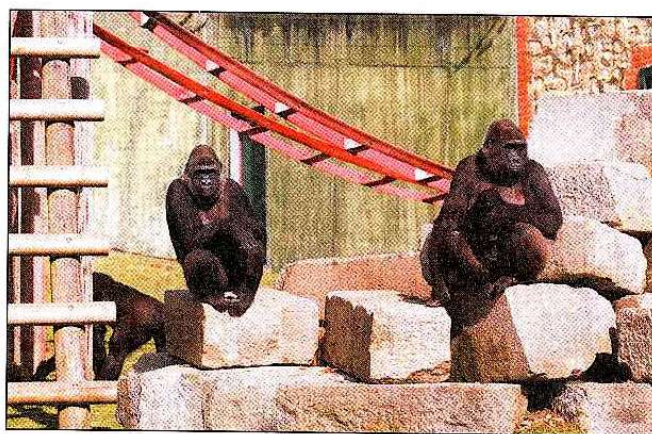
Scientists believe this shows that chimpanzees, like people, will choose to help others in their _____ 4., even when they don't get a reward for their actions.

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.

- 4 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 _____ 7. by helping the boy. She 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 _____ 8. Binti as a hero.



EXPAND

- 1 Read and listen to the interview with a real-life superhero.

A: So, tell me, what is a real-life superhero?

B: Well, real-life superheroes are ordinary people like me who **do good deeds** in our communities.

A: So there are others like you?

B: Oh yeah, there are many of us all around the world. We help people in need, and we try to stop crimes from happening.

A: But that sounds like work for the police. Why don't you just get a job as a police officer?

B: Well, I already have a job. I decided to volunteer as a real-life superhero in my free time because I saw too much crime in my community. I wanted **to get involved** and take action to stop it.



(continued on next page)

- A:** So you walk the streets trying to stop crime? Sounds dangerous. Aren't there safer ways to help out?
- B:** Well, sure. Many real-life superheroes prefer to help the poor or sick or work with volunteer groups. There are many ways to get involved and **make a difference** in our communities.
- A:** Stopping crime, helping others . . . all of these are **generous** things to do. It sounds like you **have a good heart**. But, I wonder, why do you wear a mask and a superhero costume? Why don't you just wear regular clothing?
- B:** That's a good question. For me, there are a few reasons. First of all, my costume helps people to **recognize** me. When people see me on the street, they know who I am and they come to me for help, and they often come up to thank me for the work I do. Kids especially love my costume. They are always so excited to see a real superhero.
- A:** OK, I see . . .
- B:** But more important, I want people to notice me because I want to **inspire** others to get involved in their communities too. Too many people these days just don't show concern for each other, or they don't know how they can help. I want to be a **role model** for others and encourage them to get out and **contribute** in any way they can. I often hear from people who say they **admire** me for being so brave and helping to make our community a better place to live. That's the best reward of all.

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?

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

GRAMMAR

- 1 Read the paragraph. Underline the verbs that talk about the past. Then answer the questions.

Last month I decided to start volunteering in my community. Yesterday I started my volunteer job at an animal shelter, where I learned how to care for homeless pets. At the end of the day, I was happy knowing I made a difference in their lives.

- a. How is the past tense formed for most of the verbs (regular verbs)?
- b. Which past tense verbs are irregular? What are the base forms for these verbs?

SIMPLE PAST TENSE

1. We use the simple past tense to talk about actions that are finished.

Yesterday I *started* my volunteer job.

2. To form the simple past tense for **regular** verbs, add **-ed** to the base form of the verb.

If the verb ends in **-e**, add only **d**.

If the verb ends in a consonant + **y**, change the **y** to **i** and then add **-ed**.

Base form

start

decide

try

Simple Past

started

decided

tried

(continued on next page)

3. Many verbs have **irregular** past tense forms. Here are some of the irregular verbs.

<i>be</i>	<i>was/were</i>
<i>come</i>	<i>came</i>
<i>do</i>	<i>did</i>
<i>fall</i>	<i>fell</i>
<i>go</i>	<i>went</i>
<i>have</i>	<i>had</i>
<i>hold</i>	<i>held</i>
<i>get</i>	<i>got</i>
<i>give</i>	<i>gave</i>
<i>make</i>	<i>made</i>
<i>meet</i>	<i>met</i>
<i>see</i>	<i>saw</i>
<i>take</i>	<i>took</i>
<i>win</i>	<i>won</i>

4. In negative statements, use **did not** + base form.

Use **didn't** in speaking and informal writing.

The woman **didn't** see the train coming.

5. Time markers usually come at the beginning or end of a sentence.

- Use **ago** after a length of time.
- Use **last** before words like *night*, *week*, or *year*.
- Use **in** with months, seasons, and years.
- Use **on** with dates, and **at** with times.

I started volunteering **a month ago**.
A month ago, I started volunteering.

I saw an accident **last night**.

In 2011, he became a real-life superhero.
 The crime happened **on** May 23 **at** 11:00.

6. Questions in the simple past have the same form for regular and irregular verbs.

- *Yes/No* questions follow the form:
Did + subject + base verb
- Most *Wh-* questions in the past begin with the question word followed by **did + subject + base verb**.
- Questions with *be* are formed by putting **was** or **were** before the subject.

Did he save the man? Yes, he did.
 Did you see him jump? No, I didn't.

What **did you do**? I covered my eyes.

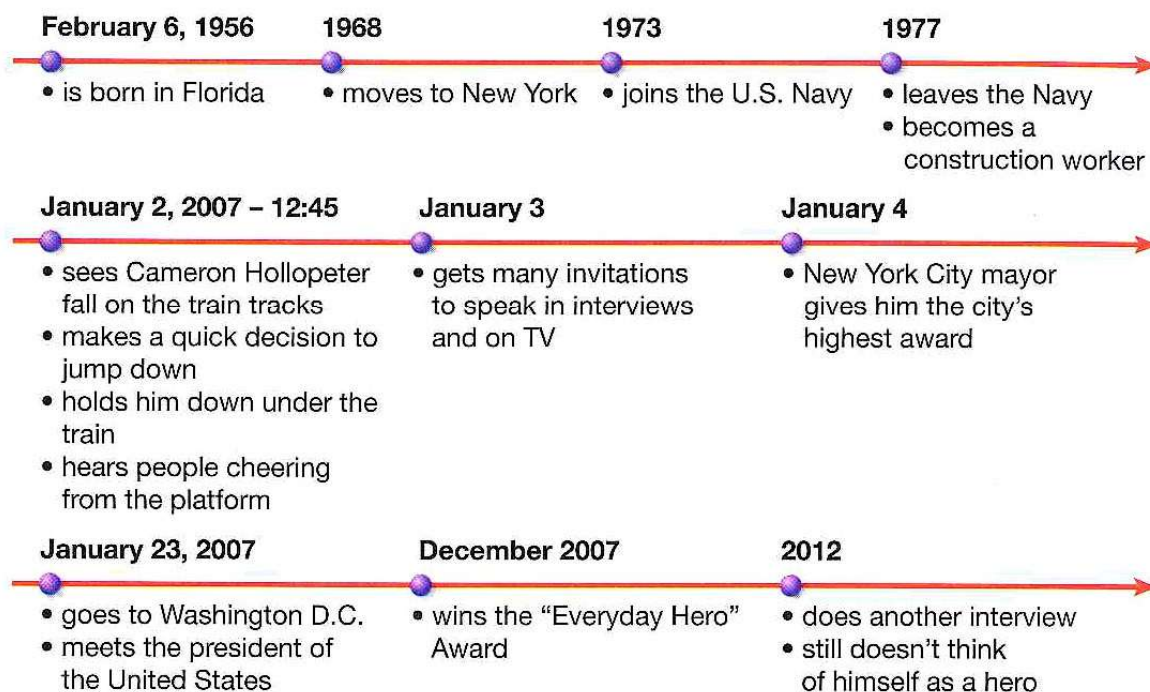
Were you surprised? Yes, I was.

2 Work with a partner. Look at the timeline of events in Wesley Autrey's life. Take turns asking and answering questions about the events.

Example

A: When was Wesley Autrey born?


B: He was born on February 6, 1956.



 [GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.](#)

PRONUNCIATION

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

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

Write the verbs from the text on the correct lines.

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

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

RULES FOR PRONOUNCING THE -ED ENDING

The -ed ending is a syllable when the verb ends in a /t/ or /d/ sound. The -ed ending is pronounced /ɪd/ or /əd/.	decide—decided <u>ɪd</u> want—wanted <u>ɪd</u>				
The -ed ending is a final sound, /t/, when the verb ends in a voiceless sound.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"> work—worked<u>t</u> /k/ /kt/ </td> <td style="width: 50%;"> help—helped<u>t</u> /p/ /pt/ </td> </tr> <tr> <td> miss—missed<u>t</u> /s/ /st/ </td> <td> laugh—laughed<u>t</u> /f/ /ft/ </td> </tr> </table>	work—worked <u>t</u> /k/ /kt/	help—helped <u>t</u> /p/ /pt/	miss—missed <u>t</u> /s/ /st/	laugh—laughed <u>t</u> /f/ /ft/
work—worked <u>t</u> /k/ /kt/	help—helped <u>t</u> /p/ /pt/				
miss—missed <u>t</u> /s/ /st/	laugh—laughed <u>t</u> /f/ /ft/				
The -ed ending is a final sound, /d/, when the verb ends in a vowel sound or a voiced sound.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"> try—tried<u>d</u> /ai/ /d/ </td> <td style="width: 50%;"> train—trained<u>d</u> /n/ /nd/ </td> </tr> </table>	try—tried <u>d</u> /ai/ /d/	train—trained <u>d</u> /n/ /nd/		
try—tried <u>d</u> /ai/ /d/	train—trained <u>d</u> /n/ /nd/				

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

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

-ed = /ɪd/ or /əd/

-ed = /t/

-ed = /d/

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

_____ Luckily, everything _____ OK.

_____ It _____ over the top of the two men.

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

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

_____ He _____ for the train.

_____ The train _____ six seconds later.

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

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

_____ First, he _____ down on to the tracks.

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

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 . . .*

(continued on next page)

Making Transitions	
<p>There are different kinds of signal phrases you can use to introduce points, transition from one point to another, or give examples.</p> <ul style="list-style-type: none"> • Introduce points • Transition to a new point • List points • Give examples 	<p><i>Let me start with . . .</i> <i>First, I'd like to tell you . . .</i> <i>First of all,</i></p> <p><i>Next, I want to tell you . . .</i> <i>Now,</i> <i>Why is she my hero?</i></p> <p><i>One reason/factor is . . .</i> <i>Another reason is . . .</i> <i>A final reason is . . .</i></p> <p><i>For example, . . .</i> <i>Let me give you an example . . .</i></p>
Concluding Your Presentation	
<p>You can end your presentation by using a concluding phrase. A good concluding phrase helps your audience to remember your presentation.</p>	<p><i>So, now you can see . . .</i> <i>This is why I think . . .</i> <i>I hope that you . . .</i></p>

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

■■■■■■■■■■■■■■■■■■■■ GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.

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.

*For Alternative Speaking Topics, see page 141.

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:
<p>What is this person's background?</p> <p>Describe the person. Include information about things like the person's:</p> <ul style="list-style-type: none"> • family background • job • volunteer work 	Background:
<p>Why do you admire this person?</p> <p>List at least three reasons and give details and examples.</p>	<p>Reason:</p> <p>Details/Example(s):</p> <p>Reason:</p> <p>Details/Example(s):</p> <p>Reason:</p> <p>Details/Example(s):</p>

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.

Listening Task

Listen to the other students' presentations. Take notes. When you are finished, discuss these questions:

- Which person is the most generous?
- Which person is the bravest?
- Which person is the best role model?

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.

- What is the name of the organization?
- How many people volunteer or work for this organization?
- What do the volunteers do to help others? Give examples.
- 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.

- “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.
- “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.
- “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.
- “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.
- “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.
- “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.

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS,
WATCH A VIDEO ABOUT HEROES, AND TAKE THE UNIT 6 ACHIEVEMENT TEST.




GAMING YOUR WAY TO BETTER Health

1 FOCUS ON THE TOPIC

1. Look at the photo. What are the people doing?
2. Read the title of the unit. Do you think that video games can help us to improve our health? What are some negative effects of video games on our health?
3. *Technology* means new kinds of machines or ways of doing things using science and knowledge. What are some ways that technology can help us to stay healthy?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

VOCABULARY

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

SOME FREQUENTLY ASKED QUESTIONS (FAQS) ABOUT DIABETES

HOME

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

CONTACT

What is diabetes?

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

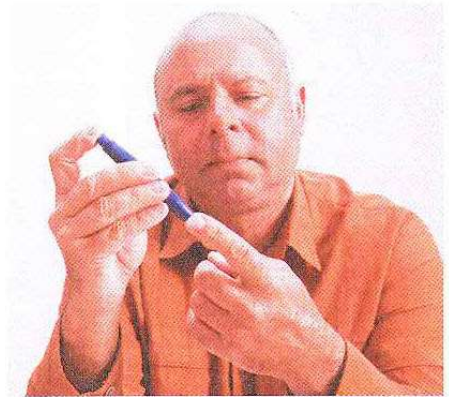
ABOUT US

How serious is the problem?

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

How does diabetes affect everyday life?

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




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

- | | |
|----------------------------|--|
| ___ 1. needle | 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 |

 [GO TO MyEnglishLab](#) FOR MORE VOCABULARY PRACTICE.

PREVIEW

A hospital administrator (manager) is leading a meeting.



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


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

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

1. _____
2. _____
3. _____

MAIN IDEAS

  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?

 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.


GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

MAKE INFERENCES

PERSUASION

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

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

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


Example

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

What is the administrator's intended meaning?

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

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

 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?

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?

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?

 [GO TO MyEnglishLab](https://www.MyEnglishLab.com) TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

VOCABULARY



Medical students training with a dummy patient

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

convinced enthusiasm simulation support traditional

1. 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.
 - a. find
 - b. make it stronger


2. 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.
 - a. happy
 - b. sure

3. 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.
 - a. copying a situation that is similar to a real one
 - b. 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

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

COMPREHENSION


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

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

LISTENING SKILL

UNDERSTANDING DOUBT

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

 Listen to the example.

Example

Video games can help you motivate your patients to make the right choices, to follow your instructions, and to stay healthy. It's really that simple. Yes, Sam? You have a question?

Hmmm . . . I don't know about this. I mean, I know it's sometimes hard to get patients to do what's best for their health, but I'm not sure games are the answer. Isn't that just putting a Band-Aid on a much deeper problem?

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

Here are some expressions that are used to express doubt:

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


Maybe, but . . .

I can see . . . but . . .

I don't know . . .

Do you really think . . . ?

Are you sure?

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

Excerpt One

What expression does the speaker use to express doubt?

What is her intended meaning?

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

Excerpt Two

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

What is his intended meaning?

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

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

CONNECT THE LISTENINGS

STEP 1: Organize

Complete the chart with details from Listenings One and Two.

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

STEP 2: Synthesize

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

Example

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

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

 GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

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

connected to	illness	physically
convinced	motivation	traditional
couch potato	patient	treatment

Conversation between two friends

- A:** You've been so helpful during my son's _____. I really appreciate everything you've done. 1.
- B:** Oh please, there's no need to thank me. I know you'd do the same for me. It's the least I could do. So what do the doctors say? How is the _____ going? 2.
- A:** It's going really well, in fact. The doctors say that Timmy is an excellent _____. He's very good at following their instructions. He's doing everything they tell him to do. And it helps that he's never been a _____. He's always been an active kid, even when he got so sick. 3. 4.
- B:** It sounds like he's a strong kid—both _____ and emotionally. 5.
- A:** Yeah, his _____ is high—he really wants to get better. And everyone says that's the most important thing. The doctors say that his desire to get well is strongly _____ the success of this treatment. He's always been _____ that he will be able to fight this thing and win. Also, the doctors are confident that this new treatment is much better than the _____ way of treating his disease. So we are very hopeful. 6. 7. 8. 9.



4 APPS TO A HEALTHIER YOU

HOME

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

CONTACT

1. *Start Walking Path*

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

ABOUT US

2. *Weigh What Matters*

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

3. *MyFitnessPal*

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

4. *Sleep Cycle*

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

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

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

(continued on next page)

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

CREATE

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

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

 [GO TO MyEnglishLab](#) **FOR MORE VOCABULARY PRACTICE.**

GRAMMAR

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

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

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

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

MODALS OF ADVICE AND NECESSITY: *SHOULD* / *OUGHT TO* / *HAVE TO*

1. Use *should* to give advice or talk about what is right to do. Use *should* + the base form of the verb.

Use *should not* for the negative.

Use the contraction *shouldn't* in speaking and informal writing.

She should **follow** her doctor's instructions.

NOT: She should ~~to follow~~ her doctor's instructions.

NOT: She should ~~follows~~ her doctor's instructions.

Diabetics **should not** eat too much sugar.

Diabetics **shouldn't** eat too much sugar.

2. We use *should* to talk about the present or future.

Ought to means the same as *should*.

Ought to is not usually used in questions or negatives. We use *should* instead.

You **should** call the doctor **now**.

You **should** go to the doctor **tomorrow**.

We **ought to** exercise more.

Should I join a health club?

NOT: ~~Ought~~ I ~~to join~~ a health club?

NOT: I ~~ought not to play~~ so many video games.

I think you **should** exercise more.

Maybe you **ought to** spend less time playing video games.

3. Use *have to* or *has to* to talk about things that are necessary. Use *have/has to* + the base form of the verb.

Use *don't* or *doesn't have to* to talk about things that are not necessary.

I **have to** take medicine every day.

She **has to** lose weight.

I **don't have to** go to the doctor today.

He **doesn't have to** lose weight.

4. To make questions with *have to*, use *do/does* + subject + *have to* + the base form of the verb.

Do you have to go to the doctor today?

Does he have to keep track of what he eats?

5. We use *have/has to* to talk about the present or future.

I **have to** check my blood sugar **right now**.

He **has to** go to the doctor **tomorrow**.

2 Complete the conversation with the correct modal verbs. Use *should/shouldn't*; *ought to*; *have/has to*; *don't/doesn't have to*. In some cases, more than one modal verb might be correct.

A: Hi. How are you?

B: Oh, not great. I'm so tired. I was up all night studying, and now I have soccer practice.

A: Oh, that's too bad. Maybe you _____ go to practice today.
1.

B: That's a good idea, but I _____ go because we have a game tomorrow.
2.
Everyone needs me there.

A: I know! You _____ try one of those energy drinks. I hear they can
3.
really wake you up.

B: Really? _____ I really have an energy drink¹ before I exercise? I'm not
4.
sure that's a good idea.

A: Why not? Energy drinks are full of vitamins. And I heard that they can help you play
better. A lot of athletes use them these days.

B: Well, I heard a news report about those energy drinks. It said that many of them are
unhealthy. They have a lot of caffeine and sugar, and you really _____
5.
drink them before you exercise.

A: Wow, I didn't know that. Then I think you _____ try the most natural
6.
thing.

B: Really? What's that?

A: Sleep!

3  Listen to the conversation and check your answers.

¹ **energy drink:** a drink that gives you the ability to be active and do a lot without feeling tired

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

Example

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

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

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

The problem:

Advice:


 **GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.**

PRONUNCIATION

REDUCTIONS

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

<p>Have to</p> <p><i>Have to</i> is pronounced as one word, /hæftə/. The letter <i>v</i> is pronounced /f/. The vowel in <i>to</i> is usually pronounced /ə/.</p>	<p>Do you have to /hæftə/ take your medicine? I have to /hæftə/ sleep more.</p>
<p>Has to</p> <p><i>Has to</i> is pronounced as one word, /hæstə/. The vowel in <i>to</i> is usually pronounced /ə/.</p>	<p>He has to /hæstə/ quit smoking.</p>
<p>Ought to</p> <p><i>Ought to</i> is pronounced as one word, /ɒdə/.[*] The vowel in <i>ought to</i> sounds like the vowel in <i>father</i>. The vowel in <i>to</i> is usually pronounced /ə/. The consonant <i>t</i> is usually changed to a fast “d” sound: /ɒdə/.</p> <p>[*]In some dialects of English, the vowel in <i>ought</i> is pronounced /ɔ/. This vowel is like the vowel in <i>saw</i>.</p>	<p>He ought to /ɒdə/ exercise.</p>

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

Conversation 1

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

1. 2.

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

3.

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

4.

B: How much do I _____ pay for that?

5.

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

6.


B: Really? That sounds great.

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

7.

Conversation 2

- A: What do you think? _____ I buy a smartphone for my son?
1.
- B: Yes! You _____ get him one! I know you're worried about his health—
2.
a smartphone is a great idea.
- A: I'm sorry, but I'm afraid I don't see the connection between cell phones and health.
- B: Well . . . there are so many great apps he can download that will motivate him to exercise and eat right.
- A: That's crazy! Are you telling me he _____ have a cell phone to get
3.
healthy?
- B: No, he _____ have one, but it really can help.
4.
- A: How?
- B: Well, for example, there's an app called MyFitnessPal. He can use it to record what he eats every day. It gives information about things like nutrition and calories.
- A: Oh, come on! He can keep track of his calories now. I _____ buy him a
5.
fancy cell phone for that.
- B: You know, you _____ at least check it out before you criticize it.
6.

2  Listen to the conversations in Exercise 1 again. Listen carefully to the reductions. Then practice the conversations with a partner. Try to use reductions.

SPEAKING SKILL

EXPRESSING CONCERN, GIVING AND RECEIVING ADVICE

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

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

1 Work with a partner. Look at the chart with health problems and ways to prevent (stop) or treat them. Think of two more ways to prevent each problem and add them to the chart.

HEALTH PROBLEM	WAYS TO PREVENT OR TREAT IT
HEART DISEASE	<ul style="list-style-type: none"> • do not eat a lot of red meat • •
DIABETES	<ul style="list-style-type: none"> • exercise • •
INSOMNIA (NOT BEING ABLE TO SLEEP)	<ul style="list-style-type: none"> • drink a glass of warm milk before bed • •
STRESS	<ul style="list-style-type: none"> • listen to relaxing music • •
HEADACHES	<ul style="list-style-type: none"> • get at least 8 hours of sleep a night • •

2 Walk around the classroom and talk to five other students. Practice expressing concern and giving advice.

Example

A: What's the matter?

B: I have insomnia.

A: I'm sorry to hear that. Why don't you try drinking a glass of warm milk before bed?

B: Thanks for the advice. I'll give it a try.

 **GO TO** MyEnglishLab **FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.**

FINAL SPEAKING TASK

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

Follow the steps.

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

A video game or app to:

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

*For Alternative Speaking Topics, see page 165.

STEP 2: Design a television commercial to introduce your game or app to the public. Include the following information in your commercial:

- a conversation between someone who has the problem that the game or app is designed to address and someone who is using it. The person who is using it should give advice to the person who has the problem
- a description of what it is and how it works
- a description of who it is designed for (for example, teenagers, young adults, etc.)

STEP 3: Present your commercial to the class.

Listening Task

As you listen to your classmates present their commercials, fill in the chart.

TOPIC OF THE COMMERCIAL	AUDIENCE	ADVICE	WAS THE COMMERCIAL EFFECTIVE? WHY OR WHY NOT?
1.			
2.			
3.			
4.			

UNIT PROJECT

STEP 1: Find out more about technology that can be used by doctors or ordinary people to help people lead healthier lives. Choose one topic from the list.

- Robots that operate on patients
- Video games that encourage people to take better care of their teeth
- Video games like *Snow World* that help patients manage their pain
- Virtual reality games that are used to train doctors
- Cell phone applications that encourage people to stop unhealthy behavior such as drinking too much alcohol, smoking, eating junk food, or not getting enough exercise

STEP 2: Research the topic on the Internet or in the library.

STEP 3: Share your information with the class. Include the following information:

- Who is the technology designed for?
- What does it do?
- How does it work?
- Is it effective? Are there any studies that show how well it works?

ALTERNATIVE SPEAKING TOPICS

Work in a small group. Read the quotes about health. Explain each quote in your own words. Discuss whether you follow the advice or not.

“An apple a day keeps the doctor away.”—Author unknown

“Every human being is the author of his own health or disease.”—Siddhartha Gautama

“To lengthen thy life, lessen thy meals.”—Benjamin Franklin

“True silence is the rest of the mind and is to the spirit what sleep is to the body, nourishment and refreshment.”—William Penn

“Those who think they have not time for bodily exercise will sooner or later have to find time for illness.”—Edward Stanley

“A wise man should consider that health is the greatest of human blessings and learn how by his own thought to derive benefit from his illnesses.”—Hippocrates

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS,
WATCH A VIDEO ABOUT HEALTH PROBLEMS, AND TAKE THE UNIT 7 ACHIEVEMENT TEST.



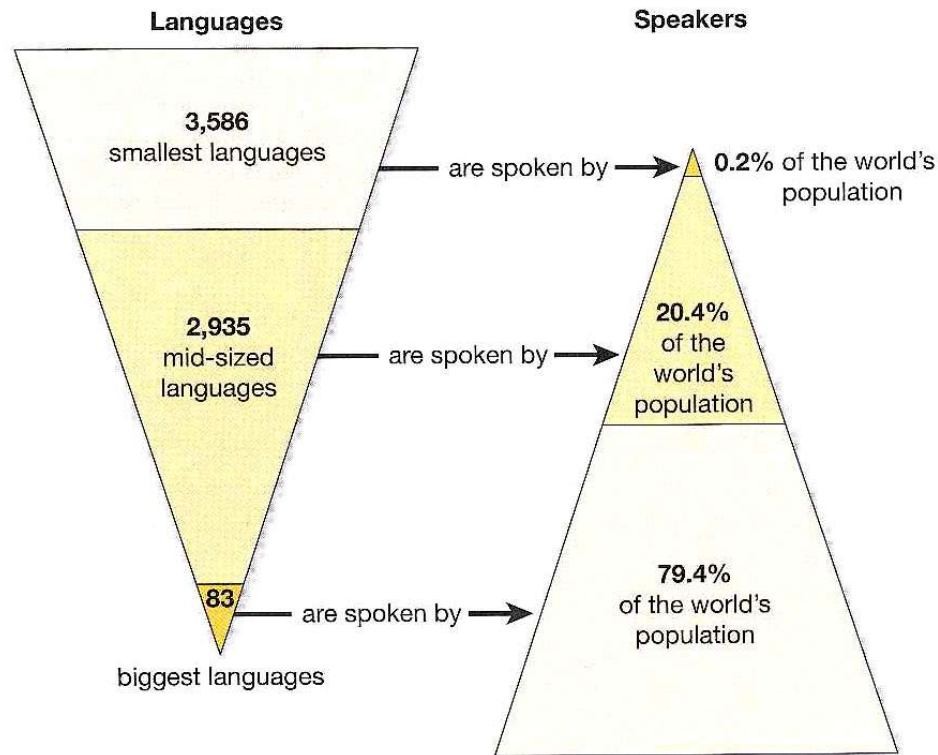
ENDANGERED Languages

1 FOCUS ON THE TOPIC

1. What do you think the people are talking about? What language do you think they are speaking?
2. What do you think an endangered language is? Why do you think people stop speaking a language?
3. Do you speak the same language as your parents? As your grandparents? Why or why not?

GO TO [MyEnglishLab](#) TO CHECK WHAT YOU KNOW.

VOCABULARY




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

LANGUAGE TODAY

DISAPPEARING LANGUAGES

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

PREVIEW

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

1. Where is the speaker?


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

2. What is the topic?

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

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


MAIN IDEAS

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

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

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

DETAILS

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

- By the year 2100, _____ of the world's languages could be extinct.
a. 50 percent b. 40 percent c. 20 percent
- The Manx people lost their native _____.
a. culture b. traditions c. language
- According to the speaker, _____ may be lost when a language disappears.
a. books, schools,
and teachers b. culture, history,
and knowledge c. customs, communities
and way of life
- Before 1987, it was _____ to teach Hawaiian in public schools.
a. illegal b. required c. difficult
- Today, more than _____ students are enrolled in Hawaiian language programs.
a. 1,000 b. 2,000 c. 12,000
- Once there were _____ Native American languages, but now many have become extinct.
a. several b. hundreds of c. thousands of
- In Greenland, students learn _____.
a. Kalaallisut and
Danish b. only Danish c. only Kalaallisut
- Linguists help create _____ programs where people can study endangered languages.
a. interesting b. community c. unusual
- Linguists preserve languages by _____.
a. recording them,
studying them,
and by writing
story books b. studying them,
learning them,
and writing
history books c. recording them,
studying them,
and writing
grammar books


 GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

MAKE INFERENCES

SPEAKER'S VIEWPOINT

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


A speaker's viewpoint is the speaker's opinion on a subject. Knowing a speaker's viewpoint will help you understand the points made. The speaker's viewpoint is not always stated clearly. You may need to guess or infer the viewpoint.

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

Example

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

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

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

Excerpt One

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

- a. agree b. disagree

Excerpt Two

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

- a. agree b. disagree

EXPRESS OPINIONS

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

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

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

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



 GO TO [MyEnglishLab](#) TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

VOCABULARY

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

LANGUAGE LOSS STUDY

HOME

CONTACT

ABOUT US

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


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

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



GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

COMPREHENSION

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


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



LISTENING SKILL

LISTENING FOR REASONS AND EXAMPLES

Identifying reasons and examples that support the main idea can help you understand the main idea. Some words and phrases that identify reasons are: *the reason . . .*, *this is because . . .*, and *that's why . . .* Some words and phrases that identify and list examples are: *for example . . .*, *an example of this is . . .*, *also . . .*, *for instance . . .*, and *another . . .*

 Listen to the examples:

Example 1

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

Main idea In school, I learned and spoke English.

Reason This is because English was the official language.

Reason That was the government policy.

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

Example 2


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

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

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

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

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

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

Excerpt One

Main Idea: We are also trying _____.

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

- a. reason
- b. example

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

- a. reason
- b. example

Excerpt Two

Main Idea: There are several reasons why _____.

_____ sometimes the government makes it illegal to teach the language in school.

- a. reason
- b. example

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

- a. reason
- b. example

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

CONNECT THE LISTENINGS

STEP 1: Organize

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

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

STEP 2: Synthesize

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

Example

A: Why are we losing so many languages?

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

A: Could you give me an example?

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

A: How can we save language and culture?

B: Children can go to language programs.

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

B: One example is language nests.

 GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Complete the conversation between two students with words from the box. Use the underlined words to help you. Then practice reading the conversation aloud with a partner. Switch roles after item 5.

acquire	extinct	official languages
disappear	<u>linguists</u>	preserve
dominant	native language	replacing
endangered		

A: Have you heard of the Endangered Language Alliance?

B: No, what is it?

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

B: What do they do?

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

B: New York! Really? Why New York?

A: Well, English is the main language.

B: Right. English is the dominant language.

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

B: Eight hundred languages. Wow!

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

B: Languages that will be extinct?

(continued on next page)

A: Right. Over time, people will stop speaking the languages. The languages will slowly go away.

B: And they will _____.
4.

A: That's right. The United Nations keeps a list of languages that might become extinct. UN experts and linguists think that a language will probably disappear in one generation or two. That happens when the number of people who use the language as a first language is too small.

B: In other words, when there are not enough people who use the language as a _____.
5.

A: Right, and when no one is learning the language, children don't _____ it. For example, one language spoken in New York, Garifuna, is from Belize and Honduras in Central America. But people now speak Spanish and English instead, which are the dominant languages.

B: Spanish and English are _____ Garifuna?
7.

A: Yes. And in many Central American countries, Spanish and English are the languages the government uses.

B: So English and Spanish are the _____.
8.

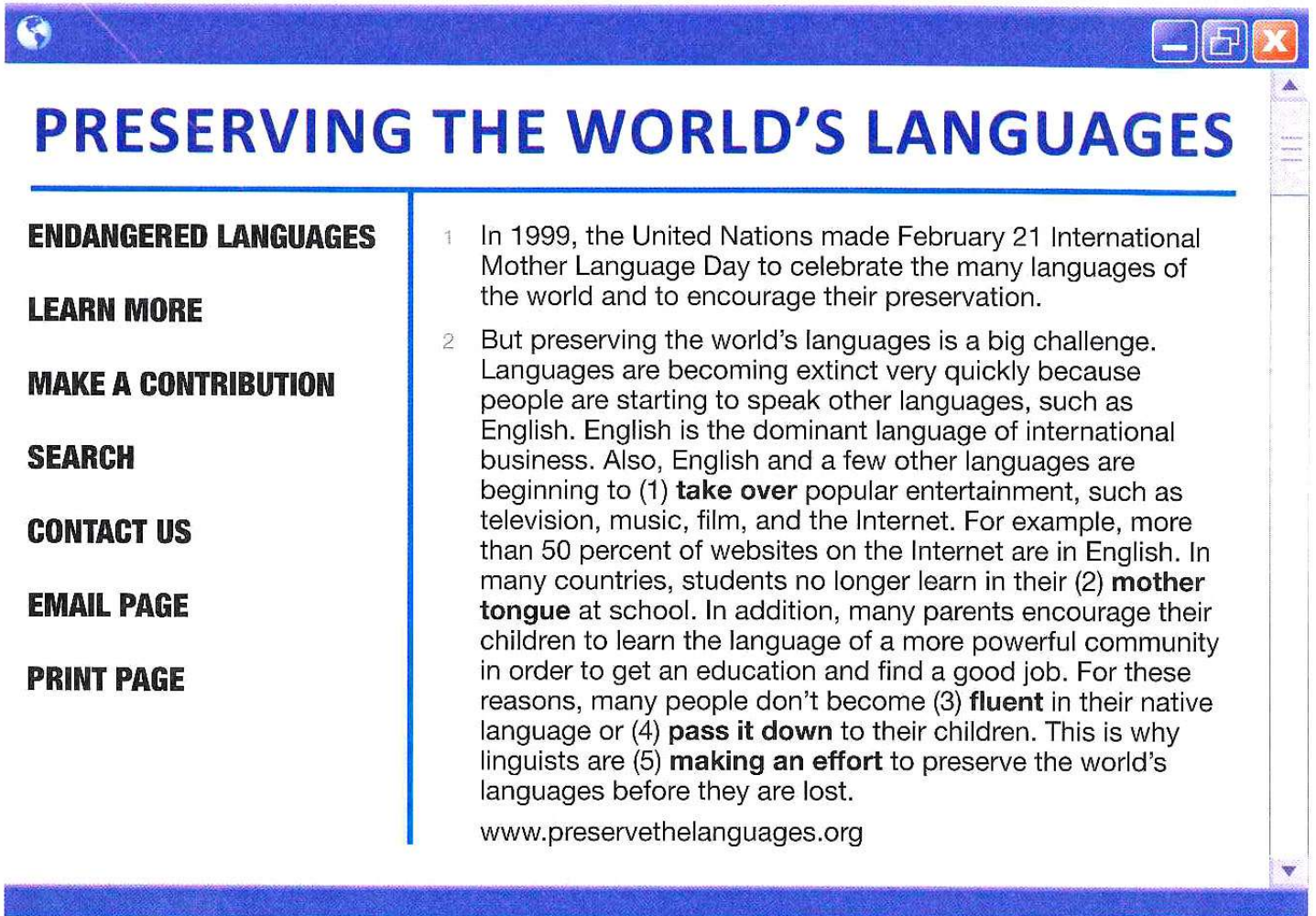
A: Right. But Garifuna is now as common in New York as in Honduras and Belize where it is from. Many people moved to New York and still speak the language. People in New York now have classes in Garifuna.

B: Maybe they can _____ it, and they can do it in New York. They don't have to travel to far away countries.
9.

A: Exactly!

EXPAND

- 1 Read the article from a language preservation website.



The screenshot shows a web browser window with a blue header bar. The title bar contains a globe icon and window control buttons (minimize, maximize, close). The main content area has a large blue header with the title "PRESERVING THE WORLD'S LANGUAGES". Below the title is a navigation menu with the following items: "ENDANGERED LANGUAGES", "LEARN MORE", "MAKE A CONTRIBUTION", "SEARCH", "CONTACT US", "EMAIL PAGE", and "PRINT PAGE". The main text area contains two numbered paragraphs. Paragraph 1 states that in 1999, the United Nations made February 21 International Mother Language Day. Paragraph 2 discusses the challenges of language preservation, mentioning that languages are becoming extinct quickly due to the dominance of English. It lists five bolded terms: (1) take over, (2) mother tongue, (3) fluent, (4) pass it down, and (5) making an effort. The URL www.preservethelanguages.org is listed at the bottom of the text area.

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

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

CREATE

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

bilingual	make an effort	pass down
endangered	mother tongue	preserve
extinct	native language	take over
fluent		

Situation 1

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

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

Situation 2

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

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

GO TO [MyEnglishLab](#) FOR MORE VOCABULARY PRACTICE.

GRAMMAR

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

A: What is going to happen to the language?

B: The language is probably going to disappear.

A: Will children stop learning the language?

B: Yes, they probably will.

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

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

FUTURE WITH **WILL** AND **BE GOING TO**

<p>1. Use will or be going to to . . .</p> <ul style="list-style-type: none"> state facts about the future. make predictions about the future. 	<p>What will happen to endangered languages? Some languages will die. Others are going to replace them.</p>
<p>2. Use be going to to . . .</p> <ul style="list-style-type: none"> talk about future plans 	<p>Are you going to study another language? Yes, I'm going to take an English class next year.</p>
<p>3. To form statements with will or be going to . . .</p> <ul style="list-style-type: none"> use will or be going to plus the base form of the verb. use the contraction of will ('ll) with pronouns in speaking. do not use contractions in affirmative short answers. use the contraction of be going to in speaking and informal writing. 	<p>Maori children will be bilingual. They are going to speak two languages. They'll speak both Maori and English. She'll be able to speak with her grandparents. A: Will they save their culture? B: Yes, they will. They're going to speak both Maori and English. She's going to be able to speak with her grandparents.</p>
<p>4. To form a negative statement with will . . .</p> <ul style="list-style-type: none"> use will not or won't plus the base form of the verb. use won't in negative short answers. 	<p>In Greenland, students will not lose their native language. They won't lose their native language. A: Will they lose their language? B: No, they won't.</p>
<p>5. To form a negative statement with be going to . . .</p> <ul style="list-style-type: none"> use be not going to or the contraction plus the base form of the verb. use contractions in negative short answers. 	<p>In Greenland, students are not going to lose their native language. They aren't going to lose their native language. A: Are they going to lose their language? B: No, they aren't.</p>
<p>6. Use will or be going to to ask questions about the future.</p> <ul style="list-style-type: none"> <i>Yes / no</i> questions: use will + subject + base form of the verb <i>Yes / no</i> questions: use be + subject + going to + base form of the verb <i>Wh-</i> questions: begin the question with a <i>wh-</i> word 	<p>Will they learn a new language? Are we going to lose the language? <i>Where will</i> we study? When are we going to learn the language?</p>

(continued on next page)

7. Use **probably** to . . .

- say that you think something will happen, but you are not sure.

Fifty percent or more of languages **are probably going to be** extinct in 100 years.

Many languages **probably aren't going to survive**.

When a language dies, the culture **will probably die**, too.

When a language dies, the culture **probably won't survive**.


2 Work in groups of three. Read the questions. Each of you will make predictions using **will, be going to**, and **probably**. Write the other students' answers and reasons for their predictions.

QUESTIONS	NAME	NAME
1. Is your native language going to disappear, or is it going to be preserved for future generations?		
2. Will the children in your family be bilingual?		
3. Are the children in your family going to speak the same language as your grandparents?		
4. Will you stop speaking your native language?		
5. Is language going to change because of the Internet?		
6. Will new languages appear?		

PRONUNCIATION

USING CONTRACTIONS AND REDUCTIONS WITH *WILL* AND *BE GOING TO*

When you speak, you can use the contraction *'ll* for *will*, *won't* for *will not* and the reduction *"gonna"* for *going to*.

 Listen to the examples and repeat.

When my children start school, **they'll** learn Maori.

My children **won't** forget Maori, because **I'll** speak it at home.

I'm going to teach my children my native language. **It's going to be** fun!


We're not going to stop speaking our native language.

Our language **isn't going to** disappear.

WILL:

Use contractions with pronouns and *will*: *I'll, you'll, he'll, she'll, it'll, we'll, they'll*

When the word before *will* ends in a consonant, pronounce it /l/ and join it to the preceding word. The underlined words in the sentence below sound the same.

 Listen to the example and repeat.

Nick'll give me a nickel.

The contraction *'ll* is usually written only after pronouns. Even when the full form *will* is written, it is usually pronounced as a contraction.

WE WRITE: What will you do?

WE SAY: "Whattul" you do?


BE GOING TO:

Use contractions with pronouns and *be*: *I'm, you're, it's, he's, she's, they're, we're*

WE WRITE: What are you going to do?

WE SAY: "What're" you "gonna" do?

Use *"gonna"* for *going to* + base form of a verb.

1  Listen and repeat the sentences. Use the contraction *'ll* for *will* and *"gonna"* for *be going to*.

1. When I have children, I'll make sure they speak Maori. We're going to speak the same language.
2. When she goes to school, she's going to study only English.
3. If you go to Greenland, you'll hear two languages.
4. If the language dies, the culture won't survive.
5. He'll visit his native country.
6. How will you learn the language?
7. Are you going to go to a language school?
8. Will you become fluent?

2 Work with a partner. Student A, ask one of the questions. Student B, listen to the question, choose the correct answer, and read it aloud. Use the contractions 'll for *will* or “**gonna**” for *be going to*. Switch roles after item 4.

Student A

1. How will children learn Maori in New Zealand?
2. How will adults learn Maori?
3. What will children learn in language nests?
4. Who will teach the adults?
5. Are Maori children going to be able to speak to their grandparents in Maori?
6. Why won't children speak English to their grandparents?
7. What will happen to Maori culture if the Maori language dies?
8. Where are children going to speak the Maori language?

Student B

- a. Yes, they're going to be able to speak to their grandparents.
- b. They'll learn Maori language and culture.
- c. They'll go to language nests and learn it in school.
- d. Because they won't understand the children.
- e. The culture will disappear.
- f. They'll go to language classes.
- g. Older Maoris will teach classes for adults.
- h. They're going to speak at home and at school.

SPEAKING SKILL

GIVING REASONS AND EXAMPLES

Reasons and examples are used to explain general statements.

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

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

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

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

Giving Reasons	Giving Examples
This is because . . .	For instance, . . .
The reason(s) for this is / are . . .	For example, . . .
One reason is . . .	An example of this is . . .

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

Example

A: Why do languages become endangered?

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

A: Why is that?

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

Student A's Questions

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

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

Student A's Information

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

The government wants the different states to choose their own official languages.

Telugu and Urdu are the official languages in the state of Andhra Pradesh.

4. Many native languages in Australia are nearly extinct.

Only a few adults speak them.

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

 **GO TO** MyEnglishLab **FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.**

FINAL SPEAKING TASK

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

Work in a small group. Follow the steps.

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

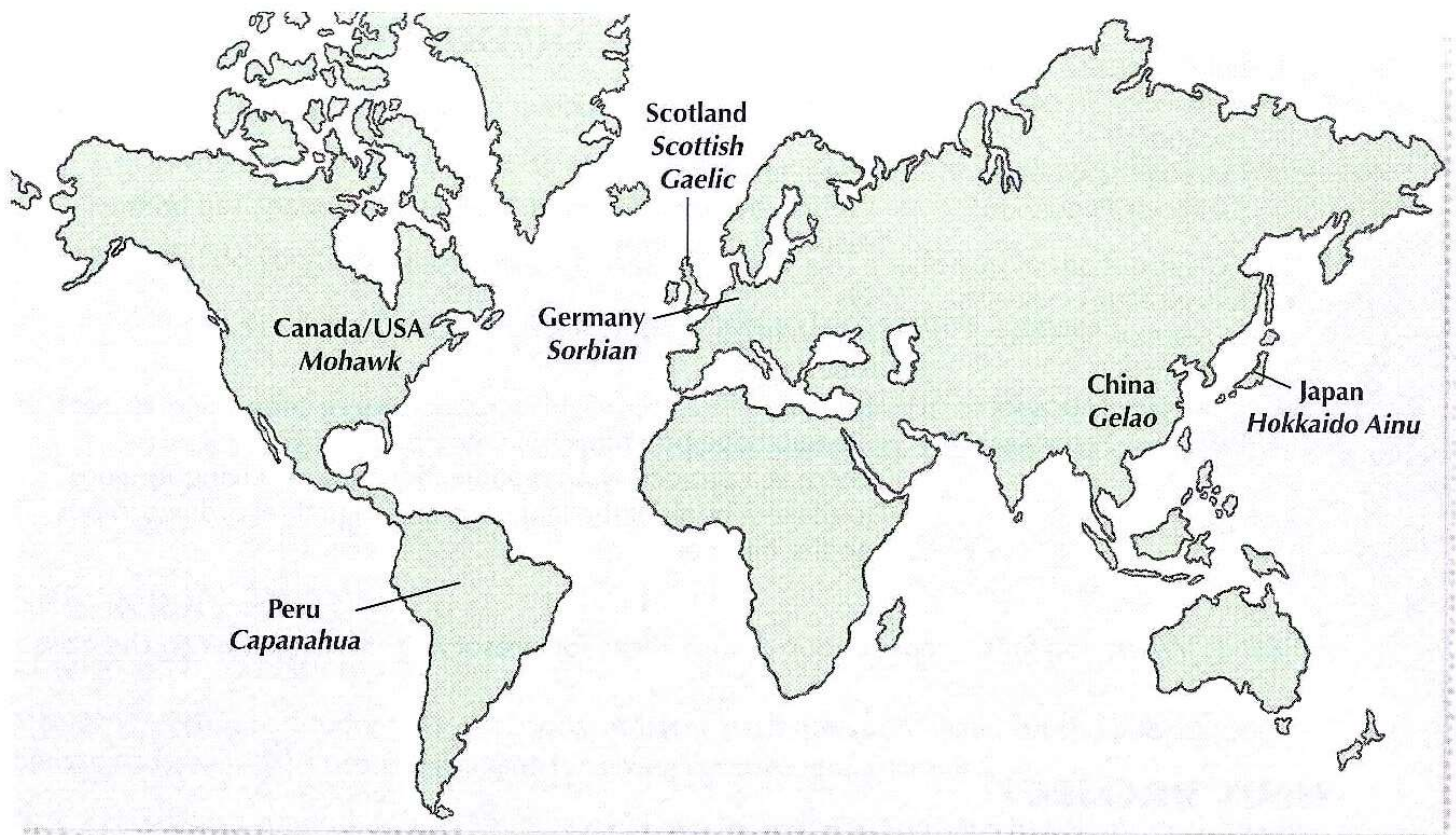
- Predict the future of the language. Use *will*, *be going to* and *probably*. Give reasons and examples to support your ideas. Suggest things that you will do to save the language.

Example

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

- A:** Why is Mohawk endangered?
- B:** It's endangered because only about 3,000 people speak Mohawk. Most Mohawk people speak English.
- C:** Do you think it will disappear soon?
- B:** I think it might because there aren't enough young people learning the language.
- A:** What will you do to preserve it?
- B:** There are some programs for adults to learn Mohawk, and other technology, like apps. I'll develop more apps.
- C:** I'll start language nests for young children.

*For Alternative Speaking Topics, see page 191.



ENDANGERED LANGUAGES AND PROGRAMS TO PRESERVE THEM

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

(continued on next page)

- d.** ENDANGERED LANGUAGE: **Remo**
 NUMBER OF SPEAKERS: 6,500
 LOCATION: India
 DOMINANT LANGUAGE: Hindi and Oriya
 LANGUAGE PROGRAMS: Online grammar program. "Talking dictionary," an online recorded dictionary
- e.** ENDANGERED LANGUAGE: **Ös**
 NUMBER OF SPEAKERS: less than 25, mostly elderly
 LOCATION: Siberia
 DOMINANT LANGUAGE: Russian
 LANGUAGE PROGRAMS: No language programs
 There is a project by an organization called "Living Tongues" to make a book of the language and digital recordings to put on the Internet

STEP 2: When you finish, report your group's ideas for preserving the languages to the class.

UNIT PROJECT

You are going to research an endangered language and culture. Follow these steps:

STEP 1: Go to the library or use the Internet. Find out about an endangered culture and language (such as the ones listed below).

Alagwa	Chamorro	Navajo	Sare	Trumai
Breton	Cornish	Rangi	Sonsorolese	Ugong

Use these questions to help you research. Take notes.

- What is the name of the endangered language?
- Where is the language spoken?
- How many people speak the language? How old are they?
- Is anything being done to preserve the language?
- Will this language survive?

STEP 2: Report to the class. Tell them about this language and its future.

Listening Task

Listen to your classmates' reports. Take notes and answer questions a-e above. Which languages are the most endangered? Which do you think has the greatest chance of surviving?

