



# OFFBEAT Jobs

## 1 FOCUS ON THE TOPIC

1. Look at the photo. What are the people doing? What is the man's job?
2. Read the title of the unit. *Offbeat* means unusual. A bike messenger has an offbeat job. Can you think of other offbeat jobs?
3. What is most important to you when choosing a job? Think about things like salary (how much money you make), hours, interest, safety (how safe or dangerous it is), workplace (indoors, outdoors, home, office), education, and number of job openings (how easy it is to find a job). Compare your answers as a class.

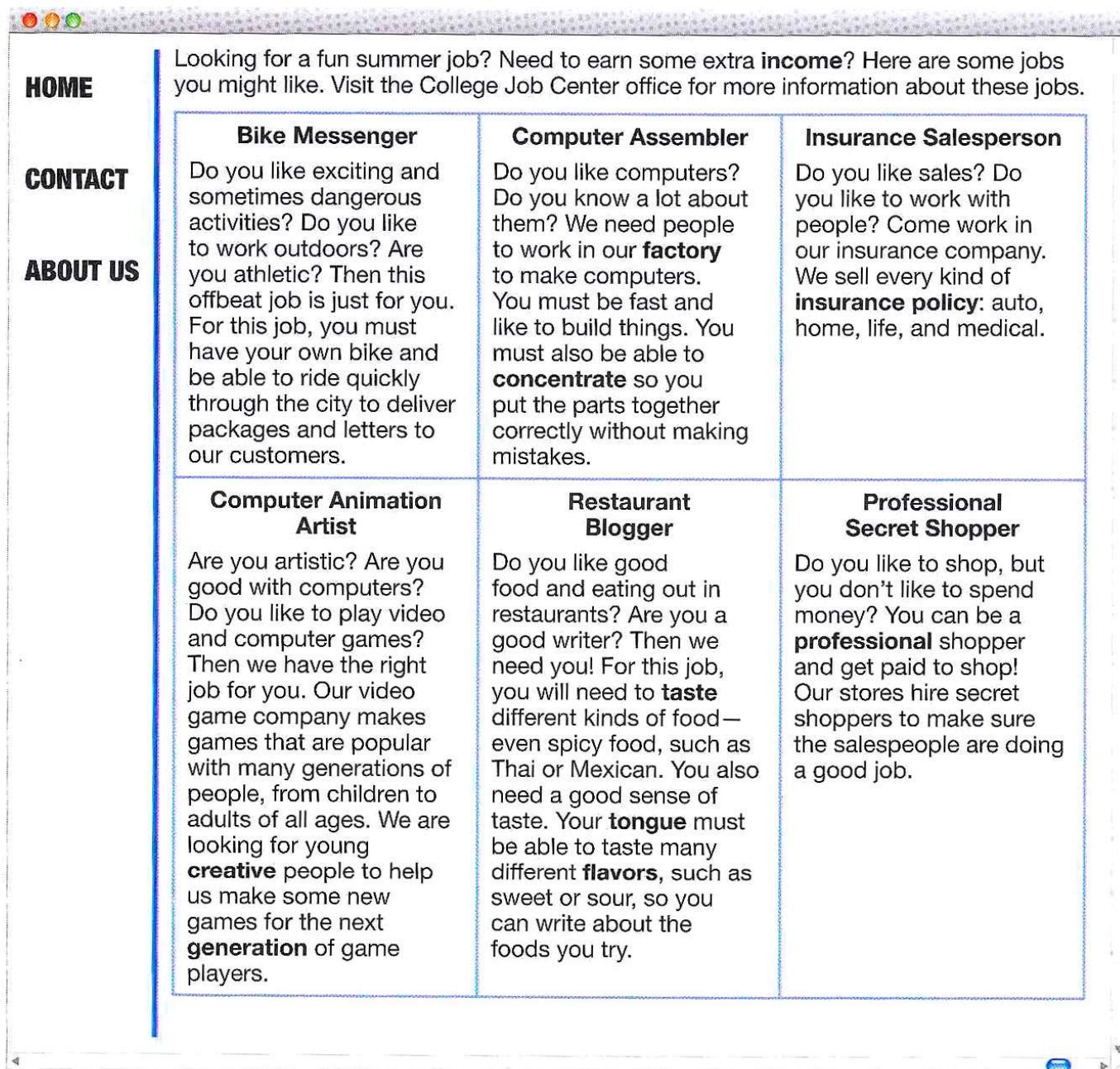


## 2 FOCUS ON LISTENING

### LISTENING ONE WHAT'S MY JOB?

#### VOCABULARY

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



The screenshot shows a website with a sidebar on the left containing links: HOME, CONTACT, and ABOUT US. The main content area has a header paragraph and a grid of six job postings. Each posting includes a title and a description of the job and requirements.

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


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

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

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

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

## PREVIEW

- 1**  People can have many different kinds of jobs. Some are usual and some are offbeat.

Listen to the beginning of *What's My Job?* Circle the correct answer to complete each statement.

- You are listening to a \_\_\_\_\_.  
a. job interview      b. game show      c. radio show
- Wayne is a \_\_\_\_\_.  
a. host      b. contestant      c. guest

(continued on next page)



3. Rita is a \_\_\_\_\_.

- a. host                      b. contestant                      c. guest

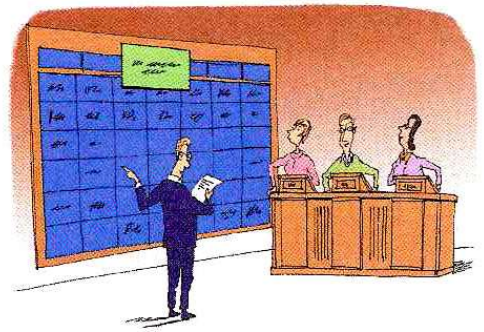
4. Peter is going to describe \_\_\_\_\_.

- a. his job                      b. his company                      c. himself

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

Peter will talk about . . .

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



## MAIN IDEAS

**1** Listen to *What's My Job?* Look at your predictions from the Preview section. Were any of them correct? Did your predictions help you understand the listening?

**2** Circle the correct answer to complete each statement.

1. Rita asks Peter questions to guess \_\_\_\_\_.

- a. his last name                      b. his job                      c. his age

2. Peter works in a \_\_\_\_\_.

- a. restaurant                      b. factory                      c. bakery

3. Peter is \_\_\_\_\_.

- a. a factory worker                      b. a chef                      c. an ice-cream taster

4. Peter has to be careful with \_\_\_\_\_.


- a. his taste buds                      b. the ice cream                      c. the factory machines

5. Peter thinks his job is \_\_\_\_\_.

- a. tiring                      b. great                      c. dangerous



## DETAILS

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

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



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




## MAKE INFERENCES

### UNDERSTANDING THE USE OF HUMOR

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

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


 Listen to the example. Listen to the words and the tone of voice. Is the speaker expressing his true meaning, or is he using humor? What words or tone can you hear that tell you the speaker's meaning?

#### Example

**Host:** Gee, sounds like a difficult job, Peter. You taste ice cream all day, and you get paid for it!

- a. true meaning
- b. humor

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

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

#### Excerpt One

*Wow! You do have to be careful.*

- a. true meaning
- b. humor

#### Excerpt Two

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

- a. true meaning
- b. humor

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

- a. true meaning
- b. humor



## EXPRESS OPINIONS

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

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

 **GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.**

## LISTENING TWO A CONVERSATION WITH A JOB COUNSELOR

## VOCABULARY

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

career                  quit                  relaxing                  stressful                  tiring


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

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



## COMPREHENSION

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

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




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



## LISTENING SKILL

### NOTICING CONTRAST

*But* and *however* are connectors that introduce a clause with an idea, opinion, or action that is different from the first idea. They show a contrast.

 Listen to the example. Note the contrast word.


#### Example

The speaker is contrasting two ideas:

**Idea 1:** it was difficult to get started.

**Idea 2:** He started his own business. He likes working for himself.

He uses *but* to connect the two ideas.

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

#### Excerpt One

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

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

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

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

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

#### Excerpt Two

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

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

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


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

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



## CONNECT THE LISTENINGS

### STEP 1: Organize

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

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

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

### STEP 2: Synthesize

Work with a partner. Student A, you are a host on a radio show. You are interviewing people about their unusual jobs. Student B, you are a guest on the show. You are talking about your offbeat job. Use the questions and the information from Step 1 to guide your conversation.

#### Example

A: What is your job?

B: I'm a window washer.

A: Can you describe what you do?

B: I wash office building windows. I go high up in a basket to reach the windows.

Switch roles and talk about a different job from Step 1.

 **GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.**



### 3 FOCUS ON SPEAKING

## VOCABULARY

### REVIEW

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

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

## EXPAND

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

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

A workaholic is a person who \_\_\_\_.

- a. works a lot and finds it difficult not to work      b. knows a lot of people

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

Someone who is good with numbers \_\_\_\_.

- a. likes to count and do math      b. doesn't like doing math

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

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

- a. work for myself      b. work in a big company

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

A person who is good with his or her hands \_\_\_\_.

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

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

A problem solver \_\_\_\_.

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

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

Someone with good people skills \_\_\_\_.

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



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

A person with good communication skills \_\_\_\_.

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

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

A hardworking person \_\_\_\_.

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

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

A team player \_\_\_\_.

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

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

A trustworthy person is \_\_\_\_.

- a. honest                      b. not honest

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

A job that is outdoors is \_\_\_\_.

- a. not a desk job                      b. inside a building

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

A dangerous job is not \_\_\_\_.

- a. exciting                      b. safe

## CREATE

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

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

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

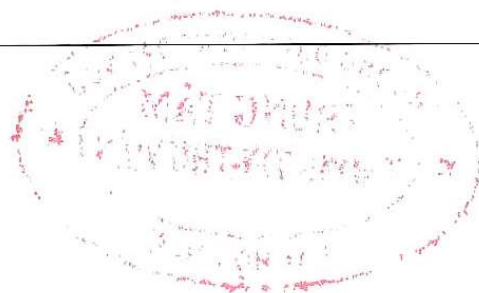
I am \_\_\_\_\_  
\_\_\_\_\_

2. What type of job do you want?

I'd like \_\_\_\_\_  
\_\_\_\_\_

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

I \_\_\_\_\_  
I \_\_\_\_\_





4. What are your strengths? Give an example.

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

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

5. What are your weaknesses? Give an example.

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

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

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## GRAMMAR

1 Work with a partner. Read the conversations aloud. Look at the underlined words. Then answer the questions.

1. A: What's your job like?

B: My job is interesting.

2. A: What kind of person are you?

B: I'm a friendly person.

a. Look at the answers to the questions. What is the verb in each sentence?

b. What is the noun in each sentence?

c. Which words describe the nouns? Where do they come in the sentences?

### DESCRIPTIVE ADJECTIVES

Adjectives describe nouns.

1. Adjectives can come after the verb *be*.

My job **is tiring**.

2. Adjectives can also come before a noun.

Artists are **creative people**.

3. When a singular noun follows an adjective, use **a** before the adjective if the adjective begins with a consonant sound.

This isn't **a high-paying job**.

4. When a singular noun follows an adjective, use **an** before the adjective if the adjective begins with a vowel sound.

Peter has **an offbeat job**.



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

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

WORDS ABOUT PEOPLE	WORDS ABOUT JOBS	WORDS ABOUT BOTH

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

**Example**

*A restaurant blogger’s work / dangerous*

**A:** A restaurant blogger’s work is dangerous.

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

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


GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.



# PRONUNCIATION

## STRESS

In words with multiple syllables, one syllable is stressed. Stressed syllables sound longer than unstressed syllables. They are also louder and higher in pitch than unstressed syllables.


 Listen to the examples.

careful

creative

generation


A compound noun is formed when two nouns are used together as one noun. In compound nouns, the stress is stronger on the first word in the compound.

 Listen to the examples.

bike messenger


sales clerk

When an adjective is followed by a noun, the stress is usually stronger on the noun.

 Listen to the examples.

professional shopper

good pay

**1**  Listen to the adjectives. Write the number of syllables you hear in each adjective. Then listen again and underline the stressed syllable. Listen a third time and repeat the words.

\_\_\_\_\_ 1. dangerous

\_\_\_\_\_ 2. important

\_\_\_\_\_ 3. tiring


\_\_\_\_\_ 4. educated

\_\_\_\_\_ 5. difficult

\_\_\_\_\_ 6. spicy

\_\_\_\_\_ 7. unusual

\_\_\_\_\_ 8. interesting

**2**  Read each item and underline the stressed syllable. Next, listen to check your answers. Then work with a partner. Take turns saying each item and listening for the correct stress.

1. animation artist
2. window washer
3. high salary
4. computer assembler
5. ice cream
6. spicy foods
7. department store

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

**Example**

A: What do you call someone who washes windows?

B: A window washer.

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



## SPEAKING SKILL

### MAKING CONVERSATION

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

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

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

A: Hi. My name's \_\_\_\_\_.

B: Hi. I'm \_\_\_\_\_. Nice to meet you.

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

B: I'm \_\_\_\_\_.

A: \_\_\_\_\_. How do you like it?

B: \_\_\_\_\_. How about you? What do you do?

A: \_\_\_\_\_.

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

A: \_\_\_\_\_. How about you?

B: \_\_\_\_\_.

<sup>1</sup> retired: no longer working at a job, usually because of age

## FINAL SPEAKING TASK

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

Follow the steps.

**STEP 1:** Divide into two groups.

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

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

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

animation artist

restaurant blogger

game show host

window washer

ice-cream taster

other: \_\_\_\_\_

professional shopper

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

### Examples

What skills do you have?

Why do you want to change jobs?

**STEP 2:** Form new groups. Half of each new group is from group A, half from group B. Offbeat job holders (Group A) sit in a line facing the job counselors (Group B).

Conduct a workshop:

- Each job holder briefly introduces himself or herself and then gives a short talk about his or her current job.
- Each counselor asks one or two questions to each job holder.

**STEP 3:** To end the workshop, each job counselor names a new job that might be good for the job holders. Explain which skills the job holders can use in their new jobs.

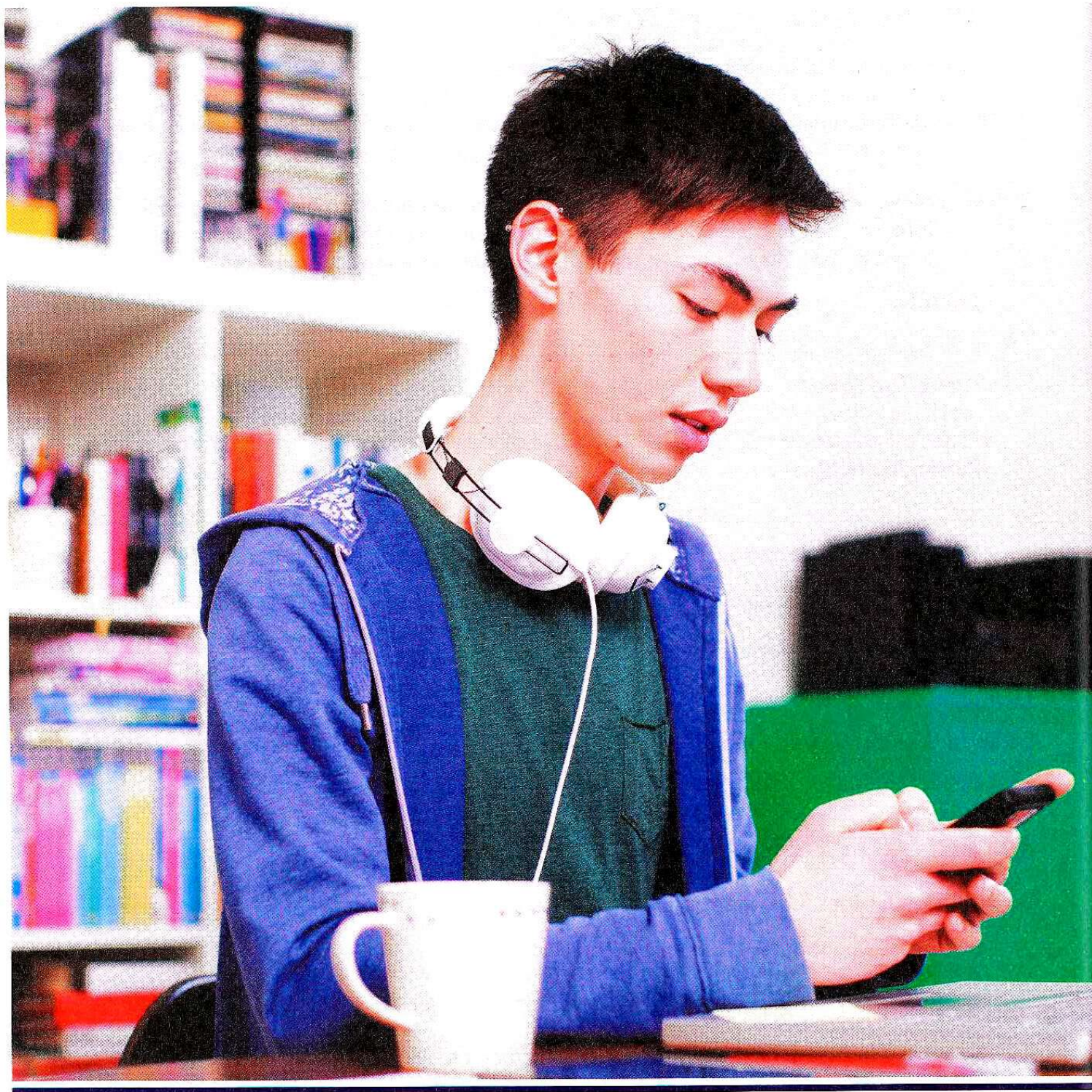
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\*For Alternative Speaking Topics, see page 23.











# WHERE DOES THE Time Go?

## 1 FOCUS ON THE TOPIC

1. Look at the photo. Which of these activities do you think the student is doing: Doing school work, listening to music, texting (sending a written message by phone), chatting online (having a conversation), surfing the Web (looking at different Internet sites), watching videos, playing video games? Do you ever do any of these activities at the same time? Which ones?
2. *Challenges* are things that are difficult to do. What are some challenges that students face? What are some challenges you face as a student?
3. Read the title of the unit. What do you think this expression means? When do people say this?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

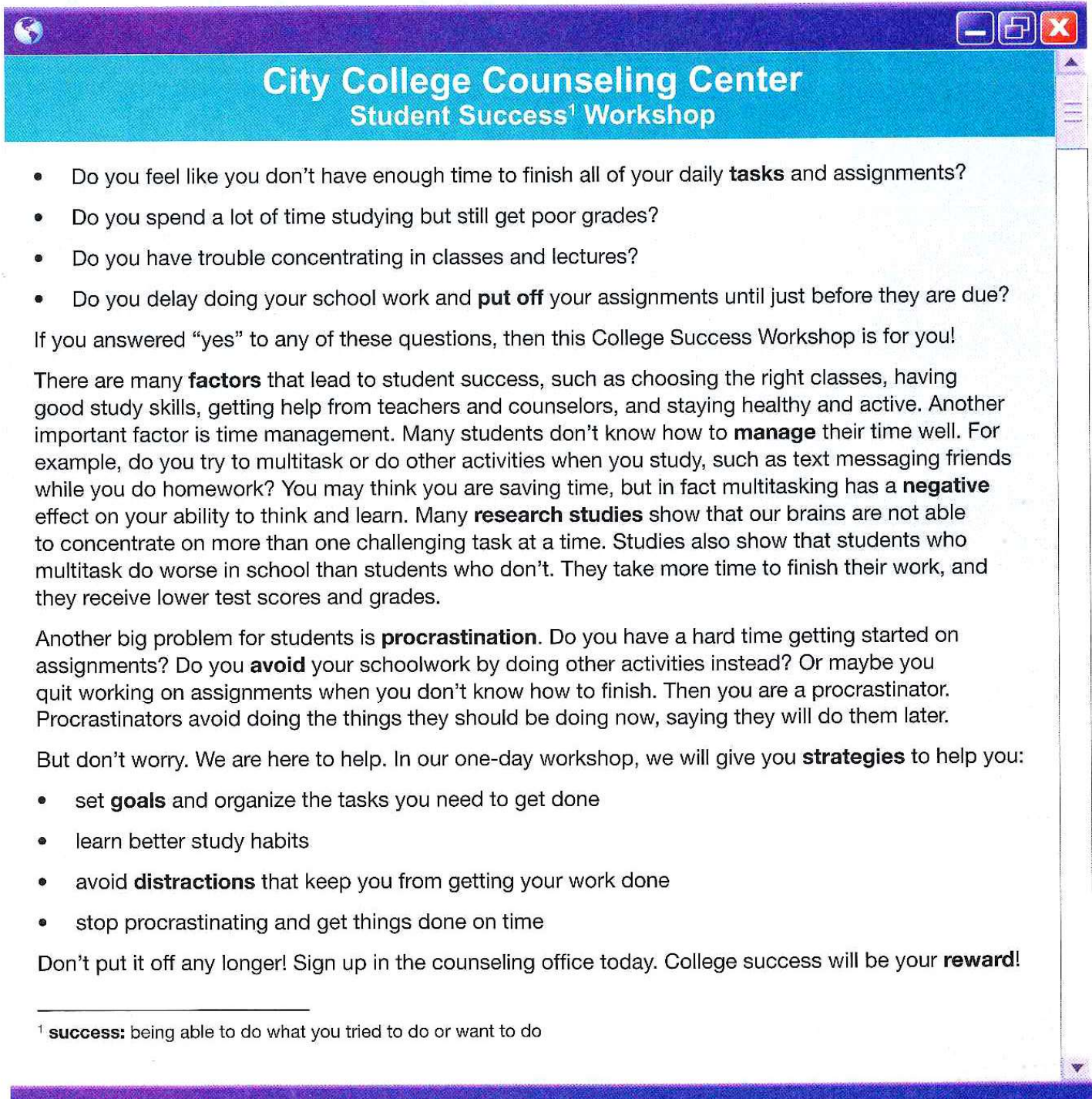


## 2 FOCUS ON LISTENING

### LISTENING ONE STUDENT SUCCESS WORKSHOP

#### VOCABULARY

- 1  Read and listen to the college website about a student workshop.



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

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

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

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

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

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

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


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

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







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

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

## MAIN IDEAS

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

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

- \_\_\_\_\_ 1. Set goals and write down all of the tasks you need to do.
- \_\_\_\_\_ 2. Put your list of goals in order.
- \_\_\_\_\_ 3. Review your class notes every day.
- \_\_\_\_\_ 4. Use a calendar to schedule your time.
- \_\_\_\_\_ 5. Divide big assignments into smaller tasks.
- \_\_\_\_\_ 6. When school is stressful, take a lot of breaks.
- \_\_\_\_\_ 7. Avoid distractions.
- \_\_\_\_\_ 8. Join a study group.
- \_\_\_\_\_ 9. Reward yourself for finishing your work on time.



## DETAILS



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

1. \_\_\_\_\_ of the students in the workshop like to multitask while they study.
  - a. A few
  - b. A lot
  - c. All
  
2. \_\_\_\_\_ percent of students procrastinate sometimes.
  - a. 20–35
  - b. 70–85
  - c. 80–95
  
3. The counselor suggests that you number your goals from \_\_\_\_\_.
  - a. most important to least important
  - b. most difficult to least difficult
  - c. biggest to smallest
  
4. The counselor suggests that you schedule things like \_\_\_\_\_.
  - a. exercising, taking naps, and seeing movies
  - b. exercising, getting enough sleep, and seeing friends
  - c. eating, doing homework, and taking breaks
  
5. The counselor thinks you should \_\_\_\_\_ to get your work done.
  - a. find the strategies that work best for you
  - b. always use the “Do Nothing” strategy
  - c. do your English paper all at once

*(continued on next page)*

6. With the “Do Nothing” strategy, you can \_\_\_\_\_.
- a. do your work or do nothing
  - b. get distracted or do nothing
  - c. turn off your phone or do nothing
7. \_\_\_\_\_ is NOT a way to remove distractions.
- a. Putting away your video games
  - b. Turning off your Internet
  - c. Reading but not answering your text messages
8. Piers Steele took \_\_\_\_\_ to finish his research on procrastination.
- a. 2 years
  - b. 10 years
  - c. 20 years
9. Piers Steele suggests giving away \_\_\_\_\_ if you don't get your work done.
- a. some money
  - b. your phone
  - c. your video games

GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.


## MAKE INFERENCES

### UNDERSTANDING QUESTIONS

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

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



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

### Example 1

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

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

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

-  Read and listen to this example.

### Example 2

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

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

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

### Excerpt One

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

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

How do you know?

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

*(continued on next page)*

### Excerpt Two

The speaker \_\_\_\_.

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

How do you know?

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

### Excerpt Three

The speaker \_\_\_\_.

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

How do you know?

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

## EXPRESS OPINIONS

Discuss the questions with the class.

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

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.



## VOCABULARY


Read the words in the box. Then read the statements. Circle the best definition for the word or phrase in bold.

achieve      focus      positive attitude      pressure      waste

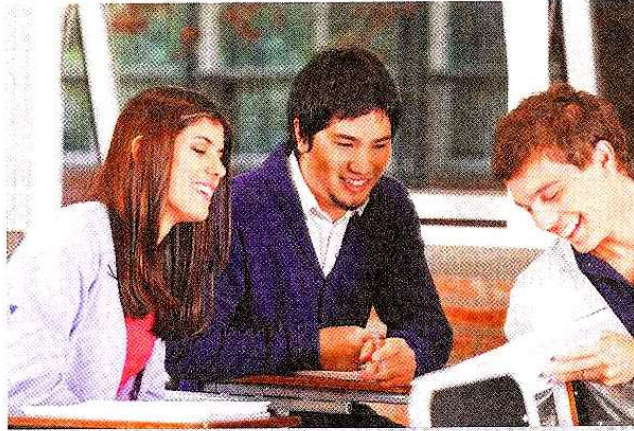
1. Anita wants to graduate from college. She is hardworking, so I'm sure she will **achieve** her goal.
  - a. to want to do something
  - b. to get something by working hard
2. When you are in class, it's important to **focus** on what the teacher is saying. You should pay attention so you can remember the important points.
  - a. to direct your attention or effort
  - b. to remember what someone told you
3. This history class is very challenging, but I have a **positive attitude**, and I think that I can do well if I work hard.
  - a. a hardworking person
  - b. a hopeful way of thinking
4. At my school, there is a lot of **pressure** to get good grades. Some parents and teachers even expect you to get straight A's.
  - a. getting good grades in school
  - b. feeling of stress because people expect you to do something
5. My roommate **wastes** a lot of time talking on the phone when she should be doing her homework. Then she never has enough time to finish.
  - a. to use something in a way that is not useful or effective
  - b. to do something quickly

 GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## COMPREHENSION

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

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




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



## LISTENING SKILL

### UNDERSTANDING DISAGREEMENT

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


 Read and listen to this example.

#### Example

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

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

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

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

#### Excerpt One

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

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

#### Excerpt Two

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

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

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

## CONNECTING THE LISTENINGS

### STEP 1: Organize

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

Try the “Do Nothing” Strategy

Text friends during class.

Divide big assignments into smaller tasks

Listen to music and chat online while doing homework.

Give yourself rewards for finishing your work.

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

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

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

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

Use a calendar to plan your time.

Avoid starting difficult assignments.

Surf the Web while working online.

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



## STEP 2: Synthesize

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

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

### Example

A: Sam, do you multitask?

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

C: How about you, Justin?

GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

### 3 FOCUS ON SPEAKING

## VOCABULARY

### REVIEW

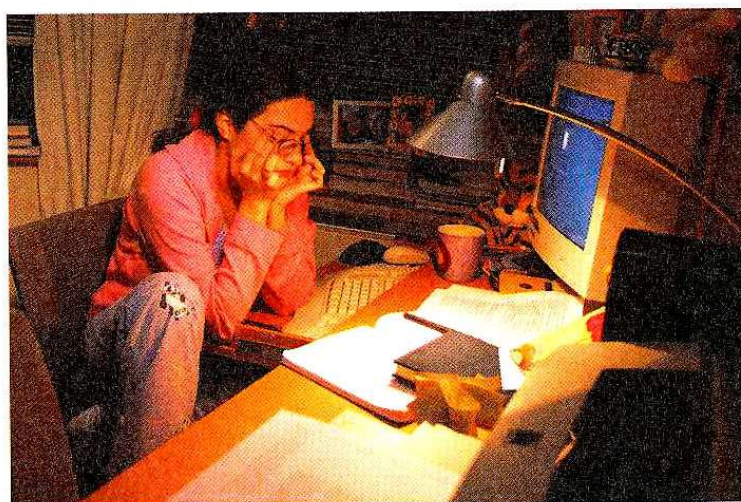
Work with a partner. Complete the chart with the words and phrases from the box. Some words and phrases can be used in more than one column. Then think of two more words or phrases to add to each column. Take turns making sentences using a verb and word or phrase from the chart.

#### Example

A: I hope I can **achieve** my **goal** to become an engineer.

distractions	negative effects	a reward	tasks
goals	a positive attitude	strategies	time

ACHIEVE	AVOID	FOCUS ON	HAVE	MANAGE	PUT OFF	SET





## EXPAND

### 1 Read and listen to the conversation.

A: Hey, how's it going?

B: Not bad. So what's up?

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

B: Biology? That should be easy.

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

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

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

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

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

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

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

B: Good luck!

## 2

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

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

## CREATE

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

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

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

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

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

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



## GRAMMAR

**1** Read the questions and responses. Then answer the questions below.

Are you a student?	Yes, I am.
Is she in your class?	No, she isn't.
What is your major?	My major is English.
Do you procrastinate?	Yes, I do.
Does your class meet today?	No, it doesn't.
How often do you go to the library?	I go to the library every evening.
Where does your friend live?	He lives in the dormitory.
Why do they always eat out?	They don't know how to cook.

- What is the verb in each question or answer? Which questions and answers have only one verb? Which ones have two verbs?
- What form are the verbs?

### SIMPLE PRESENT TENSE

1. Use the simple present tense to talk about actions that happen again and again, such as habits and routines.	I usually <b>go</b> to sleep at 11:00.
2. Use the simple present tense to tell facts.	About 20 percent of students <b>procrastinate</b> often.
3. Use the simple present with non-action verbs such as <i>be</i> , <i>have</i> , <i>know</i> , <i>understand</i> , <i>like</i> , <i>prefer</i> , <i>need</i> , and <i>want</i> .	I <b>prefer</b> to study alone.
4. In affirmative statements, use the base form of the verb, except for third person singular. Add <i>-s</i> or <i>-es</i> with <i>he</i> , <i>she</i> , or <i>it</i> .	I <b>hope</b> to do better on the next test.  Ruben <b>likes</b> to play soccer after class.
5. In negative statements, use <b>does not</b> or <b>do not</b> before the base form of the verb. Use <b>doesn't</b> and <b>don't</b> in speaking and informal writing.	My math professor <b>doesn't allow</b> cell phones in class.
6. For questions in the simple present, use <b>do</b> or <b>does</b> before the subject	<b>Do</b> we <b>need</b> to finish this today? <b>Does</b> your family <b>call</b> you often?
7. Do not use <b>do</b> or <b>does</b> for questions with <b>be</b> .	<b>Is</b> she good at multitasking? What <b>are</b> your goals?

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

### Questions

1. What \_\_\_\_\_ (be) your professional goals?
2. What \_\_\_\_\_ (be) your favorite class?
3. \_\_\_\_\_ your parents \_\_\_\_\_ (pressure) you to do well in school?
4. How often \_\_\_\_\_ you \_\_\_\_\_ (go) to the library?
5. \_\_\_\_\_ your roommate ever \_\_\_\_\_ (have) a negative effect on you?
6. When \_\_\_\_\_ you \_\_\_\_\_ (hang out) with friends?
7. \_\_\_\_\_ you \_\_\_\_\_ (get) enough sleep? You should get at least seven hours every night.
8. We \_\_\_\_\_ (not have) much time left today. \_\_\_\_\_ you \_\_\_\_\_ (have) any questions for me?


### Answers

- a. After class and on the weekends. We sometimes \_\_\_\_\_ (cook) dinner together or \_\_\_\_\_ (watch) a movie.
- b. Yes, she \_\_\_\_\_ (do). She \_\_\_\_\_ (throw) a lot of parties. She \_\_\_\_\_ (make) a lot of noise, and she \_\_\_\_\_ (not clean) the apartment!
- c. Not very often. I \_\_\_\_\_ (prefer) to study in my room.
- d. No, not usually. I \_\_\_\_\_ (be) often really tired during the day because I \_\_\_\_\_ (stay up) late.
- e. Yes, \_\_\_\_\_ you \_\_\_\_\_ (know) any good time management strategies?
- f. I \_\_\_\_\_ (want) to become a lawyer. I \_\_\_\_\_ (think) I can do it.
- g. Yes, sometimes they \_\_\_\_\_ (do). But I \_\_\_\_\_ (not listen) to them! It's too stressful.
- h. It \_\_\_\_\_ (be) definitely my music class. My professor \_\_\_\_\_ (create) really interesting lessons.

GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.



## PRONUNCIATION

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

A: Do you have any homework?

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

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

B: Maybe. Give me a call!

### STRESSED WORDS IN A SENTENCE

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

### UNSTRESSED WORDS IN A SENTENCE

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

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


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

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

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

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

A: OK. I'm not going to twist your arm<sup>1</sup>!

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

<sup>1</sup> twist your arm: force you to do something

## SPEAKING SKILL

### EXPRESSING AGREEMENT AND DISAGREEMENT

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

#### Expressing Agreement

I think that multitasking is a bad habit.

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

Strong



Weak

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

#### Expressing Disagreement

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

Strong



Weak

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

#### Example

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



5. Record your class lectures so you can listen again.
6. Use flash cards to help you remember information.
7. Visit a counselor to get advice.
8. Study in the library or another quiet place.
9. Limit your time texting or using social media.
10. Make a “to do” list every day.
11. Take naps between classes.
12. Exercise every day.
13. Join a club or sports team.
14. Talk to your family every day.
15. Don’t hang out with friends on schooldays.
16. Avoid peer pressure<sup>1</sup> to make poor or unhealthy choices.
17. Keep a positive attitude. Tell yourself you can be successful!

<sup>1</sup> **peer pressure:** a strong feeling that you must do the same things as other people your age if you want them to like you

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

## FINAL SPEAKING TASK

A survey is a list of questions that you ask other people to learn about their habits and opinions.

*In this activity you will work in a group to survey your classmates about student life. Try to use the vocabulary, grammar, pronunciation, and language for expressing agreement and disagreement that you learned in the unit.\**

Work in a group and follow the steps on the next page.

\*For Alternative Speaking Topics, see page 47.

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

Here are some ways you can begin your questions:

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

*What do you think about . . . ?*

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

*How do you feel about . . . ?*

*How often do you . . . ?*

*Do you agree that . . . ?*

*Where . . . ? When . . . ?*

QUESTIONS	NAME: _____	NAME: _____	NAME: _____
1.			
2.			
3.			
4.			

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

#### Example

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

B: Sure.

A: How many hours do you study every day?

B: Hmmm . . . about three.

A: OK, thanks.

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

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



## UNIT PROJECT

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

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

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

Student life challenge:

Strategy or advice:

How it works:

Why it works:

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

**STEP 3:** Report your information to the class.

### Listening Task

Listen to your classmates' reports. Which strategy or piece of advice do you think is the most useful? Which is the most interesting?

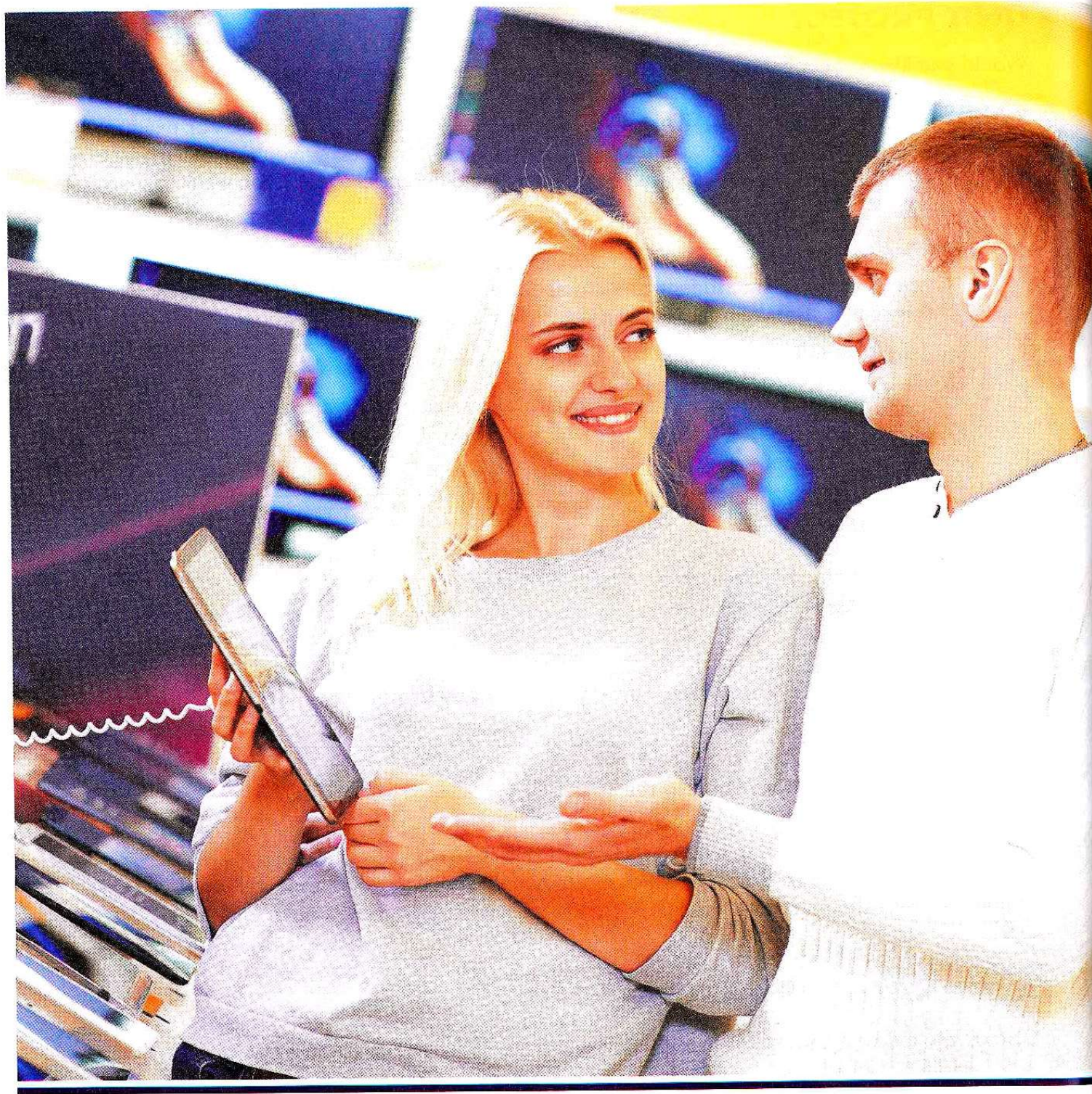
## ALTERNATIVE SPEAKING TOPICS

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

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

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS,  
'WATCH A VIDEO ABOUT CREATIVITY, AND TAKE THE UNIT 2 ACHIEVEMENT TEST.







# A PENNY SAVED IS A PENNY Earned

## 1 FOCUS ON THE TOPIC


1. Look at the picture. This man wants the electronics but doesn't have enough money. What do you think he should do? Discuss with the class.
2. How do you usually pay for the things you need? For example, how often do you use cash, checks, credit cards, loans? What do you think is the best way to pay for things when you want to save money? Why do you think so?
3. Read the title of the unit. It is a famous American saying. What do you think it means?

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

## 2 FOCUS ON LISTENING

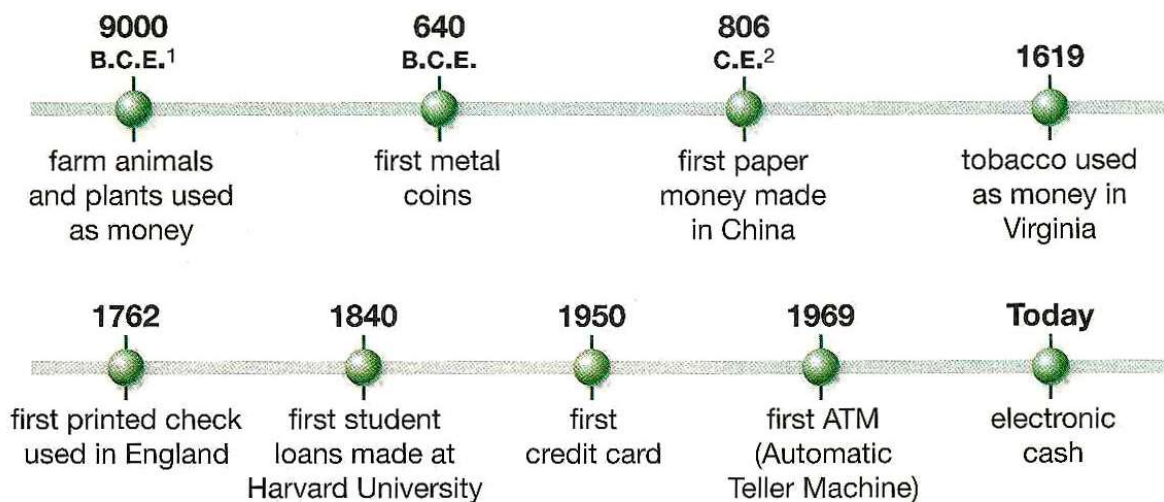
### LISTENING ONE A BARTER NETWORK

#### VOCABULARY

- 1  Read and listen to the timeline and the online article about the history of money and bartering.

## MONEY SERIES

### PART ONE: THE HISTORY OF MONEY AND BARTERING



<sup>1</sup> B.C.E. = Before the Common Era

<sup>2</sup> C.E. = the Common Era



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

One way for people to save money is bartering. Bartering

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

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



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


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

(continued on next page)





## MAIN IDEAS

**1**  Listen to the whole discussion about the City Barter Network. Look again at your predictions from the Preview section. Were any of your predictions correct? Did they help you understand the discussion?

**2** Put a check (✓) next to the things that members do.

Members . . .

\_\_\_\_\_ barter for things and services.

\_\_\_\_\_ earn Time Dollars.

\_\_\_\_\_ only barter for services.


\_\_\_\_\_ use Time Dollars to buy services.

\_\_\_\_\_ need to provide a service before they can get one.

\_\_\_\_\_ spend money.

\_\_\_\_\_ earn money.

## DETAILS

 Listen to the barter network meeting again. Then read each statement. Write **T** (true) or **F** (false). Correct the false statements.

\_\_\_\_\_ 1. Members can list their services on a website.

\_\_\_\_\_ 2. Most members provide services like cooking, cleaning, or fixing things.

\_\_\_\_\_ 3. Members don't provide unusual services like taking photographs or giving music lessons.

\_\_\_\_\_ 4. Some services are more valuable than others.

\_\_\_\_\_ 5. Carol spent two hours cleaning another member's house.

\_\_\_\_\_ 6. A member spent one hour fixing Carol's television.

\_\_\_\_\_ 7. The man doesn't think he has skills.

\_\_\_\_\_ 8. Carol needs someone to walk her dog.


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

## MAKE INFERENCES

### UNDERSTANDING FEELINGS FROM INTONATION

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. For example, listening for intonation can help you understand how a speaker is feeling. This can help you understand the speaker's meaning.

Different intonations express different feelings. A rising intonation can show you are surprised. A rising and falling intonation can show you are happy or interested, and a flat intonation can show that you are not interested.

 Listen to the example. How does Woman 2 feel?

#### Example


**WOMAN 1:** But, ah . . . well, some people provide more unusual services like taking photographs, designing a website, or even giving music lessons.

**WOMAN 2:** Music lessons?! So, do you think I could get piano lessons? I've always wanted to learn how to play the piano.

**WOMAN 1:** Yeah, sure.

**WOMAN 2:** Wow! That's great!

In the example, the second woman's voice rises and falls. This shows she feels excited about learning to play the piano.

 Listen to two excerpts from the meeting of the barter network. After listening to each excerpt, read the questions and circle the correct answers.

#### Excerpt One

1. How does the man feel about exchanging services?
  - a. He feels excited.
  - b. He doesn't feel excited.
2. How do you know?
  - a. His voice is flat.
  - b. His voice rises and falls.



## Excerpt Two

1. How does the man feel about the woman's question?
  - a. He's surprised.
  - b. He isn't surprised.
2. How do you know?
  - a. His voice is flat.
  - b. His voice rises.

## EXPRESS OPINIONS

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

### Example

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

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

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

■■■■■■■■■■ GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

## VOCABULARY



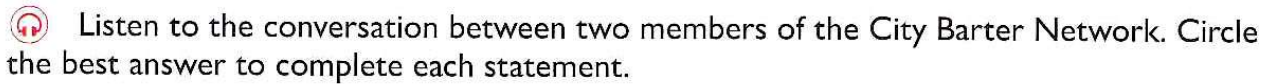
Read the statements. Circle the best definition for the word or phrase in bold.

1. When I don't have something I need, I can always **borrow** it from my neighbor. It's easy to give it back when I am done.
  - a. give to someone
  - b. get from someone temporarily
2. My house is very crowded and full of **stuff** I don't need. I should clean it out.
  - a. things, items
  - b. full
3. Some things are **necessities**. An example is food because you can't live without it.
  - a. things you like to have
  - b. things you must have
4. I like new clothes, but to save money, sometimes I buy **used** clothes. They are cheaper.
  - a. new
  - b. not new
5. I **bet** you would like the new computer I bought. It's really fast!
  - a. I think I know
  - b. I am not sure if something is true
6. I only bought two things today—groceries and gas for my car. **That's it!**
  - a. That's what I bought.
  - b. That's all

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.



## COMPREHENSION

 Listen to the conversation between two members of the City Barter Network. Circle the best answer to complete each statement.

1. The Compact is a group of people who promised \_\_\_\_\_.
  - a. to barter for a year
  - b. not to buy anything new for a year
2. Members of the Compact can buy new \_\_\_\_\_.
  - a. food, medicine, and necessities
  - b. food, cars, and necessities



Used items in a thrift store

3. The members of the Compact think \_\_\_\_\_.
  - a. clothes, cars, and electronics are too expensive
  - b. most people have too much stuff they don't need
4. Members of the Compact \_\_\_\_ to get what they need.
  - a. borrow, buy things used, or barter
  - b. buy used things and barter for food
5. Mark needed to buy \_\_\_\_\_.
  - a. new paint
  - b. a new house
6. There are \_\_\_\_ of members in the Compact.
  - a. hundreds
  - b. thousands
7. Natalie likes shopping for \_\_\_\_\_.
  - a. used clothes
  - b. new clothes

## LISTENING SKILL

### EMPHATIC STRESS

Emphatic stress means putting extra stress, or emphasis, on certain words in a phrase or sentence. We *emphasize* a word or words that are especially important for understanding the speaker's meaning. When we emphasize a word, the stressed syllable is higher, longer, and louder than a syllable with regular stress.

#### Example


 Read and listen to the conversation.

**WOMAN:** No Kidding! You aren't going to buy ANYTHING new for a whole YEAR?

**MAN:** Well . . . actually, we CAN buy new necessities, things, you know, that you NEED . . .

The woman says, "You aren't going to buy ANYTHING new for a whole YEAR?" She can't believe people really don't buy anything at all for such a long time, so she stresses the words *anything* and *year*.

The man responds that they CAN buy things they NEED. In this sentence, the man wants to bring attention to the fact that in the Compact, people can buy some necessities, or things they need. He emphasizes the words *can* and *need*.

 Listen to the excerpts. What words are the speakers emphasizing? Discuss why with a partner.

#### Excerpt One

What words does the man emphasize? \_\_\_\_\_

What words does the woman emphasize? \_\_\_\_\_

Why do they emphasize those words? \_\_\_\_\_

#### Excerpt Two

What word does the man emphasize? \_\_\_\_\_

Why do you think he emphasizes that word? \_\_\_\_\_

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.



## CONNECT THE LISTENINGS

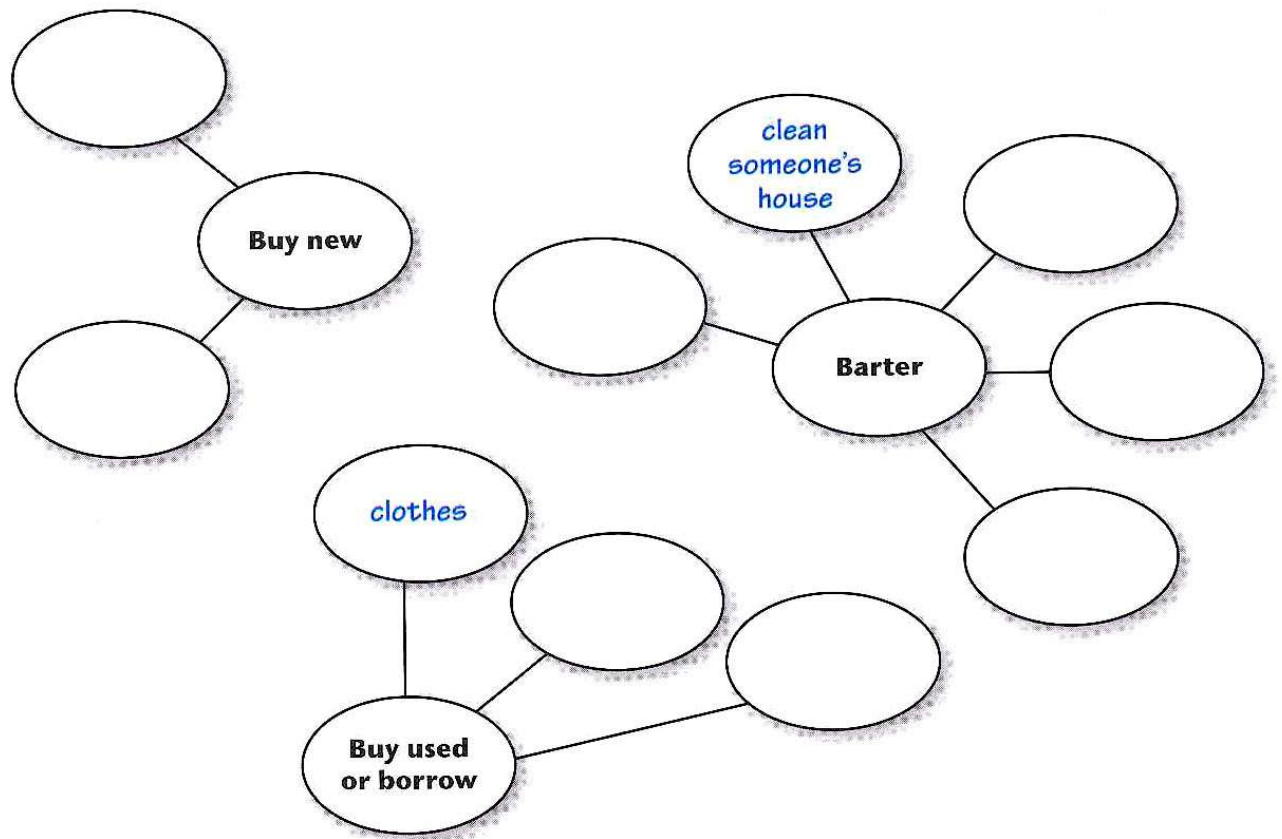
### STEP 1: Organize

- 1 Look at the list of goods (things you can buy) and services (things you pay people to do for you) mentioned in the listenings. Write each item in the correct column in the chart.

car	computer	medicine
<del>clean someone's house</del>	fix a television	paint someone's house
clothes	food	walk someone's dog
	give someone piano lessons	

GOODS	SERVICES
	<del>clean someone's house</del>

- 2** How can members of the Compact get the goods and services they need? Write each good and service from the chart on page 59 in the correct place on the graphic organizer. Then compare your answers with a classmate's.



## STEP 2: Synthesize

Work with a partner. Imagine you are in the City Barter Network and the Compact. Student A, say what you need. Student B, suggest a way to get each thing. Use the information from Step 1.

### Example

**A:** I want someone to clean my house.

**B:** You can get that by bartering.

 GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.



### 3 FOCUS ON SPEAKING

## VOCABULARY

### REVIEW

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

be interested in	I bet	stuff
borrow	necessities	That's it
equal	services	<u>used</u>
exchange	spend	valuable

1. A: I bought a chair at a thrift store yesterday. It isn't new, but it's very nice.  
B: Do you really like to buy used things?
2. A: This sweater is too big. I need to take it back to the store and trade it for a smaller one.  
B: Does that store let you \_\_\_\_\_ things?
3. A: Do you want to go shopping? I need to get some things for my apartment.  
B: No, thanks. I already have too much \_\_\_\_\_.
4. A: I wish I knew how to do something useful, like fixing cars.  
B: Yeah, you're right. Fixing cars is a \_\_\_\_\_ skill.
5. A: I need to buy a new MP3 player and download some new songs.  
B: Really? Are an MP3 player and new music really \_\_\_\_\_?
6. A: I don't want to pay a lot of money for a television.  
B: How much do you want to \_\_\_\_\_?
7. A: That department store does so many things for you. They even have personal shoppers, people who help you choose what to buy.  
B: Yeah, they do offer a lot of \_\_\_\_\_.

(continued on next page)

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

B: Yeah, I think they are pretty \_\_\_\_\_.

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

B: Sure, you can \_\_\_\_\_ it anytime.

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

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


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

B: \_\_\_\_\_ you do!

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

B: \_\_\_\_\_. We really don't need much.

### EXPAND

- 1  Read and listen to the newsletter article about Freecycle.

## THE BARTER NETWORK NEWSLETTER

By Carol Meyer

### This Week's Money-Saving Tip: Freecycle®



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

- 1 Last week I wrote about thrift stores, where you can get a good price on used items and save lots of money. But an even better way to save money is *Freecycle*. *Freecycle* is an online
- 2 When you join *Freecycle*, you select a group that is near you. There are groups all over the world, in 85 countries, so there is probably a group near you. After you join, you can see lists of items that people are giving away near your home.
- 3 People list all kinds of things: furniture, clothes, artwork, electronics, and more. You may need something that you can't **afford** to buy. But on *Freecycle*, it's free! What a great **bargain**!



- 4 Another way to save money is to go to flea markets where people sell stuff cheap. Some people like to **bargain** with the sellers. I got a **good deal** last weekend at a flea market on a jacket. At first, the seller asked \$100 for it, but I bargained with him until he agreed to take only \$50. But my friend got an even better deal. She used *Freecycle* and got a jacket for free; no **cost**. And the jacket was **worth** a lot of money!
- 5 At *Freecycle* or at a flea market you may have to spend some extra time looking for what you want, but it can be a lot of fun. You can also save a lot of money. It's really **worth it**!

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

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

## CREATE

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

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

(continued on next page)

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

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## GRAMMAR

- 1 Read the sentences. Look at the underlined words. Then answer the questions below.

I need to find a cheaper place to shop.

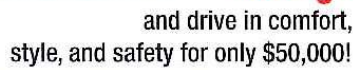
The department store is bigger than the thrift store.

- a. What is the adjective in the first sentence? What does it describe? What two letters does the adjective end with?
- b. What is the adjective in the second sentence? What does it describe? What word comes after *bigger*?

### COMPARATIVE ADJECTIVES

1. Use the comparative form of the adjective to compare two people, places, or things. Use <b>than</b> before the second person, place, or thing.	This car is <b>cheaper than</b> that one.	
2. Add <b>-er</b> to form the comparative of short (one-syllable) adjectives. Add <b>-r</b> if the adjective ends in <i>e</i> .	cheap old close	<b>cheaper</b> <b>older</b> <b>closer</b>
3. When a one-syllable adjective ends in a consonant + vowel + consonant, double the last consonant and add <b>-er</b> .	big hot	<b>bigger</b> <b>hotter</b>
4. When two-syllable adjectives end in <b>-y</b> , change the <b>y</b> to <b>i</b> and add <b>-er</b> .	easy funny	<b>easier</b> <b>funnier</b>
5. Some adjectives have irregular comparative forms.	good bad	<b>better</b> <b>worse</b>
6. To form the comparative of most adjectives of two or more syllables, add <b>more</b> before the adjective.  <b>Less</b> is the opposite of <b>more</b> .	No service is <b>more valuable</b> than another one.  Used clothing is <b>less expensive</b> than new clothing.	






## PRONUNCIATION

### NUMBERS AND PRICES


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

 Listen to the examples.

#### Example 1


13	16	19
/thirteén/	/sixteén/	/nineteén/
30	60	90
/thírdy/	/síxdy/	/nínedy/

There are two ways to say prices.

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

#### Example 2


\$4.29  
four dollars and twenty-nine cents  
four twenty-nine  
\$53.99  
fifty-three dollars and ninety-nine cents  
fifty-three ninety-nine

**1**  Listen to the numbers. Circle the number you hear.

- |       |    |
|-------|----|
| 1. 13 | 30 |
| 2. 14 | 40 |
| 3. 15 | 50 |
| 4. 16 | 60 |
| 5. 17 | 70 |
| 6. 18 | 80 |
| 7. 19 | 90 |



**2** Work with a partner. Look at the numbers in Exercise 1. Take turns. Say a number. Remember to stress the correct syllable. Your partner points to the number you say.

**3**  Listen and write the prices you hear. Then practice saying them aloud in two different ways.

1. \$ \_\_\_\_\_

2. \$ \_\_\_\_\_

3. \$ \_\_\_\_\_

4. \$ \_\_\_\_\_

5. \$ \_\_\_\_\_

**4** Work with a partner. Take turns asking each other how much you usually spend on the items listed. Write your partner's answers. Share the information with your classmates.

**Example**

A: How much do you usually spend on a haircut?

B: I spend thirty dollars. How about you?

A: I spend fifteen dollars.

1. a haircut \$ \_\_\_\_\_

2. a movie ticket \$ \_\_\_\_\_

3. your phone bill \$ \_\_\_\_\_

4. a meal in a restaurant \$ \_\_\_\_\_

## SPEAKING SKILL

### NEGOTIATING—MAKING SUGGESTIONS AND COMING TO AN AGREEMENT

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

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

- 1** Look at the list of things. Pretend you have \$2,500 to buy things for your new house or apartment. Make a list of the things you would like to get.

used couch—\$100	plants—\$50
new couch—\$650	pet kitten—\$75
large armchair—\$300	pet dog—\$130
large floor rug—\$200	computer—\$800
lamp—\$25	stereo speakers—\$250
bookcase—\$115	used piano—\$300
painting—\$175	small used television—\$85
video game player—\$200	large new television—\$700

#### Your List

_____	_____	_____
_____	_____	_____



- 2** Now work in a small group. Take turns suggesting things to buy. When everyone agrees, write your group's list below.

**Example**

A: Let's buy the used couch for \$100.

B: Well, I don't know. I don't want a used couch. How about buying the new one?

C: But it costs a lot. Why don't we buy the chair?

**Your Group's List**

_____	_____	_____
_____	_____	_____

- 3** Share your group's list with another group. Explain why your group chose each thing. The other group listens and answers. Did you choose the same things? Why or why not?

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

## FINAL SPEAKING TASK

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

---

Follow the steps.

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

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

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

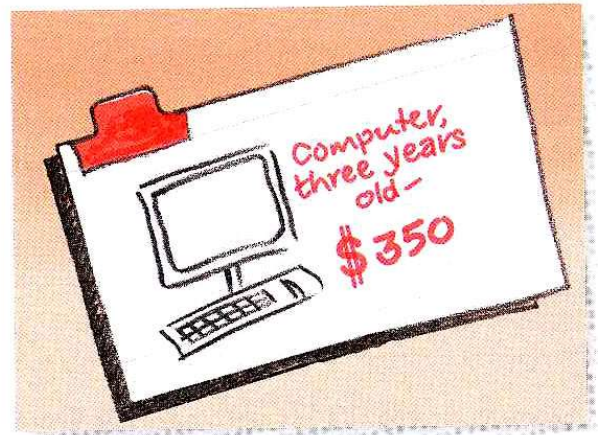
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\*For Alternative Speaking Topics, see page 71.

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

**Example**

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



**STEP 3:** Report your exchanges to the class.

**Example**

- A: I traded a two-year-old television worth \$300 for a three-year-old computer worth \$350.
- B: That's a pretty good deal.
- C: Well, I paid an arm and a leg for a TV.

**Listening Task**

Listen to your classmates' reports. Who made the most exchanges? Who got the best deal?

## UNIT PROJECT

Before you buy something, especially something expensive, it's a good idea to do comparison shopping. When you comparison shop, you compare the different choices and then decide which is the best one to buy.

**STEP 1:** Think of something you would like to buy, such as a camera, a cell phone or other electronic device, or a jacket. Then go to a store or use the Internet to compare two different kinds. Compare the item and price. You may want to read some reviews to see what other people think of it. Answer the questions about your choice. If the question doesn't apply, write N/A (not applicable). Take notes and write the information in the chart below.



	ITEM 1	ITEM 2
HOW MUCH DOES IT COST?		
WHAT DOES IT LOOK LIKE?		
WHAT CAN IT DO?		
HOW WELL IS IT MADE?		
HOW BIG IS IT?		
DO YOU WANT TO BUY IT?		
WHY OR WHY NOT?		

**STEP 2:** Report back to the class, telling which item you would like to buy and why.

### Listening Task

Listen to your classmates' reports. Do you agree with their choices? Which item would you like to buy? Discuss your opinions with a partner.

## ALTERNATIVE SPEAKING TOPICS

Work in a small group. Discuss the questions.


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

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT MONEY, AND TAKE THE UNIT 3 ACHIEVEMENT TEST.









# WHAT HAPPENED TO Etiquette?

## 1 FOCUS ON THE TOPIC

1. Look at the photo. What is happening?
2. In your opinion, is this polite or not? Why do you think so?
3. *Etiquette* means the rules we follow to behave (act) politely. What are some other actions that you think are polite? What are some that are rude (not polite)? Why do you think they are rude? Discuss your opinions with the class.


GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.



## 2 FOCUS ON LISTENING

### LISTENING ONE WHAT EVER HAPPENED TO MANNERS?

#### VOCABULARY

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

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

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

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

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

In a recent survey<sup>1</sup> that was **conducted** in the U.S., 76 percent of the people said that manners are changing and people are less courteous now than they were in the past. They believe that these days, Americans are more **likely** to behave and speak in a rude way than they have in the past. Is this true? Are people becoming less courteous? Let's find out.

<sup>1</sup> **survey:** a set of questions you ask a large number of people to learn their opinions or behavior



## 2


- ~~b. polite ways to behave or speak~~

 GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## PREVIEW

Many people think the general public doesn't have good manners anymore. Discuss this idea with a partner. Then, listen to the radio show.




 Listen to the beginning of the radio show called *What Ever Happened to Manners?* How do you think Sarah Jones did an international study of manners? List three possible ways.

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

## MAIN IDEAS



- 1**  Listen to the complete interview. Look at your predictions from the Preview section. Were any of your predictions correct? Did your predictions help you understand the interview?
- 2** Circle the correct answer to each question.
  1. How did the reporters conduct their study?
    - a. They asked people for their opinions about manners.
    - b. They observed people's language and behavior.
    - c. They gave people a written test of polite behaviors.
  2. Where did the reporters conduct their study?
    - a. in different coffee shops
    - b. in different workplaces
    - c. in different cities
  3. What behaviors were included in the study?
    - a. holding the door for someone, helping someone pick up some documents, and letting someone sit down
    - b. helping someone pick up some documents, helping someone cross the street, and saying "thank you"
    - c. holding the door for someone, helping someone pick up some documents, and saying "thank you"



4. What reason did most people give for being courteous?

- a. They were raised to be courteous.
- b. They want to help others.
- c. They follow "the golden rule."

5. Who did the reporters test?

- a. all kinds of people
- b. students and businesspeople
- c. only cashiers

## DETAILS



Listen to the interview again. Then complete the summary of the survey.

Two reporters went to large cities all around the world. They went to \_\_\_\_\_ 1.  
countries. The reporters did three tests: a \_\_\_\_\_ 2. test, a \_\_\_\_\_ 3.  
drop, and a customer \_\_\_\_\_ 4. test.

For the door test, they wanted to see if people would \_\_\_\_\_ 5.  
\_\_\_\_\_ for the reporters. For the second test, they  
wanted to see if anyone would help them pick up a \_\_\_\_\_ 6. of important  
papers. For the customer service test, they wanted to see if people who work in stores were  
polite and said \_\_\_\_\_ 7.

In the most courteous city, \_\_\_\_\_ 8. percent of the people passed the door test,  
but when the reporters dropped their papers, only \_\_\_\_\_ 9. percent helped  
pick them up. For the customer service test, \_\_\_\_\_ 10. out of 20 cashiers passed  
the test. Men were more \_\_\_\_\_ 11. to help than women. In the document test,

*(continued on next page)*

\_\_\_\_\_ percent of the men and \_\_\_\_\_ percent of the women  
 12. 13.  
 helped the reporters. In the study, \_\_\_\_\_ was the most  
 14.  
 courteous city.


GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

## MAKE INFERENCES

### UNDERSTANDING CONTRASTING IDEAS

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


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

 Listen to the example. Which words does the speaker stress? What are the two ideas the speaker is contrasting?

#### Example

You know, what I'm curious about is why *some* people *are* courteous and some *others* *aren't*.

In this example, the speaker stresses the words *some* and *are*, and also the words *others* and *aren't*. The speaker is contrasting two ideas: *some people are courteous, but other people are not*.

 Listen to two excerpts from the interview. After listening to each excerpt, write down two pairs of words or numbers that are stressed. What are the two ideas the speaker is contrasting?

#### Excerpt One

Stressed words: almost everyone door

Contrasting ideas: 1. Almost everyone held the door.  
 2. \_\_\_\_\_

#### Excerpt Two

Stressed words: \_\_\_\_\_

Contrasting ideas: 1. \_\_\_\_\_  
 2. \_\_\_\_\_



## EXPRESS OPINIONS


Discuss the questions with the class.

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

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

## LISTENING TWO OUR LISTENERS RESPOND—WHY IS THERE A LACK OF MANNERS?

## VOCABULARY

 Listen to the following words. Then read the sentences and choose the best definition for each word. Circle your answers.

confusing	face-to-face	text
electronic device	immediate response	


1. Etiquette can be **confusing** when you travel to a new culture. The rules of politeness may be different, and you may not know how to behave politely.
  - a. difficult to understand
  - b. difficult to say
2. Cell phones are a type of **electronic device** that helps us to communicate with each other faster.
  - a. a machine that is fast
  - b. electronic equipment used to achieve a purpose

(continued on next page)

3. I think it's more polite to say you are sorry to someone **face-to-face**, instead of by email.
  - a. online
  - b. in person
4. I sent a text message to my friend Karl 10 minutes ago inviting him to my party, and he sent an **immediate response** saying he can come.
  - a. a polite answer
  - b. a fast answer
5. You should never **text** when you are driving. It's not safe to use your phone and drive at the same time.
  - a. send a written message by phone
  - b. send an email through your computer

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## COMPREHENSION

 Listen to the second part of the radio show. Listeners were invited to call in with their ideas on why people are rude. Look at the list of reasons. Check (✓) the reasons you hear.

There is a lack<sup>1</sup> of manners because . . .

- \_\_\_\_\_ parents don't spend enough time teaching their kids manners.
- \_\_\_\_\_ people don't know each other well, so they are less polite.
- \_\_\_\_\_ children don't learn manners at school anymore.
- \_\_\_\_\_ living with people from many different cultures is confusing.
- \_\_\_\_\_ of electronic devices, people give immediate short responses.
- \_\_\_\_\_ people follow the behavior they see on TV.
- \_\_\_\_\_ people forget how to talk to someone face-to-face.

<sup>1</sup> **lack:** not having any or enough of something




## LISTENING SKILL

### UNDERSTANDING SUMMARIES


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

#### Example

 Listen to the example:

**Host:** Well, we're out of time, but to wrap up: we need more family time, a better understanding of our different cultures, and more face-to-face time . . . certainly some things to think about! That's all for now, until next week.

In the example, the host summarized all of the caller's comments in one sentence: *We need good manners at home, a better understanding of our different cultures, and more face-to-face time.*

 Listen to the following excerpts from *Our Listeners Respond—Why Is There a Lack of Manners?* Take notes of the key words. Then write a sentence that summarizes the main point(s) of what the speaker said. Then listen to how the host summarizes the callers' opinions. Compare your sentences. Did you include the same information?

#### Excerpt One

Key words: \_\_\_\_\_

My summary sentence: \_\_\_\_\_

The host's summary sentence: \_\_\_\_\_

#### Excerpt Two

Key words: \_\_\_\_\_

My summary sentence: \_\_\_\_\_

The host's summary sentence: \_\_\_\_\_

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

## CONNECT THE LISTENINGS

### STEP 1: Organize

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

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

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

People communicate using electronic devices, such as cell phones.

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

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

It shows respect for others.

People follow "the golden rule."

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

People are raised to be polite.

REASONS FOR COURTEOUS BEHAVIOR	REASONS FOR IMPOLITE BEHAVIOR
<ul style="list-style-type: none"> <li>• <del>Small things like holding the door are easy to do.</del></li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Parents don't teach manners at home.</del></li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

### STEP 2: Synthesize

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

#### Example

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

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

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

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

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

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

GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.



# 3 FOCUS ON SPEAKING

## VOCABULARY

### REVIEW



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

appreciate	confusing	face-to-face	respect	treat
behavior	courteous	raised	rude	

## Ask Miss Manners

Dear Miss Manners,

Thanks for all your great advice. I really \_\_\_\_\_ it. I wish everyone cared  
1. about manners. I think people are not as polite now as they used to be. It seems that every day someone gets in front of me in line or starts texting when I'm talking to them. People are just not \_\_\_\_\_.  
2.

—Clara

Dear Clara,

Unfortunately, there does seem to be a lack of manners these days. The question is, what do we do about it? I think the important thing to remember is to \_\_\_\_\_ others in a nice way.  
3. If we can all just remember to \_\_\_\_\_  
4. each other, I think we can all get along.

(continued on next page)

Dear Miss Manners,

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

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

—Annoyed Shopper

Dear Annoyed Shopper,

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

\_\_\_\_\_.

Dear Miss Manners,


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

—Julius K.

Dear Julius K.,

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

## EXPAND

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

A: I had a terrible day today.

B: Really? What happened?

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

B: Yeah . . .

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

B: So what did she say?

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





- B:** Oh no. Why did she **leave you hanging** for so long?
- A:** I don't know, but she finally agreed to go see a movie with me tonight. I was so excited. I was really **looking forward to** it.
- B:** So, what happened?
- A:** Well, I waited at the movie theater for almost half an hour. Finally, she texted me to **call off** our date. She gave me an excuse saying she needed to study for a test.
- B:** Oh, that's too bad. It was really rude of her to **blow you off** like that. I hate to say this, but it sounds like she never wanted to go out with you in the first place. Maybe she was afraid to **turn you down** because she didn't want to hurt your feelings.
- A:** Yeah, you're probably right. What a **bummer**.
- B:** Cheer up! She doesn't sound worth it. And hey, what time is the next show? Maybe we could still catch that movie!
- A:** Thanks, but I think **I'll have to pass**. I don't feel like doing anything now. Can I **take a rain check**?
- B:** Sure, no problem. Maybe next weekend.
- A:** OK, let's do that.

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

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

## CREATE

Work in groups of four. You will have a debate about each of the actions listed below. For each action, each student will take a side—either you think it is courteous or rude. Use the words from Review and Expand in the box.

appreciate	confusing	leave someone hanging	take a rain check
behavior	courteous	look forward to	treat
blow off	face-to-face	raised	turn down
bummer	go out	respect	
call something off	I'll have to pass	rude	

### Actions

Taking your shoes off before entering someone's home

Talking on your cell phone while in a restaurant with friends

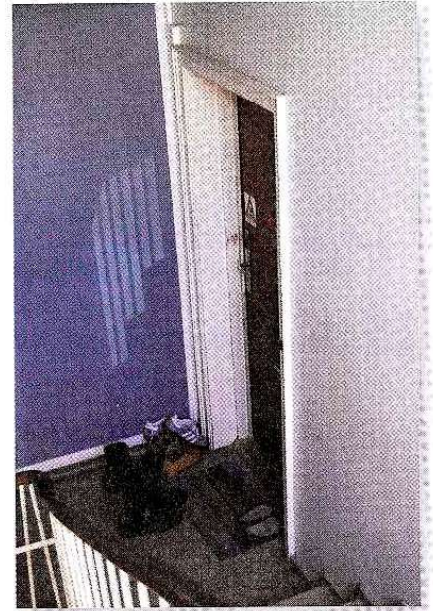
Not responding to an invitation

Texting while having a conversation with someone

Throwing garbage on the ground (littering)

### Example

- A:** I think taking your shoes off before entering someone's house is very *courteous*. It shows *respect* for the other person. I really *appreciate* it when people take their shoes off when they come to my house. Plus, it helps to keep my house clean.
- B:** Really? I don't think it's courteous to take them off. I wasn't *raised* to do that, so I don't think it shows *a lack of manners* to leave them on.



GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.



## GRAMMAR

**1** Read the examples. Then answer the questions.

Can you hand me that pencil?

Could you please hold the door open for me?

Would you help me pick up my papers?

Could you help me, please?

a. What is the first word in each question? What answer do you expect?

b. Look at the main verb in each question. What is the form?

### CAN, COULD AND WOULD IN POLITE REQUESTS

1. Use **can**, **could** and **would** when you want to make a polite request or politely ask someone for something. **Could** and **would** have the same meaning.

*Could* and *would* are modals. Modals are verbs that are usually used with other verbs to express certain ideas. The verb that follows *could* and *would* is in the simple form.

**Can** you do me favor?

**Could** you **hold** the door for me?

**Would** you **help** me with the dishes?

2. When your request contains another question, use statement word order in the second question.

Could you tell me **where the restroom is**?

3. *Please* is often used to make the question even more polite.

Could you **please** hold the door for me?

Would you help me with the dishes, **please**?

4. To answer politely, use these typical responses. When we say *no*, it's polite to give a reason.

Yes, of course.

Certainly.

I'd be glad to.

I'd be happy to.

Sure.

No problem.

Sorry, I can't. I have to go to class now.

I'd like to, but I'm busy.

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

**Example:**


**A:** Could you please hold the door for me?

**B:** Sure, no problem.

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

GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.

## PRONUNCIATION


- 1**  Listen to the examples.

### INTONATION IN QUESTIONS AND STATEMENTS

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

#### Yes-No Questions

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


 Do you have the time?

 Could you hold the door for me, please?

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

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

 What time is the movie?

 Where do you want to meet?



## Statements

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



- 2** Listen to the questions. Draw lines to show where your voice rises and falls at the end. Then listen again and repeat the questions.

1. Would you help me?
2. Is this seat taken?<sup>1</sup>
3. Can I borrow your book, please?
4. Are you going to the party on Saturday?
5. Do you have the time?
6. How much money do you make?
7. What happened to your date?
8. Where did you learn manners?

- 3** Listen to the statements and repeat them. Make your voice rise and then fall at the end.

1. Certainly.
2. Sorry, but I'm using it.
3. I'd rather not say.<sup>2</sup>
4. From my parents.
5. Yeah, I'm looking forward to it.
6. It's four-thirty.
7. No, go ahead.
8. She called it off.

- 4** Work with a partner. Practice putting the questions from exercise 2 together with an appropriate response from exercise 3. Pay attention to your intonation.

<sup>1</sup> You can use this question when there is an empty seat next to someone who is sitting.

<sup>2</sup> You can use this statement to respond to a question that you would prefer not to answer.

## SPEAKING SKILL

### MAKING POLITE OFFERS AND INVITATIONS

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

Making Polite Offers and Invitations	Accepting and Declining
<p>1. When making an offer, you can use polite questions with <i>would you like</i>:</p> <p>Would you like something to drink?</p> <p>Would you like some help?</p>	<p>Yes, I would.</p> <p>Yes, thank you.</p> <p>Yes, please.</p>
<p>2. We can also make offers in less formal ways:</p> <p>Help yourself to a drink.</p> <p>Do you need any help?</p>	<p>Thanks, I appreciate it.</p> <p>No, thanks. I'm good.</p>
<p>3. We can use polite questions with <i>would like</i> to invite someone to do something:</p> <p>Would you like to go to a movie?</p>	<p>I'd love to.</p> <p>Sure. That sounds great.</p> <p>I don't know. I need to check my schedule.</p> <p>Sorry, but I have to study tonight. Can we take a rain check?</p>

Go around the class. Use the following information to make polite offers and invitations to your classmates. When you decline an invitation, be sure to give a reason.

#### Example

A: *Would you like something to drink?*

B: *No, thanks. I'm good.*

#### Offer your classmates:

1. something to drink
2. some chocolate
3. help on their homework
4. a ride home from school



**Invite your classmates to:**

1. go to a concert tonight
2. come to your house for dinner on Saturday
3. play soccer after class
4. go mountain climbing this summer

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

## FINAL SPEAKING TASK

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

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

Work in a group of three. Follow the steps.

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

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

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

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

\*For Alternative Speaking Topics, see page 93.

## Listening Task

Listen to each group's role play. Complete the chart.

SITUATION	RESPONSE	DO YOU AGREE WITH THE RESPONSE? WHY?

## UNIT PROJECT

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

### STEP 1: Prepare for your study:

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

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



**STEP 3:** Fill in the chart with your results. Then compare your results to the results in Listening One. Are your results the same or different? Why do you think you got the results you did?

**STEP 4:** Present your results to the class. Are your results similar to or different from those of other students? Explain.

DESCRIBE THE PERSON	DOOR TEST:	DOCUMENT DROP:	CUSTOMER SERVICE:
(student, business person, etc.)	What did the person do? What did the person say?	What did the person do? What did the person say?	What did the person do? What did the person say? ("Can I help you?" "Thank you." etc.)

## ALTERNATIVE SPEAKING TOPICS

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

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

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


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

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS,  
WATCH A VIDEO ABOUT ETIQUETTE, AND TAKE THE UNIT 4 ACHIEVEMENT TEST.









# THE FAT Tax

## 1 FOCUS ON THE TOPIC

1. Look at the photo of the fast food. Do you think this food is healthy or unhealthy? Why? What are some other kinds of fast food that you know?
2. Our eating habits mean the foods and ways we usually eat. What are some unhealthy eating habits? What are some problems caused by unhealthy eating habits?
3. Look at the title of the unit. What do you think it means?


 GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.



## 2 FOCUS ON LISTENING

### LISTENING ONE THE NATION TALKS

#### VOCABULARY

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

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

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




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

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


GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## PREVIEW

 Listen to the introduction to a radio show. Check (✓) two topics that the speakers are likely to discuss during the radio show.

- \_\_\_\_\_ serious diseases such as cancer
- \_\_\_\_\_ people's eating habits
- \_\_\_\_\_ taxes on unhealthy food
- \_\_\_\_\_ table manners
- \_\_\_\_\_ ways to lose weight

## MAIN IDEAS

- 1**  Listen to the whole radio show. Look again at your predictions from the Preview section. Were any of your predictions correct? Did your predictions help you understand the story?
- 2** Circle the correct answers.
  1. What is a fat tax?
    - a. It is a tax on people who are obese.
    - b. It is a tax on unhealthy foods that can make people obese.
    - c. It is a tax on fast food restaurants that serve junk food.
  2. What is the purpose of a fat tax?
    - a. To discourage people from eating food that can make them obese.
    - b. To pay for public health programs.
    - c. To make fast food restaurants stop serving unhealthy food.
  3. Which countries already tried a fat tax?
    - a. The United States and Great Britain (the United Kingdom).
    - b. Most European countries.
    - c. Two countries in Europe.
  4. Why did the government in Denmark get rid of the fat tax?
    - a. The tax did not improve public health.
    - b. The tax made food too expensive.
    - c. The tax was not high enough.
  5. Do fat taxes work?
    - a. There is not enough information yet to say for sure.
    - b. Probably not.
    - c. Yes they do, but businesses don't like them.






## MAKE INFERENCES

## HEDGING

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

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


 Listen to the example. Listen to the words and the tone of voice. What does the reporter mean?

### Example

**Host:** Do you mean that they got rid of the tax because of the costs, not public health?

**REPORTER:** Well, yes—at least that's what many people believe.

In the example, the speaker uses the words “at least that’s what many people believe” to hedge. Although she says “yes,” you can infer by her tone of voice and the words she uses—“at least” and “many people believe”—that she is avoiding expressing her own opinion; she is just reporting what others are saying.

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

### Excerpt One

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

### Excerpt Two

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

## EXPRESS OPINIONS

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

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

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



## VOCABULARY

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

absolutely	be concerned about	take steps
affect	be in favor of	

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

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

  - worried about
  - interested in
- I **am in favor of** classes on healthy eating in all schools. It is important that all children grow up with healthy eating habits.

  - like the idea of
  - am worried about
- The food you eat can **affect** your health. That's why you should eat food that's good for you.

  - make a change in something
  - make someone healthier
- You need to **take steps** to improve your eating habits. Here is a list of things you can do.

  - do something specific
  - spend a lot of time

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