

- Keep a piece of onion in a jar next to your bed. If you wake up during the night, sniff the onion to help you fall asleep again.

If you have a problem with **snoring**, or breathing loudly at night, try some of these remedies:

- Sleep on your side or stomach.
- Avoid drinking alcohol and smoking.
- Lose weight! **Obesity** is a main cause of snoring.

Some people stop breathing when they sleep. This may be a **risk factor** for serious health problems. **Get your priorities straight** and don't ignore this problem. Your health is important, so see your doctor immediately.

Risk factors

Get help

Search

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

- | | |
|--|---|
| _____ 1. disorder | a. something that increases the chance of getting a disease |
| _____ 2. quick fix | b. able to think quickly and clearly |
| _____ 3. insomnia | c. for a short time |
| _____ 4. alert | d. making a loud sound when you are sleeping |
| _____ 5. short-term | e. the problem of being very overweight |
| _____ 6. long-term | f. an illness or medical problem |
| _____ 7. snoring | g. think about the most important things first |
| _____ 8. obesity | h. inability to sleep |
| _____ 9. risk factor | i. for a long time |
| _____ 10. get your priorities straight | j. a fast and easy solution to a problem |

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. What are some things you can do to **prevent** health problems?
2. What do you do to be **physically active**? How can you have a **healthy lifestyle**?
3. Have you ever used a medicine that gave you **side effects**? Describe them.
4. What is one food you would never want to **give up**? Why?
5. What makes you feel **terrible**? What do you do to feel better?
6. What do you do when you have **insomnia**?

(continued on next page)

7. What are some **risk factors** of not getting enough sleep? Have any of these happened to you?
8. Do you know anyone with a medical **disorder**? What do they do for it?

B GRAMMAR: *Should, Ought to, and Have to*

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

You should try Thin-Fast Diet Tea.

You shouldn't work so hard.

You ought to be more physically active.

You have to get enough sleep.

- What are the verbs in each sentence?
- In what form is the main verb in each sentence?
- What does *should* mean? What does *shouldn't* mean?
- What does *ought to* mean?

SHOULD, OUGHT TO, AND HAVE TO

<p>1. Should, ought to, and have to are modal verbs. Use should or ought to to give advice or to talk about what is right to do. Use shouldn't to talk about something that is not right to do. Use have to or has to to talk about something that is necessary. Use don't have to and doesn't have to to talk about something that is not necessary.</p>	<p>If you're sick, you should see a doctor. She isn't well. You ought to call her. You know you shouldn't drink. It's bad for you. I have to take medicine every day. She has to go on a diet. I don't have to go to the doctor today.</p>
<p>2. In affirmative and negative statements, should, shouldn't, ought to, and have / has to are followed by the base form of the verb. The modal verb and the main verb stay the same for each person.</p> <p>To form a negative with have to, use don't or doesn't before the modal. Use have to for each person. The main verb stays the same for each person.</p>	<p>You should exercise. She ought to lose weight. We shouldn't work so hard. I have to give up fattening foods.</p> <p>She doesn't have to sleep much. They don't have to eat less.</p>
<p>3. In questions, use should to ask for advice. Use have to to ask if something is necessary. Ought to is rarely used in questions or negatives.</p>	<p>Should I lose weight? Why should he see the doctor? Do I have to give up ice cream? Does he have to go to the doctor?</p>

2 Complete the conversation with the correct modal verbs. Then practice the conversation with a partner.

A: Hi. How are you?

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

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

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

A: I know! You _____
3. try one of those energy drinks. I hear they can really pick you up when you're tired.

B: Really? _____
4. I really have an energy drink before I exercise?

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

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

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

B: Really? What's that?

A: Sleep!



C SPEAKING

PRONUNCIATION: Reductions

 Listen to the underlined words in the conversation.

A: How's your father? I heard he got out of the hospital last week.

B: Not very happy. His doctor says he has to quit smoking—no if's, and's, or but's. He has to stop.

A: Well, you know, I quit five years ago. He ought to start exercising when he quits. I did and I think it made quitting easier. Well, maybe not easier. But not so hard.

Have to, has to, and ought to are written as two words. Listen again. Do they sound like one word or two words?

HAVE TO, HAS TO, OUGHT TO

Have to

In speaking, *have to* is pronounced as one word, /hæftə/. The letter *v* is pronounced /f/. The vowel in *to* is usually pronounced /ə/.

Do you have to /hæftə/ leave early?

I have to /hæftə/ go now or I'll miss the last bus.

Has to

In speaking, *has to* is pronounced as one word, /hæstə/. The vowel in *to* is usually pronounced /ə/.

He has to /hæstə/ quit smoking.

She has to /hæstə/ learn to relax.

Ought to

In speaking, *ought to* is pronounced as one word, /ɑtə/.^{*} The vowel in *ought* sounds like the vowel in *father*. The vowel in *to* is usually pronounced /ə/.

You ought to /ɑtə/ work less.

He ought to /ɑtə/ start exercising.

Native speakers of English often change the /t/ sound in *ought to* to a "fast D" sound: /ɑdə/.

^{*}In some dialects of English, the vowel in *ought* is pronounced /ɔ/. This vowel is like the vowel in *saw*.

- 1  Listen to the conversation. Then practice the conversation with a partner.
Remember to use reductions.

A: What's the matter? You look really tired.
 B: I am. Sally—my wife—snored all night long. It was so loud that I couldn't sleep. Her snoring is getting worse and worse.
 A: Well, you ought to use some ear plugs.
 B: Then I won't hear my alarm clock. I don't know what to do, but I have to do something.
 A: You just have to get some sleep, my friend. Maybe you should ask your wife to go to the doctor.
 B: That's an idea. Or maybe she could try those new anti-snoring strips¹.

- 2  Listen to the sentences in columns 1 and 2 and fill in the blanks.

- | | |
|--|---|
| 1. Rosa, you look so <u>tired</u> . What's the _____? | a. You _____ come to the gym with me. You'll lose _____ just by exercising. |
| 2. Did you know that Jim just lost his _____? He's really _____. | b. That's OK. I _____ study, too. Let's get _____ this weekend. |
| 3. My doctor said I really _____ lose weight, but I don't think I eat _____. | c. I _____ work late every night. I never get any sleep. |
| 4. We need some _____ Life _____ be all work. We _____ have some fun. | d. You _____ get a laptop. They're not _____, and they're very convenient. |
| 5. My roommate _____ study tonight, so you can't _____ over. | e. You know I _____ ask for a vacation now. I just started this job two weeks ago. I _____ work longer. |
| 6. My _____'s really slow. It's old, too. I think I _____ get a new one. | f. He _____ come to my office. My _____ is looking for someone with his experience. |

¹anti-snoring strips: pieces of tape that are placed on the nose to keep the airways open during sleep

- 3 Work with a partner. Check your answers to Exercise 2 on page 155. Then match the sentences in columns 1 and 2 to make short conversations. Practice the conversations. Pronounce **have to**, **has to** and **ought to** carefully.
- 4 Work in a small group. Write a health or food problem that you have. Tell the group your problem. The other members of your group will give you advice.

Here's my problem:

FUNCTION: Expressing Concern, Giving and Receiving Advice

When someone has a problem, it's polite to express concern and offer some advice.

EXPRESSING CONCERN	GIVING ADVICE	RECEIVING ADVICE
What's the matter? What's wrong? That's too bad. I'm sorry to hear that.	Maybe you should change your diet. Why don't you try to get some exercise? I think you ought to go to the doctor. Have you tried exercising?	That's a good idea. Thanks for the advice. I'll give it a try. Thanks anyway, but I'd rather ...

- 1** Work with a partner. Look at the chart with health problems and ways to prevent them. Think of two more ways to prevent each problem and add them to the chart.

HEALTH PROBLEM	WAYS TO PREVENT IT
heart disease	have a healthy weight
diabetes	exercise at least 30 minutes a day
insomnia	read a book until you are tired
obesity	go on a diet
snoring	lose some weight

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

Example

A: What's the matter?

B: My doctor says I have diabetes.

A: I'm sorry to hear that. Why don't you exercise at least 30 minutes a day?

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

PRODUCTION: Public Service Announcement

Public service announcements (PSAs) are short (30-60 seconds) radio or television reports that send educational messages to the public. They give important information about specific issues such as health. In this activity, you will **prepare and present a PSA**. Try to use the vocabulary, grammar, pronunciation, and language for expressing concern and giving and receiving advice that you learned in the unit.*

Work in a group of three. Follow the steps.

 **Step 1:** Listen to the following PSA about preventing a stroke¹. Work as a class to fill in the middle column of the chart.

	PREVENTING STROKES (PSA)	YOUR PSA
PSA Topic Educational message	preventing strokes	
Audience (children, adults, teenagers) Tone (serious, funny, sad)		
Sound Effects (sounds, noises, music)		
Advice in message		
Information at end of message		

Step 2: Write your own PSA on one of the topics from the unit.

- Decide on a topic and what you want your audience to do (stop smoking, get more sleep, lose weight, eat healthier food, be more active, etc.).

¹ **stroke:** a serious illness in which an artery (tube that carries blood) in the brain breaks or becomes blocked

*For Alternative Speaking Topics, see page 159.

- Decide on the audience, such as adults, teenagers, or college students.
- Decide what sound effects you will use.
- Discuss what advice you will give and what the announcer will say at the end.
Fill in the last column of the chart on page 158 with your ideas.

Step 3: Present your PSA to the class or record your PSA at home and play it for the class.

Listening Activity

Choose your three favorite PSAs and fill in the chart. Discuss your choices with the class.

TOPIC OF THE PSA	AUDIENCE	ADVICE	WHY DID YOU LIKE IT?
1.			
2.			
3.			

ALTERNATIVE SPEAKING TOPICS

- 1** Work in a small group. Read the article and discuss the questions.

In some cultures, obesity is thought to be beautiful and can show that a family is wealthy. Sometimes young girls are forced to eat to gain weight. But these girls can grow up to be obese and have health problems like high blood pressure and diabetes. Now some governments are trying to educate parents on health problems so these girls can grow up to be healthy women.

1. In this article, tradition and health are in conflict. What do you think about this?
2. Imagine your culture thinks something is beautiful, but it is bad for your health. Do you think you should have to change or not?

- 2** *Work in a small group. Read the quotes about health. Explain each quote in your own words.*

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

“It is health that is real wealth and not pieces of gold and silver.”—Mahatma Gandhi

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

“Leave all the afternoon for exercise and recreation, which are as necessary as reading. I will rather say more necessary because health is worth more than learning.”—Thomas Jefferson

“To insure good health: eat lightly, breathe deeply, live moderately, cultivate cheerfulness, and maintain an interest in life.”—William Londen

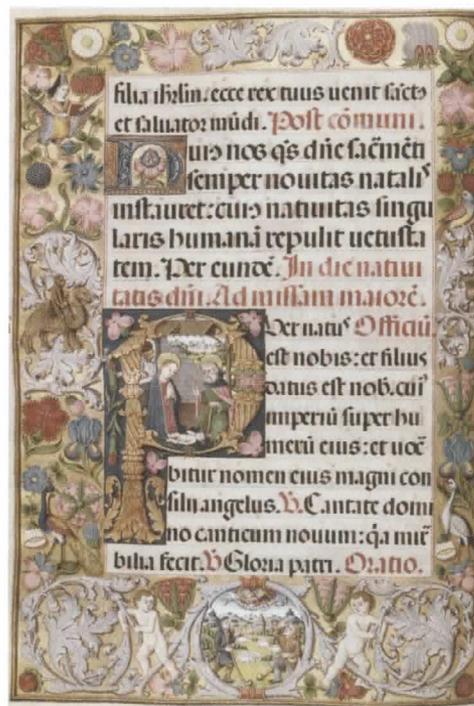
“If your dog is fat, you're not getting enough exercise.”—Author Unknown

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

RESEARCH TOPICS, see page 193.

UNIT 10

Endangered Languages



1 FOCUS ON THE TOPIC

A PREDICT

Look at the pictures and discuss the questions with the class.

1. What language are the people on the left speaking?
2. Do you recognize the language on the right? What is it? Do people speak it today?
3. Why do you think people stop speaking a language?

B SHARE INFORMATION

Work with a partner. Discuss the questions and write your partner's answers in the chart. Then share the answers with the class.

QUESTIONS	PARTNER'S ANSWERS
1. What is your native language (first language)?	
2. How many languages do you speak?	
3. Do you speak the same language as your parents?	
4. Do you speak the same language as your grandparents?	
5. What languages do you think the children in your family will learn? Do you want them to learn a different language?	
6. What is the official language (language used by the government) of your country?	

C BACKGROUND AND VOCABULARY

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

LANGUAGE TODAY

Language Loss

There are more than 6,000 languages in the world today. Unfortunately, many of these languages are **endangered**. An endangered language is a language that few people are learning to speak. When an endangered language loses all of its speakers, it becomes **extinct**. Sometimes a language **disappears** when the language of a more **powerful** community **replaces** it. For example, this happened when English replaced many native languages in North America. Today, many Native Americans only speak English instead of their native language.

Many **linguists** study endangered languages and work to **preserve** them. A number of speakers of these languages also work hard to save them for future generations. In many communities, there are special programs that teach children their **native language**. These children grow up to be **bilingual**— they can speak the language of the more powerful community as well as their native language.

2 Choose the best synonym or definition for each word or phrase.

1. endangered
 - a. might die soon
 - b. already dead
2. extinct
 - a. no longer existing
 - b. very old
3. disappears
 - a. stops being useful
 - b. stops being used
4. powerful
 - a. strong
 - b. easy to learn
5. replaces
 - a. changes for something else
 - b. stops
6. linguists
 - a. people who speak the same language
 - b. people who study the science of language
7. preserve
 - a. save
 - b. lose
8. native language
 - a. a language only old people speak
 - b. a language that belongs to the place of one's birth
9. bilingual
 - a. speaking one language
 - b. speaking two languages

2 FOCUS ON LISTENING

A LISTENING ONE: Language Loss

 Listen to the beginning of a lecture on Language Loss. Read and answer each question.

1. Where is the speaker?
 - a. in a class
 - b. on TV
 - c. on the radio
2. What is the topic?
 - a. endangered languages
 - b. endangered languages and cultures
 - c. endangered and dead languages
3. What do you predict the speaker might talk about? (*List three possibilities.*)

LISTEN FOR MAIN IDEAS

 Listen to the whole lecture. Then read each statement. Write **T** (true) or **F** (false).

- ___ 1. Linguists care about endangered languages because, when a language dies, a culture can die, too.
- ___ 2. Languages become endangered when children don't go to school.
- ___ 3. Linguists try to save endangered languages.

LISTEN FOR DETAILS

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

1. By the year 2100, ___ of the world's languages could be extinct.

a. 50 percent	b. 80 percent	c. 90 percent
---------------	---------------	---------------
2. The Manx people lost their native _____.

a. culture	b. traditions	c. language
------------	---------------	-------------
3. According to the speaker, ___ may be lost when a language disappears.

a. books, schools, and teachers	b. culture, history, and knowledge	c. customs, communities, and way of life
---------------------------------	------------------------------------	--

4. Before 1987, it was _____ to teach Hawaiian in public schools.
 - a. illegal
 - b. required
 - c. difficult
5. Today, more than _____ students are enrolled in Hawaiian language programs.
 - a. 1,000
 - b. 2,000
 - c. 12,000
6. Once there were _____ Native American languages, but now many have become extinct.
 - a. several
 - b. hundreds of
 - c. thousands of
7. In Greenland, students learn _____.
 - a. Kalaallisut and Danish
 - b. only Danish
 - c. only Kalaallisut
8. Linguists help create _____ programs where people can study endangered languages.
 - a. interesting
 - b. community
 - c. unusual
9. Linguists preserve languages by _____.
 - a. recording them, studying them, and by writing story books
 - b. studying them, learning them, and writing history books
 - c. recording them, studying them, and writing grammar books

Now go back to Section 2A, Question 3 on page 164. How many of your predictions did the speaker discuss?

MAKE INFERENCES

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



Excerpt One

1. "My students come to class prepared."
Would the professor agree or disagree?
 - a. agree
 - b. disagree
2. Why does the professor stress the word *some*?
 - a. He thinks some of the students should listen more carefully.
 - b. He wants to stress that only some of the students did the reading.



Excerpt Two

1. "I was sure I had the right answer to the professor's question."
Would Jessica agree or disagree?
 - a. agree
 - b. disagree

(continued on next page)

2. How do you know?
- Her voice rises at the end of the sentence.
 - Her voice falls at the end of the sentence.



Excerpt Three

- “Language is important for preserving culture.”
Would the professor agree or disagree?
 - agree
 - disagree
- Why does the professor say, “moving on”?
 - He is moving to another part of the classroom.
 - He is changing the topic.

EXPRESS OPINIONS

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

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



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



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



B LISTENING TWO: My Life, My Language

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

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



Young Maori boys

C INTEGRATE LISTENINGS ONE AND TWO

STEP 1: Organize

Work with a partner. In the chart, list the examples from Listening Two for each idea from Listening One.

REASONS FOR LANGUAGE LOSS	EXAMPLES FROM LISTENING TWO
<ol style="list-style-type: none"> 1. Children don't learn the language in school. 2. Children stop learning the language and only old people speak it. 3. Children don't learn the culture. 	<p>Children only learned English, not Maori, in school.</p>
WAYS TO SAVE LANGUAGES AND CULTURES	
<ol style="list-style-type: none"> 1. Children learn the language and culture. 2. The government makes the language official. 3. Adults learn the language and culture. 	

STEP 2: Synthesize

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

Example

- A: Why are we losing so many languages?
 B: One reason for language loss is because children don't learn their native language in school.
 A: Could you say more about that?
 B: Before, Maori children only learned English in school, so they couldn't speak Maori with their grandparents. Now, they learn Maori and English.



3 FOCUS ON SPEAKING

A VOCABULARY

REVIEW

Complete the conversations between a professor and a student with words from the box. Use the underlined words to help you. Then practice reading the conversations aloud with a partner. Switch roles after item 5.

bilingual	extinct	linguists	preserve
disappears	generation	official language	replace
endangered	language nests		

- A: What do you call a language that may die soon?

B: Is that a(n) endangered language?

A: That's right.
- A: OK. What do you call a language that no one speaks anymore?

B: That's a(n) _____ language.
- A: So, who knows what happened when Native Americans started speaking English instead of their native language?

B: They used English to _____ their native language.
- A: What can happen when a language goes away?

B: When a language _____, culture and history can be lost, too.
- A: What happens when parents stop teaching their language to their children?

B: The younger _____ won't continue to speak their language.
- A: Why did people in New Zealand want to teach their children to speak both Maori and English?

B: Because they wanted their children to be _____, right?

A: That's right.
- A: What else can people do to save languages?

B: People can help to _____ languages by starting community programs where people learn their native language and culture.

(continued on next page)

8. **A:** Do you know what we call pre-schools where children can learn their native language?
- B:** Aren't those called _____?
- A:** Yes, that's it.
9. **A:** What can people who study languages do to save them?
- B:** _____ can study languages and write grammar books and dictionaries.
10. **A:** What about governments? What can they do to make sure a language is spoken in government and schools?
- B:** Can't they make a language a(n) _____?
- A:** Yes, that's right.

EXPAND

1 Read the article from a language preservation website.

www.preservethelanguages.org

Preserving the World's Languages

In 1999, the United Nations made February 21 International Mother Language Day to celebrate the many languages of the world and to **(1) encourage** their preservation.

But preserving the world's languages is a big challenge. Languages are becoming extinct very quickly because people are starting to speak other languages, such as English. English is the **(2) dominant** language of international business. Also, English and a few other languages are beginning to **(3) take over** popular entertainment, such as television, music, film, and the Internet. For example, more than 50 percent of people use the Internet in English, Chinese, or Spanish. In many countries, students no longer learn in their **(4) mother tongue** at school. In addition, many parents encourage their children to learn the language of a more powerful community in order to get an education and find a good job. For these reasons, many people don't become **(5) fluent** in their native language or **(6) pass it down** to their children. This is why linguists are **(7) making an effort** to preserve the world's languages before they are lost.

endangered languages

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

- ___ a. native language
- ___ b. give something to younger people
- ___ c. trying to do something
- ___ d. gain control of
- ___ e. having power over someone or something else
- ___ f. to give hope and support to someone
- ___ g. speaking or writing in an easy, smooth way

CREATE

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

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

Situation One

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

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

Situation Two

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

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

B GRAMMAR: Future with *Will*, *May*, and *Might*

1 Read the conversation. Underline the verbs. Then answer the questions.

A: What will happen to the language?

B: The language may disappear.

A: Will children stop learning the language?

B: Yes, they might.

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

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

FUTURE WITH WILL, MAY, AND MIGHT

<p>1. Use will to ...</p> <ul style="list-style-type: none"> • talk about general facts about the future. • make predictions about the future that you are sure about. 	<p>Languages will die. Others will replace them.</p> <p>I will learn English in school.</p>
<p>2. Use may or might to ...</p> <ul style="list-style-type: none"> • express a possibility in the future. <p>May and might have the same meaning.</p>	<p>Linguists predict 90 percent of languages may be extinct in 100 years.</p> <p>When a language dies, the culture might die, too.</p>
<p>3. To form statements with will, may, and might ...</p> <ul style="list-style-type: none"> • use will, may, or might plus the base form of the verb. • use the contraction of will ('ll) with pronouns. • do not use contractions in affirmative short answers. 	<p>Maori children will be bilingual when they leave the language nests.</p> <p>They'll speak both Maori and English. She'll be able to speak with her grandparents.</p> <p>A: Will they save their culture? B: Yes, they will.</p>
<p>4. To form a negative statement with will ...</p> <ul style="list-style-type: none"> • use will not or won't plus the base form of the verb. • notice the contraction. • use won't in negative short answers. 	<p>In Greenland, students are bilingual, so they will not lose their native language.</p> <p>They won't lose their native language.</p> <p>A: Will they lose their language? B: No, they won't.</p>

<p>5. To form a negative statement with may or might ...</p> <ul style="list-style-type: none"> • use may or might plus not 	<p>Many Native American languages may not survive.</p>
<p>6. Use will to ask questions about the future.</p> <ul style="list-style-type: none"> • yes / no questions: use will + subject + base form of the verb • <i>wh-</i> questions: begin the question with a <i>wh-</i> word 	<p>Will we lose the language?</p> <p>When will we learn the language?</p>

2 Make groups of three. Read the questions. Make predictions using **will**, **may**, and **might**. Write the other students' answers and reasons for their predictions.

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

C SPEAKING

PRONUNCIATION: Using Contractions with Will

When you speak, use the contraction **'ll** for *will* and **won't** for *will not*.



Listen to the examples.

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

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

Use 'll after pronouns: *I'll, you'll, she'll, he'll, we'll, they'll*.

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



Listen to the example.

Nick'll give me a nickel.

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

WE WRITE: What will you do?

WE SAY: "Whattul" you do?



1 Listen and repeat the sentences. Use contractions 'll and won't.

1. When I have children, I'll make sure they speak Maori.
2. When they go to school, they'll study only English.
3. If you go to Greenland, you'll hear two languages.
4. If the language dies, the culture won't survive.
5. In 2100, there won't be as many languages as now.
6. In the future, many children won't speak the same languages as their grandparents.

- 2 Work with a partner. Student A, ask one of the questions. Student B, listen to the question, choose the correct answer and read it aloud. Use the contraction 'll when you can. Switch roles after item 4.

Student A

1. What will happen to many languages?
2. What will happen when the last native speaker dies?
3. How will children learn the native language of their country?
4. How will you preserve your native language?
5. Will you stop speaking your native language?
6. Why won't you speak your native language to your friends?
7. What will happen to a culture if a language dies?

Student B

- a. No, I won't stop speaking my language.
- b. They will disappear.
- c. They will go to language schools and speak with other people.
- d. Because my friends won't understand me.
- e. The language will die.
- f. The culture will disappear.
- g. I will continue to use my native language.

FUNCTION: Giving Reasons and Examples

Reasons and examples are used to explain general statements.

General Statement

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

Reason

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

Example

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

Here, the professor first makes a statement: He says that the teaching of language can be illegal. Then he explains the reason for this and gives a specific example of the Hawaiian language.

GIVING REASONS	GIVING EXAMPLES
This is because ... The reason(s) for this is / are ... One reason is ...	For instance, ... For example, ... An example of this is ...

Student A, look at this page. Student B, go to page 187 and follow the instructions there. Student A, ask the questions below. Student B will answer based on the information given on his or her page. Ask follow-up questions with **why** to find out the reasons.

Example

A: Why do languages become endangered?

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

A: Why is that?

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

Student A's Questions

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

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

Student A's Information

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

The government wants the different states to choose their own official languages. Telugu and Urdu are the official languages in the state of Andhra Pradesh.

4. Many native languages in Australia are nearly extinct.

Only a few adults speak them.

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

PRODUCTION: Small-Group Discussion

In this activity, you will **play the role of linguists discussing the future of some endangered languages and ways to preserve them**. Try to use the vocabulary, grammar, pronunciation, and language for giving reasons and examples that you learned in the unit.*

Work in a small group. Follow the steps.

Step 1: Look at the information about the endangered languages on page 178. Discuss the languages and why they are endangered.

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

*For Alternative Speaking Topics, see page 179.

Example

ENDANGERED LANGUAGE:	<i>Mohawk</i>
NUMBER OF SPEAKERS:	About 3,000 fluent speakers
LOCATION:	North America: Ontario (Canada) and New York (United States)
DOMINANT LANGUAGE:	English
LANGUAGE PROGRAMS:	Some language programs in local schools and after school, but most children are not in these programs Adult programs have just started

A: Why is Mohawk endangered?

B: It's endangered because only about 3,000 people speak Mohawk. Most people speak English.

C: Do you think it will disappear soon?

B: I think it might because there aren't enough young people learning the language.

A: What will you do to preserve it?

B: There are some programs for adults to learn Mohawk but I'll start more programs.

C: I'll start language nests for young children.



- a. ENDANGERED LANGUAGE:** *Sorbian*
NUMBER OF SPEAKERS: About 60,000, mostly adults
LOCATION: Germany
DOMINANT LANGUAGE: German
LANGUAGE PROGRAMS: Language instruction in some schools
 Learned as a second language
 Used in local government, radio, newspaper, and TV
- b. ENDANGERED LANGUAGE:** *Hokkaido Ainu*
NUMBER OF SPEAKERS: Possibly 40, almost all over age 30, very few fluent
LOCATION: Japan
DOMINANT LANGUAGE: Japanese
LANGUAGE PROGRAMS: Not taught in schools
 Some community programs
- c. ENDANGERED LANGUAGE:** *Gelao*
NUMBER OF SPEAKERS: About 3,000, mostly older adults
LOCATION: southern China
DOMINANT LANGUAGE: Cantonese
LANGUAGE PROGRAMS: No language programs
 Used in traditional religion
- d. ENDANGERED LANGUAGE:** *Scottish Gaelic*
NUMBER OF SPEAKERS: About 58,000
LOCATION: Scotland
DOMINANT LANGUAGE: English
LANGUAGE PROGRAMS: Bilingual programs in playgroups and school
 Television programs in Gaelic
 Efforts to make it official language with English
- e. ENDANGERED LANGUAGE:** *Capanahua*
NUMBER OF SPEAKERS: about 400, all bilingual adults; few children speak it
LOCATION: Peru
DOMINANT LANGUAGE: Spanish
LANGUAGE PROGRAMS: Used in two bilingual schools

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

ALTERNATIVE SPEAKING TOPICS

Work in a small group. Discuss the questions.

1. Do you think people should do more to save endangered languages? Why or why not?
2. What do you think about learning English? How will it help you in the future?
3. Do you think learning English will threaten (hurt) your native language?

RESEARCH TOPICS, see page 194.

STUDENT ACTIVITIES

UNIT 4: Innocent or Guilty?

SHARE INFORMATION, Page 56



Student A, study the photograph for two minutes; then close your book. Describe what you saw to Student B.



Student B, study the photograph for two minutes; then close your book. Describe what you saw to Student A.

UNIT 4: Innocent or Guilty?

PRODUCTION, Page 71

Student A

	JOHNNY MULDAR	LOUIS SILVER	DAN BLOCK
Current Age	45		
Home	New York City		
Work	1982–85, police officer		
Family	single		
Situation / Evidence	1985: Crime was committed. He was home at the time with his parents.		
Trial and Decision	1987: guilty Police did a bad job of collecting evidence.		
Sentence	life in prison		

Student B

	JOHNNY MULDAR	LOUIS SILVER	DAN BLOCK
Current Age		53	
Home		Montana	
Work		1980–1983, salesman	
Family		married with three children	
Situation / Evidence		1983: Eyewitness said she saw Louis.	
Trial and Decision		1984: guilty He had a bad lawyer.	
Sentence		40 years	

Student C

	JOHNNY MULGAR	LOUIS SILVER	DAN BLOCK
Current Age			67
Home			Chicago
Work			retired
Family			married, grandfather of 6
Situation / Evidence			1987: He gave a false confession.
Trial and Decision			1988: guilty Eyewitness did not tell the truth.
Sentence			life in prison

UNIT 5: Etiquette

Exercise 2, Page 83

Student B, ask Student A about these classes. Write them in your schedule.

How to Make a Toast

Business Communication

Table Manners

	Monday	Tuesday	Wednesday	Thursday	Friday
6-7				Telephone Etiquette Learn: <ul style="list-style-type: none"> • to answer the phone politely • how to take a message • how to end a call 	
7-8			Social and Communication Skills Learn: <ul style="list-style-type: none"> • how to greet someone • proper conversation topics • how to feel confident in any situation 		
8-9		Business Meals Learn: <ul style="list-style-type: none"> • how to dress • where to sit • polite conversation topics • who pays the bill 			

UNIT 10: Endangered Languages**FUNCTION, Page 176****Student B's Information**

Student B, listen to Student A's questions. Answer each question based on the information below. Make sure you use the phrases for giving reasons and examples.

1. Linguists and other interested people have started organizations to help preserve native languages.

They are concerned that many of the world's languages may disappear. The Foundation for Endangered Languages helps to study and preserve native languages.

2. Many Native American languages are endangered.
More Native Americans are speaking only English.

The Iroquoian languages like Onandaga and Mohawk, spoken in upstate New York and parts of Canada, have been slowly dying for more than 200 years.

Now switch roles.

Student B, ask the following questions. Student A will answer you based on the information given on his or her page. Ask follow-up questions with "why" to find out the reasons.

Student B's Questions

3. Does India have a single official language?
4. What is happening to the native languages in Australia?

RESEARCH TOPICS

UNIT 1: Offbeat Jobs

Would you like to find an offbeat job? Follow these steps:

Step 1: Work in small groups. Brainstorm some offbeat jobs and make a list. You can include jobs from the unit or other offbeat jobs that you know.

Step 2: Now, work alone. Choose one offbeat job you would like to have. Go to the library, look on the Internet, or interview someone who does the job to get information about it. Take notes. Your notes should include this information:

Job title:

Workplace:

Person has to be:

Person has to like:

Why the job is interesting:

Step 3: Report your information to the class.

Listening Activity

Listen to your classmates' reports. Which job do you think is the most interesting?

UNIT 2: Building a Better Community

You're going to research the ways that your community has changed over the years. Follow these steps:

Step 1: Find someone who has lived in your community or a nearby community for many years. It could be an older relative, friend, or neighbor.

Step 2: Interview the person about the way your community is different now compared to many years ago. Use the following questions or think of your own.

- a. When did you first move to _____?
- b. Is _____ bigger or smaller now?
- c. How is the community designed now compared to back then?

- d. How is the housing different now?
 - e. Are there any new businesses? Are there any businesses that closed?
 - f. Is transportation different now? Do people walk more or less now?
 - g. Do you think it is a better or a worse place to live now? Why do you think so?
3. Report your findings to the class and compare your answers.

UNIT 3: A Penny Saved Is a Penny Earned

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.

Practice comparison shopping for something you would like to buy. Follow these steps:

Step 1: Think of something you would like to buy, such as a camera, a television, or a jacket. Then go to a store and compare two different kinds. Or, go to two different stores to compare the prices. Answer the questions about your choice. Take notes and write the information in the chart below.

	ITEM 1	ITEM 2
How much does it cost?		
What does it look like?		
How well is it made?		
How big is it?		
Is it what you need?		
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.

(continued on next page)

Listening Activity

Listen to your classmates' reports and answer these questions.

1. Do you agree with the choice? Why or why not?
2. Which item would you like to buy?

UNIT 4: Innocent or Guilty?

Many countries now have DNA databases. You're going to research information and report about it to the class. Follow these steps:

Step 1: Go to the library or go on the Internet to find answers to these questions.

- a. Does your country have a DNA database?
- b. Is everyone's DNA in the database or just people who have committed a crime?
- c. Does your country support Interpol's global database?
- d. What are the pros and cons of an international database?

Step 2: Report back to the class with your findings.

UNIT 5: Etiquette

Work in groups of four. Do a survey like the one you heard about in Listening One. Do a door test, a paper drop, and a customer service test. Follow these steps:

Step 1: Go to a local café that has a variety of customers such as students and business people. Two students can do the study, and two can observe. Take turns.

Step 2: 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 3: Present your results to the class. Are your results similar to or different from other students'? Explain.

Describe the person (student, business person, etc.)	Door test: the person did / did not hold the door	Paper drop: the person did or did not help	Customer service: the person said / didn't say, "Can I help you?" "Thank you." etc.

UNIT 6: Who's Game for These Games?

You're going to research a video or computer game and report about it to the class. Follow these steps:

Step 1: Think of a video game you want to learn about. If you can't think of a game, look on the Internet or in an electronics store for a game that looks interesting to you.

Step 2: Go on the Internet and find information about the game:

- a. What's the name of the game?
- b. What kind of game is it?
- c. When was the game first made?
- d. How do you play the game?
- e. What are some good points about the game? What are some bad points?
- f. Why do you think you will like the game?

Step 3: Report your findings to the class.

Listening Activity

Listen to your classmates' reports and vote for the most interesting game.

UNIT 7: Good-Mood Foods

Interview someone you know about moods and foods. If the person knows about how foods can affect the mood, ask him or her the questions from the chart. Write the person's answers under "answers." If the person doesn't know, tell him or her what you have learned about moods and foods. Offer the person your suggestions and write them under "suggestions."

QUESTIONS	ANSWERS	SUGGESTIONS
1. How can food affect your mood?		
2. What do you eat when you are sad?		
3. What do you eat when you are relaxed?		
4. What do you eat when you are tired?		

Report information about your interview to the class.

UNIT 8: An Ice Place to Stay

The Ice Hotel is an unusual place to stay. You're going to research other unusual places to stay or visit. Work in pairs. Follow these steps:

Step 1: Go to a travel agency, a tourism office, or look on the Internet for information about an unusual place. Write a list of questions to get information about the topics listed in the card below.

Step 2: One of you asks the questions. The other one fills out the card. If you can, get some pictures of the place.

Name of unusual place:
 Location:
 Why it is unusual:
 Weather:
 Best time of year to visit:
 Activities:
 Sights:
 Lodging:
 Cost:

Step 3: Make a brochure with information about this unusual place.

Step 4: Show your brochure to the class and tell them about this amazing and unusual place. Show them any pictures you have.

Listening Activity

Listen to your classmates' presentations. Which place sounds the most interesting and unusual? Why?

UNIT 9: Staying Healthy

Are people's activities healthy or unhealthy? Find out by interviewing three people outside of class about their activities. Work with a partner. Follow these steps:

Step 1: Write at least five questions about healthy and unhealthy activities. Use the activities from the lists you made in Section 1B on page 142, and think of some more. Write the questions in the chart.

Example

How often do you exercise?

How often do you eat fattening foods?

Do you smoke?

QUESTIONS	NAME _____ (M / F) _____ AGE _____	NAME _____ (M / F) _____ AGE _____	NAME _____ (M / F) _____ AGE _____
1.			
2.			
3.			
4.			
5.			

(continued on next page)

Step 2: Now interview three people. One of you asks the questions. The other one writes down the answers.

Step 3: Report back to the class. Make sure you give the gender (male or female) and the age of each person you interviewed. Then discuss these questions.

- What are some healthy activities and some unhealthy activities of the people you interviewed?
- What health advice would you give to the people you interviewed?

Listening Activity

Listen to your classmates' reports. Do you think more people are healthy or unhealthy? Why? Who do you think are healthier, men or women?

UNIT 10: Endangered Languages

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

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

Breton	Cornish	Navajo	Chamorro	Sonsorolese
Trumai	Sare	Alagwa	Rangi	Ugong

Use these questions to help you. Take notes.

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

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

Listening Activity

Listen to your classmates' reports. Which languages are the most endangered?

GRAMMAR BOOK REFERENCES

NorthStar: Listening and Speaking Level 2, Third Edition	Focus on Grammar Level 2, Third Edition	Azar's Basic English Grammar, Third Edition
Unit 1 Descriptive Adjectives	Unit 5 Descriptive Adjectives	Chapter 1 Using Be: 1-6 Chapter 6 Nouns and Pronouns: 6-2 Chapter 14 Nouns and Modifiers: 14-1, 14-2
Unit 2 Demonstrative Adjectives <i>This / That / These / Those / and One</i>	Unit 13 <i>This / That / These / Those;</i> Questions with <i>Or</i> Chapter 14 <i>One / Ones / It</i>	Chapter 2 Using <i>Be</i> and <i>Have</i> : 2-6, 2-7
Unit 3 Comparative Adjectives	Unit 40 The Comparative	Chapter 16 Making Comparisons: 16-3
Unit 4 Simple Past: <i>Yes / No</i> and <i>Wh</i> -Questions	Unit 22 The Simple Past Tense: <i>Yes / No</i> and <i>Wh</i> - Questions	Chapter 8 Expressing Past Time (1): 8-8 Chapter 9 Expressing Past Time (2): 9-1, 9-2, 9-3
Unit 5 <i>Could</i> and <i>Would</i> in Polite Questions	Unit 37 Requests, Desires, and Offers	Chapter 13 Modals (2): 13-5
Unit 6 Adverbs and Expressions of Frequency	Unit 26 The Simple Present and Present Progressive; Adverbs and Expressions of Frequency	Chapter 3 Using the Simple Present: 3-2, 3-3, 3-4

(continued on next page)

NorthStar: Listening and Speaking Level 2, Third Edition	Focus on Grammar Level 2, Third Edition	Azar's Basic English Grammar, Third Edition
Unit 7 Count and Non-count Nouns	Unit 25 Count and Non-count Nouns; Articles	Chapter 7 Count and Non-count Nouns: 7-1, 7-2, 7-3
Unit 8 <i>Can</i> and <i>Can't</i>	Unit 18 <i>Can / Could</i>	Chapter 12 Modals (1): 12-1, 12-2, 12-3
Unit 9 <i>Should, Ought to, and Have to</i>	Unit 38 <i>Advice: Should, Shouldn't, Ought to, Had better, and Had better not</i>	Chapter 13 Modals (2): 13-1, 13-2
Unit 10 Future with <i>Will, May, and Might</i>	Unit 31 <i>Will</i> for the Future; Future Time Markers Unit 32 <i>May</i> or <i>Might</i> for Possibility	Chapter 10 Expressing Future Time (1): 10-6, 10-7 Chapter 11 Expressing Future Time (2): 11-1

AUDIOSCRIPT

UNIT 1: Offbeat Jobs

2A. LISTENING ONE: *What's My Job?*

Host: Good afternoon everybody, and welcome to *What's My Job?*—the game show about offbeat jobs. I'm your host, Wayne Wonderful. Today's first contestant is Rita, a secretary from Chicago, Illinois.

Rita: Hi, Wayne. I'm so happy to be here! Hi, Mom. Hi, Dad. Hi, Joe . . .

Host: OK, Rita. Let's get started. You're going to meet some people who will describe their jobs. Then you can ask three questions to guess each person's job. You can win \$1,000 for each job you guess correctly. Are you ready? Let's welcome our first guest, Peter. OK, Peter, can you tell us a little about your job?

LISTEN FOR MAIN IDEAS

Host: Good afternoon everybody, and welcome to *What's My Job?*—the game show about offbeat jobs. I'm your host, Wayne Wonderful. Today's first contestant is Rita, a secretary from Chicago, Illinois.

Rita: Hi, Wayne. I'm so happy to be here! Hi, Mom. Hi, Dad. Hi, Joe . . .

Host: OK, Rita. Let's get started. You're going to meet some people who will describe their jobs. Then you can ask three questions to guess each person's job. You can win \$1,000 for each job you guess correctly. Are you ready? Let's welcome our first guest, Peter. OK, Peter, can you tell us a little about your job?

Peter: Sure, Wayne. At my job, I work with food. My work is very interesting because I can enjoy good food and I can be creative.

Host: That does sound interesting. OK Rita, go ahead and ask your three questions.

Rita: Do you work in a restaurant?

Peter: No, I don't.

Rita: Hmm . . . do you work in a bakery?

Peter: No, I don't. I work in a factory.

Rita: A factory? Do you make food?

Peter: Yes, I help to make food.

Host: OK. That's three questions. Now Rita, can you guess Peter's job?

Rita: Hmm . . . are you a chef?

Peter: No, I'm not a chef.

Host: Ah, sorry Rita. So tell us, Peter. What do you do?

Peter: I'm an ice-cream taster.

Rita: An ice-cream taster?

Peter: That's right. I work in an ice-cream factory. I make sure the ice cream tastes good. I also think of interesting new flavors to make.

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

Peter: Yes, that's right. I'm lucky to have such a great job.

Host: Good for you. So tell us Peter, is there anything difficult about your job?

Peter: Well . . . I guess so . . . For one thing, I can't eat all the ice cream. Otherwise, I'd get too full. I only taste a bit of ice cream and then I have to spit it out.

Host: I see. Is there anything else that's difficult?

Peter: Let me think. Well, I have to be very careful to take care of my taste buds. For example, I can't eat spicy or hot foods.

Host: Really?

Peter: Yes, and I don't drink alcohol or coffee . . . And I don't smoke, either. If I did those things, I might hurt my taste buds, and then I wouldn't be able to taste the ice cream very well.

Host: Wow! You do have to be careful.

Peter: Yes, I do. In fact, my taste buds are so important that they are covered by a one million-dollar insurance policy.

Host: One million dollars! You don't say!

Peter: That's right. You see, if I can't taste the ice cream, my company and I will lose a lot of money.

Host: Gee, you do have a very important job, Peter. So how did you get started as an ice-cream taster? Did you go to ice-cream tasting school?

Peter: Oh, no. My family has been in the ice-cream business for a long time. I've always wanted to work with ice cream, too.

Host: That's great, Peter. Thank you very much for being on the show, and keep up the good work! OK everybody, it's time for a commercial break. But, don't go away. We'll be right back with our next guest, on *What's My Job?*

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas)

MAKE INFERENCES

Excerpt One

Peter: That's right. I work in an ice-cream factory. I make sure the ice cream tastes good. I also think of interesting new flavors to make.

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

Peter: Yes, that's right. I'm lucky to have such a great job.

Excerpt Two

Peter: Yes, and I don't drink alcohol or coffee . . . And I don't smoke, either. If I did those things, I might hurt my taste buds, and then I wouldn't be able to taste the ice cream very well.

Host: Wow! You do have to be careful.

Excerpt Three

Host: Gee, you do have a very important job, Peter. So how did you get started as an ice-cream taster? Did you go to ice-cream tasting school?

Peter: Oh, no. My family has been in the ice-cream business for a long time. I've always wanted to work with ice cream, too.

2B. LISTENING TWO: *More Offbeat Jobs*

Job Counselor: Hello, I'm Nancy and I'll be your job counselor. I'm glad you've decided to come to this group; it's a good place to come to get ideas about new jobs or careers you might be interested in. It's helpful to listen to other people talk about their jobs when you're thinking of changing careers yourself. So, to begin, I'd like everyone to introduce themselves and tell us what your current job is and maybe why you are thinking of changing careers. I'll take some notes about

what you say which, will help me suggest some possible new jobs. Hopefully we can find the right job for you! OK. Let's start with you.

Man: Hi, sure. My name is Mike and I'm a window washer.

Job Counselor: OK. Great. Why don't you tell me a little about your job?

Man: Well, I wash office building windows, so I go high up in the air in a basket to reach the windows.

Job Counselor: Sounds scary to me! Do you like it? And if so, why?

Man: Yeah, I really like my job because I enjoy being outdoors. I like to breathe the fresh air and look at the beautiful views of the city. It's really relaxing. I really don't think I could work indoors in an office or a store. And I earn a high salary . . . I make a lot of money. Window washing is a good job for me because I'm good with my hands. I don't like sitting in front of a computer all day. It was difficult for me to get started as a window washer. But I started my own business and I like that—working for myself—no boss, you know?

Job Counselor: OK . . . I'm just making some notes; like being outdoors, good with your hands, like being your own boss. OK. So why do you want a new job?

Man: Well, my job is pretty dangerous. I have to be very careful not to fall out of the basket, and I have to be careful not to drop things on people below. I just think I'd like something a little safer. Also, I enjoy it, you know, but it's a lot of work and can be very tiring. I go home at night and just want to sleep!

Job Counselor: Hmm . . . dangerous, wants something a little safer. OK. Great. Let's hear from the next person. Please introduce yourself and tell us a little bit about your job.

Woman: Hi, I'm Sarah and I'm a professional shopper. I go shopping for people who are busy and don't have time to shop. Basically, people give me a shopping list and some money, and I do the shopping for them.

Job Counselor: Well, if you like to shop, sounds like a great job.

Woman: It has its good and bad parts. What's good about it is that I do love to shop and I really like to work with people. I'm also very good with money. I always find clothes that are on sale—you know—cheap. But, well, the bad part is that my job isn't that easy. I'm on my feet a lot, so my work is tiring. And it wasn't easy to get started as a shopper. I worked for many years as a salesclerk in a department store. Then I started to meet people who needed a shopper. So, when I had enough customers, I quit my job at the department store and started my own business. Now, I'm my own boss but, well, I have to do everything myself and it's a lot of work. So, I wish I could just go to work, do my job, and then go home at night.

Job Counselor: Yeah, sometimes it's easier to work for someone else and let them have all the headaches! OK. Let's see . . . who's next? What's your name?

UNIT 2: Building a Better Community

2A. LISTENING ONE: A New-Urbanist Community

Host: New urbanist communities are designed to be different from typical suburbs. But how are they different? To find out, we sent Roy Martinez to a new suburban community called Kentville . . . Roy?

Roy: Thanks, Joanne. I'm here today in Kentville with the woman who designed this community, Elizabeth Jones. So, tell us, Elizabeth, why did you want to make a different kind of suburb? I mean, what's wrong with the typical suburb?

LISTEN FOR MAIN IDEAS

Host: New urbanist communities are designed to be different from typical suburbs. But how are they different? To find out, we sent Roy Martinez to a new suburban community called Kentville . . . Roy?

Roy: Thanks, Joanne. I'm here today in Kentville with the woman who designed this community, Elizabeth Jones. So, tell us, Elizabeth, why did you want to make a different kind of suburb? I mean, what's wrong with the typical suburb?

Elizabeth: Well, Roy, you know, most people in suburbs have to drive everywhere. People just spend too much time driving—sitting in their cars and stuck in traffic . . .

Roy: Well, that's certainly true, people do drive a lot . . . but what's wrong with that? Cars ARE convenient . . .

Elizabeth: Well . . . yeah, but sitting in a car isn't very healthy, and all those cars are bad for the environment.

Roy: Well, no doubt. That's true too, but people still need to get around. How is Kentville different?

Elizabeth: Well, I designed Kentville to be convenient for walking, instead of driving. To do that, I put the housing near the businesses and schools. So, as you can see, there are some houses here, but there's a school right down the street. And if you look over there, you can see there's a market on the corner where people can buy their food . . . and then right across the street there are some more stores and restaurants.

Roy: Uh-huh.

Elizabeth: Oh, and we also put some apartments and offices right above the businesses. So . . . basically, instead of driving, people in Kentville can just walk to where they need to go, kind of like a city neighborhood.

Roy: Hmm . . . so people in Kentville WANT to walk more?

Elizabeth: Yep! I mean, believe it or not, they do! We put wide sidewalks down all of the streets to make walking easy AND we put the garages *behind* the houses instead of in the front. That way, the cars never cross the sidewalks, so it's safe to walk, too.

Roy: Huh . . . So how else is Kentville different?

Elizabeth: Well, I think Kentville is friendlier than most suburbs.

Roy: Really? How's that?

Elizabeth: Well, people in suburbs often don't even know their neighbors—people are isolated from each other. So, I wanted to make a community where people would get to know their neighbors, where they'd feel a sense of community.

Roy: Sounds like a good idea . . . but how can you do that?

Elizabeth: Good question. Well . . . If you look around, you'll see that the houses are built close together—so people live close to each other. And the houses are close to the street and they have front porches.

Roy: Oh yeah, I can see that . . . but how do front porches help?

Elizabeth: Well, with a front porch, people spend time in front of their house instead of inside, or in the backyard. They see their neighbors more and get to know them. And by getting out and walking down the street, people meet other neighbors and storekeepers and get to know them, too.

Roy: I see . . . so kind of like a small town.

Elizabeth: Right! And we also built lots of different kinds of housing—houses, condominiums, apartments—all near each other. I wanted a community where different kinds of people—families, single people, people in big houses and people in small apartments—could all live near each other.

Roy: OK. I see . . . but . . . don't you think most people want to be around people that are the same as them, not different?

Elizabeth: Huh. Well . . . maybe it's EASY to live around people that are the same, but I think a REAL community should have different kinds of people who can get to know each other and understand each other.

Roy: Interesting . . . Well, thanks for showing us around, Elizabeth. And good luck with your new community.

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas)

MAKE INFERENCES

Excerpt One

Elizabeth: Well, Roy, you know, most people in suburbs have to drive everywhere. People just spend too much time driving—sitting in their cars and stuck in traffic . . .

Roy: Well, that's certainly true, people do drive a lot . . . but what's wrong with that? Cars ARE convenient . . .

Elizabeth: Umm . . . I guess that's true. But sitting in a car isn't very healthy, and all those cars are bad for the environment.

Excerpt Two

Elizabeth: So . . . basically, instead of driving, people in Kentville can just walk to where they need to go, kind of like a city neighborhood . . .

Roy: Hmmm . . . so people in Kentville WANT to walk more?

Elizabeth: Yep! I mean, believe it or not, they do!

Excerpt Three

Elizabeth: I wanted a community where different kinds of people—families, single people, people in big houses and people in small apartments—could all live near each other.

Roy: OK. I see . . . but . . . don't you think most people want to be around people that are the same as them, not different?

2B. LISTENING TWO: Let's Hear from Our Listeners

Host: Thanks for that report, Roy. Now, let's open up the phone lines to our listeners. So tell us . . . what do you think about this new community? Would you like to live in Kentville? OK, we have our first caller. Hello. You're on the air.

Caller 1: Hi. Well, I live in Kentville. And I think it's a great place to live . . . you really can walk everywhere IN Kentville . . . but one problem is there just isn't enough public transportation to get places OUTSIDE of Kentville. Most people still have to drive to work . . . Like me—I'm stuck in traffic right now!

Host: Oh . . . that's too bad. So public transportation is a problem. . . . Let's hear from another caller. Hello?

Caller 2: Hi. Well, I don't think I'd really like it in Kentville. I grew up in a small town—my family's lived there for years and years. I think in my hometown people really do feel a sense of community because we share a long history together. We really know each other . . . I don't think you can just make that happen in a new place.

Host: OK. Well, that's an interesting point. It takes time to build a sense of community. All right, we have time for one more caller . . . You're on the air . . .

Caller 3: Yes, hello. Well, I live in the city. So, I really like it here. It is pretty crowded and noisy, but it's an exciting place to live. I have a friend who lives in Kentville, and . . . it's a nice place to visit, but I wouldn't want to live there.

Host: Oh? And why is that?

Caller 3: Well, Kentville is so small, and there isn't much to do. And everything is so much the same. The houses and the buildings all look the same—and they all have rules that tell what color you can paint your house, and how you can decorate it. I think it's boring!

Host: Well, there you have it. A lot of people love Kentville, but not everyone is crazy about it. Until next week, this is Joanne Williams for *Newsline*. Goodnight.

3C. SPEAKING

PRONUNCIATION: TH Sounds

Exercise 2

A: How far away is the theater? Should we drive?

B: No, everything's within walking distance in this town. Mom and Dad don't have to drive anywhere.

A: That's great. I don't like driving, either. But, you know, the houses are really close together. How do they feel about that?

B: They like it. You know, there's nothing wrong with being close to your neighbors.

UNIT 3: A Penny Saved Is a Penny Earned

2A. LISTENING ONE: A Barter Network

Woman 1: Good morning, everyone. Let's get started . . . My name is Carol, and I'd like to welcome you to the City Barter Network. I'm glad you all could come to today's meeting. And I'm really happy to see so many people interested in joining our network. Now, there are a few things I'd like to do this morning.

LISTEN FOR MAIN IDEAS

Woman 1: Good morning, everyone. Let's get started . . . My name is Carol, and I'd like to welcome you to the City Barter Network. I'm glad you all could come to today's meeting. And I'm really happy to see so many people interested in joining our network. Now, there are a few things I'd like to do this morning. First, I want to tell you a little about bartering—what bartering is. Then I'll explain how you can barter in our network. Well, then, if you want to join, I'll sign you up as a member. Any questions? OK. Let's get started. First of all, does anyone know what bartering is?

Man 1: Bartering is trading stuff, right? Like, I trade my car for your computer, or something like that?

Woman 1: Well, that's one kind of bartering—trading one thing for another thing—but in our barter network, we only exchange services—things you can do for another person.

Man 1: Oh, I see.

Woman 1: Well, here's how it works. First, when you join the network, you sign your name on our member list and you list all of the services you can provide. Then every member gets a copy of the list or they can read it on our website.

Man 2: So, what kinds of services do members provide?

Woman 1: Well, most members provide services that a lot of people need like cooking, cleaning, or fixing things. But, ah . . . well, some people provide more unusual services like taking photographs, tutoring, 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!

Woman 1: It sure is! But remember that when you barter, you need to *provide* a service before you can *get* one . . . So that brings me to the next step, how to barter. After you become a member, another member can ask you to provide a service, to do something for them. For every hour of work you do for someone, you earn one Time Dollar.

Man 1: So, you can earn money?

Woman 1: Well, no, you can't. Time Dollars aren't *real* money. Basically, each Time Dollar just represents one hour of time that you spend providing a service. Later, you can spend your Time Dollars to get a service from someone else.

Man 1: So all the members earn one Time Dollar per hour, no matter what kind of work they do?

Woman 1: Yes. That's right. In our network, everyone's time is equal. No service is more valuable than another one. Oh, here, let me give you an example. A few weeks ago another member needed some help cleaning his house. I spent three hours cleaning his house, so I earned three Time Dollars. Then last week, my television broke and I needed to get it fixed. So I called another member who fixed it for me. He spent one hour fixing it, so I spent one Time Dollar. It was great! I saved money because I didn't need to pay anyone to fix it for me.

Man 1: I have a question . . . What if you don't know how to *do* anything? I mean I don't really have any skills . . .

Woman 2: Hmm . . . can you walk?

Man 1: Walk? Well, of course I can walk . . .

Woman 2: Then you can do dog-walking! I need someone to take my dog for a walk when I'm not home. Why don't *you* do it? . . .

Man 1: Well, I suppose I could . . .

Woman 1: Great! It looks like you're all ready to barter! But, let's get signed up first. Next, I'll pass out some forms . . .

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas)

MAKE INFERENCES

Excerpt One

Man 1: Bartering is trading stuff, right? Like, I trade my car for your computer, or something like that?

Woman 1: Well, that's one kind of bartering—trading one thing for another thing—but in our barter network, we only exchange services—things you can do for another person.

Man 1: Oh, I see.

Excerpt Two

Woman 1: But, ah . . . well, some people provide more unusual services like taking photographs, tutoring, 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!

Excerpt Three

Man 1: I have a question . . . What if you don't know how to *do* anything? I mean I don't really have any skills . . .

Woman 2: Hmm . . . can you walk?

Man 1: Walk? Well, of course I can walk . . .

2B. LISTENING TWO: *The Compact*

Man: Hi there. I'm Mark.

Woman: Oh hi. I'm Natalie. It's nice to meet you.

Man: So, Natalie, tell me, why did you decide to join the City Barter Network?

Woman: Oh, well, I was looking for someone to fix my car. Luckily, I found somebody, and now I think I'm going to barter for piano lessons, too. How about you?

Man: Well, I'm looking for people to barter with because I belong to another group called the Compact.

Woman: The Compact? What's that?

Man: We're a group of people that made a compact—you know, like a promise . . . we promised not to buy anything new for a year.

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* for your health and safety . . . you know, like food and medicine.

Woman: That sounds hard. So why did you decide to do it?

Man: Well, we decided that we were spending too much money on *things*, you know . . . clothes, cars, electronics . . . we think most people just have too much stuff . . . stuff that they really don't need. We wanted to stop buying so much and learn to live with less.

Woman: I see . . . But you need to buy *some* things beside food and medicine . . . How do you get the other stuff you need?

Man: Well, we either borrow things from other people, or we buy things used at thrift stores . . . or we barter for the stuff we need.

Woman: Huh . . . so how's it going? Are you keeping your promise?

Man: Yeah . . . mostly . . . though sometimes we just *have* to buy something new when we can't borrow it or find it used . . . like, for instance, I needed to buy some new paint for my house. But that's it so far.

Woman: Wow! I bet you're saving a lot of money! How many members are in the Compact?

Man: It started out with only ten people but now there are thousands of members all over the world . . . You should join us. You can do it online at our website.

Woman: Well . . . thanks, but I don't think I could do it. I like shopping too much—especially for new clothes! But hey, good luck!

3C. SPEAKING

PRONUNCIATION

Exercise 1

1. 13
2. 40
3. 50
4. 16
5. 70
6. 18
7. 19

Exercise 3

1. \$7.50
2. \$83.25
3. \$319.40
4. \$16.99
5. \$1,500

UNIT 4: Innocent or Guilty?

2A. LISTENING ONE: Roger's Story

Roger: I recently got out of prison after 25 years. Now, you might not want to hear about that; maybe you think I should have been in prison. Maybe you think I did something wrong and I was guilty. But the truth of it is I didn't do anything wrong. I spent 25 long years in prison for something I didn't do. I was innocent; I didn't commit the crime they said I did. Can you imagine being in prison for 25 years when you're innocent? My name is Roger and I want to tell you my story.

LISTEN FOR MAIN IDEAS

Roger: I recently got out of prison after 25 years. Now, you might not want to hear about that; maybe you think I should have been in prison. Maybe you think I did something wrong and I was guilty. But the truth of it is I didn't do anything wrong. I spent 25 long years in prison for something I didn't do. I was innocent; I didn't commit the crime they said I did. Can you imagine being in prison for 25 years when you're innocent? My name is Roger and I want to tell you my story.

It all started in June 1980. I was living in Chicago and I had a good job. I just got married. One day, someone committed a crime. The victim told the police what the person looked like, even though it was dark out. The police showed the victim lots of pictures of people—about, I don't know, 200—and my picture was one of them. The victim looked at all those pictures and picked mine. She told the police I committed the crime and they just arrested me. Just like that. So one day I am working, trying to make a living, enjoying my life, and the next thing I know, I'm in prison.

In May 1981, there was a trial and I was convicted of the crime. They decided I did it even though I didn't. They sent me to prison for 13 to 40 years. You have to understand, I did not commit this crime. So you might be wondering how all this happened. How did the police arrest me and how did a lawyer show I was guilty? How does an innocent man go to prison?

Well, the lawyers had people who said they saw me do it; eyewitnesses, but they were wrong, or they didn't tell the truth. But the

lawyers believed them. I told them where I was when the crime was committed; I was with my wife and some other family members. We went to a movie, came home, and watched some TV. I woke up in the morning and had breakfast, and left. My wife told the police that. So did other people in my family. But they said, of course, my family would say I was with them, and they didn't believe them. So I went to prison.

In 1992 after I had been in prison for 11 years, I heard about a new kind of test called DNA testing. It was being used to show people were innocent. I thought, "Maybe this could help me. Maybe this could prove I'm innocent", so I asked them to test my DNA. I knew I was innocent and if they tested my DNA, it would prove I didn't commit the crime. But to test DNA, you need some evidence that has DNA on it—something I touched. But they told me all the evidence was lost, so they couldn't test my DNA. I was so upset; no DNA, no test to show I was innocent.

Then, in 2000, I heard about an organization called The Innocence Project. It helps prove people are innocent using DNA testing. So I wrote a letter and asked for help.

The Innocence Project lawyers were able to get the police to find the evidence—it wasn't lost at all; it was exactly where it was supposed to be—and where it had been the whole time when the police said they couldn't find it. So they tested my DNA and it showed that the DNA from the crime scene was not mine; it proved I was innocent.

I was in prison for 25 years, because an eyewitness was wrong, the police didn't believe my family, and then the police couldn't—or wouldn't—find the evidence that showed I was innocent.

On July 1, 2006, I walked out of that courthouse a free man.

I'm one of more than 185 people that the Innocence Project has helped free. With this new kind of DNA testing, people who were convicted before can now show that they are innocent.

An awful lot happened in my life while I was in jail. I missed out on being with my family and I lost years of my life. I didn't see my children grow up. I had to learn how to live in the world all over again. Those 25 years . . . they're gone, and I'll never get them back.

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas)

MAKE INFERENCES

Excerpt One

I told them where I was when the crime was committed; I was with my wife and some other family members. We went to a movie, came home, and watched some TV. I woke up in the morning and had breakfast, and left. My wife told the police that. So did other people in my family. But they said of course my family would say I was with them, and they didn't believe them. So I went to prison.

Excerpt Two

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Excerpt Three

An awful lot happened in my life while I was in jail. I missed out on being with my family and I lost years of my life. I didn't see my children grow up. I had to learn how to live in the world all over again. Those 25 years . . . they're gone, and I'll never get them back.

2B. LISTENING TWO: Why Do Innocent People go to Prison?

Chris Meyers: Welcome back to “Morning Talk with Chris Meyers.” We are talking to Laura Chang, a lawyer for the Innocence Project. Laura helped Roger Brooks, a man who spent 25 years in prison, prove that he was innocent. So, Laura, tell me, why do people go to prison for crimes they didn’t commit? How’s that possible?

Laura Chang: Well, Chris. There are several reasons why innocent people go to prison. But the number one reason is mistaken identity.

Chris Meyers: Hmm . . . mistaken identity? Is that when an eyewitness says he or she saw a person commit the crime, but in fact is wrong?

Laura Chang: Exactly. It happens because sometimes eyewitnesses don’t remember correctly or they weren’t able to *really* see well. They make a mistake because they have bad eyesight or maybe it was dark . . .

Chris Meyers: Aha . . . and they think they saw the person when in fact it was someone else?

Laura Chang: Exactly.

Chris Meyers: So, what are some other reasons why innocent people go to prison?

Laura Chang: Another reason is false confession—when people say they did something that they *didn’t* in fact do.

Chris Meyers: Really? Why would people say that they committed a crime if they hadn’t?

Laura Chang: Well . . . some people get scared . . . or don’t understand what they’re saying . . . or the police pressure them to say they’re guilty . . . That happens.

Chris Meyers: So, you’re saying police behavior might also be a reason why innocent people go to prison?

Laura Chang: Yes . . . and that makes me think of another problem I wanted to talk about. The police sometimes make mistakes, too. It’s called police misconduct. In one case I worked on, the police actually destroyed some evidence—they stepped on it by accident, so the lawyers couldn’t use it to prove the man was innocent.

Chris Meyers: Wow . . . interesting.

Laura Chang: Aha. But, the lawyer can also be the reason why an innocent person goes to prison.

Chris Meyers: Really? How come?

Laura Chang: Sometimes the lawyers just don’t do a good job . . . they don’t work hard enough to find the evidence to prove the person is innocent. Sometimes the first time a lawyer meets the accused person is the day they come to court together!

Chris Meyers: I see. So a bad lawyer can make things worse . . .

Laura Chang: Unfortunately, it does happen.

UNIT 5: Etiquette

2A. LISTENING ONE: What Ever Happened to Manners?

Host: Today our guest is Sarah Jones who recently did a survey of manners. I’ll let her explain what she did. Welcome.

Sarah Jones: Thank you. It’s great to be here.

Host: So, tell us what you did.

Sarah Jones: Well, it seems lately that many people are complaining that people are becoming very rude. So, we thought we’d try to find out if that’s true. Basically, we did a survey of manners.

Host: Hm, I see. It seems that it’d be hard to test manners. How did you do it?

LISTEN FOR MAIN IDEAS

Host: Welcome back. In this part of the show, we’re going to talk about manners. Many people feel that manners are disappearing—that people are becoming ruder. I think we’d all agree that it’s easier to get along if we all follow some set of manners. But what is considered polite 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.

Today our guest is Sarah Jones who recently did a survey of manners. I’ll let her explain what she did. Welcome.

Sarah Jones: Thank you. It’s great to be here.

Host: So, tell us what you did.

Sarah Jones: Well, it seems lately that many people are complaining that people are becoming very rude. So, we thought we’d try to find out if that’s true. Basically, we did a survey of manners.

Host: Hm, I see. It seems that it’d be hard to test manners. How did you do it?

Sarah Jones: Well, we sent two reporters to large cities all around the world—they went to 35 countries.

Host: Sounds like a great way to travel! So, who was part of your survey?

Sarah Jones: Well, we tested many different people: men, women, business people, high school students, police officers . . . anyone and everyone!

Host: And tell us about it.

Sarah Jones: Well, the reporters did three things. First, they did a “door test,” second a “paper drop,” and finally, they looked at customer service.

Host: Hm . . . Well, first off, what’s a door test?

Sarah Jones: Well, we wanted to see if people would hold the door open for the reporters.

Host: Hm, that’s a simple enough thing to do . . . OK, and then, a paper drop?

Sarah Jones: The reporters dropped a stack of papers, you know, like documents for work. We wanted to see if people would help pick them up. And finally, we looked at customer service. We wanted to see if people who work in stores were polite—you know, if they did courteous things like saying “hello,” “thank you,” things like that.

Host: So, what did you find?

Sarah Jones: OK . . . Well, in the most courteous city, 90 percent of the people passed the door test.

Host: Wow! You mean to say 90 percent of the people opened the door for the reporters?

Sarah Jones: Yes, that’s correct.

Host: But opening the door for someone is an easy enough thing to do. You’re opening the door anyway, right?

Sarah Jones: Well, true, but sometimes people aren't sure if they should hold the door open . . . I mean, how long should you hold the door for someone who is behind you but still far away?

Host: Yeah, sometimes it can be confusing; do I stand there holding the door waiting for someone who is walking towards me, or just go in and let them open the door for themselves? I can see that.

Sarah Jones: Right. So in general people held the door. But when we dropped our papers, only 55 percent helped pick them up.

Host: Huh, only 55 percent? That's not very good. But, I can imagine that sometimes you just can't help. I mean, what if your hands are full?

Sarah Jones: Yes, but one woman had two cups of coffee on a tray and her keys and wallet in the other hand. She put everything in one hand and helped! The reporter wanted to help *her!*

Host: Did the reporter ask why she wanted to help?

Sarah Jones: Well, she said, "I was standing there—of course I would help!"

Host: Huh, interesting. OK, now, what about customer service?

Sarah Jones: So, we tested people in a coffee shop; the same one in every city. And 19 out of 20 people said "thank you."

Host: So did they just do it because they're being paid?

Sarah Jones: Well, they *are* trained to be courteous. But others said they do it because it shows respect.

Host: You know, what I'm curious about is *why* did people say they were courteous?

Sarah Jones: That's a good question. This is where it gets interesting. Some said they were raised to be courteous. They said it was something they were taught when they were young. And other people said they do what they want other people to do for them.

Host: So it's what we learn and how we want other people to treat us. OK, so now, we've been waiting . . . of the 35 cities you studied all over the world, which city won?

Sarah Jones: Well . . . You're not going to believe this . . . It was New York City!

Host: You're kidding! That's certainly not what New York is known for. I'm so surprised!

Sarah Jones: We were too, but New York won!

Host: I would definitely never guess that! Wow!

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas)

MAKE INFERENCES

Excerpt One

Sarah Jones: So in general people held the door. But when we dropped our papers, only 55 percent helped pick them up.

Host: Huh, only 55 percent? That's not very good. But, I can imagine that sometimes you just can't help. I mean what if your hands are full?

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Excerpt Two

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Host: So did they do it just because they're being paid?

Sarah Jones: Well, they *are* trained to be courteous. But others said they do it because it shows respect.

LISTENING TWO: Our Listeners Respond— Why Is There a Lack of Manners?

Host: Now is the time for listeners to call in and tell *us* what *they* think. We've just heard about an interesting survey of manners. So the question for our listeners is, why do you think there's a lack of manners? Caller one, you're on.

Caller 1: Hi. Well, I learned how to behave at home . . . from my parents. I think that's where a lot of people learn manners. But nowadays, parents are too busy; some moms or dads are raising children alone or have two jobs and just aren't home much. So there's less family time and that's where you learn manners—from your family, at home.

Host: Huh. That makes sense. So if more parents spend more time with their kids, we'll live in a more courteous world. Well, let's see what other callers have to say. Who's next?

Caller 2: Well, I live in a large city and one thing I notice is there are people living here from all over the world. When I walk down the street, I hear people speaking three or four different languages.

Host: So it's because we don't all speak the same language? That's why people are rude?

Caller 2: No, not that. Manners are cultural, right?

Host: Right. Sure.

Caller 2: And what's polite in one culture might not be polite in another. So when many people live together, sometimes it's hard to know what's right. It gets confusing.

Host: Hm . . . I can see why that could be true. OK. Let's take one more call.

Caller 3: Why are people rude? Technology. I think it's because of cell phones, text messaging, and the Internet.

Host: Well you certainly have a strong opinion!

Caller 3: Look, everywhere you go you see people talking on cell phones or text messaging; they're having a conversation with someone who isn't even there!

Host: Well, yeah. But cell phones and text messaging *are* very convenient.

Caller 3: Sure, but people have forgotten how to talk with someone face to face. Also, people expect an immediate response and they don't see a need to be courteous; they just write short messages. They forget to say things like, "how are you" and "thank you."

Host: Well, I like getting a fast response. Sometimes it's nice to *not* have a long conversation.

Caller 3: Look, I have a cell phone and I use text messages and I think they are useful. But I think people use them too much. Technology has made us more separate; we spend less time with people and more time on the phone.

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.

UNIT 6: Who's Game for These Games?

2A. LISTENING ONE: Entertainment for All

News Anchor: And now for some local news. Reporter Michelle Singh is down at the convention center where there's a gaming expo happening this weekend. Michelle?

Michelle: Hi Brad. We're having a lot of fun down here at the electronic games expo. This is a big event. Electronic game companies are showing all their latest games to the public. There are also gaming competitions and a video game rock concert. We're here talking to some people . . . so what do you think of the expo?

LISTEN FOR MAIN IDEAS

News Anchor: And now for some local news. Reporter Michelle Singh is down at the convention center where there's a gaming expo happening this weekend. Michelle?

Michelle: Hi Brad. We're having a lot of fun down here at the electronic games expo. This is a big event. Electronic game companies are showing all their latest games to the public. There are also gaming competitions and a video game rock concert. We're here talking to some people . . . so what do you think of the expo?

Man: Oh, I think it's great. I'm here with my son and my father to check out the new games.

Michelle: So who's the gamer in the family? Your son?

Man: Well, *actually* all three of us play . . .

Michelle: Really? So, what kind of games do *you* play?

Man: Me? Well, I like to play a role-playing game, online.

Michelle: A role-playing game . . . What do you like about it?

Man: Well, I like that you can play in a fantasy world. You can create your own character and make it look any way you want. Actually, my character is a woman.

Michelle: A woman? Really?

Man: Yeah, I heard that most men—like 70% of men in the game I play—make female characters for themselves.

Michelle: Well . . . what do you know . . .

Man: And your character does anything you want it to do—you can eat, sleep, dance . . . and walk around and talk to other characters.

Michelle: I see . . . so, it's kind of like living a fantasy life, huh?

Man: Yeah, kind of . . . and you work together with other players to fight battles and become stronger.

Michelle: So, you meet other players?

Man: Oh yeah, you play online, so millions of people can play, from all over. I even meet people from different countries, like Korea and Germany.

Michelle: Interesting. So, how about your son here? What kind of games do you like?

Boy: Well, I like action-adventure games. I think the most fun one is this game I play called *Legend of Zelda*.

Michelle: So what makes it fun?

Boy: First of all, it's exciting. You never know what's going to happen next. You play a character—he's a boy—and you explore different places, like forests and caves.

Michelle: So you just explore?

Boy: Oh no—there's a lot more to it than that. To win the game, you have to save the princess, but first you have to solve puzzles and stuff. You also find weapons and use them to fight battles against monsters along the way. So, it's challenging. That makes it fun, too.

Michelle: Sounds like that game is a little violent for a kid your age, don't you think?

Boy: Well . . . I don't know about that . . .

Michelle: OK, so how about you? You must be the grandfather, right? What kind of games do you play?

Grandfather: I really like puzzle games. My favorite game is called *Tetris*.

Michelle: So how does that work?

Grandfather: You have to put shapes together and the game gets faster and faster as you go, so you have to move quickly. I like it because it's good for your coordination.

Michelle: And do you play any other games?

Grandfather: Sure. I also play a word game—where you put letters together to make words. A lot of my friends like to play puzzle games, too. I like them because they make you think. You know, some doctors even say playing games can help you keep your mind young and active.

Michelle: So do you think it's working? Is it keeping your mind young?

Grandfather: Well . . . I hope so! The only problem is it sure is easy to get addicted to these games—sometimes I just can't stop playing!

Michelle: Well, what do you know? I guess gaming really is for everybody. Back to you, Brad.

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas)

MAKE INFERENCES

Excerpt One

Man: Oh, I think it's great. I'm here with my son and my father to check out the new games.

Michelle: So who's the gamer in the family? Your son?

Man: Well, *actually* all three of us play . . .

Reporter: Really?

Excerpt Two

Man: Well, I like that you can play in a fantasy world. You can create your own character and make it look any way you want. Actually, my character is a woman.

Michelle: A woman? Really?

Man: Yeah, I heard that most men—like 70% of men in the game I play—make female characters for themselves.

Michelle: Well . . . what do you know . . .

Excerpt Three

Boy: To win the game you have to save the princess, but first you have to solve puzzles and stuff. You also find weapons and use them to fight battles against monsters along the way. So, it's challenging. That makes it fun, too.

Michelle: Sounds like that game is a little violent for a kid your age, don't you think?

Boy: Well . . . I don't know about that . . .

2B. LISTENING TWO: *Do You Like Video Games, Too?*

Maria: Hi Jennifer.

Jennifer: Oh, hi Maria.

Kelly: Hi.

Maria: So what are you doing today?

Jennifer: Well, you know, the guys are out at that gaming expo, so Kelly and I are going to go shopping.

Maria: There's a gaming expo in town? Oh, I'm glad my son didn't ask to go . . . I can't stand those games he's always playing.

Jennifer: Well, you know not *all* games are bad . . .

Maria: I guess not. But he spends so much time playing. I'm always trying to get him to do other things, but he just wants to play his video games all the time. And some of them are so violent! Oh well, I guess it's just a boy thing.

Jennifer: Well . . . I don't know about that . . . Kelly and I both like to play games too, you know.

Maria: Oh yeah? What games do *you* play?

Jennifer: Well, I like to play a simulation game called the Sims.

Maria: The Sims?

Jennifer: Yeah, it's this game where you can design your own house. You can make it any way you want—mine has beautiful gardens and two swimming pools!

Maria: Really?

Jennifer: Yeah, and you can also create your own family and take care of them and see what happens to them. I like it because it's not about fighting, or winning battles, or even winning at all. You can just be creative. It's also challenging to take care of all the people you create and make them happy. That's what *I* like about it.

Maria: Huh . . . that does sound kind of fun. And Kelly, you play games, too?

Kelly: Yeah, I like music, so I mostly play music games, like karaoke. I think my favorite is my dancing game though.

Maria: A dancing game? How does that work?

Kelly: Well, you pick a song and then you follow the music and the dance steps with your feet. The better you can follow along, the more points you win. It's really fun, and the best thing is it's active. It's really good exercise! Not like most other video games. You should try it sometime.

Maria: Well . . . maybe I will!

3C. SPEAKING

PRONUNCIATION: *Joining Words Together*

Exercise 2

A: How often do you go out to eat?

B: Several times a week. How about you?

A: Almost always. It's easy and it's convenient.

B: I agree. But sometimes I like to cook.

A: You know how to cook? How about cooking dinner for me some evening?

B: Well, just invite yourself over! But yeah, that's OK. How about this weekend? Saturday?

A: Sounds great! You know, I'm addicted to chocolate.

B: I'm afraid I'm not a baker. How about chocolate ice cream?

UNIT 7: Good-Mood Foods

2A. LISTENING ONE: *Street Talk*

Larry: Mmm, it tastes delicious. What's in it?

Dan: Well, thanks. I hope it works. I'll try anything.

Larry: On the radio? No, thanks.

Dan: Oh, my girlfriend just left me, and now I'm all alone.

Barbara: Are you kidding?! I'm in a big hurry. I don't have time for this!

LISTEN FOR MAIN IDEAS

Host: Good afternoon and welcome to *Street Talk*, the radio show where we talk to people on the street. I'm your host, Marty Moore, the *Street Talk* guy. Today, I'm here on Market Street talking to people about food. Did you know that eating some foods can actually change your moods? That's right! Some doctors say that if you're in a bad mood, you can eat a certain food and the food will make you feel better. So let's talk to some people and see what *they* think about food and moods. Here's someone now. Hi. I'm Marty Moore, the *Street Talk* guy. What's your name?

Larry: Me? My name's Larry. Why?

Host: Nice to meet you, Larry. Would you like to be on the radio?

Larry: On the radio? No, thanks. I think I'm too nervous for that.

Host: Oh, don't be nervous. Here, have some of this soup. It will help you relax.

Larry: Soup? Mmm, it smells delicious. What's in it?

Host: It's made with chili peppers.

Larry: Wow! That's hot!

Host: Oh, don't worry. Soon you'll feel better. You see, chili peppers have something in them that makes your mouth feel very hot right after you eat them. But they will also help you to relax. The more chili peppers you eat, the more relaxed you will feel.

Larry: I sure hope you're right!

Host: OK, on to the next person. Hi, I'm Marty Moore. What's your name?

Dan: I'm Dan.

Host: Gosh Dan, you look *really* unhappy. What's wrong?

Dan: Oh, my girlfriend just left me, and now I'm all alone. I feel miserable!

Host: Gee, I'm sorry to hear that. Maybe I can help you feel better. Here. Eat some of these chocolate chip cookies. You see, chocolate has something in it that makes you feel more upbeat. Some people even say chocolate can make you feel like you're in love!

Dan: In love? Really?

Host: Yes, and cookies are also made with wheat flour. Wheat can help you to relax and feel more upbeat, too.

Dan: Well, thanks. I hope it works. I'll try anything.

Host: Good luck. OK, let's talk to someone else . . . hello. What's your name?

Barbara: My name? I'm Barbara. Who wants to know anyway?

Host: Well, I'm Marty Moore, the *Street Talk* guy. Would you like to be on the radio?

Barbara: Are you kidding?! I'm in a big hurry. I don't have time for this!

Host: Wow! You're in a bad mood. What's the matter?

Barbara: Sorry, but I'm really stressed! I'm late for work, and I'm still waiting for the bus! I hope it gets here soon. I have a lot of work to do, and my boss is going to be angry!

Host: Here, I've got just what you need. Eat this turkey sandwich, and drink this glass of orange juice.

Barbara: A turkey sandwich and orange juice? Are you crazy? I need a bus, not food!

Host: Hey, don't be so irritable. I'm just trying to help. You see, turkey can help you to feel more energetic so you can do all of your work and feel less stressed. And the vitamin C in your orange juice can also help you to feel more energetic. It can even help you to feel more upbeat so you won't be so irritable.

Barbara: Thanks anyway, but I don't have time for food. I have to get to work!

Host: Well, our time's up for today. This is Marty, the *Street Talk* guy, saying good-bye for now. And don't forget—eat the right foods, and stay in a good mood.

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas)

MAKE INFERENCES

Excerpt One

Host: Oh, don't be nervous. Here, have some of this soup. It will help you relax.

Larry: Soup? Mmm, it smells delicious. What's in it?

Host: It's made with chili peppers.

Larry: Wow! That's hot!

Excerpt Two

Barbara: I'm late for work, and I'm still waiting for the bus! I hope it gets here soon. I have a lot of work to do, and my boss is going to be angry!

Host: Here, I've got just what you need. Eat this turkey sandwich, and drink this glass of orange juice.

Barbara: A turkey sandwich and orange juice? Are you crazy? I need a bus, not food!

2B. LISTENING TWO: *What's the Matter?*

Narrator: What's the matter, Kate?

Kate: Oh, boy. Tomorrow's the big day. I'm getting married! I'm excited, but I'm really nervous, too. I hope I'm not making a mistake! I hope nothing goes wrong at the wedding!

Narrator: What's the matter, Derek?

Derek: Oh, my gosh, I'm totally stressed out. I have so much to do! I have to stay late at my job tonight to finish my work. Then I have to go to my son's school. He's in a play. I hope I can get there on time!

Narrator: What's the matter with Jane?

Jane: Hello? . . . What? No, he doesn't live here. You have the wrong number!

Oooh, I hate it when people call and wake me up when I'm sleeping! And it really irritates me when it's a wrong number! How can people be so rude! Now I'll never get back to sleep!

Narrator: What's the matter, Jeff?

Jeff: I can't believe I just failed *another* math test. How stupid of me! And I needed a good grade on this test to pass the class . . . I feel miserable. What am I going to do?

UNIT 8: An Ice Place to Stay

2A. LISTENING ONE: *An Unusual Vacation*

Recorded Voice: Thank you for calling the Swedish travel telephone hotline. We have information about transportation, lodging, and tourist activities in Sweden. For information about transportation, press 1. For lodging, press 2, and for tourist activities, press 3.

You've pressed 2 for information about lodging in Sweden. To hear more about campsites, press 1. For small inns, press 2, for large hotels press 3, and for information about a special hotel in Sweden, press 4.

You've pressed 4 for a special hotel in Sweden. If you'd like to hear recorded information, press 1. If you'd like to talk with an agent, press 2. You've pressed 2. Please hold . . .

LISTEN FOR MAIN IDEAS

Recorded Voice: Thank you for calling the Swedish travel telephone hotline. We have information about transportation, lodging, and tourist activities in Sweden. For information about transportation, press 1. For lodging, press 2, and for tourist activities, press 3.

You've pressed 2 for information about lodging in Sweden. To hear more about campsites, press 1. For small inns, press 2, for large hotels, press 3, and for information about a special hotel in Sweden, press 4.

You've pressed 4 for a special hotel in Sweden. If you'd like to hear recorded information, press 1. If you'd like to talk with an agent, press 2. You've pressed 2. Please hold . . .

Woman: Hello. May I help you?

Man: Yes. Could you tell me more about the special hotel in Sweden?

Woman: Sure. That's the Ice Hotel. It's located in a small town in Swedish Lapland, inside the Arctic Circle. So, when would you like to go?

Man: Well, I'm looking for a winter vacation.

Woman: Perfect! In fact, the Ice Hotel is only open in the winter because it's made of ice and snow.

Man: Ice and snow?

Woman: That's right. It's built out of ice and snow every November when the weather's cold. Then in the spring, it melts—it turns into water when the weather gets warm.

Man: Sounds cold!

Woman: Well, you're right, it is cold. Outside, the temperature is sometimes 40 degrees below freezing. It's warmer inside the hotel though—about five degrees below freezing Celsius.

Man: Wait a minute. Did you say *five below freezing*? . . . What is that in Fahrenheit?

Woman: Well, that's about 23 degrees Fahrenheit.

Man: Is it that cold in the rooms?!

Woman: Yes, but . . .

Man: Oh! . . . So people really stay there?!

Woman: Sure. The Ice Hotel is really popular with travelers from all over the world. Every year, different artists create the rooms and furniture, and it's decorated with beautiful ice sculptures. Adventurous travelers like to stay there because it's beautiful and it's unusual. It's really an exciting experience!

Man: Oh my . . . I see. It does sound interesting . . . So what are the rooms like?

Woman: Well, the guest rooms all have tall beds that are made of ice and snow and covered with reindeer furs. To stay warm at night, you sleep in a very warm sleeping bag. And you'll need to wear your hat to keep your ears warm! There are a few things the rooms don't have though—for one thing, they don't have bathrooms. You have to go to another building to use the bathroom. There also aren't any closets for your clothes. Your clothes would freeze!

Man: Oh . . . So how much does it cost to stay there?

Woman: The cheapest room is about 2500 Swedish Krona, which is about \$350 a night.

Man: 350? For the *cheapest* room? You're kidding me!

Woman: Well . . . I know it's a little expensive, but it's definitely worth it.

Man: OK. . . If you say so . . . So what can you do there?

Woman: Well, there are some other rooms to visit at the hotel. If you like art, you can look at some paintings in the hotel's art gallery. There's a theater there where you can see a play. There's also a small church, and some guests even get married there.

Man: Well, I'm not planning to get married. Is there anything else I can do there?

Woman: Oh yeah, there are a lot of activities you can do near the Ice Hotel. There's a small museum you can visit to learn about the local history and culture. If you like winter activities, you can go cross-country skiing or snowshoeing. The exercise will warm you up! You can also go dogsledding or snowmobiling. And you can explore the wilderness and enjoy the beautiful arctic scenery. You might even see the Northern Lights while you're there.

Man: The Northern Lights?! Oh, I would love to see that!

Woman: Great! So would you like to make a reservation?

Man: Well . . . I'll think about it . . .

Woman: OK. I hope you'll decide to visit the Ice Hotel. I'm sure you'll have a great time!

Man: Thanks . . . bye!

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas.)

MAKE INFERENCES

Excerpt One

Woman: Well, you're right, it is cold. Outside, the temperature is sometimes 40 degrees below freezing. It's warmer inside the hotel though—about five degrees below freezing Celsius.

Man: Wait a minute. Did you say *five below freezing*? . . . What is that in Fahrenheit?

Woman: Well, that's about 23 degrees Fahrenheit.

Man: Is it that cold in the rooms?!

Excerpt Two

Man: Oh! . . . So people really stay there?!

Woman: Sure. The Ice Hotel is really popular with travelers from all over the world. Every year, different artists create the rooms and furniture, and it's decorated with beautiful ice sculptures. Adventurous travelers like to stay there because it's beautiful and it's unusual. It's really an exciting experience!

Man: Oh my . . . I see. It does sound interesting . . .

Excerpt Three

Man: So how much does it cost to stay there?

Woman: The cheapest room is about 2500 Swedish Krona, which is about \$350 a night.

Man: 350? For the *cheapest* room? You're kidding me!

Woman: Well . . . I know it's a little expensive, but it's definitely worth it.

2B. LISTENING TWO: Vacations around the World

Vacation 1

This travel package takes you to sunny and warm southern California. Visit the world famous Disneyland amusement park and have the time of your life! When you aren't having fun at Disneyland, you can go sightseeing and take a tour of Hollywood. Maybe you'll even see some movie stars! You can also go shopping in Los Angeles or visit the art museums. Price includes four nights lodging at the Disneyland Hotel and bus tours of all the sights. Travel anytime!

Vacation 2

This tour is for the adventurous traveler who loves the outdoors. Go hiking through the Himalayan Mountains of Nepal, and go swimming in the rivers. Enjoy the beautiful views. On this trip, you'll sleep outdoors in a campsite and meet other travelers from all over the world. You must be healthy for this vacation because you'll walk ten miles a day and carry your own sleeping bag and food. This price includes airfare, food, a tent and a sleeping bag, and a travel guide for your two-week adventure. This tour is offered in the spring or fall, when the days are warm and sunny and the nights are cool.

Vacation 3

On this vacation, you will enjoy the warm weather and meet the friendly people of Bali, Indonesia. While in Bali, you can relax on the beach. You can also learn about Balinese history, language, and culture. You can study art or dance with a local artist or you can learn how to cook Balinese food. On this trip, you will stay with a family in their home. One low price includes food and lodging. Airfare is extra. Travel in August or December.

3C. SPEAKING

PRONUNCIATION

Exercise 3

1. You can't go ice fishing.
2. You can't go shopping.
3. You can visit an old church.
4. You can't go in the summer.
5. You can go to a museum.
6. You can go cross-country skiing.

UNIT 9: Staying Healthy

2A. LISTENING ONE: *Thin-Fast*

Man: So don't wait another minute. You should try Thin-Fast Diet Tea today. To order your Thin-Fast, call 1-800-555-THIN. That's 1-800-555-8446. Call today and get eight weeks of Thin-Fast for only \$39.99. Yes, that's only \$39.99 for the best weight-loss product money can buy. Call now and become happy, healthy, and thin!

LISTEN FOR MAIN IDEAS

Man: Are you overweight? Do you feel fat and unhealthy? Then you should try our amazing weight-loss remedy, Thin-Fast Diet Tea. Thin-Fast Diet Tea is a drink that will help you to lose weight fast. Here's one of our happy customers to tell you about it herself. Mary Ann, what do you think about Thin-Fast Diet Tea?

Mary Ann: Oh, it's terrific! It changed my life.

Man: Really? How did it change your life?

Mary Ann: Well, three months ago I was overweight and unhealthy. I ate fattening food and I never exercised. I looked terrible and I felt terrible. Before that, I had tried many different diets and weight-loss remedies, but nothing worked. I just couldn't lose weight. I was so unhappy! Then one day I decided to try Thin-Fast Diet Tea. It really worked! With Thin-Fast, I lost 65 pounds in only three months. Now I'm thin and happy. I feel healthy and energetic, and everyone says I look great!

Man: I agree! You look terrific, Mary Ann. So tell us, how do you use Thin-Fast?

Mary Ann: Oh, it's very easy to use. You just drink one cup of Thin-Fast twice a day, once in the morning and once in the evening. That's all! And the best part is, you don't have to exercise, and you don't have to go on a diet.

Man: Really? That sounds too good to be true. So, how does Thin-Fast work?

Mary Ann: Well, Thin-Fast helps you to lose weight in two different ways. First, it stops you from feeling hungry. After drinking a cup of Thin-Fast, you don't feel hungry, so you will eat less food and lose weight.

Man: Well, that's great. But with Thin-Fast do you have to stop eating fattening foods?

Mary Ann: Not at all! With Thin-Fast, you can eat all the fattening foods that you love, and you'll never gain weight. You see, the second way that Thin-Fast works is that it prevents your body from taking in the calories from foods that make you gain weight. With Thin-Fast, I ate chocolate and ice cream every day, I never exercised, and I still lost weight.

Man: That's just amazing, Mary Ann. But is Thin-Fast a healthy way to lose weight?

Mary Ann: Oh, yes. It's very safe and healthy. It doesn't have any side effects at all. In fact, in China people have safely used the natural ingredients in Thin-Fast to lose weight for 2,000 years.

Man: 2,000 years?

Mary Ann: That's right. And today, people still use it to lose weight.

Man: So, what's it made of? What are the ingredients of Thin-Fast?

Mary Ann: It's made from 100 percent natural herbs. There's nothing artificial in Thin-Fast.

Man: That's great, but I know that losing weight can make you feel tired. How do you feel when you drink Thin-Fast? Do you feel tired?

Mary Ann: Oh, no. The natural herbs in Thin-Fast will help you to feel more energetic, so you'll never feel tired or hungry.

Man: Wow! And how does Thin-Fast taste? Most diet drinks taste terrible.

Mary Ann: Oh, not Thin-Fast. It tastes great! It comes in two delicious flavors, orange and lemon. So losing weight is as easy as drinking a delicious cup of tea.

Man: That's wonderful, Mary Ann! Now I'm sure you'll agree that Thin-Fast is *the* fast and easy way to lose weight.

Mary Ann: That's right!

Man: So don't wait another minute. You should try Thin-Fast Diet Tea today. To order your Thin-Fast, call 1-800-555-THIN. That's 1-800-555-8446. Call today and get eight weeks of Thin-Fast for only \$39.99. Yes, that's only \$39.99 for the best weight-loss product money can buy. Call now and become happy, healthy, and thin!

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas.)

MAKE INFERENCES

Excerpt One

Man: Really? How did it change your life?

Mary Ann: Well, three months ago I was overweight and unhealthy. I ate fattening food and I never exercised. I looked terrible and I felt terrible. Before that, I had tried many different diets and weight-loss remedies, but nothing worked. I just couldn't lose weight. I was so unhappy! Then one day I decided to try Thin-Fast Diet Tea. It really worked! With Thin-Fast, I lost 65 pounds in only three months. Now I'm thin and happy. I feel healthy and energetic, and everyone says I look great!

Excerpt Two

Man: I agree! You look terrific, Mary Ann. So tell us, how do you use Thin-Fast?

Mary Ann: Oh, it's very easy to use. You just drink one cup of Thin-Fast twice a day, once in the morning and once in the evening. That's all! And the best part is, you don't have to exercise, and you don't have to go on a diet.

Excerpt Three

Man: That's just amazing, Mary Ann. But is Thin-Fast a healthy way to lose weight?

Mary Ann: Oh, yes. It's very safe and healthy. It doesn't have any side effects at all. In fact, in China people have safely used the natural ingredients in Thin-Fast to lose weight for 2,000 years.

Man: 2,000 years?

Mary Ann: That's right. And today, people still use it to lose weight.

2B. LISTENING TWO: *Being Healthy Is Good for You!*

Doctor: Hi. Well, I have your test results and, unfortunately, your blood pressure is a bit too high.

Patient: Oh . . . well . . . what does that mean?

Doctor: It means that you have a higher risk of heart problems.

Patient: Uh oh . . .

Doctor: But don't worry. I can give you a medication for this. But you should also try to lose some weight.

Patient: Well, you know, I've tried to lose weight in the past, but nothing worked.

Doctor: Hm . . . You know, there are a lot of reasons people can be overweight. Genetics can be one reason; something in your body that makes you more likely to become overweight.

Patient: Hm . . . so it's not the food that makes me gain weight?

Doctor: Well, it's *possibly* genetic. But having a healthy lifestyle is important, too.

Patient: OK . . .

Doctor: Basically, the way to lose weight and have a healthy lifestyle is to develop good habits. Good habits include eating less, having a healthy diet, and being more physically active. I can help you develop a plan for exercise and a healthy diet.

Patient: Well, is it *really* that important? I mean . . . well, wait a second, 'cause I really don't have time to exercise . . . and I don't want to give up the foods that I love.

Doctor: I understand but it's not just about losing weight. Being physically active keeps your heart healthy. Alright? It is also good for your bones and muscles. Also, you'll feel better and you'll sleep better. And you don't need to give up every food you love, only those that are fattening and high in calories. So I can give you a diet plan that has a lot of delicious meals and that are good for you and easy to make. You won't even miss the foods that are unhealthy for you.

Patient: OK, well, that sounds good. But I have to tell you, I hate going to the gym, and I'm too busy to exercise every day.

Doctor: Well, you don't have to go to the gym for two hours every day to get the exercise you need. The way to think about it is, be active.

Patient: OK . . .

Doctor: Many everyday activities are great ways to exercise—cleaning your house, working in your garden . . .

Patient: Hm. You mean cleaning my house is good for me?

Doctor: Absolutely! You can also try a few other ways to be active—take stairs instead of elevators or escalators, or next time you need to go to the store down the street, walk or ride your bicycle.

Patient: OK . . .

Doctor: Remember, only half an hour a day of exercise is enough to keep you healthy.

Patient: Wow, well that's definitely something I can do!

Doctor: Yes.

Patient: So let me ask you about this weight loss drink I read about. All you have to do is drink it. No need to diet or exercise and you lose all the weight you want. I mean, it sounds so easy. What do you think?

Doctor: Well, as a doctor I'll tell you that to be healthy and stay healthy, you need to eat right and exercise. OK? Eating anything you want *and* losing weight, it probably isn't true. It's hard work to stay healthy, but worth it . . . don't you think?

3C. SPEAKING

PRONUNCIATION: Reductions

Exercise 2

1. Rosa, you look so tired. What's the matter?
2. Did you know that Jim just lost his job? He's really upset.
3. My doctor said I really ought to lose weight, but I don't think I eat too much.

4. We need some time off. Life shouldn't be all work. We ought to have some fun.
5. My roommate has to study tonight, so you can't come over.
6. My computer's really slow. It's old, too. I think I have to get a new one.
 - a. You have to come to the gym with me. You'll lose weight just by exercising.
 - b. That's OK. I have to study, too. Let's get together this weekend.
 - c. I have to work late every night. I never get any sleep.
 - d. You ought to get a laptop. They're not expensive and they're very convenient.
 - e. You know I can't ask for a vacation now. I just started this job two weeks ago. I have to work longer.
 - f. He has to come to my office. My boss is looking for someone with his experience.

3C. SPEAKING

PRODUCTION

Man 1: Hey Jack. You got a sec?

Man 2: Yeah, sure. Come on in.

Man 1: Yeah, I was wondering if you . . . Jack! Your hair is on fire!

Man 2: Yeah, yeah, I know. I just need to finish this sales report and I'll probably, oh I don't know, maybe lie down for a bit. But I'm sure it'll go away.

Man 1: But the flames are getting bigger! Shouldn't I . . . Your hair! There's so much fire!

Man 2: No, no, I'll be fine. What can I help you with? Oh dear. Well, at least we know the sprinkler system works.

Announcer: You wouldn't ignore this, so why ignore the signs of a stroke? If you, or someone you know, suddenly experiences numbness of the face, arm, or leg, or sudden trouble speaking, seeing, or walking, don't wait to get help. Call 911 right away. Because time lost is brain lost. To find out more, visit www.strokeassociation.org or call 1-888-4 STROKE. This message brought to you by the American Stroke Association and the Ad Council.

UNIT 10: Endangered Languages

2A. LISTENING ONE: Language Loss

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

LISTEN FOR MAIN IDEAS

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

Student 1: Um . . . Is it a language that nobody speaks anymore, you know, like Latin?

Professor: Yeah, that's right. Now, how about an endangered language? Jessica, what do you think?

Student 2: An endangered language? Well, uh . . . maybe it's a language that *might* die?

Professor: Right. An endangered language is a language that may die, or become extinct soon. There are over 6,000 languages in the world, and some linguists think that 90 percent could be extinct by the year 2100. (*pause . . .*) Yes, that's a lot! So, many linguists want to preserve these dying languages.

Student 2: So, why do they want to do that? There are so many languages! Isn't it easier when people speak the same language anyway?

Professor: Well, that's a good point. Having fewer languages is more convenient for communication, but there are good reasons to save endangered languages. When a language dies, part of the culture can die, too. Now this doesn't always happen. For instance, the Manx people on the Isle of Man in the Irish Sea lost their native language, but they've kept their culture and traditions as Manx. But think about what is expressed through language: stories, ceremonies, poetry, humor, a whole way of thinking and feeling. When a language dies, all of this may be lost. So, culture is lost. Also, history and knowledge are passed down through language, so when the language disappears, important history and knowledge may be lost, too. So that's why people care about language loss. All right . . . moving on . . . Now, how do you think languages become endangered and extinct?

Student 3: Well, I guess nobody speaks them or studies them.

Professor: Yes. And this happens for several reasons. Sometimes the government makes it illegal to teach the language in school. For example, before 1987, it was illegal to teach the Hawaiian language in Hawaii's public schools. It was difficult for children to learn Hawaiian. As a result, that language became endangered. Starting in 1987, new programs began to teach the Hawaiian language. Today, there are more than 2,000 students enrolled in these programs.

In another situation, if one community has more power than another community, the less powerful community often feels it must learn the language of the more powerful group. Two things can happen in this situation. In one case, the more powerful language replaces the other language. One example is the case of Native American languages spoken in what is now the United States. Once, there were hundreds of Native American languages. Now, more and more people speak English, and not the native languages. Many of these languages have become extinct.

So, sometimes a community totally replaces their native language with another language. Or, the less powerful community can keep their native language and learn the other language, too. An example of this is in Greenland where students learn Kalaallisut and Danish. They are bilingual; they learn both languages, so they won't lose their native language. Also, Kalaallisut was made an official language in Greenland, along with Danish. This can also help save endangered languages for future generations.

Student 3: So . . . Are people doing anything else to save the dying languages?

Professor: Yes, linguists help create community programs where people can study the language and learn about the culture. Also, they try to preserve as many endangered languages as they can. They make videotapes, audiotapes, and written records of language with translations. They also study the vocabulary and rules of the language, and write dictionaries and grammar books.

OK, that's a lot of information for one lecture! We talked about endangered and dying languages and why it's important to save languages, how languages die, and how people can save endangered languages. Great! So for next time, please read chapter ten.

LISTEN FOR DETAILS

(Repeat Listen for Main Ideas)

MAKE INFERENCES

Excerpt One

Professor: Good morning everybody. Today, I'd like to talk about endangered and dead languages. So . . . who did the reading for today? Hm . . . I see *some* of you did . . .

Excerpt Two

Professor: Now, how about an endangered language? Jessica, what do you think?

Jessica: An endangered language? . . . Well, uh . . . maybe it's a language that *might* die?

Excerpt Three

Professor: But think about what is expressed through language: stories, ceremonies, poetry, humor, a whole way of thinking and feeling. When a language dies, all of this may be lost. So, culture is lost.

Also, history and knowledge are passed down through language, so when the language disappears, important history and knowledge may be lost, too. So that's why people care about language loss.

All right . . . moving on . . . Now, how do you think languages become endangered and extinct?

2B. LISTENING TWO: *My Life, My Language*

Woman: I am Maori, living in New Zealand. In school, I learned and spoke English; it was the official language. Everything was taught in English in school. That was the government policy. I only heard Maori when I was with my grandparents. I could understand a little Maori, but could not speak it. I could not have a conversation with my grandparents because they did not speak English.

When I was in school, I knew that I was not learning the Maori culture, and I felt separated from my grandparents because of that. I felt empty inside and different from my family.

Maori is an endangered language and if children stop learning it, it will die. I do not want to see Maori disappear. So now that I am an adult and have children of my own, I decided I wanted my children to learn their native language. I found a pre-school that teaches children Maori before they enter school where they will learn English. The schools are called "language nests." In 1981, a group of Maori leaders saw that Maori was endangered and dying. They decided to do something. They did not want to wait for the government to do anything, so they got together and came up with the idea of pre-schools where children could learn Maori. Now, there are over 700 language nests and more than 13,000 children who are bilingual in Maori and English. Language nests are a big part of Maori education. Also in 1987, the government recognized Maori as the official language of New Zealand, with English, too.

The children learn the basic values of the Maori culture. We have a strong belief in love, compassion, caring, hospitality, family responsibilities, and respect for elders. Children also learn our Maori stories. And through the language nests, children learn these values, as well as the language.

I also wanted to learn more about my language and culture. Now, there are classes for adults like me. The teachers are all older Maoris, usually grandparents. We meet in neighborhood centers. There are also week-long classes where adults can go and study. In these courses, no English is spoken all week! Everything is Maori. The programs are good because now there are many more adults who speak Maori. It helps our children who are also learning Maori.

THE PHONETIC ALPHABET

Consonant Symbols

/b/	be	/t/	to
/d/	do	/v/	van
/f/	father	/w/	will
/g/	get	/y/	yes
/h/	he	/z/	zoo, busy
/k/	keep, can	/θ/	thanks
/l/	let	/ð/	then
/m/	may	/ʃ/	she
/n/	no	/ʒ/	vision, Asia
/p/	pen	/tʃ/	child
/r/	rain	/dʒ/	join
/s/	so, circle	/ŋ/	long

Vowel Symbols

/ɑ/	far, hot	/i:/	we, mean, feet
/ɛ/	met, said	/eɪ/	day, late, rain
/ɔ/	tall, bought	/oʊ/	go, low, coat
/ə/	son, under	/u:/	too, blue
/æ/	cat	/aɪ/	time, buy
/ɪ/	ship	/aʊ/	house, now
/ʊ/	good, could, put	/ɔɪ/	boy, coin

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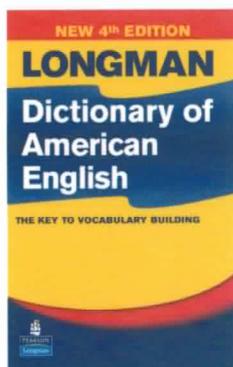
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