

Helping Others

Chapter

4

Chapter Focus

CONTENT

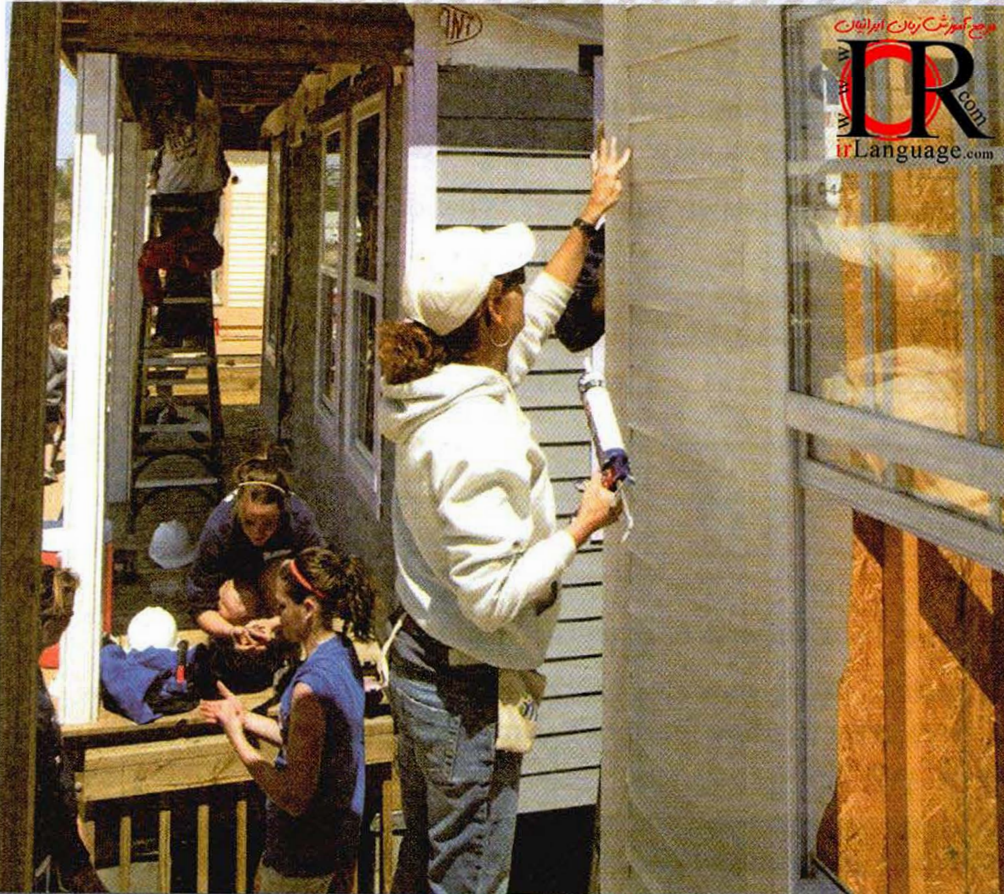
Volunteering

READING SKILL

Identifying the topic and main idea

BUILDING VOCABULARY

Using prefixes: *un-*, *im-*, *in-*, *ir-*



“When one helps another, both gain in strength.”

—South American proverb

Before You Read

A. **Connect with the topic.** Read these dictionary definitions and answer the questions below.

vol·un·teer **AWL** /,vələn'tɪr/ *noun* a person who says that they will do a job without being forced or without being paid: *They're asking for volunteers to help at the children's hospital.*

vol·un·teer **AWL** /,vələn'tɪr/ *verb* to say that you will do a job without being forced or without being paid: *I volunteered to do the dishes.*

from the *Oxford Basic American Dictionary for learners of English*

1. Think of something you volunteered to do for a friend, family member, or organization. Who did you help? What did you do?
2. What volunteer organizations do you know? What do they do? Fill in the chart below.

Name of Volunteer Organization	Purpose
<i>Doctors Without Borders</i>	<i>sends medical staff to help people</i>
_____	_____
_____	_____
_____	_____

- B. **Pair work.** Discuss your answers to Exercise A with a partner.
- C. **Preview the reading.** Move your eyes quickly over the reading on pages 33–34. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart		مرجع زبان ایرانیان
1. Title of the reading: _____		
2. Names of people and places in the reading. (List 2 more.)	3. Key words. (What words appear several times? List 2 more.)	
<i>Nishinomiya, Japan</i>	<i>build</i>	
_____	_____	
_____	_____	
4. I think this reading is probably about _____.		

Helping Others

by Mariko Asano

- 1 *Habitat for Humanity International—or Habitat—is a nonprofit organization that helps people in need¹ build houses. Since 1976, volunteers for Habitat have built more than 350,000 houses worldwide. According to Habitat, however, there are still more than 1.6 billion people in the world*
- 5 *without decent housing.² In the article below, Mariko Asano talks about her experience as a Habitat volunteer. She has traveled to the Philippines three times to help build houses for people who need them.*



I am 24 years old, and I grew up in **Nishinomiya, Japan**. Several years ago, I went to **Negros Island** in the **Philippines** as a Habitat volunteer.

- 10 This was the first of three trips I have taken to the Philippines as a volunteer. For me, the idea of building somebody's house abroad was very exciting. The next year I returned to Negros Island as a Habitat volunteer. This time I went as a student leader with 28 classmates from Kyoto University of Foreign Studies.

 Map page 155

Culture and
Language Notes
page 144

¹ in need needing help

² decent housing housing of an acceptable standard; livable housing

15 Both the staff and the families on Negros Island became dear friends
of the work team I led.³ Meeting these people was wonderful for each
of us. Their lifestyle reminded us of the meaning and value of life. The
people also helped us appreciate the more valuable things in life, such as
20 spending time with your family, friends, and neighbors; developing close
relationships; helping each other; and appreciating what you do have.
These things are sometimes forgotten in an affluent⁴ country like Japan.

We thought we came to the Philippines to help the Filipino people, but
they helped us to see something valuable. They generously offered their
food, space, and hearts⁵ in a way we were unaccustomed to. (Would you
25 give up your bed for a stranger and sleep on the uncomfortable cement
floor at your own house?)

When I took my third trip to the Philippines as a Habitat volunteer, I
was assigned to⁶ a house with young people from around the world. In my
group, there were Filipinos, Americans, Indians, Koreans, and Japanese.
30 We worked together to complete a house for a family we met on the site.⁷
On the last day, all of us stood inside a room we had built in just a week,
feeling a sense of fulfillment.⁸ Even now we keep in touch across the
world. Some of us are actively involved in Habitat in different countries.

Habitat brings people together and helps us realize that people all
35 over the world care about each other. Habitat sends the very important
message that we can all be friends. Being involved with Habitat for
Humanity has changed my life. I've learned that I can make a difference⁹
in the world.



Word Count: 443

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

3 **the work team I led** the group of workers I was responsible for

4 **affluent** wealthy


5 **offered their food, space, and hearts** gave us food, a place to stay, and kindness

6 **assigned to** was sent to work in; was given a job in

7 **on the site** at the place (where they built the house)

8 **sense of fulfillment** feeling of accomplishment

9 **make a difference** do something important



After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** This reading is about ____.
 A a woman's experience traveling to the Philippines
 B giving money to people for housing
 C how helping people can change your life
- 2. Scanning for Details** Which statement is true?
 A Habitat for Humanity is more than 30 years old.
 B The writer is an employee of Habitat for Humanity.
 C The writer has helped to build houses in more than one country.
- 3. Scanning for Details** How many classmates went with Mariko on her second trip?
 A 24
 B 28
 C 35
- 4. Scanning for Details** Mariko Asano went to Negros Island with students from ____.
 A Kyoto University of Foreign Studies
 B Nishinomiya, Japan
 C the Philippines
- 5. Scanning for Details** On her second trip, Mariko
 A slept on the floor of someone's house
 B slept in a bed in someone's house
 C stayed in a small comfortable hotel

B. Vocabulary

Underline these words in the reading passage on pages 33–34. Then match each word with its definition to the right.

- | | |
|----------------------|--|
| 1. ___ appreciate | a. stay connected to someone by calling or writing |
| 2. ___ grew up | b. friendships |
| 3. ___ keep in touch | c. a group or team of people who work together |
| 4. ___ relationships | d. like, know the value of something |
| 5. ___ staff | e. got older, changed from a child to an adult |

C. Consider the Issues

Work with a partner to answer the questions below.

1. In paragraph 3 (lines 15–21), what does Mariko Asano say are the valuable things in life? List four things below.

- _____
- _____
- _____
- _____

Choose one of Mariko’s ideas and discuss why you think it is important.

Example

A: I think it’s important to help each other because together we are stronger.

B: I agree. When we help another person, we become better people ourselves.

2. In your opinion, what are some of the positive and negative things about volunteering for Habitat? Add your ideas to the chart below.

Positive Things	Negative Things
1. You can help other people.	1. You don’t earn any money.
2. _____	2. _____
3. _____	3. _____

Based on the information in your chart, would you encourage someone to volunteer for Habitat? Why or why not?

Building Vocabulary

Using Prefixes: *un-*, *im-*, *in-*, *ir-*

You can change the meaning of many adjectives by adding a prefix that means *not*: *un-*, *im-*, *in-*, *ir-*.

For example, the word *unimportant* means *not important* and the word *inactive* means *not active*.

Examples

<i>un-</i>	<i>im-</i>	<i>in-</i>	<i>ir-</i>
unaccustomed	immobile	inconvenient	irregular
uncomfortable	impermanent	incomplete	irreplaceable
unprofitable	impossible	inactive	irresponsible
unwise	immature	inexperienced	
unimportant		independent	
unhelpful			
unsuccessful			
unhealthy			

- A. Add the correct prefix (*un-*, *im-*, *in-*, *ir-*) to each adjective below to make the meaning negative.
1. Is it im possible to learn a new language in one year?
 2. Do you think sleeping on a cement floor would be very ___ comfortable?
 3. Would you like to try living in a place that you're ___ accustomed to?
 4. Do you think it's difficult to work on a project with an ___ experienced team of volunteers?
 5. Do you think that working for a group like Habitat is an ___ regular kind of job?
 6. Do you think that money is ___ important for organizations like Habitat?
 7. Have you ever been asked to do a job so difficult that you thought it was ___ possible?

B. **Pair work.** Ask a partner the questions from Activity A.

Reading Skill

Identifying the Topic and Main Idea

To identify the **topic** of a reading, ask: *What is the reading about?*

To identify the **main idea** of a reading, ask: *What is the most important thing the writer says about the topic?*

Example

The **topic** of the reading on pages 33–34 is *volunteering for Habitat*.

The writer's **main idea** is that *volunteering to help other people can change your life*.

A. Analyze the Reading

Look back at the readings in Chapters 1, 2, and 3 and complete this chart. (More than one answer may be correct.)

Chapter Title	Topic	Main Idea
1. Are You Getting Enough Sleep? (pages 1–10)		<i>Going without sleep can be bad for your health.</i>
2. Mika's Homestay in London (pages 11–20)		
3. It's Not Always Black and White. (pages 21–30)		
4. Helping Others (pages 31–40)	<i>volunteering for Habitat</i>	<i>Volunteering to help other people can change your life.</i>

Compare your answers with a partner.

B. Apply the Reading Skill

Read the two introductions below. Then answer the questions by filling in the correct circle.

1.

ORGANIC FOODS

To Buy or Not to Buy Many people believe organic food is better for your health than food grown the “traditional” way. It is also more expensive. Farmers who grow organic food do not use chemicals like pesticides (chemicals used to kill insects). But the U.S. government says that organic food is not really healthier than food which is grown in the traditional way. Many people disagree. In this article, you will read an interview with people on both sides of this issue. Then you will have to decide for yourself: is organic food really better or not?

2.

Beauty begins at the Supermarket

Some people spend a lot of money on lotions, makeup, and hair products to make themselves look more beautiful. Here’s something they may not know: scientific studies show that beautiful skin begins with what we put in our mouths—not what we put on our faces or hair. Read this article to find out which foods can make you more beautiful. Forget the lotion, and try some broccoli instead!

1. The topic of Reading 1 is ____.

- (A) beauty
- (B) food
- (C) health
- (D) shopping

2. The topic of Reading 2 is ____.

- (A) beauty
- (B) food
- (C) health
- (D) shopping

3. The main idea of Reading 1 is that ____.

- (A) organic food is healthier than other food
- (B) organic food is more expensive than traditionally grown food
- (C) organic food may or may not be better than traditionally grown food
- (D) organic food does not have pesticides

4. The main idea of Reading 2 is that ____.

- (A) people should buy lotion and makeup at the supermarket
- (B) people can make lotion and makeup from food
- (C) scientists are testing beauty products more than before
- (D) people can become more beautiful by eating certain foods

Discussion & Writing

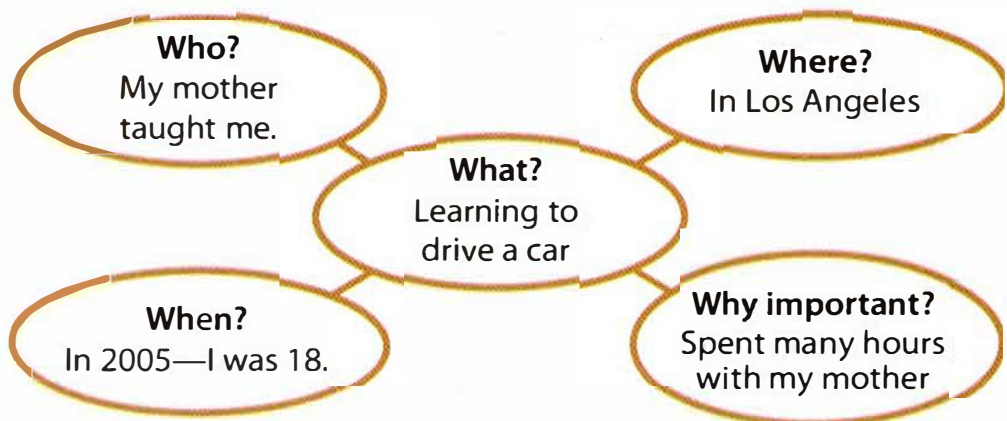
1. **Group work.** Which of the following volunteer opportunities would you choose to do? Why?
 - a. reading to a blind person
 - b. cooking for a sick person
 - c. helping someone learn to read
 - d. serving food to homeless people
2. Being involved with Habitat was an important experience in Mariko Asano's life. Follow the steps below to write about an important experience in your life.

Step 1: Think of some important experiences in your life. List them on a piece of paper.

Example

- meeting Tina
- going to Canada
- learning to drive a car

Step 2: Choose one of the experiences on your list. Collect information about this experience in a chart like the one below.



Step 3: Write about your experience. Then tell a partner about it.

Example

Learning to drive a car was an important experience in my life. My mother taught me to drive while my father was away on business. It was important to me because I had the chance to spend a lot of time with my mother . . .

Words to Remember

NOUNS

lifestyle
organization
relationship
volunteer

VERBS

appreciate
offer
(keep in) touch
volunteer

ADJECTIVES

close (relationship)
uncomfortable

Generation Z: Digital Natives

Chapter

5

Chapter Focus

CONTENT

Everyday use of digital media

READING SKILL

Finding supporting details

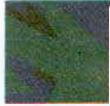
BUILDING VOCABULARY

Learning collocations about technology



“Our mission at Facebook is to help make the world more open and connected.”

—Mark Zuckerberg, American entrepreneur and co-founder of Facebook (1984–)



Before You Read

A. Connect with the topic. How old were you the first time you used each of these items?

- ___ computer
- ___ video game system
- ___ mobile phone
- ___ CD player
- ___ mp3 player
- ___ digital camera

B. Pair work. Compare answers. Did you begin using any of the items at the same age as your partner?

Example

A: The first time I used a computer, I was 8 years old.

B: Not me. I was...

C. Preview the reading. Move your eyes quickly over the reading on pages 43–44. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart		www.irLanguage.com
1. Title of the reading: _____		
2. Names of people and places in the reading. (List 2 more.)	3. Key words. (What words appear several times? List 2 more.)	
<u>Hong Kong</u> _____	<u>online</u> _____	
_____	_____	
_____	_____	
4. I think this reading is probably about		

Generation Z: Digital Natives

1 In **Istanbul**, Yesim Yilmaz is getting ready for class. Her mother brings her some breakfast, which Yesim eats while looking at her e-mail on her phone. She has forgotten to read a chapter for her biology class. No problem—she opens up her laptop and downloads a chapter from her
5 online textbook to read on the train.

On Sunday afternoon next to his apartment complex¹ in **Seoul**, Min-ho Park is waiting for the bus. At lightning speed,² he types a text message to let his friend know he's on his way. Min-ho is never without his phone. In fact, he's already bought a ticket on his phone for a movie he and his
10 friends will see this afternoon. Min-ho laughs as he checks some funny photos his friend Jae-sung has just posted³ online. His bus soon arrives. Min-ho gets on, sits down, opens a game app⁴ on his phone, and puts his earphones in his ears. Most of the other people on the bus who are Min-ho's age are doing exactly the same thing.

15 Yesim and Min-ho are members of Generation Z. They are sometimes called “digital natives” because they have grown up with the Internet, mobile phones, and social media⁵ since they were children. In fact, many have never seen a VCR or a telephone with a dial. Members of Gen-Z are people born between the mid-1990s and the early 2000s. They
20 are also sometimes called Generation C, where the C stands for *content*,⁶ *community*, or *creative*.

Their parents spent most of their teenage years⁷ listening to cassette players, watching VHS tapes, playing early video games, and calling friends on their families' telephones. Generation Z, however, is connected
25 to its music, videos, games, and friends online all day, every day. Recent surveys show that young people in Asia spend an average of 9.5 hours per day online. And marketing companies know this.



 Maps
pages 154, 155

Culture and
Language Notes
page 145

¹ **apartment complex** a group of several apartment buildings together

² **at lightning speed** very fast

³ **posted** uploaded; put onto a website

⁴ **app** application

⁵ **social media** applications and websites that connect people and let them share content with each other

⁶ **content** information, like texts, images, music, and videos

⁷ **teenage years** the years a person is 13 to 19 years old

Every time they open their page on a **social networking site**, Gen-Z members don't see only friends' updates⁸ and photos. They also see ads for products they might want to buy. Marketing companies work with social media sites to find out where their customers live, what movies, books, and music they like, and who their friends are. The companies use this information to show their customers the advertisements they want them to see.

35 What does this generation think about marketing companies knowing so much about them? Are they worried about losing their privacy? Not many seem to be very worried about companies knowing how to sell things to them. Many Gen-Z members are more concerned about keeping their private information from their parents. For example, Valerie Chen
40 in Kaohsiung is upset because her parents want to watch everything she does online. But her parents' eyes are not enough to make her stop using social media. Valerie knows how to limit what her parents can see about her on the social networking sites she uses.

However, keeping information private from parents may not be the
45 only challenge. Many people are now finding out that posting funny pictures on the Web can be a problem when they finish school and start looking for a job. In fact, some studies show that more than 70% of companies reject people who are looking for jobs because of what they can see about them online. Because they grew up using social
50 media, maybe Generation Z will be better at protecting their personal information online than the generation before them. Only time will tell.



Word Count: 585

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁸ **updates** information that people put on social networking sites to say what they're doing, where they are, etc.



After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Finding the Main Idea** This reading is primarily about ____.
 (A) Generation Z and its use of technology
 (B) the differences between members of Generation Z and their parents
 (C) using technology to find a job
- 2. Scanning for Details** Which statement is true about the people in the article?
 (A) Most Gen-Z members have never used a desktop computer.
 (B) The parents of Gen-Z don't use social networking sites.
 (C) Some members of Gen-Z were born in the 21st century.
- 3. Scanning for Details** Gen-Z members in Asia are online ____ hours a day.
 (A) 3.5
 (B) 6.5
 (C) 9.5
- 4. Scanning for Details** Which statement is true about the people in the article?
 (A) Yesim Yilmaz is a student.
 (B) Min-ho Park is probably not a student.
 (C) Valerie Chen lives in Seoul.
- 5. Scanning for Details** According to the article, the "C" in Generation C stands for ____.
 (A) community, commitment, creative
 (B) content, community, creative
 (C) creative, clever, content

B. Vocabulary

Underline these words in the reading passage on pages 43–44. Then complete the sentences.

challenge connected marketing privacy reject

1. People in _____ figure out how to sell things.
2. Social networking sites let me stay _____ to my friends all the time.
3. I don't want companies knowing everything about me; I like having my _____.

4. Some people completely _____ technology. They don't use e-mail, and they don't like computers at all.
5. Learning how to use a new cell phone isn't hard for me, but it's a big _____ for my dad.

C. Consider the Issues

Work with a partner to answer the questions below.

1. Do you agree or disagree with the following statements? Check (✓) your answers.

Statements	Agree	Disagree
a. It's great for children to begin using technology at a very young age.	<input type="checkbox"/>	<input type="checkbox"/>
b. Spending 9.5 hours a day online is fine.	<input type="checkbox"/>	<input type="checkbox"/>
c. I couldn't live without a mobile phone.	<input type="checkbox"/>	<input type="checkbox"/>
d. Social networking sites are a great way to stay connected with people.	<input type="checkbox"/>	<input type="checkbox"/>
e. I am not worried about privacy online.	<input type="checkbox"/>	<input type="checkbox"/>
f. I don't post funny photos online because I don't want future employers to see them.	<input type="checkbox"/>	<input type="checkbox"/>
g. Reading e-books is better than reading printed books.	<input type="checkbox"/>	<input type="checkbox"/>
h. I don't want my parents to see what I'm doing online.	<input type="checkbox"/>	<input type="checkbox"/>

Discuss your answers with another pair.

Example

A: I'm not worried about my privacy online.

B: Neither am I.

C: Really? I don't want strangers to know much about me.

2. Which statements describe your reaction to the reading? Check (✓) one or more statements and add one of your own.
 - I had never heard of Generation Z or Generation C before reading this.
 - The use of digital media in this article describes my friends and me.
 - I was surprised to hear that some young people spend 9.5 hours a day online.
 - I was surprised to hear that 70% of companies reject job applicants because of the information about them online.
 - _____

Building Vocabulary

Learning Collocations About Technology

There are a lot of collocations in English on the topic of technology. Here are just a few of the new collocations that have entered the English language since the Internet became popular.

- check out a website
- click on a link
- do a search (for something) online
- download music
- upload photos
- read a blog
- send e-mail
- add (someone) to my friends list

A. Complete the sentences using the correct form of the missing word in each collocation.

1. When I arrive at work, my inbox is already full. I spend the next two hours sending _____ to people before I start my other work.
2. Jim is a really nice guy. I didn't know him before the party, but he already _____ me to his friends list.
3. I never _____ photos of myself online.
4. You should _____ this website. It has a lot of exercises to help you practice grammar.
5. Every night I read a _____ that my friend writes. She is so funny and always has something interesting to say.
6. I don't know what happened. I clicked on a _____ and my computer screen turned blue. I think I have a virus.
7. If you need to find some information for next week's homework, try doing a _____ online.
8. Jeffrey got in trouble because he _____ a lot of music, and his parents had to pay for it all.

B. Which of the following nouns can you use with these verbs? Match each verb with all of the nouns that you think are collocations in English. Several answers are possible.

Verbs

1. write _____
2. post _____
3. reply to _____
4. forward _____

Nouns

- a. a message
- b. an e-mail
- c. a blog
- d. a link

Reading Skill

Finding Supporting Details

Writers usually provide details and examples to support their ideas and opinions. Details give more information about what the author wants to explain. Finding these supporting details will help you understand the writer's ideas.

Example

Main Idea

Yesim and Min-ho are members of Generation Z. They are sometimes called “digital natives” because they have grown up with the Internet, mobile phones, and social media since their were children. In fact, many have never seen a VCR or a telephone with a dial. Members of Gen-Z are people born between the mid-1990s and the early 2000s. They are also sometimes called Generation C, where the C stands for content, community, or creative.

Supporting Details

A. Analyze the Reading

Look back at the reading on pages 43–44 and find at least one detail that supports each of the ideas below.

Important Ideas	Supporting Details
1. Min-ho is never without his phone.	<i>While waiting for his bus, he sent a text message, bought movie tickets, checked out his friend's new photos, and opened a game app.</i>
2. Generation Z is online all day, every day.	
3. Marketing companies use social networking sites to sell to members of Generation Z.	
4. Posting funny pictures today can be a problem tomorrow.	

Compare your answers with a partner.

B. Apply the Reading Skill

Read the passage and find one supporting detail that matches each important idea below.

Seniors⁹ Are Going Digital

In the age of a new generation of “digital natives,” what are the “older” generations doing to learn about the online world? The oldest of the American baby boomers (the generation born between 1946 and 1964) learned how to use new media at work. But for the generation born before 1946, getting used to computers and the Internet has been a bigger challenge.

Several cities across the country have started to offer new programs for senior citizens to teach them web skills. “At first, I wasn’t sure if I would like it,” says Agnes Stein, a 78-year-old student at the Wayne Senior Center in Orrville, Ohio. “But now I understand my grandchildren when they talk about what they do every day.”

The number of seniors online is definitely increasing. In 2005, only five percent of senior citizens had Internet access¹⁰ in their homes, but as of 2009, the number had gone up to 30 percent.

In fact, some seniors have become famous around the world for their use of the Internet. The world’s oldest person on Facebook, Ivy Bean, joined the site in 2008 when she was 102 years old. Sadly, she passed away in July 2010, at the age of 104, leaving behind 5,000 Facebook friends and thousands of followers on Twitter.

Important Ideas	Supporting Details
1. There are many new classes across the U.S. to teach web skills to seniors.	<hr/> <hr/> <hr/> <hr/>
2. The number of seniors online is definitely increasing.	<hr/> <hr/> <hr/> <hr/>
3. Some seniors become famous for their use of the Internet.	<hr/> <hr/> <hr/> <hr/>

Compare your answers with a partner.

⁹ seniors / senior citizens people over the age of 65

¹⁰ had Internet access Internet was available; could connect to the Internet

Discussion & Writing

1. How digital are you? Read the questions and check (✓) your answers.

How many hours a week do you spend ...	0	<1	1-5	5-10	10-15	15-20	20-30	>30
on the Internet								
reading/writing text messages								
on social networking sites								
watching videos online								
reading/writing blogs								
shopping online								
reading articles on a computer								
listening to music on a computer or mp3 player								

2. Find out about your classmates' digital habits. Choose one of the questions in the chart above, and ask several of your classmates. Collect the information and share it with your class.

Example

Six people spend more than 30 hours a week on the Internet.

Two people spend 5 to 10 hours on the Internet.

Listen to the other students' reports. Do the answers surprise you? Are you a digital native? Why or why not?

Words to Remember

NOUNS

ads
challenge
customers
dial
marketing
privacy
social networking (site)

VERBS

download
reject

ADJECTIVES

digital
personal
upset

Mini-Dictionary
page 158

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