

UNIT 1 DO YOU ACCEPT THE CHALLENGE?

LESSON 1 VOCABULARY

A Match the underlined words and phrases with those that have the same meaning.

- | | |
|---------------------------------------------------------------------|--------------------|
| ___ 1. Larry had a great <u>history of achievement</u> at his job. | a. a high achiever |
| ___ 2. Julie's an <u>ambitious person</u> . | b. initiative |
| ___ 3. Dan can <u>deal with several projects at once</u> . | c. the skill set |
| ___ 4. A positive attitude is a <u>quality</u> we are looking for. | d. acknowledged |
| ___ 5. Michelle shows <u>independence</u> in her work. | e. juggle |
| ___ 6. We spent an hour <u>coming up with ideas</u> . | f. dependable |
| ___ 7. Jake's really <u>reliable</u> . | g. oversight |
| ___ 8. Mary has the <u>qualifications</u> needed for this position. | h. brainstorming |
| ___ 9. We need <u>closer cooperation</u> between departments. | i. a trait |
| ___ 10. Ron is always in a <u>great mood</u> | j. collaboration |
| ___ 11. Our supervisor <u>recognized</u> that we need more time. | k. a track record |
| ___ 12. Who's providing <u>management</u> for this project? | l. upbeat |

B Write the correct synonym from the box for each word or phrase.

achiever	acknowledge	brainstorming	collaboration	dependable	initiative
juggle	oversight	record	skill	trait	upbeat

1. *drive to do something*: _____
2. *successful person*: a high _____
3. *supervision*: _____
4. *reliable*: _____
5. *performance history*: a track _____
6. *cheerful*: _____
7. *a characteristic*: a _____
8. *admit*: _____
9. *teamwork*: _____
10. *problem solving*: _____
11. *qualifications*: a _____ set
12. *multitask*: _____

LESSON 1 GRAMMAR

A Write the words in the correct order to make sentences.

1. my sales goal / was / impressed / that / I'd / my boss / met

_____.

2. teamwork / is / how much / the key / to / accomplish / we / can

_____.

3. you / have / excellent / that / I understand / an / track record

_____.

4. how / unclear / is / they / juggle / multiple projects

_____.

5. first step / is / that / the / a self-assessment / you / do

_____.

6. I / can / believe / performance / informative / reviews / be / very

_____.

7. he / puzzles / why / can't / set / realistic goals / me

_____.

8. it's / to / do next / a mystery / to me / what / they / mean

_____.

B Rewrite each pair of sentences as a single sentence with a noun clause.

1. What did she mean? I didn't understand.

I didn't understand what she meant.

2. We accomplished something. I'm very pleased.

_____.

3. He's at risk of burnout. That worries me.

_____.

4. You have such a great track record. You should be proud of that.

_____.

5. What do they want? It's not clear.

_____.

6. You have great potential. I strongly believe that.

_____.

7. You showed good teamwork. That impressed the boss.

_____.

8. How long will it take? I don't know.

_____.

9. It's taking too long. That's the problem.

_____.

LESSON 2 VOCABULARY

A Complete the conversations with phrases from the box.

a setback	a temptation	build momentum
don't go their way	for one reason or another	map out
raise the bar	take the plunge	the end's in sight

- A: I've always wanted to learn how to paint, but I'm nervous to try.
 B: Look. Here's a class at the art center. Why not _____
 and sign up.
- A: How do I get more support and _____ on social
 media for my business?
 B: Let's _____ a plan to attract an audience first.
- A: Losing that last game was _____ in our soccer
 season.
 B: Some people haven't been putting in much effort. Maybe we need to
 _____ for practice sessions.
- A: I've been working so hard this term. I'm glad that
 _____.
 B: Me, too! I'm so busy it's _____ to just relax now, but
 I've got to keep going.
- A: I don't know why, but _____, every time I'm in a
 hurry, something goes wrong.
 B: Yeah. When someone's stressed, it seems like things
 _____.

B Write the words from the box that mean the same as the phrases given.

another	bar	map	momentum	plunge
setback	sight	temptation	way	

- for various reasons*: for one reason or _____
- to take action*: take the _____
- something is coming to an end soon*: the end is in _____
- to gather speed and strength*: build _____
- to not happen like one wanted*: not go one's _____
- to set a higher standard*: raise the _____
- something you want to do, but shouldn't*: _____
- a problem that makes progress or success less likely*: _____
- to plan the details of something*: _____ out

LESSON 2 GRAMMAR

A Circle the correct answers.

1. My doctor says **I'm not to** / **I'm on the brink of** gain any more weight, so I'd better start exercising.
2. If I give up fast food, **I'm due to** / **I'm bound to** lose some weight.
3. I'm **on the verge of** / **not about to** eating another donut—somebody please get them out of my sight!
4. Sorry, but I can't talk now. The meeting is **about to** / **on the brink of** start.
5. You can train for a marathon if you want, but I'm **not to** / **not about to** join you. I hate running.
6. So, you're **on the brink of** / **due to** completing your challenge. Congratulations!
7. My 30-day challenge is **due to** / **on the verge of** end in a week.
8. Today is the day **we're to** / **we're about to** get trained on the new software.

B Rewrite the sentences using the words in parentheses. Do not use contractions.

1. There is no way I am giving up sugar. (about to)
I am not about to give up sugar.
2. I am going to meet my new personal trainer tomorrow. (due to)
_____.
3. Everyone has to do a self-assessment. (be to)
_____.
4. I will soon finish my 30-day challenge. (on the verge of)
_____.
5. You must not say a word about this. (be to)
_____.
6. Things will surely get better. (bound to)
_____.
7. He is about to begin another 30-day challenge. (on the brink of)
_____.
8. She will soon change her life. (about to)
_____.
9. I refuse to give up social media. (about to)
_____.

LESSON 3 VOCABULARY

A Circle the words to complete the sentences.

1. Astronomers have been using **crowdsourcing** / **individuals** / **robots** to find new planets by posting their data online.
2. Many jobs these days need **general knowledge** / **little skill** / **specialist expertise**. That's why many people need to have a higher education.
3. An amazing **tendency** / **innovation** / **deterioration** in housing is a house that can be made with a huge 3-D printer in just 24 hours.
4. Some people worry that smart devices in our homes, like intelligent lighting, are **harmless** / **resistant** / **vulnerable** to hacking.
5. Rebuilding a community after a natural disaster can be a **monumental** / **limited** / **insignificant** effort.
6. We want a green home that uses **temporary** / **reusable** / **renewable** energy, like hydroelectric power.
7. In the United States, leaving a tip at a restaurant is the **norm** / **exception** / **extreme** and waiters may be upset if you don't.
8. This book is a **spin-off** / **the foundation** / **the basis** of a previous popular series about a wizard. It's about the wizard's friends from the main books.
9. I like tasks that produce **tangible** / **intangible** / **imaginary** results—like making pottery.
10. We can test an idea with a **small-scale** / **large-scale** / **pay-scale** initiative, like urban farming with just a few families.

B Complete the sentences with words from the box.

breakthrough	crowdsourcing	galvanize	initiative	innovation	norms
monumental	renewable	specialist	spin	tangible	vulnerable

1. The international project took a _____ effort by everyone to complete it.
2. The one-week deadline helped _____ Toby to work quickly.
3. Adding GPS technology to walking canes was an important _____ for people who are blind.
4. Tuning a piano calls for _____ expertise and lots of patience.
5. Scientists working on green energy are hoping for a _____ that will provide green energy at low cost.
6. Many homeowners are installing _____ energy options, like solar panels.
7. This movie is a _____-off from last summer's superhero movie. It has some of the same characters.
8. The town planted a garden that everyone could get food from as a small-scale _____ to reduce hunger.
9. People who have rare illnesses try to get help by _____ medical advice from people around the world.
10. Children and elderly people are usually the most _____ to illness.
11. Each community has its own _____, like cutting grass on a specific day.
12. A wedding ring is a _____ symbol of a marriage.

LESSON 3 GRAMMAR

A Circle the correct answers.

1. A: Are they getting any closer to solving the problem?
B: Yes, **it / there / here** has been some progress.
2. A: **It's / There's / Here's** my completed application form.
B: Just leave it on my desk, thanks.
3. A: Will they be able to figure out what went wrong?
B: Yes, but **it / there / here** will take some time.
4. A: **It's / There's / Here's** still early, but the sky's getting dark.
B: I think we're about to have some stormy weather.
5. A: **It's / There's / Here's** the book I mentioned.
B: Oh, great! When will you need it back?
6. A: The contest draws lots of brilliant ideas.
B: But **it / there / here** can be only one winner, right?
7. A: Can you afford to get solar panels on your roof?
B: Yes! **It / There / Here** turns out that there's a government program that will help.
8. A: Every time I read about climate change, it seems clear the world is headed towards disaster.
B: But **it / there / here** is still time to change course.

B Use the preparatory subject in parentheses to rewrite each sentence.

1. Finding time to work on this project has been hard. (it)
It has been hard to find time to work on this project.
2. A breakthrough has happened recently. (there)
_____.
3. Winning would take skill, hard work, and luck. (it)
_____.
4. Your mail just arrived. (here)
_____.
5. A better way to do this must exist. (there)
_____.
6. The winner turned out to be a teenager. (it)
_____.
7. I have the information you wanted. (here)
_____.
8. I'm afraid no easy answers exist. (there)
_____.

A

Escape Rooms and Immersive Entertainment

Four archeologists find themselves locked in an ancient tomb deep underground with only 10 minutes' worth of oxygen left to breathe. One desperately tries to open a box that may contain a key to the door. Another probes the walls for secret passages while two more attempt to decode an inscription on the ceiling. Unfortunately, their efforts are in vain, and they fail to escape in time. Suddenly, the door swings open and a smiling employee announces cheerfully, "Sorry! Time's up!"

Those archeologists were actually four friends immersed in an escape room experience, a new form of entertainment in which a group of people try to find a way out of a specially constructed tomb, prison cell, laboratory, hospital room, or one of many other possible scenarios. Before they begin, participants are briefed by staff about the rules and the objective, which must be completed within a specified time limit. Escaping may entail a variety of tasks, for example, finding hidden objects, solving riddles or logic problems, shining a light in a certain way, or untying an intricate knot. Some of them are quite difficult. A recent survey found that only 41% of those who try make a successful escape, but for the most difficult escape rooms, that rate can be as low as 2%.

The first escape room business was founded in Japan in 2007. It was inspired by escape-the-room video games, which it adapted to an immersive, real-world experience. Within just five years, similar businesses were popping up in Singapore, Australia, the United States, and Europe. At last count, there were about 10,000 worldwide. With relatively low startup costs and large groups of customers willing to pay as much as 30 dollars per person for an experience lasting one hour or less, escape room and similar immersive entertainment businesses can earn hundreds of thousands of dollars in profits per year.

For business owners to survive the fierce competition in this industry, constant innovation is key; otherwise, returning customers will get bored. Some entrepreneurs have made things more interesting by adding living actors to their scenarios; they play characters who may help or hinder the participants by what



they say. Other businesses have taken this further by assigning roles to the customers so that everyone takes part in role-playing. There are also so-called "action quests," which emphasize athletic skills such as climbing, jumping, and running as well as the traditional mental problem-solving of escape rooms. In addition, they build on the escape objective by adding other goals borrowed from video games: collecting treasures, earning points, and defeating opponents.

In the future, even after most of the possibilities of the traditional escape room format have been exhausted, other forms of immersive entertainment surely will not lose their appeal. One modification is to increase the size of the venue to cover a large geographic area. These are called large-venue quests, and they take various forms, including scavenger hunts and moving through the city while avoiding being seen by "zombies." Other cutting-edge innovations include digitally enhancing scenarios with embedded touch screen and motion sensor technologies, and hyper-reality, that is, the use of virtual reality helmets augmented with real sensory experiences of wind, dampness, odors, texture of the ground below, etc. Like the video games that inspired it, the popularity of immersive entertainment will likely continue as long as imaginative entrepreneurs keep on implementing their amazing ideas.

B

Read the article again. Then circle the correct answer to complete the sentence.

1. The scenario in the opening paragraph is an escape room with **role-playing** / paid actors.
2. In most escape rooms, participants **follow certain guidelines** / escape from underground locations.
3. The popularity of escape rooms **is due to their price** / crosses cultures.
4. An escape room business **requires a huge investment** / offers a good return on investment.
5. Actors were added to **speed up problem solving** / make escape rooms more interesting.
6. Action quests **include multiple objectives** / were the first escape rooms.

C

READING SKILL Check-Underline-Question

Evaluating our existing knowledge of a topic helps us focus on new information. It also helps us understand what we have learned, and what else we wish to know about a topic. As you read,

- put a checkmark next to the information that you already knew
- underline any information that is new and useful
- write three questions about the topic—what else would you like to know?

LESSON 5 WRITING

A Read the narrative essay. Write the correct letter on the line to complete the paragraph.

- | | |
|--------------------------------------------------|------------------------------------|
| a. spent wonderful times together on these trips | f. was ready to take on my new job |
| b. an intense fear of flying | g. had nightmares for weeks |
| c. started flying around the cabin | h. who travels around the world |
| d. began brewing | i. in all corners of the globe |
| e. flying is actually very safe | j. worked with a therapist |

I'm a high-level executive 1. setting up schools and local offices for an international organization. So you might find it odd that I once suffered from 2.. The onset of this fear occurred well before I took on my current position, but overcoming it was one of the greatest challenges I ever faced in my life. As a child, I loved to fly. My mother was a writer, and she was invited to speak at literary events and conferences 3.. She regularly took my siblings and me out of school to go with her to these events, thinking—rightly—that the education we'd receive on the road would be just as useful as anything we'd learn in school. We 4., always encountering new people, food, customs, and experiences. One event changed all this. Midway through a transatlantic flight, a severe storm 5.. It got worse and worse. I had experienced turbulence before, but nothing like this. At one point, the plane dropped several hundred feet. The overhead compartments opened, and bags 6.. People were screaming. I was screaming—I was terrified. After that flight, I 7.. Moreover, I avoided flying. In my late twenties, while working for a nonprofit educational organization, I was offered my dream job: a position that involved traveling to and from African nations to help establish schools in poor communities. I was determined to overcome my fear of flying, so I 8.. She taught me anxiety management techniques and helped me to control my negative thoughts about flying. I also learned to remind myself that 9.. After a few practice flights, I 10.. Am I completely free of my fear? Not entirely. But I put my therapist's strategies to work when I fly, and now I can remain calm and feel confident that I can face challenges.

B What is the purpose of each sentence? Circle C (expresses a complex thought) or P (makes a point stand out).

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1. The onset of this fear occurred well before I took on my current position, but overcoming it was one of the greatest challenges I ever faced in my life. | C | P |
| 2. As a child, I loved to fly. | C | P |
| 3. She regularly took my siblings and me out of school to go with her to these events, thinking—rightly—that the education we'd receive on the road would be just as useful as anything we'd learn in school. | C | P |
| 4. One event changed all this. | C | P |
| 5. Moreover, I avoided flying. | C | P |

