

# 1 DO YOU ACCEPT THE CHALLENGE?

## PREVIEW THE UNIT

LESSON 1	Talk about performance	
	<b>Vocabulary</b>	Words related to performance
	<b>Language choices</b>	Noun clauses as subjects, objects, and complements
	<b>Conversation skill</b>	Make suggestions
LESSON 2	Talk about challenges	
	<b>Language choices</b>	More ways to express future time
	<b>Pronunciation</b>	Final intonation in rhetorical questions
	<b>Listening skill</b>	Listen for rhetorical questions
LESSON 3	Discuss world problems	
	<b>Language choices</b>	Preparatory subjects: <i>it</i> , <i>here</i> , and <i>there</i>
	<b>Note-taking skill</b>	Create a matrix chart
	<b>Discussion skill</b>	Ask follow-up questions
LESSON 4	Read about viral challenges	
	<b>Reading skill</b>	Check-Underline-Question
LESSON 5	Write a narrative essay	
	<b>Writing skill</b>	Vary sentence construction
	<b>Writing tip</b>	Show your unique qualities
PUT IT TOGETHER		
	<b>Problem solving</b>	Consider ways in which people can reduce stress

## GET STARTED

- A** • Write the unit title on the board. Read it aloud. Ask, *What does it mean to accept a challenge?* Say, *I was asked to manage the entire conference. I accepted the challenge.* Elicit other examples from Ss.
- Read the learning goals aloud.
  - Ask the target questions. Have Ss share with a partner challenges most people face as well as personal challenges.
  - Bring the class together and call on volunteers to answer.
- B** • Direct Ss' attention to the picture. Ask Ss to write words or phrases that describe it and then compare in pairs.
- Read the target questions aloud. Have Ss discuss in pairs. Then have them share their answers with the class.
  - Ask, *Imagine that you are standing in front of this cliff. Do you accept the challenge?* Call on volunteers to answer.
- C** • Focus on the social media message. Ask, *Who wrote the message?* (Sam) Have Ss read what Sam says in *Meet the People of TSW Media* on page 4 or play the video of Sam. Then ask, *What do you know about Sam?* (Sam is from the U.S. He's an editorial intern at TSW and a graduate student.)
- Read Sam's social media message aloud. Ask, *What does it mean when something is getting to you?* (It's bothering you.) *What is getting to Sam?* (the stress of too many things going on)
  - Read the target question aloud. Have Ss discuss in groups. Bring the class together to review.

## 1

# DO YOU ACCEPT THE CHALLENGE?

## LEARNING GOALS

In this unit, you

- talk about performance
- talk about challenges
- discuss world problems
- read about viral challenges
- write a narrative essay



## GET STARTED

- A** Read the unit title and learning goals. What kinds of challenges do most people face in life? What other kinds of challenges do you face personally?
- B** Look at the photo. It shows a climber on a rockface over the ocean. What would you find challenging about this activity? Would you ever do it? Why or why not?
- C** Read Sam's message. Why would having friends visit be considered challenging? How does that relate to Sam's busy week at work?



**SAM BENNETT**

@SamB

This week is going to be challenging. There's so much going on at work, and friends are visiting as well. The stress is getting to me!



# LESSON 1

# TALK ABOUT PERFORMANCE



SAM BENNETT

@SamB

I'm halfway through my internship. Performance review with the boss today. 🍷

## 1 VOCABULARY Words related to performance

**A** Look at the infographic. What qualities do you think are the most important for success at work?

**B** ▶01-01 Read and listen. Do you know the words in bold?

## QUALITIES EMPLOYERS WANT

1

### Drive

These employees show **initiative**. They are **high achievers** who set goals and meet them. They require limited **oversight**.

2

### Dependability

Supervisors rely on **dependable** employees to follow through. They have a strong **track record** for completing tasks on time.

3

### A Positive Attitude

**Upbeat** employees create a positive work environment. People with this personality **trait** face challenges with enthusiasm. They **acknowledge** their mistakes and view them as opportunities for growth.

4

### Teamwork

Team players have strong **collaboration** skills. From a **brainstorming** session through job completion, they always put the company first. They give credit to the group effort.

5

### Flexibility

Employers value workers with a broad **skill set** who are able to complete a variety of assignments. Flexible employees easily adapt to change, and can handle pressure as they **juggle** multiple tasks.

>> FOR PRACTICE, PAGE 125 / DEFINITIONS, PAGE 155

## 2 LANGUAGE CHOICES Noun clauses as subjects, objects, and complements

**A** Read the example sentences. Underline the noun clauses. Then circle the correct answers in the chart.

Noun clauses are dependent clauses that function as nouns.

Use	Example sentences
Object of sentence	1. I'd say (that) you have a good track record.
Object of preposition	2. Collaboration is an important part of what we do.
Subject of sentence	3. That you met all your goals this quarter is remarkable. 4. What impresses me most is your ability to juggle multiple tasks.
Subject complement	5. The problem with this review is that it focuses on only one skill set.
Adjective complement	6. I'm not surprised (that) you've set ambitious goals.

### Noun clauses as subjects, objects, and complements

- We can add extra emphasis to a noun clause by making it the **subject** / **object** of the sentence.
- A noun clause can function as the object of certain verbs or **nouns** / **prepositions**.
- A subject complement provides more information about the subject and usually follows a form of **be** / **have**.
- When a noun clause follows certain adjectives, it functions as an adjective complement. The adjective complement gives information about the **adjective** / **noun clause**.

>> FOR PRACTICE, PAGE 125

**B** Read the sentence. Identify the three noun clauses and describe their functions.

Our director says what's most important is that we maintain open lines of communication.

## LESSON 1 TALK ABOUT PERFORMANCE

- Read the lesson title. Ask, *What does it mean to talk about performance?* (to talk about how well or poorly a person does a particular job or activity)
- Ask for a volunteer to read the social media message aloud. Ask, *What is an internship?* (a job that lasts a short time that a person does to gain experience; it can be paid or unpaid) *What does halfway through mean?* (half finished, at the middle point) *What does*

*the fingers crossed emoji at the end of the post mean?* (It symbolizes luck or the desire for a positive outcome.) *Why does Sam use this emoji?* (He hopes his performance review will go well.)

- Ask, *What may be the result of a positive performance review?* (more responsibilities, a full-time job offer, a good reference for another job)

### 1 VOCABULARY

- A** • Read the vocabulary title aloud. Reiterate that *performance* refers to a job performance.
- Read the target question. Have Ss share their opinions in pairs.
- B** • Say, *Listen to the words that describe qualities that employers want.*
- Play the audio. Pause after *juggle*. Tell Ss to follow along as they listen to the information in the infographic.
- Play the rest of the audio.
- In pairs, have Ss read the infographic again and discuss the meanings of the words and phrases in bold.
- Go over the definitions. You can also refer Ss to the definitions in the glossary on page 155.
- For more vocabulary practice, refer Ss to the exercise on page 125.



**OPTION** To test spelling of new vocabulary, read the words or play the audio of the individual words. Ask Ss to listen and write them down. Repeat as needed. Then have Ss open their books and check that they have written the words correctly.



**TEACHING TIP** When studying vocabulary lists, it can be helpful for Ss to identify the parts of speech for each word. Encourage Ss to sort the word sets into nouns, verbs, adjectives, etc. Then have them try to sort categories of words further, into count / non-count nouns, concrete / abstract nouns, compound nouns, etc. Analyzing words on a deeper level will help Ss use and spell them correctly. Invite Ss to keep a separate journal for such word study.

### 2 LANGUAGE CHOICES

- A** • Ask Ss to close their books. Write *noun clauses* on the board. Then write: *My supervisor appreciates what I do.* Read the sentence aloud. Elicit the noun clause (*what I do*) and underline it. Point out that noun clauses begin with relative pronouns like *what, how, that, where, why, who*, etc. They act like nouns.
- Have Ss open their books. Read the title. Then return to the sentence on the board. Ask, *Is this noun clause a subject, object, or complement?* (object)
- Review terminology as needed. Say, *An object of a sentence follows the main verb. Prepositions are words like with, in, on, etc. A subject is a noun that performs the action of the main verb in a sentence. A subject complement follows a linking verb, for example be, become, seem. An adjective complement modifies an adjective.*
- In pairs, have Ss take turns reading the example sentences and uses. Tell them to underline the noun clauses.
- Monitor. Ask Ss guiding questions as needed: *What verb does the noun clause follow? What preposition does the noun clause come after? What verb follows the noun clause? What form of be does the noun clause follow? What adjective does the noun clause follow?*

- Ask a volunteer to read the note. Return to the example sentences. Ask, *Can any of these clauses stand on their own as sentences?* (no) Reiterate that they need to be attached to a main clause.
- Then ask Ss to complete the rules in pairs.
- Call on Ss to read the completed explanations aloud and say which example sentence helped them choose the correct answer. Offer feedback as needed.



- B** • Ask for a volunteer to read the example sentence aloud.
- Give Ss time to analyze the sentence in pairs. Write it on the board.
- Call on volunteers to identify the clauses. Underline *what's...communication*. Then circle *What's most important* and *that we maintain open lines of communication*. Ask Ss to reference the grammar chart to provide reasons for their answers.



**TEACHING TIP** Encourage Ss to look for examples of the grammar covered in class in authentic sources. For example, urge them to notice noun clauses used in newspaper articles, song lyrics, movie dialogues, etc. This will make real the choices being made when using language to express ideas.

### 3 CONVERSATION SKILL

- A** • Have Ss look at the picture on this page and describe what they see. Then ask, *Which vocabulary words from page 6 do you see depicted in this picture?* (collaboration, upbeat) Ask, *Is this the type of workplace that you like? If not, describe the kind of work setting that you like.*
- Read the conversation skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
  - Ask, *What are other ways you can make a suggestion?* (Why don't we..., What about..., Would you like to..., Shall we..., Let's...) Add them to the board.
  - Direct Ss' attention to 3A. Read the instructions aloud. Play the audio.
  - Clarify any new vocabulary, such as *easier on the eye* (easier to look at, more attractive).
  - Have Ss complete the exercise individually.
  - Bring the class together and call on Ss to read the completed sentences aloud. Then ask, *Do the speakers agree or disagree with the suggestions?* (They all

agree.) *Do you think these are good suggestions?* Call on volunteers to share their opinions.



**OPTION** If Ss need support, go over the verb forms that follow each expression: *Could you* + base form; *How about* + gerund; *If I were you, I'd* + base form; *It might be better if* + subject + simple present; *Have you considered* + gerund; *What if* + subject + simple past; *Why not* + base form.



- Say, *I'm really nervous about my performance review tomorrow. I can't calm down.* Elicit suggestions. Tell Ss to use expressions from the conversation skill box. (For example, S: Have you considered meditating? Why not take a yoga class? T: Good idea!)
- Have Ss complete the exercise in pairs. Circulate and provide help as necessary.



**EXTENSION** Have Ss role-play four more conversations using the remaining expressions in the conversation skill box. Tell Ss that they can ask for suggestions on any topic. Offer support on forming the suggestions.

### 4 CONVERSATION

- A** • Read the instructions. Ask, *What do you think Sam and his boss María are talking about?* Elicit ideas.
- Have Ss listen and complete the exercise individually.
  - Go over the answers. Ask, *Were your predictions correct?*
- B** • Give Ss time to preview the instructions and headings.
- Play the audio again. Tell Ss to take notes as they listen. Bring the class together and write on the board: *I've noticed you have a tendency to work alone.* Ask, *What does a tendency to do something mean?* (to have a predisposition toward acting a certain way) Elicit

additional examples, such as *He has a tendency to exaggerate.*

- Go over the answers in the chart. Ask, *Does Sam accept the challenge María proposes?* (yes)
- Take a class poll. Ask, *In your opinion did, Sam get a good review?* Call on Ss to explain their opinion.



- Ask Ss to predict ways the gaps might be filled. Then have them listen and complete the conversation. Go over the answers.
- In pairs, have Ss practice the conversation, and then swap roles and practice again.

### 5 TRY IT YOURSELF

- A** • Read the instructions aloud. Model the activity, writing on the board as you speak. Say, *Problem: Peter is impatient with the customers sometimes. Solution: Have him review the procedure manual; have him train to anticipate scenarios with customers. Feedback: Tell him to focus more on the customers and making sure they are satisfied.*
- Have Ss take notes with their own ideas.
  - Circulate as Ss work and assist as needed.
- B** • In pairs, have Ss use their notes to role-play the performance reviews. Clarify that pairs will do two role plays, one for each S's notes.
- Remind Ss to use expressions from the conversation skill box as the manager gives suggestions to the problematic staff member.
  - Monitor. Listen for the correct use of noun clauses as the manager and staff member speak. (For example, You know that we've had some unhappy customers.

*I'm concerned that you are not meeting all your job requirements.)*



**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary related to performance
- ✓ using noun clauses correctly
- ✓ using expressions to make polite suggestions



**EXIT TICKET** Say, *Praise an employee for an accomplishment and give a suggestion for improvement.* In pairs, have Ss take turns role-playing. Remind them to use the target vocabulary from 1B and noun clauses to share their ideas. Monitor. Listen and take notes on areas for review and extra practice.

### 3 CONVERSATION SKILL

- A** ▶ 01-04 Read the conversation skill. Listen. Notice the words the speakers use to make suggestions. Complete the sentences that you hear.

- \_\_\_\_\_ write down questions as you're listening?
- \_\_\_\_\_ replacing this green background with a lighter color?
- \_\_\_\_\_ you send the agenda for the next meeting in advance.

#### Make suggestions

Use expressions like these to make polite suggestions:

Could you...?                      Have you considered...?  
How about...?                    What if...?  
If I were you, I'd...                Why not...?  
It might be better if...

- B** **PAIRS** Student A: Identify a problem. Student B: Respond with a suggestion. Use an expression from the conversation skill box.

### 4 CONVERSATION

- A** ▶ 01-05 Listen. What do María and Sam talk about?

- B** ▶ 01-05 Listen again. Complete the chart with information from Sam's performance review.

Accomplishments	
Problems	
Challenges	

- C** ▶ 01-06 Listen. Complete the conversation.

María: You always fully complete your assigned work. That's important. But \_\_\_\_\_ you have a tendency to work alone. \_\_\_\_\_ think of some ways to better engage with the team? Collaboration is an important part of what we do here.

Sam: OK. I hear what you're saying. I'll try to think of some ideas.

María: That's great. And actually, that leads me to my next point. Overall, I'm looking for \_\_\_\_\_ on your part. As one of your new challenges, I'd like you to identify ways that \_\_\_\_\_ to upcoming projects and discuss them with me.



### 5 TRY IT YOURSELF

- A** **THINK** Imagine that you are the manager of an electronics store, a restaurant, or a customer service call center, and that one of your staff members has a performance problem at work. What is the problem? What are two possible solutions to the problem? What advice or feedback would you offer? Take notes.
- B** **ROLE PLAY** Student A: As a manager, give feedback and suggestions to your staff member during a performance review. Student B: Respond. Use the conversation in 4C as a model.

■ I CAN TALK ABOUT PERFORMANCE.





SAM BENNETT

@SamB

Just started a 30-day challenge. I'm limiting social media to 15 minutes a day.

## 1 BEFORE YOU LISTEN

**A PAIRS THINK** What do you know about 30-day challenges?

**B** 01-07 **VOCABULARY** Read and listen. Do you know the words in bold?

Journal | March 2021

Logout  

## My 30-Day Chocolate Challenge

- Day 1:** Today marks day 1 of 30 days without chocolate. **For one reason or another**, I've put off my no-chocolate challenge. But no more excuses. Today's the day I **take the plunge**.
- Day 5:** Am I counting the days? Yes! This is not easy but day 30 is circled on my calendar. **The end is in sight**.
- Day 9:** I feel like I'm starting to **build momentum**. Life without chocolate is getting a little easier.
- Day 15:** Things **aren't going my way** today. It's one problem after another. But there's no stopping now.
- Day 23:** Feeling more confident. I might **raise the bar** on my next challenge and go from no-chocolate to sugar-free.
- Day 29:** Unbelievable! I almost had a **setback**! There were double chocolate cupcakes in the office today, but I didn't have one bite. Luckily, I resisted the **temptation**.
- Day 30:** I did it! Thirty days without chocolate. And I found time to **map out** my next challenge.

&gt;&gt; FOR PRACTICE, PAGE 126 / DEFINITIONS, PAGE 155

## 2 LANGUAGE CHOICES More ways to express future time

**A** Read the example sentences. Then circle the correct answers in the chart.

## Example sentences

- I can't talk right now. I'm **about to go** to my yoga class.
- There's no way I can give up caffeine. I'm **not about to try** that challenge.
- I'm **on the brink of collapsing**. / I'm **on the verge of collapsing**.
- Things **are bound to change**. It can't stay this way forever.
- This challenge **is due to end** soon. My next challenge **isn't due to start** until next month.
- All employees **are to attend** a meeting this afternoon. You **are not to arrive** late.

In addition to *will* and *be going to*, there are several other ways to express future time.

## More ways to express future time

- About to, on the brink of, and on the verge of* are about the **near** / **distant** future.
- Not about to* means **prepared** / **unwilling**.
- If something is *bound to happen*, it is **likely** / **unlikely**.
- If something is *due to happen*, it is **expected** / **unplanned**.
- Use *be to* for **friendly suggestions** / **official instructions**.
- Use *be not to* when something is **unexpected** / **prohibited**.

&gt;&gt; FOR PRACTICE, PAGE 126

**B** Rewrite the sentences using other ways to express the future. Explain how your sentences modified the meaning or changed the emphasis.

Runa is going to start training for a marathon soon. The marathon will take place on May 20.



## LESSON 2 TALK ABOUT CHALLENGES

- Read the lesson title. Review that a challenge is something needing mental or physical effort in order to be overcome.
- Read the social media message aloud. Ask, *What is Sam challenging himself to do?* (limit social media

to only 15 minutes each day) *How long will he do this? (for 30 days) Do you think he will continue to do this after 30 days? Could you limit social media to 15 minutes per day?*

### 1 BEFORE YOU LISTEN

- A** • Read the question aloud. Give Ss time to discuss in pairs.
- Take a class poll. Ask, *Have you ever participated in a 30-day challenge?* Call on Ss to share.



**CULTURE NOTE** The goal of 30-day challenges is to try doing something differently every day for 30 days. These challenges don't always work, but if you commit to something, it can lead to changing bad habits or trying something new.

- B** • Have Ss look at the journal. Ask, *What do you see in this journal* (a person's notes from a 30-day chocolate challenge) *What did the person do?* (not eat chocolate for 30 days) *Would this be difficult for you?* Invite Ss to share.
- Have Ss preview the bold vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them compare their previous knowledge.

- Say, *Listen to the words that are commonly used to talk about challenges.* Play the audio and pause after map out.
- Say, *Now listen to the information in the journal.* Play the rest of the audio.
- Have Ss define the terms in small groups. Go over the answers as a class. You can also have Ss refer to the definitions in the glossary on page 155.
- For more vocabulary practice, refer Ss to the exercise on page 126.



**OPTION** In pairs, have Ss replace the bold words with their own words that have the same meaning. (For example, for various reasons; decide to do something after thinking about it for a long time; I can see the end; move forward faster; aren't going the way I want them to go; increase expectations; a problem that interrupted my progress; desire; plan the details of)

### 2 LANGUAGE CHOICES

- A** • Read the title, the instructions and the note aloud.
- Analyze the sentences in item 1. Ask, *Why can't the person talk right now?* (The person is preparing to go to the class.) Point out that certain expressions give the option to say more specifically when or how soon a future event will take place. Suggest a few more examples with *about to*. For example, *We're about to do some grammar exercises; I'm about to buy a house; I was about to cross the street when I saw Helen.*
- In pairs, have Ss read the example sentences and analyze the meaning in each. Then have them choose the correct answers in the chart.
- Call on Ss to read the completed explanations in the chart aloud and say what context clues helped them choose the correct answer.
- Further explain expressions in the chart as needed. Ask, *Does not about to mean the opposite of about to?* (No, it means not willing, whereas *about to* means ready to do something very soon.)
- To focus on structure, ask, *Which expressions are followed by a gerund?* (on the brink of, on the verge of) *Which are followed by the base form?* (about to, not about to, bound to, due to, be + to, be + not to)

- B** • Read the instructions. Ask for a volunteer to read the example sentences aloud. Ask, *What future forms do you see?* (future with *be going to*; future with *will*)
- Give Ss time to rewrite the statements individually. Then have them compare with a partner.
- Bring the class together and call on volunteers to write the possible answers on the board.
- Then write, *Runa is bound to start training for a marathon.* Ask, *Is the meaning the same?* (No, it means that she is likely to; it's less certain than the original statement.)



### 3 PRONUNCIATION

- A** • Bring Ss' attention to the pronunciation note. Elicit or explain that intonation refers to the rising and falling of the voice when speaking. Model falling intonation: *His name is Dan.* Model rising intonation: *Is your name Dan?*
- Play the audio for the note. Reiterate that all rhetorical question types have falling intonation.
  - Model a couple more rhetorical questions and write them on the board: *Are you crazy? How could you forget? Who cares?*

⋮ **OPTION** To reiterate the contrast between falling and rising intonation, write on the board:

A: *So, I failed the test. Who cares?*

B: *Who cares? How can you say that?*


Call on a volunteer to model the conversation with you. Demonstrate the difference between the two different intonations of *Who cares?*

- B** • Tell Ss to notice the final intonation in each question.
- Play the audio. Have Ss listen and repeat. If necessary, clarify that *give it a shot* means to try it.
- C** • Read the instructions. Have Ss look back at the intonation arrows in 3B for reference. Then have them listen and draw arrows individually.
- Tell Ss to take turns saying the questions in pairs.
  - Call on volunteers to read the questions for the class.

+ **EXTENSION** In pairs, have Ss think up five additional rhetorical questions and practice falling intonation. (For example, *Do you want to make more money? Aren't you glad it's not raining?*) Circulate as Ss work and correct Ss.

### 4 LISTENING

- A** • Tell Ss they are going to listen to an episode of a podcast called *You Can, Too*. Write the title on the board. Ask, *What do you think they will talk about in this podcast episode?*
- Play the audio. Have Ss listen.
  - In pairs, have Ss discuss the target question. Go over the answer.

 **TEACHING TIP** For extra support, Ss can follow the audio script as they listen.

- B** • Ask Ss to look at the Listening Skill box. Read the title and the skill.
- Then read the first example in the box, using falling intonation. Ask Ss to repeat. Do the same for the other examples.

- Focus on the chart. Call on a volunteer to read the purposes listed. For the second listening of the podcast, tell Ss to listen specifically for rhetorical questions.
  - Play the audio. Have Ss fill in the chart.
  - Go over the answers as a class.
- C** • For the third listening, tell Ss they will listen for details.
- Play the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- D** • In pairs, have Ss recall challenges from the podcast and sort them into easy and difficult, giving reasons.
- Bring the class together and have pairs share. Ask, *Which 30-day challenge could you imagine doing someday?*

### 5 TRY IT YOURSELF

- A** • Ask the target questions. Tell Ss to take notes individually.
- B** • Have Ss discuss in pairs. Circulate as Ss work.
- Bring the class together and invite all Ss to share which challenge they chose.
- C** • Read the instructions. Refer Ss to the journal in 1B on page 8 for a model of notes they could take.
- Ask, *Will anyone accept the challenge of doing the 30-day challenge they chose? Do you predict you will last 30 days?*

+ **EXTENSION** Play the last part of the audio: *Thanks for listening. As always, I'd love to hear from you. Please share your 30-day challenge experiences @ youcantoopod.* Tell Ss to imagine how they did on their challenge and write a short description.



**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to talk about challenges
- ✓ using more ways to express future time
- ✓ using falling intonation in rhetorical questions



**EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Ask them to imagine they are doing a 30-day challenge. Have them write two journal entries about what they are experiencing: *Day 4* and *Day 26*. Remind Ss to use different future expressions and the target vocabulary from 1B. Collect cards as Ss leave. Read the cards to identify areas for review.

### 3 PRONUNCIATION

**A** ▶01-09 Listen. Read the pronunciation note.

**B** ▶01-10 Listen. Notice the final intonation. Then listen and repeat.

- Do you ever want to sleep again? You have to cut back on caffeine.
- What do you have to lose? You should give it a shot.

**C** ▶01-11 Listen. If the question ends with falling intonation, draw a ↘. If it ends with rising intonation, draw a ↗.

How do you want to change your life? \_\_\_\_ Do you want to limit social media? \_\_\_\_ Do you want a healthier lifestyle? \_\_\_\_ Do you want a better job? \_\_\_\_ Oh, but before we start, could someone turn off the lights? \_\_\_\_

#### Final intonation in rhetorical questions

Rhetorical questions usually end with falling intonation. Pitch usually rises on the last important word and then falls to the end of the question. Final falling intonation is common in both rhetorical *Wh-* questions and in rhetorical *yes/no* questions.

### 4 LISTENING

**A** ▶01-12 Listen. What is the topic of the podcast?

**B** ▶01-12 Read the Listening Skill. Listen again for rhetorical questions. Complete the chart.

#### LISTENING SKILL Listen for rhetorical questions

Speakers sometimes ask rhetorical questions to focus listeners' attention on organization or on a specific point. For example:

*Are you ready for a change?*

*What's the point of this example?*

*Where do we go from here?*

Rhetorical questions	Purpose
<i>So, what is a 30-day challenge, and why should you consider doing one?</i>	to introduce the topic of the podcast
	to focus on why people do 30-day challenges
	to focus on tips for completing a 30-day challenge

**C** ▶01-12 Listen again. Answer the questions.

- How do people decide what they will do for their 30-day challenge?
- Why is 30 days a good length of time for a challenge?
- What are some examples of 30-day challenges?
- If someone wanted to plan a 30-day challenge, what tips would you recommend?

**D PAIRS REACT** Which of the examples mentioned in the podcast seem easy? Which seem difficult? Why?

### 5 TRY IT YOURSELF

**A THINK** Create a 30-day challenge for yourself. What is your motivation for doing this challenge? What can you do to prepare for it? Take notes.

**B DISCUSS** In small groups, discuss your ideas from 5A.

**C EVALUATE** Keep a daily journal of your 30-day challenge. At the end of 30 days, read your journal and take notes on the following: the outcome of your challenge, reasons for the outcome, and ideas for your next challenge. Report to the class.

■ I CAN TALK ABOUT CHALLENGES.





SAM BENNETT

@SamB

Just read an article about a man who invented a way to create water out of nothing! Amazing what people can do when they put their minds to it.

## 1 BEFORE YOU LISTEN

**A PAIRS THINK** Can you think of any recent inventions that solve a problem in any of the following fields: education, the environment, healthcare, transportation?

**B** **VOCABULARY** Read the words and listen to the sentences. Do you know these words?

a monumental effort	specialist expertise	a spin-off	vulnerable
galvanize	a breakthrough	crowdsourcing	a norm
an innovation	renewable energy	a small-scale initiative	tangible

>> FOR PRACTICE, PAGE 127 / DEFINITIONS, PAGE 155

## 2 LANGUAGE CHOICES Preparatory subjects: *it*, *here*, and *there*

**A** Read the example sentences. Then complete the chart with *it*, *here*, and *there*.

### Example sentences

- It** seems impossible to solve that problem.  
**It** will take a lot of effort.
- It** turned out that the winner was disqualified.
- It** takes a lot of time and effort to galvanize people.
- Here's** some information about crowdsourcing.  
**It's** really interesting.
- Here** are your registration forms. **It** takes only a few minutes to complete them.
- There's** a lot more interest in renewable energy now than **there** used to be.

We use *it*, *here*, and *there* as preparatory subjects. In sentences with *it*, the real subject is often an infinitive or *that*-clause. In sentences with *here* and *there*, the real subject usually comes after the verb.

### Preparatory subjects: *it*, *here*, and *there*

- Use \_\_\_\_\_ + *takes* to talk about what is needed in order to finish something.
- Use \_\_\_\_\_ + *be* + a noun to show that something exists.
- Use \_\_\_\_\_ + *be* + a noun when giving or presenting something to someone.
- Use \_\_\_\_\_ + *be* / *seem* + an adjective to describe something.
- Use \_\_\_\_\_ + *turn out* to express a result.
- Always use a singular verb with \_\_\_\_\_.
- With \_\_\_\_\_ and \_\_\_\_\_, the verb agrees with the noun that follows.

>> FOR PRACTICE, PAGE 127

**B PAIRS** *Here* is used in a lot of idiomatic expressions. Read the following sentences. Discuss the meaning of each.

Here you go. / Here you are.

Here's to you.

Here goes.

Here's the thing...

Here I am!



## LESSON 3 DISCUSS WORLD PROBLEMS

- Read the lesson title. Call on a volunteer to read the social media message aloud. Ask, *What do you think*

*Sam means by create water out of nothing? Have Ss share ideas in pairs, such as harvest water from the air.*

### 1 BEFORE YOU LISTEN

- A** • Read the instructions aloud. Write on the board: *education, the environment, healthcare, transportation*. In pairs, have Ss brainstorm problems in these fields. Allow Ss to search online if they have difficulty thinking of recent inventions that solve these problems.
- Bring the class together. Write Ss' ideas on the board.
- B** • Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Say, *You will hear the vocabulary words with example sentences*. Play the audio. Then say each word again and have them repeat.
- In small groups, have Ss define the terms. Remind Ss to use context clues from the example sentences to help them understand the meaning. Play the audio again if necessary.

- Clarify the meaning of any new or unfamiliar terms, such as *virtual assistant* (either a person who performs administrative tasks from a remote location or an app on a mobile device that assists with tasks) and *pickpocketing* (the action of stealing things from people's pockets and bags).
- Go over the vocabulary definitions as a class. You can also refer Ss to the definitions in the glossary on page 155.
- For more vocabulary practice, refer Ss to the exercise on page 127.



**OPTION** Test Ss' ability to spell the new vocabulary. Say each word, then an example sentence, then repeat the word. Ss write the words. Then, in pairs, have them compare their spelling of the different words. Bring the class together and call on volunteers to write words on the board for others to check. Elicit corrections as needed.

### 2 LANGUAGE CHOICES

- A** • Read the title aloud. Ask for volunteers to read the example sentences for the class.
- Read the note. Write this sentence from the note on the board: *In sentences with here and there, the real subject usually comes after the verb*. Elicit the real subjects in sentences 4, 5, and 6. (4. some information about crowdsourcing; 5. your registration forms; 6. a lot more interest in renewable energy) Then write this sentence from the note on the board: *In sentences with it, the real subject is often an infinitive or that-clause*. Elicit the real subjects in items 1, 2, and 3. (1. to solve that problem; 2. that the winner was disqualified; 3. to galvanize people)
- Say, *Based on the example sentences, complete the explanations in the chart*.
- In pairs, have Ss read the example sentences again and complete the chart.
- Call on Ss to read the completed explanations aloud and say which example sentence(s) helped them guess the correct answer.



**EXTENSION** Elicit additional examples for each rule in the grammar chart, to make sure Ss understand the uses. Ss can work in small groups or as a class. (For example, It took a long time to calm down the patient; There are three doctors in this practice; Here are the documents that you asked for; It seems unusual that you didn't receive my invite; It turns out that my account was hacked; Here is the article we published last year.)



- B** • Read the instructions aloud. Give Ss a few minutes to discuss meanings in pairs.
- Then bring the class together and call on Ss to share. Refer to the answer key for a detailed explanation of each idiomatic expression.



**EXTENSION** In pairs, have Ss improvise conversations using the idioms. (For example, A: Hi, I'd like a small coffee and a chocolate donut. B: Here you are / go. That'll be \$2.50.)

### 3 VIDEO TALK

- A** • Have Ss look at the picture. Ask, *What do you see?* (news headlines, words specifically related to environmental problems)
- Read the target question aloud. Ask, *Is anyone familiar with XPRIZE and HeroX?*
  - Play the audio or video. Then have Ss answer the questions in pairs.
  - Go over the answers as a class.

**+** **EXTENSION** Play the introduction to the talk one more time. Ask, *What sentence is a rhetorical question?* (But how can we galvanize the world's brightest minds into action?) Ask, *Does the intonation fall in this question?* Let Ss listen one more time.

- B** • For the second listening or viewing, tell Ss they will listen for specific details about XPRIZE and HeroX.
- Bring Ss' attention to the Note-taking Skill about creating a matrix chart. Read it aloud. Point out that a matrix chart shows relationships between two or more items.
  - Copy the chart on the board. Point out the headings. Ask, *Which two things will be studied in this matrix chart?* (XPRIZE and HeroX)
  - Play the audio or video again and have Ss fill in the chart. If necessary, stop the audio or video after the

XPRIZE section and play it again before continuing to the HeroX section. Let Ss listen multiple times if appropriate.

- Clarify or explain any new vocabulary, such as *spillage* (liquid like oil being spilled), *oil rig* (a large structure on the land or in the sea, which has equipment for getting oil from under the ground), *to upscale* (to upgrade or raise to a higher level), *to breach* (to break or violate something), and *bright idea* (a unique clever thought).
  - Have Ss compare their charts in pairs. Call on volunteers to write answers in the chart on the board.
  - Go over the answers as a class. Elicit additional ideas and add them to the chart.
- C** • Have Ss focus on answering the target question individually. Read the question aloud. Hint that the speaker may have more than one purpose.
- Call on volunteers to share the purpose(s). Then ask, *Do you think the speaker succeeds in her call to action? Is anyone here inspired by this video? Would you like to consider problems that need solving and come up with ideas?*
- D** • Have pairs discuss their opinions.
- Bring the class together and have Ss support their answers.

### 4 DISCUSSION SKILL

- Bring Ss' attention to the discussion skill. Read it aloud.

- Ask Ss to answer the target question.

### 5 TRY IT YOURSELF

- A** • Read the instructions aloud. Ask Ss to take notes individually. If they get stuck, tell them to think of the problems addressed in the video, such as oil spillages, water shortages, and hacking, to help inspire an idea.
- B** • Have Ss take turns sharing their notes in small groups.
- Encourage Ss to invite others to ask follow-up questions using *Why...* or *How...* to learn more about their classmates' interests. Monitor as Ss work.
- C** • Tell groups they will choose one person's idea from the group to write up a description. If the group can't agree, suggest group members present arguments and try to convince their classmates that their idea is the best one.
- Once each group has agreed on a challenge, ask Ss to follow the instructions in the exercise.
  - Circulate to make sure groups are on track with their assignment. Give a time limit. Remind Ss that they can incorporate rhetorical questions in their presentation.
  - Bring the class together and ask groups to present to the class. Encourage Ss in the audience to ask follow-up questions.



**LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are correctly doing the following:

- ✓ using the vocabulary to discuss world problems
- ✓ using the preparatory subjects *it*, *here*, and *there*
- ✓ asking follow-up questions



**EXIT TICKET** Have Ss tell you about a world problem and a challenge to overcome it. Tell them to use the preparatory subjects *it*, *here*, and *there* and some of the target vocabulary from 1B. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

### 3 VIDEO TALK



- A** ▶01:15 Listen or watch. What is XPRIZE? How are XPRIZE and HeroX different?



- B** ▶01:15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

#### NOTE-TAKING SKILL Create a matrix chart

Matrix note taking is a way of organizing notes into a chart format. To create a matrix chart, place the main topics in columns at the top of your chart, and place questions in the left-hand column. This encourages you to be concise, helps you to identify relationships among concepts, and allows you to notice gaps in your notes.



Unit 1: What Are the XPRIZE and HeroX?

Questions	XPRIZE	HeroX
What is it?		
Who participates?		
What are some example challenges and solutions?		

- C** What is the speaker's purpose? Explain your answer.
- D PAIRS REACT** Do you think these types of challenges are a good idea? Why or why not?

### 4 DISCUSSION SKILL

Read the discussion skill. Do you use follow-up questions in your discussions now?

#### Ask follow-up questions

You can help others develop their ideas and opinions in more detail by asking follow-up questions. Useful follow-up questions begin with *Why* or *How*. These prompt thoughtful answers from the speaker and require further justification or explanation of the person's ideas.

### 5 TRY IT YOURSELF

- A THINK** What global problems should we be addressing in this age? What challenges would you create, and what incentives would you offer? Take notes.
- B DISCUSS** In small groups, discuss your ideas from 5A. Ask follow-up questions.
- C EVALUATE** Decide who has the best idea for a challenge. Work together to write a description of that challenge. Remember to mention the specific problem, solution required, and the prize offered. Present your challenge to the class.







SAM BENNETT

@SamB

Interesting read. I did a viral challenge back in college. It was a hot dog eating contest. I got so sick I'll never eat another hot dog—ever!

## 1 BEFORE YOU READ

**A PAIRS** Have you ever watched a viral challenge video? What was the challenge?

**B** 01-16 **VOCABULARY** Read and listen. Do you know these words?

innocuous in the wake of alluring hardwired bragging rights daredevil antics  
blindfold beg the question be predisposed to inhibition kudos inherent

>> FOR DEFINITIONS, PAGE 156

## 2 READ

**A PREVIEW** Look at the title and photo. Predict the information that will appear in the article.

**B** 01-17 Read and listen to the article. Explain the title.

## A RISKY COMBINATION: THE YOUNG PERSON'S BRAIN AND THE LURE OF VIRAL CHALLENGES

Love them or hate them, viral challenges have been all over social media in recent years. These online dares are often harmless fun. Take the Ice Bucket challenge, which involved people throwing buckets of ice water over their heads in the name of charity.

Some viral challenges, however, are less innocuous. The Laundry Pod challenge encouraged participants to eat (yes, eat) a capsule of laundry detergent. This landed dozens of people in the emergency room. In another challenge, people imitated events in the popular film *Bird Box* by doing everyday activities blindfolded. Predictably, this resulted in injuries and at least one auto accident.

In the wake of these incidents, social media companies decided that they had a responsibility to keep users from harm and banned dangerous challenges. However, the popularity of these challenges begs the question: What made them so alluring in the first place? The answer could be human nature. Or, in particular, “young” human nature.

Viral challenge participants are usually between 13 and 25 years old. This is no surprise. The key component of these videos is often risk, and some evidence suggests that young brains are predisposed to taking risks. Various neuroscientific studies have found that teens and young adults may be hardwired to make poor judgment calls. This trait simply reflects their stage of cognitive development.



The pre-frontal cortex of the brain plays an important role in the inhibition of risk-taking behavior. This area analyzes potential risk and gives the all-clear to proceed with an action. However, the pre-frontal cortex does not fully develop until the age of 25, meaning that young people do not have the same capacity as adults when it comes to analyzing risk.

Furthermore, research suggests that most young people have a reward-seeking brain. That is, they are more sensitive to the rewards associated with a goal or challenge than adults are. The bragging rights, the kudos, and the “likes” that can be gained for completing such daredevil antics seem to outweigh the dangers for many young people. Of all the benefits of

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## LESSON 4 READ ABOUT VIRAL CHALLENGES

- Read the lesson title aloud. If necessary, elicit or clarify that a viral challenge is a challenge introduced online that has gone viral, spreading widely by means of social media.

### 1 BEFORE YOU READ

- A** • Read the questions aloud. Ask Ss to share their ideas in small groups.
- Call on Ss to write the names of different viral challenges on the board. Invite Ss to share whether they have heard of or maybe even participated in these challenges.
- Ask Ss to share what they think about viral challenges in general.
- B** • Have Ss preview the vocabulary before listening. Tell them to circle any terms they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Have Ss listen to the vocabulary.

- Read the social media message aloud. Ask, *Can you imagine participating in a hot dog eating contest? Would you do it if there was a big enough incentive, for example, a monetary prize or fame?*

- In pairs or small groups, have Ss define the terms. Tell them they can use a dictionary.
- Bring the class together and go over the definitions. You can also refer Ss to the definitions in the glossary on page 156.

⋮ **OPTION** After Ss have listened to the vocabulary terms, say each term again and have Ss repeat after you.

⊕ **EXTENSION** Have Ss write sentences using the vocabulary terms. In pairs, have Ss take turns reading their sentences aloud and giving each other feedback on word use.

### 2 READ

- A** • Read the title of the article aloud. Elicit or explain that the meaning of *the lure* is the attraction or temptation. Invite Ss to skim the vocabulary words in 1B and find a word that is related to *lure*. (alluring) Review that *alluring* means powerfully attractive.
- Direct Ss' attention to the picture. Ask, *What is this person doing?* Elicit adjectives to describe what the person is doing, such as *reckless, crazy, stupid, irresponsible*.
- Read the target question. Invite Ss to make predictions.
- B** • Have Ss look at the text. Read the target question.
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary words they recognize from 1B. Have them circle words they don't know. Clarify vocabulary or have Ss use a dictionary.

- Write *judgment call* on the board. Ask, *Are you familiar with this term?* Elicit or explain that a judgment call is a decision you make based on your own personal instinct. There are no rules to follow.
- In pairs, have Ss interpret the meaning of the title. Then bring the class together and discuss.
- Then ask, *Were your predictions in 2A correct?*

⋮ **OPTION** In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

💬 **LANGUAGE NOTE** Ss may have heard the colloquial expression *Challenge accepted!* It is often used when someone says that something is impossible or shouldn't be done. For example, A: You can't write this essay in three hours. B: Challenge accepted!

### 3 CHECK YOUR UNDERSTANDING

- A** • Have Ss answer the questions in small groups. Suggest they skim the article again if necessary.
- Call on Ss to read a question and say their answer. Ask the class, *Do you agree or disagree? Why? What other information can you add to the answer?*
  - Ask, *Do you (or does someone you know) have a reward-seeking brain? What risky things have you or this person done?*

... **OPTION** Form groups of three Ss. Have each group member answer one question and then present his or her answer to the group.

- B** • Ask a volunteer to read the lines aloud.
- In pairs, have Ss read the questions and answer choices aloud and choose the answers.
  - Go over the answers as a class.
- C** • Direct Ss' attention to the Reading Skill. Call on Ss to read it aloud.
- Tell Ss they will reread the article and work individually to check, underline, and question. Give Ss sufficient time to complete the task.
  - Then have them compare answers in pairs.
  - Bring the class together and have Ss share questions about the topic. Encourage Ss to suggest answers to these questions.

+ **EXTENSION** Write on the board: *Did you find any of the information in the article surprising?* Invite Ss to skim the article one more time and write exclamation points (!) next to things that surprised or shocked them, such as *eating a capsule of laundry detergent; doing everyday activities blindfolded*. Then, in pairs, have Ss share.

- D** • In pairs, have Ss take turns retelling the most important points in the article. Instruct them to use their own words. Remind Ss that a summary should only include what the original author wrote, not Ss' own personal opinions or thoughts.
- Challenge Ss to complete their summary without looking at the original article. Circulate and assist as needed.


+ **EXTENSION** For homework, have Ss write a summary of the article. Tell Ss to begin the summary by naming the title of the article. Review that an article title needs to appear in quotations. Point out that if there were an author name listed in the article it would also be included in the introductory line of the summary. (For example, The article "A Risky Combination: The Young Person's Brain and the Lure of Viral Challenges" by Author Name is about...) Collect summaries and offer individual feedback.

+ **EXTENSION** For homework, ask Ss to do online research about the social media ban on viral challenges, as suggested in the sidebar. Tell Ss they can read articles or view videos that share related information. Tell them to be prepared to then share what they found with the class.

### 4 MAKE IT PERSONAL

- A** • Read the instructions aloud. If possible, give Ss time to do further research on social media bans online. Encourage them to take notes.
- If Ss don't have the option to research online, allow Ss to work in groups to pool their knowledge about the social media ban on dangerous viral challenges. However, have them take notes individually.
  - Circulate and provide help with research and note-taking skills. Be sure Ss are writing down key words or phrases to help them remember the most important ideas, not entire sentences or paragraphs.
- B** • If Ss already worked in groups in 4A, be sure to shuffle Ss into new groups.
- Have groups designate note takers to combine each person's ideas into one list.
  - Tell Ss to take turns sharing their notes. Remind Ss to give reasons that support why certain content should be banned.
  - After Ss speak, remind them to ask others follow-up questions.

- C** • Tell groups they will write up a fair use policy, using the information gathered by the note taker.
- Call on a volunteer to read the example text aloud.
  - Then have groups discuss and note takers draft the policy.
  - Bring the class together and have groups present their policies. Time permitting, have them also give reasons for their choices.

 **EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Without looking at their notes, ask Ss to write a short summary of their thoughts on social media bans. Tell Ss to use the target vocabulary, if relevant. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.



social media, the chance of social recognition is seen as particularly attractive.

45 Beyond the science, there may be other elements involved in making viral challenges popular. One is a fear of missing out on the latest trends. Many young people are constantly connected to social media. Disconnecting can cause anxiety and a feeling that they might miss something important. Some studies report that this social anxiety is one of the main causes

of social media addiction among young people. Their constant online presence means more exposure to viral challenges and perhaps a stronger desire to participate.

55 Whether the main factor compelling young people to take part in these challenges is social or cognitive, findings suggest that it is inherent. They have a built-in tendency towards risk-taking, and risky viral challenges merely add fuel to the fire.

### 3 CHECK YOUR UNDERSTANDING

**A** Answer the questions, according to the article.

1. What are three reasons that teens take part in viral challenges?
2. What does having a "reward-seeking brain" mean?
3. How might social media use lead to participation in viral challenges?

**B** **CLOSE READING** Reread lines 55-59 in the article. Then circle the correct answers.

1. In the phrase, "...findings suggest that it is inherent," what does the word *it* refer to?
  - a. whether taking part in challenges is social or cognitive
  - b. taking part in these challenges
  - c. challenges in general
2. Which sentence means "...risky viral challenges merely add fuel to the fire"?
  - a. Viral challenges make teenagers take risks they wouldn't take otherwise.
  - b. Viral challenges make teenagers take even more dangerous risks.
  - c. Teenagers already have a problem with risk-taking—viral challenges make this worse.

**C** Read the Reading Skill. Then reread the article and follow the steps in the box.

**D** **PAIRS** Summarize the article in 3-5 sentences.

#### READING SKILL Check-Underline-Question

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

1. Put a checkmark next to the information that you already knew.
2. Underline any information that is new and useful.
3. Write three questions about the topic.

Find out more about the social media ban on viral challenges.

### 4 MAKE IT PERSONAL

**A** **THINK** Do you agree with social media bans on viral challenges? What other kinds of content do you think should be banned? Why? Complete the chart.

Type of content	Reason

**B** **GROUPS** Discuss your ideas from 4A. Give reasons to support your ideas.

**C** **EVALUATE** In the same groups, use your ideas from 4A to draft a fair use policy for users uploading content to a social media video network. Present your policy to the class.

*Users must not upload videos that include graphic violence.*

☐ I CAN READ ABOUT VIRAL CHALLENGES.



SAM BENNETT

@SamB

Sometimes we choose challenges, and sometimes they just happen to us. Builds character either way.

## 1 BEFORE YOU WRITE

### A Read about narrative essays.

A narrative essay tells a story in a formal, structured way. It typically has a five-paragraph structure with an introduction, three body paragraphs, and a conclusion. Narrative essays can cover a wide range of topics, which are often personal in nature. They are often required as part of a college admissions application.

### B Read the model. What challenge does the writer describe? Was she able to overcome it?

#### October 10

As a professional pianist, the biggest challenge I ever faced was my fear of public performance. I encountered this fear early on, around the time I turned 12 years old. It was a dual challenge: besides the stage fright itself, I had to overcome the shame of being afraid of something that was supposed to be easy and fun for me.

I had been playing the piano since I was 4 years old. I was a high achiever even then, and I practiced hard every day. I also enjoyed composing music, which I started early, writing my first piece for piano when I was 7. I performed often, encouraged by my parents and my teachers, and I remember the amazing feeling of being up on a stage, looking out at the proud faces of my parents, and the thrill of having a room full of people applaud just for me.

But then something changed. As I got older, I started experiencing anxiety attacks before performances. My hands would shake, and I couldn't breathe easily. I had to make a monumental effort just to get up on stage. Of course, this affected my ability to play, but even worse was the feeling that I was terrified when I was supposed to love performing. What was the matter with me? Of course, I understand now that performance anxiety is a very common issue. But at the time, I felt very alone in my fear, and it made me feel ashamed.

When I finished high school, I wanted to audition for music colleges. I would need to perform in front of panels of judges—professional musicians who held the keys to my future. I needed to find a way to overcome my fear. So I worked with a therapist to learn some techniques to manage my anxiety. I started meditating to help my mind focus and stay calm. And I practiced breathing techniques before every performance. All of these approaches helped me get through my auditions successfully.

Today, I still experience stage fright. But now I have the tools to manage it. Acknowledging the fear was a critical first step. Now, I try to look at the fear almost as a tangible thing, something outside of myself. Then I can put the fear away into a corner of my mind, and I can get on with the performance. I have come a long way. Music was always the thing I loved best, and my fears almost stopped me from following my dream. I am lucky and grateful that I found a way to overcome this challenge.



### C PAIRS Discuss. What is the main idea of each paragraph?

## LESSON 5 WRITE A NARRATIVE ESSAY

- Read the lesson title. Then call on a volunteer to read the social media message aloud.
- Ask, *What does Sam mean when he says that sometimes challenges happen to us?* (We sometimes face unexpected hardships.) Elicit some examples of challenges we don't seek out. (For example, getting sick, losing a friend or a family member, having problems with money)
- Ask, *What do you think Sam means when he says "Builds character either way"?* Invite Ss to speculate. (For example, Whether we seek out a challenge, or it happens to us, we grow from the experience and become stronger.)



**LANGUAGE NOTE** *Building character* refers to developing traits like endurance, courage, and self-reliance. Often when there are setbacks in life, we are forced to try harder. As a result, we learn from the challenge and become better people in general.



**TEACHING TIP** As Ss well know, social media allows for more informal language and shortened forms. When reading social media messages throughout the units, invite Ss to analyze the abbreviated statements and decide how to state them fully. Encourage them to interpret tense if the verb is missing. Always remind Ss to avoid such abbreviated forms in standard writing.

### 1 BEFORE YOU WRITE

- A** • Ask for a volunteer to read the text about narrative essays aloud for the class.
- Ask, *Who has written a narrative essay before?* Ask for volunteers to share what their narrative essays were about and why they were writing them. (For example, for a class, to apply to school)
- B** • Have Ss look at the picture and describe what they see.
- Have Ss follow along in their books as you read the narrative essay aloud for the class.
- Ask the target questions. Elicit the answers.
- OPTION** In small groups, have Ss take turns reading the essay aloud. Ask them to switch with every paragraph.
- C** • Read the instructions aloud. Before Ss look for main ideas, review the parts of an essay. Ask, *What does the first paragraph of an essay do?* (introduces the topic) *What do the body paragraphs do?* (tell the story leading the reader to the conclusion) *What does the last paragraph do?* (concludes the topic)
- In pairs, have Ss find the main idea of each paragraph.
- Clarify any new vocabulary, such as *dual* (having two of something or two parts).
- Go over the answers as a class.
- D** • Have Ss read the chart and fill in any answers they already know right away. Then tell them to reread the model and complete the chart.
- Circulate and assist as needed.
- Go over the answers as a class. Call on Ss to read their completed sentences.
- EXTENSION** In pairs, have Ss use the notes in the chart to give a summary of the narrative essay.



## 2 FOCUS ON WRITING

- Bring Ss' attention to the Writing Skill. Read it aloud.
- Elicit some examples of simple sentences on the topic of overcoming challenges and write them on the board. (For example, I had a problem. I was afraid of the future.) Then elicit some examples of complex

- sentences. (For example, Before I could overcome my fear, I had to learn to focus on the present.)
- Read the instructions. Have Ss identify the sentences individually and then compare answers in pairs.
- Go over the answers as a class.

## 3 PLAN YOUR WRITING

- A**
- Read the instructions aloud. Have Ss draw their own chart using the chart in 1D as a model.
  - Have Ss complete the chart individually with their own ideas. Suggest that they write full sentences as they outline the stages of the challenge.
  - Circulate as Ss work. Provide feedback on structure, vocabulary, and spelling as needed.
- B**
- Read the Writing tip aloud. Tell Ss to think carefully about how they felt about the particular challenge they are writing about.

- Call on a volunteer to read the example to the class.
- Then have Ss discuss their ideas in pairs. Circulate and prompt Ss to think deeper by asking questions about their topic. For example, *What did you feel when you moved away from home? Were you mostly nervous about making it on your own, or did you have positive feelings as well?*
- Encourage Ss to make additional notes in their charts.

## 4 WRITE

- Read the instructions aloud. Tell Ss to use the notes in their chart from 3A to write the first draft of their narrative essay.
- Remind them to use the essay in 1B as a model. Encourage them to follow a similar structure where paragraph 1 introduces the challenge, paragraph 2 describes what life was like before the challenge, paragraph 3 describes the effects of the challenge, paragraph 4 describes how the person coped with the challenge, and the final paragraph is the conclusion.

Assure Ss that if they haven't overcome the challenge yet, they can adjust paragraphs 4 and 5. They don't need to follow the model that closely.

- Ask Ss to look back at 1B. Ask, *What verb tense is used throughout most of the essay? (past) Why? (because she is talking about past experiences) Why is the simple present used in the last paragraph? (because she describes how life is now)* Tell Ss to be mindful of tense when describing their present or past experiences.

## 5 AFTER YOUR FIRST DRAFT

- A**
- Read the questions in the peer review list aloud. Say, *Make sure you answer each one of these questions carefully based on the information in your partner's narrative essay.*
  - Arrange Ss in mixed-level pairs. Ask them to exchange and read each other's essays.
  - Give Ss plenty of time to complete their peer review. Remind them to focus on content first. Point out that they will read for spelling, grammar, and punctuation in later drafts.
  - Circulate as Ss work and provide help as necessary. Monitor that Ss' feedback is correct and constructive.
  - When appropriate, ask Ss to include examples to illustrate different points. Encourage Ss to vary sentence constructions to make the writing more interesting.
  - When Ss have answered all the questions, ask them to give the essay back to its author.
- B**
- Have Ss give each other feedback. Encourage them to ask clarification questions if there is information that is unclear.

- Give Ss time to go over their partner's feedback and make corrections.
  - Invite volunteers to share with the class any suggestions that were particularly useful.
- C**
- Have Ss read their essays individually three times: first for spelling, then for grammar, and finally for punctuation.
  - If many edits were made, encourage Ss to rewrite a clean version of their essay.



**EXIT TICKET** Ask Ss to walk around and describe their challenge to two different classmates. Ss may bring their essay with them for reference, but challenge them not to look at the text too much while talking to their partner. Tell Ss to ask follow-up questions to learn more about their experience. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

**D PAIRS** Read the model again. Complete the chart.

THE CHALLENGE			
Fear of _____			
<b>Before the challenge</b> The writer played _____ and _____ music. She loved _____.	→	<b>Effects of the challenge</b> The writer started getting _____. She felt _____.	→
		<b>Coping with the challenge</b> The writer worked with _____, started _____, and learned _____.	→
			<b>Result</b> The writer overcame the challenge. She still experiences _____ but has the ability to _____.

## 2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline four examples of short, simple sentences. Put an asterisk (\*) at the beginning of four long, complex sentences.

### WRITING SKILL Vary sentence construction

To make your writing interesting and engaging, vary your sentence construction. Use long, complex sentences to express complicated thoughts, and use short, simple sentences to make points stand out.

## 3 PLAN YOUR WRITING

**A** Think of a challenge that you had to face in your life. It can be a challenge you didn't expect, or one that you chose to take on. Create a chart like the one in 1D to organize your ideas.

**B PAIRS** Discuss your ideas.

*I'm going to write about when I was a kid and moved to a new city.*

### Writing tip

In narrative essays, you want to show your unique qualities. Try to look past the surface of the question you are answering and think about how you were affected on a deeper level. For example, the model writer describes not only her fear but also her shame about feeling fear.

## 4 WRITE

Write a first draft of a narrative essay about the challenge you described in 3A. Remember to vary your sentence construction. Use the essay in 1B as a model.

## 5 AFTER YOUR FIRST DRAFT

**A PEER REVIEW** Read your partner's essay. Answer the questions.

- Is there a clear, five-paragraph structure?
- Is the challenge clearly stated in the introductory paragraph?
- Are the body paragraphs organized chronologically?
- Did the writer make clear whether or not the challenge was overcome, and how?
- Is there variety in the sentence constructions, and are they used effectively?

**B REVISE** Write another draft, based on the feedback you got from your partner.

**C PROOFREAD** Check the spelling, grammar, and punctuation in your essay. Then read it again for overall sense.

# PUT IT TOGETHER

## 1 PROBLEM SOLVING

- A CONSIDER THE PROBLEM** Everyone experiences stress in some way. However, stress factors seem to affect age groups differently. Review the data and circle the correct answers.

Stress factors	Ages 18-29	Ages 40-49	Ages 65+
Conflict with family	28%	37%	35%
Conflict with friends	29%	10%	10%
Conflict with neighbors	6%	6%	4%
Excess responsibilities	65%	54%	46%
Financial problems	47%	52%	42%
Family health issues	24%	36%	53%
Personal health issues	22%	48%	60%

- Excess responsibilities are most stressful for **18-29** / **40-49** / **65+** -year-olds.
- Conflict with neighbors is the least stressful for **one** / **two** / **three** of the age groups.
- Personal health issues are likely to be more stressful among older people because they have **fewer** / **more** / **no** health problems.

- B THINK CRITICALLY** Why do different kinds of stress affect people to a greater or lesser extent at different ages? Discuss with a partner.

- C FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

**Step 1 Brainstorm** Think of 3-5 ways people can reduce one type of stress found in the chart.

**Step 2 Evaluate** Choose the best solution. Consider the impact of age on the type of stress and how easy or difficult it would be to reduce it.

**Step 3 Present** Explain the best solution to the class. Refer to the data to support your ideas.

## 2 REFLECT AND PLAN

- A** Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

- B** What will you do to learn the things you highlighted?

<b>Speaking Objectives</b> <input type="checkbox"/> Talk about performance <input type="checkbox"/> Talk about challenges <input type="checkbox"/> Discuss world problems	<b>Listening</b> <input type="checkbox"/> Listen for rhetorical questions  <b>Note-taking</b> <input type="checkbox"/> Create a matrix chart	<b>Discussion</b> <input type="checkbox"/> Ask follow-up questions  <b>Reading</b> <input type="checkbox"/> Check-Underline-Question
<b>Vocabulary</b> <input type="checkbox"/> Words related to performance	<b>Language Choices</b> <input type="checkbox"/> Noun clauses as subjects, objects, and complements <input type="checkbox"/> More ways to express future time <input type="checkbox"/> Preparatory subjects: <i>it</i> , <i>here</i> , and <i>there</i>	<b>Writing</b> <input type="checkbox"/> Vary sentence construction
<b>Conversation</b> <input type="checkbox"/> Make suggestions		
<b>Pronunciation</b> <input type="checkbox"/> Final intonation in rhetorical questions		



## PUT IT TOGETHER

### 1 PROBLEM SOLVING

- A** • Read the problem aloud. Ask, *Do you agree that stress affects people of different ages differently? What kinds of things do you feel stress about? Are these things different from things you felt stress about when you were younger?*
- Direct Ss' attention to the table. Ask a volunteer to read the various stress factors. Clarify vocabulary as needed.
  - Tell Ss to use the information in the chart to answer the questions.
  - Go over the answers as a class.
- B** • Read the target question. In groups, have Ss discuss. Tell them to consider the data and different scenarios.
- Circulate and assist as needed. Prompt with questions if Ss get stuck. For example, *Why do you think excess responsibility is such a high stress factor for people aged 18-29? Why does this number decrease with age?*
  - Bring the class together and have groups report some ideas.
- C** • Ask groups to choose a timekeeper, a note taker, and a reporter. Give a time limit.
- For step 1, tell the group to choose one type of stress factor from the chart and think of ways to reduce this type of stress. Have the note taker record all possible solutions. Encourage Ss not to limit themselves at this point.
  - For step 2, have groups evaluate the list of solutions, keeping in mind that different solutions may be appropriate for different ages.
  - For step 3, ask the reporters to present their group's best solution to the class. Remind them to cite data and explain exactly how the solution would work. Leave 2-3 minutes for questions and comments after each presentation.
- ... **OPTION** Allow Ss to search online for information about possible ways to reduce stress caused by the different stress factors.

### 2 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss highlight the things they need to study or practice more and compare their checklists in pairs.
- B** • Have Ss work individually to think about what might help them learn the topics they highlighted. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
  - Then invite Ss to walk around and compare their ideas for learning different topics.