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!

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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.

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3 CONVERSATION SKILL

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…

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

1. _____ write down questions as you're listening?
2. _____ replacing this green background with a lighter color?
3. _____ you send the agenda for the next meeting in advance.

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.

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LESSON 2 TALK ABOUT CHALLENGES



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.

>> 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.

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

Example sentences

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

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**.

>> 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.

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3 PRONUNCIATION

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.

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

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

1. Do you ever want to sleep again? You have to cut back on caffeine.
2. 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? ____

4 LISTENING

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?

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.

Rhetorical questions	Purpose
So, what is a 30-day challenge, and why should you consider doing one?	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.

1. How do people decide what they will do for their 30-day challenge?
2. Why is 30 days a good length of time for a challenge?
3. What are some examples of 30-day challenges?
4. 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.

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LESSON 3 DISCUSS WORLD PROBLEMS



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 ▶01-13 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

1. **It** seems impossible to solve that problem.
   It will take a lot of effort.
2. **It** turned out that the winner was disqualified.
3. **It** takes a lot of time and effort to galvanize people.
4. **Here**'s some information about crowdsourcing.
   It's really interesting.
5. **Here** are your registration forms. **It** takes only a few minutes to complete them.
6. **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 goes.
Here I am!
Here's to you.
Here's the thing…

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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.

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.

☐ I CAN DISCUSS WORLD PROBLEMS.

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LESSON 4 READ ABOUT VIRAL CHALLENGES



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

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.

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.

4 MAKE IT PERSONAL

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

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.

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LESSON 5 WRITE A NARRATIVE ESSAY



SAM BENNETT

@SamB

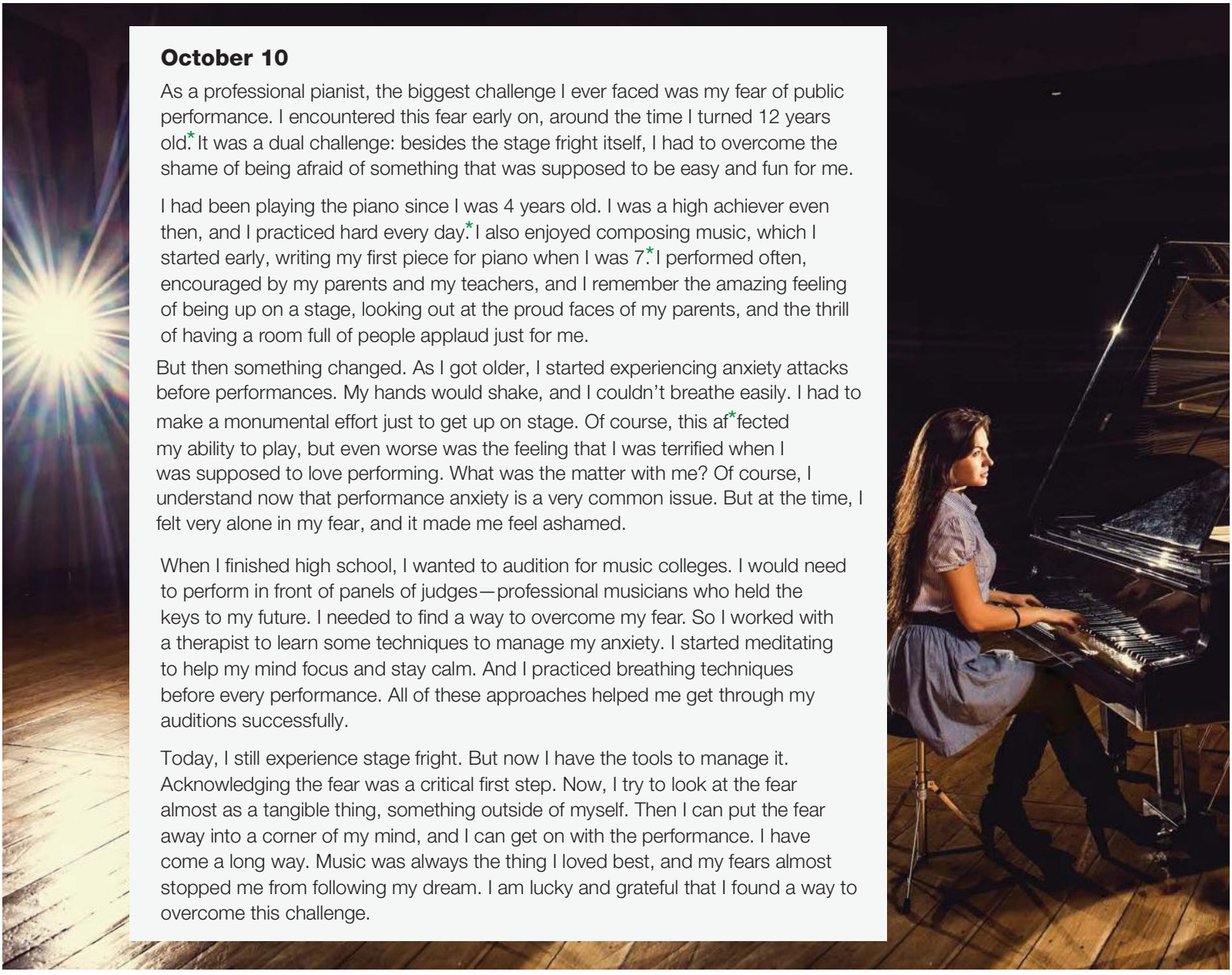
Sometimes we choose challenges, and sometimes they just happen to us. Builds character either way.

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 af*fected 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?

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D PAIRS Read the model again. Complete the chart.

THE CHALLENGE

Fear of _____

Before the challenge	Effects of the challenge	Coping with the challenge	Result
The writer played _____ and _____ music. She loved _____.	The writer started getting _____. She felt _____.	The writer worked with _____, started _____, and learned _____.	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.

☐ I CAN WRITE A NARRATIVE ESSAY.

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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%

1. Excess responsibilities are most stressful for **18–29** / **40–49** / **65+** -year-olds.
2. Conflict with neighbors is the least stressful for **one** / **two** / **three** of the age groups.
3. 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.

Speaking Objectives
- ☐ Talk about performance
- ☐ Talk about challenges
- ☐ Discuss world problems

Vocabulary
- ☐ Words related to performance

Conversation
- ☐ Make suggestions

Pronunciation
- ☐ Final intonation in rhetorical questions

Listening
- ☐ Listen for rhetorical questions

Note-taking
- ☐ Create a matrix chart

Language Choices
- ☐ Noun clauses as subjects, objects, and complements
- ☐ More ways to express future time
- ☐ Preparatory subjects: *it*, *here*, and *there*

Discussion
- ☐ Ask follow-up questions

Reading
- ☐ Check-Underline-Question

Writing
- ☐ Vary sentence construction

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



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