10 HOW DO YOU FEEL?

LEARNING GOALS

In this unit, you

- talk about emotions
- talk about sadness
- discuss happiness
- read about the pursuit of happiness
- write an analytical essay



GET STARTED

A Read the unit title and learning goals. Psychologists have identified dozens of emotions. What emotions do you think children experience the most? Teens? Adults?

B Look at the photo. It shows a woman sitting with her head in a cloud. What emotion is this meant to reflect?

C Read Sam's message. What kinds of "little things" have you experienced that have made you happy?



SAM BENNETT

@SamB

A perfect stranger bought me a coffee this morning. It made my day! Sometimes it's the little things that make the biggest difference.

www.frenglish.ru

LESSON 1 TALK ABOUT EMOTIONS



SAM BENNETT
@SamB
Missing my grandma, but I treasure the memories I have of her.

1 VOCABULARY Words related to emotions

A Look at the pamphlet. Do you know of any ways to deal with grief?

B ▶10-01 Read and listen. Do you know the words in bold?

Dealing with **grief**

If you've recently suffered a loss, it's perfectly normal to feel **heartbroken**—even **devastated**. But know that you are not alone. There are many people and organizations ready to offer their **compassion** and **condolences**. Here are some things to remember.

1. Try not to isolate yourself. It's OK to spend time alone, but being around people who can **console** you is very important. Even if you don't talk at first, knowing that someone else cares can be **uplifting** during this dark time.
2. Sharing memories of your loved one can be deeply **gratifying**, particularly if you share them with someone who is also grieving. **Savoring** your good memories can be very healing.
3. While you cannot expect to get over your loss quickly, if you **are** still **down in the dumps** after a few months, it might be a good idea to seek professional help. Contact our office for information on local grief counselors.

>> FOR PRACTICE, PAGE 152 / DEFINITIONS, PAGE 165

2 LANGUAGE CHOICES Articles

A Read the example sentences. Underline all the nouns and noun phrases. Circle the articles. Then complete the chart with *indefinite article, definite article,* or *no article*.

Example sentences

1. Miriam had a nice trip, but she's been down in the dumps ever since she returned from Toronto.
2. Caleb has an upbeat attitude and really seems to savor the small things in life.
3. Offering condolences is hard. Just remember the goal of expressing sympathy is to show compassion for the bereaved.
4. I'm reading the book you recommended. It's an uplifting story.

Indefinite articles = *a, an*
Definite article = *the*

Articles

- singular count nouns that are *not* specific _____
- most proper nouns, such as the names of countries or people _____
- previously mentioned nouns _____
- specific nouns known to the listener or reader _____
- noncount nouns and plural nouns that are *not* specific _____

>> FOR PRACTICE, PAGE 152

B Articles are difficult because there are exceptions to the rules. The sentence below has exceptions to the rule that proper nouns do *not* take articles. Write two rules for these exceptions.

The Taylors lived in **the Dominican Republic** before they moved to **the Netherlands**.

www.frenglish.ru

3 CONVERSATION SKILL

A ▶10-04 **Read the conversation skill. Listen. Notice the words the speakers use to show empathy. Complete the sentences that you hear.**

1. A: I got the job!
   B: Good for you! _____ .
2. A: Both of my kids caught the flu and my husband is out of town.
   B: That must be hard. Please let me know _____ .

B ROLE PLAY **Choose four expressions from the conversation skill box. Make short conversations, using one expression in each conversation.**

Show empathy

Use these expressions to show empathy when someone shares emotional news:

Reacting to sadness:

That's terrible. I'm so sorry you're going through this.
That must be hard.
I can imagine (how you must be feeling).
I'm here for you.
Please let me know if there's anything I can do.

Reacting to happiness:

That's great! Congratulations!
Good for you! You must be so happy.
You've worked hard. You deserve it.
Good job! I'm really proud of you.

4 CONVERSATION

A ▶10-05 **Listen. Circle the statement that Sam's grandmother would agree with.**

a. Don't waste time on the small things in life.
b. Human beings are often cruel.
c. Spend your life traveling.
d. Focus on the good things in your life.

B ▶10-05 **Listen again. Answer the questions.**

1. What was unusual about Sam's grandmother's attitude toward life?
2. What did his grandmother never lose?
3. What advice from his grandmother is Sam likely to use in the future?

C ▶10-06 **Listen. Complete the conversation.**

Sam: She had such a great attitude _____ . Even when she knew she was dying, she never felt sorry for herself. She was grateful for _____ she had led and was always encouraging me to follow my dreams.

Ariya: This must be so hard. She sounds like a really special person.

Sam: She was. She always said that the secret to _____ was living each day as if it were your last. And she really _____ that philosophy. Even at the end when she was in pain, she _____ a positive attitude.



5 TRY IT YOURSELF

A THINK **Choose two of the situations below: one happy and one sad. Take notes about how you will share the news with your partner.**

- Your best friend is moving away.
- Your partner just broke up with you.
- You got into your first-choice university.
- You just got engaged to be married.

B ROLE PLAY **Student A: Explain what has happened to you. Student B: Respond empathically to your partner. Use the language from the conversation skill box.**

☐ I CAN TALK ABOUT EMOTIONS.

www.frenglish.ru

LESSON 2 TALK ABOUT SADNESS



SAM BENNETT
@SamB

Still missing my grandma a lot. I've been down in the dumps for a couple of weeks. Any suggestions for cheering me up?

1 BEFORE YOU LISTEN

A PAIRS THINK Do you like sad movies? Why or why not?

B ▶10-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

intriguing	a documentary	subjective	a boost	preliminary
dull	suppress	fellow	enhance	illuminating

>> FOR PRACTICE, PAGE 153 / DEFINITIONS, PAGE 166

2 LANGUAGE CHOICES *Too* and *enough*

A Read the example sentences. Then complete the chart with *too* and *enough*.

Example sentences

1. I can't watch this documentary. It's **too** depressing.
2. Mike just broke up with his girlfriend. It's **too** soon for him to date someone new.
3. There are **too** many people in here. There's **too** much noise to concentrate.
4. I decided to apologize. The guilt was **too** overwhelming.
5. There haven't been **enough** good movies this year.
6. If you suppress your feelings long **enough**, you could develop health problems.
7. I hate going to the dentist. My appointment can't end quickly **enough**!
8. The review was vague and subjective **enough** to avoid a lawsuit.
9. I don't have **enough** time to listen to him complain all day.
10. We don't have to talk about this right now. There'll be time **enough** to talk when we get together next week.

Too* and *enough

- _____ means *suffi cient*.
- _____ means *very* or *a lot*. It usually has a negative meaning, as in *more than what is wanted or needed*.
- Use _____ + a noun.
- Use _____ + *much* / *many* + a noun.
- Use _____ + an adjective or an adverb.
- Use an adjective or an adverb + _____ .
- In some cases, we can use a noun + _____ .

>> FOR PRACTICE, PAGE 153

B Read the sentences. What does each sentence suggest about the listener?

Was the movie sad enough for you?

Was the movie too sad for you?



www.frenglish.ru

3 PRONUNCIATION

Intensifiers and emphatic stress

Intensifiers like *really, too, so,* and *definitely* add emphasis to other words. Intensifiers are often pronounced with emphatic stress. The stressed vowel of the intensifier is longer, louder, and usually higher-pitched: *I'm* ***definitely*** *intrigued.*

A ▶10-09 Listen. Read the pronunciation note.

B ▶10-10 Listen. Notice the stress on the words in bold. Then listen again and repeat.

1. I don't want to watch a sad movie at **all**. I've had **enough** sadness lately.
2. My mother felt **so** heartbroken when her father died. She was **really** close to him.
3. I woke up feeling **incredibly** good this morning.

C ▶10-11 Listen. Complete the sentences. Listen again and mark the stressed syllables in the intensifiers with a dot.

A: That documentary on climate change was _____ dull. It was _____ a disappointment.
B: Oh, no. I _____ disagree. I thought it was _____ intriguing.
A: But there was _____ that wasn't _____ familiar.
B: Yeah, but the narrator's passion _____ made the familiar information powerful.

4 LISTENING

A ▶10-12 Listen. Which of the questions is answered in the podcast?

a. Why do different people have different reactions to pain?
b. Why is *Titanic* one of the saddest movies ever made?
c. What is the connection between sadness and social bonding?

B ▶10-12 Read the Listening Skill. Listen again. Complete the questions that you hear.

LISTENING SKILL Listen for questions

During a talk such as a podcast or lecture, speakers often use questions to highlight main ideas or important points. Writing down these questions will help you remember the answers, even if you're not able to catch every word.

1. **Host:** So, Dr. Davis, one question I've had for a long time is _____ .
2. **Host:** That's interesting, but _____ tolerance in the first place? _____ _____ the reasons we enjoy sad movies?
3. **Host:** Wait a minute—if participants reported a negative mood after watching the sad movie, _____ ?
4. **Host:** Could this be related in some way _____ ?

C ▶10-12 Listen again. Answer the questions in 4B.

D PAIRS REACT What was most surprising to you in the podcast?

5 TRY IT YOURSELF

A THINK Summarize the main points of the podcast. Use your answers from 4C to help you.

B DISCUSS Talk about a time in your life when you were sad. Was the experience valuable in the way that the speaker in the podcast describes?

C EVALUATE After listening to the podcast, have you changed your ideas about sadness? Do you agree that sadness can sometimes be a positive thing?

☐ I CAN TALK ABOUT SADNESS.

www.frenglish.ru

LESSON 3 DISCUSS HAPPINESS



SAM BENNETT
@SamB

I hate memes with quotes about happiness. Happiness isn't something you can easily define—it means different things to different people.

1 BEFORE YOU LISTEN

A PAIRS THINK Which of these events would make you feel happiest? Why?

- winning the lottery
- hearing your child's first words
- finishing your PhD
- surviving a plane crash
- meeting the love of your life
- beating an illness

B 10-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

a trauma	synthetic	a coping mechanism	overestimate	relative	be confined to
an obstacle	an immune system	miscalculate	a paraplegic	tedious	a contribution

>> FOR PRACTICE, PAGE 154 / DEFINITIONS, PAGE 166

2 LANGUAGE CHOICES Adverbs

A Read the example sentences. Look at the adverbs in bold. What do they modify? Then circle the correct answers in the chart.

Use	Example sentences
Sentence adverbs	1. a. **Fundamentally,** we all need coping strategies. b. We all need coping strategies, **fundamentally**. c. We all **fundamentally** need coping strategies.
Focus adverbs	2. We were so happy, we couldn't **even** speak. 3. **Even** Adrian was excited, and he's normally very serious. 4. **Only** Maya was in a bad mood. Everyone else was happy. 5. Runa **only** attended the meeting. She didn't participate.
Negative adverbs	6. **Never** have I made such a terrible miscalculation. 7. **Rarely** does the immune system fully eliminate a virus.

Adverbs

- If a sentence adverb comes **first or last in** / **in the middle of** a sentence, it is usually separated with a comma.
- **Sentence** / **Focus** adverbs express a viewpoint about the whole idea or sentence.
- **Sentence** / **Focus** adverbs draw attention to a specific word or phrase.
- **Focus** / **Negative** adverbs are often used at the beginning of a sentence with an inverted subject and verb.

>> FOR PRACTICE, PAGE 154

B PAIRS You can place adverbs in various places in a sentence. Discuss how shifting the adverb changes the focus or meaning of the following sentences.

Remarkably, Isabel seems to have recovered from the trauma.
Isabel seems to have remarkably recovered from the trauma.
Isabel seems to have recovered from the trauma remarkably.

www.frenglish.ru

3 VIDEO TALK



A ▶10-15 Listen or watch. What have we learned from Daniel Gilbert's research?

B ▶10-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Use charts for organization

The charting note-taking method uses columns to organize information. Label each column by category. Then add details below. This method is useful for organization and helps you group your ideas in a way that makes them easy to review.

Natural happiness	Synthetic happiness

C What is the purpose of the talk?

D PAIRS REACT Gilbert explains that we have a psychological immune system that can manufacture happiness in response to negative experiences. Do you think there are any downsides to having this system? If so, what?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Tell an anecdote

An anecdote is a brief story that illustrates a point. You can begin an anecdote with phrases like these:

Back in the day, I…
I'll never forget the time I…
Listen to this story.
Here's a good one.

5 TRY IT YOURSELF

A THINK Think about different times in your life when you felt happy. What was happening in your life, and why did you feel happy? Do you think it was natural happiness or synthetic happiness? Take notes.

B DISCUSS Share your experiences with a group. What was similar? What was different?

C EVALUATE In the same groups, create a final list of things that define happiness based on the similarities from 5B. Prepare to justify your views to the class.

☐ I CAN DISCUSS HAPPINESS.

www.frenglish.ru

LESSON 4 READ ABOUT THE PURSUIT OF HAPPINESS



SAM BENNETT
@SamB
I really admire Elizabeth Gilbert. She had the courage to drop everything and pursue her dreams.

1 BEFORE YOU READ

A PAIRS What kinds of things do you think make people happy?

B ▶10-16 VOCABULARY Read and listen. Do you know these words?

tremendous	sheer	a turning point	spirituality	relentlessly
death-defying	a memoir	throw caution to the wind	strive	rags-to-riches

>> FOR DEFINITIONS, PAGE 166

2 READ

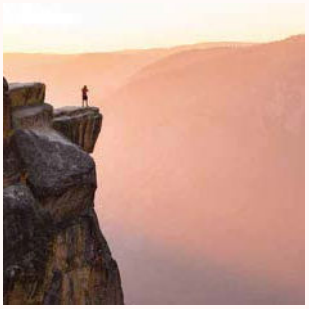
A PREVIEW You are going to read some personal stories about finding happiness. Read each heading and look at the photos. What do you think each person's story is about?

B ▶10-17 Read and listen to the article. Were your predictions in 2A correct?

THE PURSUIT OF HAPPINESS

What does happiness mean to you? Is it having new experiences, finding true love, being successful, or something different? Here are three stories about how people found happiness.

Reaching for happiness



In 2017, Alex Honnold achieved the greatest feat ever accomplished in free-soloing, a kind of climbing. He completed the first ever rope-free ascent of the famous El Capitan rock in Yosemite National Park. El Capitan is over 2,300 meters tall from its base and has sections that require almost vertical climbing. Honnold reached the peak in just under four hours without safety gear, using only his bare hands and tremendous willpower.

Most of us would panic at the thought of being stuck 450 meters up on a rockface, knowing that one slip could prove deadly. But not Honnold, who seeks out death-defying challenges like El Capitan for sheer happiness. Why? Honnold says that climbing gives him the most joy out of anything in life. These days, he's pretty famous for it, too, after the story of his climb was made into an Oscar-winning documentary.

Traveling for happiness



Elizabeth Gilbert's story of searching for happiness is also well-known. She is the author of the best-selling memoir *Eat, Pray, Love*, which documents a year of her life spent traveling the world in search of fulfilment. Prior to setting off on her travels, Gilbert had a home, a husband, and a successful writing career. However, she was unhappy in her marriage and decided to get a divorce. Facing a turning point in her life, she threw caution to the wind and headed out to see the world. She spent time eating delicious food in Italy, exploring spirituality in India, and eventually finding love again while in Bali, Indonesia.

Reflecting on her travels and search for happiness, Gilbert says finding joy isn't about luck but it is a result of personal effort. "You fight for it, strive for it, insist upon it, and sometimes even travel around the world looking for it. You have to participate relentlessly."

>>

www.frenglish.ru

Working for happiness



A different type of journey to happiness involves one of the most famous businesses in the world. It is the rags-to-riches story of Soichiro Honda. Honda was born in the small village of Kyomo, Japan. He spent his early childhood helping his father with his bicycle repair business. At an early age, Honda developed a strong interest in cars.

Honda left home at age 15 and headed to Tokyo. He found work at a garage, where he was a mechanic for six years, before returning home. His first attempt at the personal motor business came in the mid-1940s when he invented a small bicycle engine. Encouraged by his success, he organized the Honda Motor Company™ in 1948. The company has since grown into one of the world's largest automobile businesses.

Honda once stated, "My biggest thrill is when I plan something and it fails. My mind is then filled with ideas on how I can improve it." He believed that "real happiness lies in the completion of work using your own brains and skills." Honda died in 1991, having seen the Honda Motor Company grow into a multi-billion-dollar business.

3 CHECK YOUR UNDERSTANDING

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

1. Why was Honnold's feat so impressive, and how has it become so well-known?
2. How does Gilbert believe we can find happiness?
3. How did inventing the bicycle engine help Honda start his company?

B CLOSE READING **Reread lines 9–11 and 35–37. Then circle the correct answers.**

1. Which option is the best paraphrase of lines 9–11?
   a. Free-soloing would be very frightening for most people, but Honnold isn't scared because he doesn't fear death.
   b. Free-soloing is too scary for most people, but Honnold does it for pleasure.
   c. Free-soloing is dangerous, so most people don't do it. However, Honnold loves danger.
2. What can we infer from Honda's views in lines 35–37? More than one answer may be correct.
   a. We must take risks if we want to be happy.
   b. Happiness comes from hard work.
   c. Failure is a part of success.

C **Read the Reading Skill. Choose one of the stories from the article. Divide a page of your notebook into three boxes. Storyboard the story in three frames.**

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

Find out what has happened in Elizabeth Gilbert's life since writing *Eat, Pray, Love*.

READING SKILL Visualize a story

Visualizing a story helps you to understand both the storyline and the emotions of the characters.

Storyboarding is a good technique for visualization. To practice this technique, draw pictures of each scene in a story, like it is a movie. You can use thought bubbles or speech bubbles to help explain the emotions of each character.

4 MAKE IT PERSONAL

A THINK **What kinds of things make you happy? How do you feel when you're doing these things? Take notes.**

B PAIRS **Share your thoughts with a partner. Ask questions about his or her activities.**

C EVALUATE **Share your thoughts in a group. What do you have in common? Which activities would you like to try? Organize these activities into three categories: *I really want to try…*, *I might try…*, *I would never try…*. Present your ideas to the class.**

☐ I CAN READ ABOUT THE PURSUIT OF HAPPINESS.

www.frenglish.ru

LESSON 5 WRITE AN ANALYTICAL ESSAY



SAM BENNETT

@SamB

There are so many famous quotes about happiness. Some of them I agree with, but others, not so much.

1 BEFORE YOU WRITE

A Read about analytical essays.

An analytical essay is used to analyze something, often a speech, a quote, or a piece of literature. It looks at several different aspects and may offer a point of view. The introductory paragraph introduces the piece to be analyzed and makes a thesis statement about the point of view that will be taken. The body paragraphs then offer an in-depth analysis, looking at several different angles in order to make critical judgments about the piece. The conclusion summarizes these points and restates the thesis.

B Read the model. What conclusion does the writer come to about the quotation?



Question: *Abraham Lincoln said, "Folks are usually about as happy as they make their minds up to be." Explain what the quote means. Do you agree or disagree? Why?*

The quote "Folks are usually about as happy as they make up their minds to be" indicates that people have a choice in how happy they are. The assumption is that if a person wants to be happy, he or she can be happy. By contrast, then, the quote also assumes that people who are unhappy have chosen to be unhappy. They are choosing to look only at the negative side of things. There may be some truth to the idea, but, fundamentally, the statement is overgeneralized and cannot work as a blanket concept covering all situations.

It seems likely that Lincoln was considering the ways in which people react to the small challenges that arise in daily life—for example, sickness. Some people who catch a cold or flu might complain and see only the negative side of it, worrying that they have to change their plans for the day. "Bad things always happen to me," they may think, ignoring the fact that everyone gets sick sometimes. Other people can maintain a positive outlook in the face of such challenges. They see sickness as just a part of life, and they understand that it will pass shortly. They might even see the bright side: "Well, I guess my body is telling me that I need a break."

However, this perspective neglects to look at the reality of how a challenge can affect people in different ways. For people who work at hourly wage jobs, the loss of money when they are sick may indeed be a significant hardship. People who live in poverty, people who have poor health, people who are discriminated against—these people all have genuine reasons to bemoan their situations. And indeed, revolutions throughout history may never have happened if everyone had simply decided to be happy with their situation.

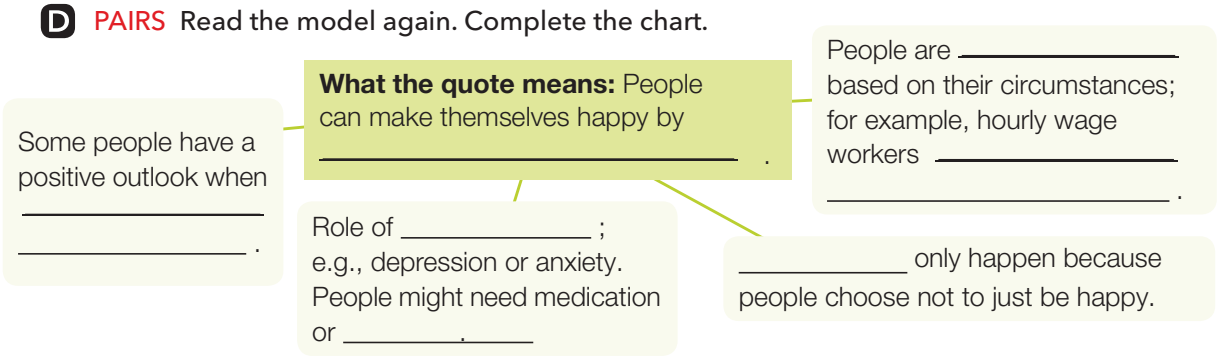
Another important point that the quote overlooks is the role of mental illness. While in Lincoln's time, this was not something much discussed or understood, today it is a known fact that illnesses like depression and anxiety can affect how people experience their lives. It can no longer be considered acceptable to tell people that they just need to cheer up. Many people simply do not have the brain wiring to do this. They may need the help of medication or a therapist.

Perhaps these were the reasons that Lincoln added the word "usually." In circumstances where all else is equal, a positive outlook can certainly help people create the happiness they want. Nevertheless, it is important to keep in mind that usually not everything is equal. Taking these inequalities into consideration, the quotation simply does not hold true.

C PAIRS Discuss. Do you agree with the conclusion the writer comes to? Why or why not?

www.frenglish.ru

D PAIRS Read the model again. Complete the chart.



2 FOCUS ON WRITING

Read the Writing Skill. Then read the following informal sentences. Find sentences in the model that mean the same thing.

1. We have to consider how a challenge can affect each of us in different ways.
2. If you work at an hourly wage job, the loss of money when you are sick may be a hardship.
3. You can't just tell people to cheer up.

WRITING SKILL Use a formal style

Most analytical essays are written in a formal style. You can write more formally by avoiding personal pronouns like *I*, *you*, or *we* and instead use neutral words or structures like *one*, *people*, or the passive voice. Make your opinions strong and confident-sounding by eliminating phrases like *I believe* or *I feel*. Choose more academic vocabulary rather than common terms.

3 PLAN YOUR WRITING

A **Choose one of the following quotes. What do you think the quote means? Do you agree or disagree with it? Create a chart like the one in 1D to organize your ideas.**

- "Happiness is when what you think, what you say, and what you do are in harmony." –Mahatma Gandhi
- "Happiness is like a butterfly which appears and delights us for one brief moment, but soon flits away." –Anna Pavlova
- "Pain is inevitable. Suffering is optional." –Haruki Murakami

Writing tip

Create nuanced arguments. Analytical essays look at many different angles. You may agree with the quote in general but find some aspects of it problematic. The best essays are often not black and white but somewhere in between.

B PAIRS **Discuss your ideas.** *I'm going to use the Gandhi quote for my essay.*

4 WRITE

Write a first draft of an analytical essay about the quote you chose in 3A. Remember to use a formal style. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW **Read your partner's essay.**

- Does the introductory paragraph explain the quote and provide a thesis statement?
- Do the body paragraphs analyze the quote from different angles?
- Is it written in a formal way, avoiding personal pronouns and using academic vocabulary?
- Does the conclusion summarize the points of analysis and restate the thesis?

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.**

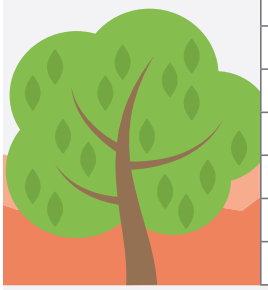
☐ I CAN WRITE AN ANALYTICAL ESSAY.

www.frenglish.ru

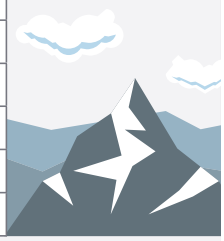
PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM Carol Dweck, a professor of psychology, describes two mindsets that determine the ability to learn and deal with change: a *growth mindset* and a *fixed mindset*. Most people exhibit a combination of both. Review the chart and circle the correct answers.



Growth mindset traits	Fixed mindset traits
• recognize that abilities develop	• think people have talent or never will
• embrace challenges	• avoid challenges
• accept criticism and learn from it	• reject criticism as hurtful
• equate rewards with effort	• expect rewards without effort
• persist despite setbacks	• give up after setbacks
• never give up	• give up easily
• learn from failure	• see failing once as failing completely
• look to see what more can be done	• avoid doing more than necessary



1. **A growth / A fixed / Neither** mindset shows a belief that setbacks mean failure.
2. **A growth / A fixed / Neither** mindset shows a belief that people change.
3. Some people may not want to bother exerting more effort if it is not justified by **the costs / failure / the rewards**.

B THINK CRITICALLY Do you think people are born with or learn a particular mindset? Discuss with a partner.

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

Step 1 **Brainstorm** Think of an important new project for which a team needs to work together. Choose 3–5 of the growth mindset traits and explain how you would convince a fixed mindset team to adopt them.

Step 2 **Evaluate** Choose the best approaches. Consider how each trait is important to the project and the team.

Step 3 **Present** Explain the best approach to the class.

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 emotions
- ☐ Talk about sadness
- ☐ Discuss happiness

Vocabulary
- ☐ Words related to emotions

Conversation
- ☐ Show empathy

Pronunciation
- ☐ Intensifiers and emphatic stress

Listening
- ☐ Listen for questions

Note-taking
- ☐ Use charts for organization

Language Choices
- ☐ Articles
- ☐ *Too* and *enough*
- ☐ Adverbs

Discussion
- ☐ Tell an anecdote

Reading
- ☐ Visualize a story

Writing
- ☐ Use formal style

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



www.frenglish.ru