UNIT 3

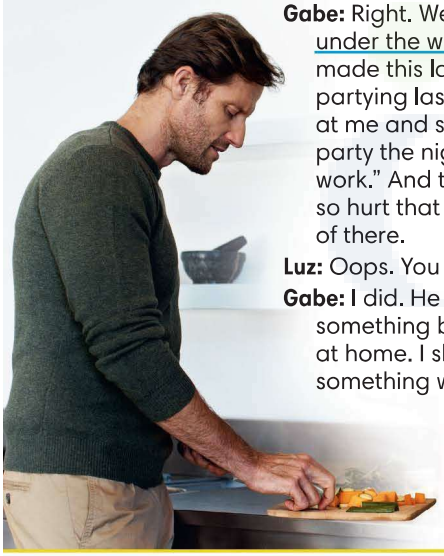
Confronting Difficulty

PREVIEW

A HEROISM | Listen to a description of heroism and a story about a hero. In what way is Alicia Sorohan a hero, according to the description? In what way did she demonstrate her heroism?

B ZOOM-IN | Read and listen to a husband and wife talk about a problem at work. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Gabe = American English (regional)
Luz = Spanish



Gabe: So, I feel pretty bad about something I did this morning at work.

Luz: Wow. Sounds serious. Want to tell me about it?

Gabe: Not really! I just want to put my head in the sand and forget all about it, but here goes. You know that new intern we hired to help set up the sales conference? Theo?

Luz: Sure. High-school boy. Smart as a whip.

Gabe: Right. Well, he must have been feeling under the weather and he looked it. So I made this lame joke like, "Were you out partying last night?" He just kind of stared at me and said, "No, Mr. Lundin. I don't party the night before I have to come to work." And then he just left. I think he was so hurt that he felt he just had to get out of there.

Luz: Oops. You must have felt terrible.

Gabe: I did. He could have been sick. Or something bad might have happened at home. I should have just asked him if something was wrong.

Luz: Right. It's really not like you to be insensitive. What got into you?

Gabe: Who knows. I think I was just being a wise guy and trying to be funny. Pretty thoughtless on my part.

Luz: Well, we all slip up sometimes.

Gabe: And that's not even the worst of it. I said it in front of the other intern, Marcela. I embarrassed Theo in front of his co-worker!

Luz: Oh, no. She was there too?

Gabe: Yup. Here's Theo wanting to be taken seriously, trying to seem like a professional, and I go and put my foot in my mouth just for a laugh.

Luz: Well . . . no sense dwelling on it. Just give Theo a call and tell him how sorry you are for having made a joke at his expense.

Gabe: I know you're right, but I just hate awkward conversations. I've been avoiding it all day.

Luz: Well, that's not an option. Just chill for a day and then call him up and face the music. No need to make a big deal of it. Just say you're sorry, especially since you realize there may have been something wrong. It's not the end of the world.



C UNDERSTAND FROM CONTEXT | Work with a partner. Paraphrase each sentence, using featured words and phrases from Zoom-In.

1 I wasn't thinking and said something dumb.
2 Own up to your error.
3 That person is extremely intelligent.
4 That's not a possible choice.
5 Delay doing anything about it.
6 It isn't worth spending a lot of time thinking about this.
7 He wasn't feeling well.
8 I want to avoid the issue.
9 What were you thinking?
10 Everyone makes mistakes.

D THINK AND EXPLAIN | Answer the questions.

1 Why does Luz ask Gabe, "What got into you?"?
2 Why do you think Luz tells Gabe, "We all slip up sometimes"?

E LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

F DISCUSSION | Discuss the questions.

1 Why do you think people act like "wise guys"?
2 What do you think will happen next?

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Lesson 1 Describe how fear affects you physically
Lesson 2 Express frustration, empathy, and encouragement
Lesson 3 Explore the nature of heroism
Lesson 4 Discuss overcoming disabilities

G TALKING POINTS | Take the self-test.

How Chicken Are You?

Rate each situation from 1–3, according to the chicken index. Then total your points to get your chicken score.

Chicken Index
1 = *doesn't ruffle my feathers at all* — not scary
2 = *makes me a little jumpy* — somewhat scary
3 = *freaks me out* — very scary


○ getting stuck in an elevator



○ seeing a bee on your arm


○ driving on a slippery road


○ eating in an unclean restaurant


○ riding a horse


○ smelling smoke in a building

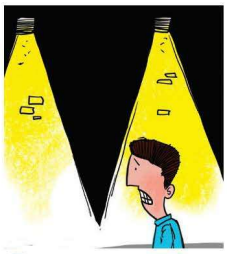

○ being a passenger in a speeding car


○ taking a roller-coaster ride


○ walking outside in a thunderstorm


○ standing near the edge of a cliff


○ going to the dentist


○ walking on a dark street alone at night


○ experiencing extreme turbulence on a flight


○ getting an injection from a doctor or nurse


○ seeing a snake


○ being in a place undergoing an epidemic

Your chicken score

16–26  You're cool and collected. Nothing freaks you out.

27–37  You're cautious, but unflappable.

38–48  You're just a total chicken! You're probably afraid of your own shadow.

H PAIR WORK | Are you both afraid of the same things? Which one of you is more chicken?

I GROUP WORK | How chicken is your class? Calculate the average score for each situation in your class. Which situation is the most frightening to everyone?

START TALKING

PAIR WORK Discuss what's scarier: physical threats such as the ones in Talking Points or threats to one's feelings, such as Gabe's in Zoom-In. Explain, providing examples from your life.

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1 COMMUNICATION GOAL Describe how fear affects you physically

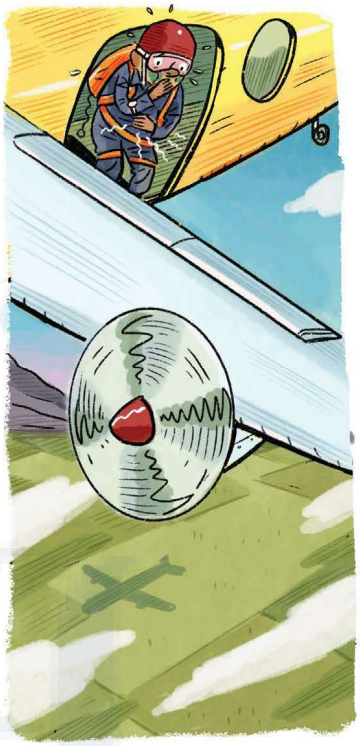
A VOCABULARY | Physical effects of fear | Read and listen. Then listen again and repeat.



I lose my voice.



My hands shake.



I get sick to my stomach.



I get palpitations.



I get sweaty palms.

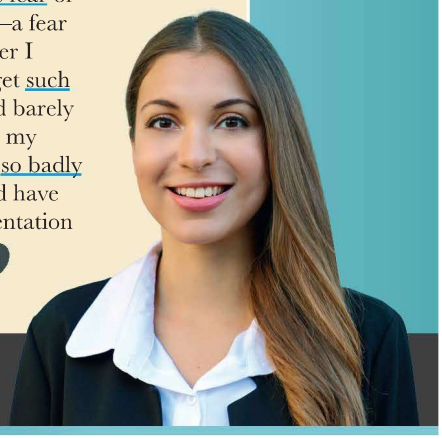
B ACTIVATE VOCABULARY | Which, if any, of the physical effects of fear do you get when you're terrified? Tell your partner about one example of a situation in which you experienced a physical effect of fear.

C GRAMMAR CLOSE-UP | Read about stage fright. Notice the featured grammar.

What causes so many people to panic when facing an audience? Some theorize that we imagine the worst: sounding stupid, making mistakes, forgetting what we planned to say, or having so little to say that we can't fill the time scheduled for the speech. And although a person with stage fright isn't in any physical danger, the unpleasant symptoms mimic those of the "fight or flight" response: palpitations, nausea (even vomiting), shaking hands, and the like. Such feelings can be so intense that they cause sufferers to fear public speaking more than flying, financial ruin, illness, or even death. Stage fright is hard to overcome because each bad experience further reinforces the negative feedback, making it stronger over time.

But Joy Booth has overcome her performance anxiety. She says, "The Internet is so full of advice on how to reduce anxiety, such as avoiding caffeine, getting enough sleep, and taking deep breaths, that it's hard to know what really works. The advice that turned me around came from my cousin, who's studying for a PhD in neuroscience. She said there's research that indicates that counter-phobic behavior—seeking out the situation one fears instead of fleeing it—is the most effective way to reduce the negative sensations it causes and overcome the fear."

"My job requires me to make frequent webinar presentations to hundreds of people at a time. I've always had such an intense fear of speaking in public—a fear so bad that whenever I spoke publicly, I'd get such a dry mouth I could barely make a sound. And my hands would shake so badly that someone would have to operate my presentation remote for me."



Joy Booth, marketing executive
Former sufferer of stage fright

D RELATE TO PERSONAL EXPERIENCE | Do you have stage fright? If so, tell your partner about one experience that was difficult for you. If you don't fear speaking to a crowd, explain why you think it doesn't bother you as much as it does others.

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E GRAMMAR | Using so . . . (that) or such . . . (that) to explain a result

Use so to intensify adjectives and adverbs in sentences that describe a result. That is optional. Don't use a comma.

so + adjective / adverb	result
I was **so scared**	**(that)** my hands shook.
She left home **so quickly**	**(that)** she forgot to pack her flashlight.

If the adjective is followed directly by a noun, use such, not so.

I was wearing **such old hiking boots (that)** I fell and hurt myself.
The plane hit **such terrible turbulence (that)** we got sick to our stomach.
She had **such a bad fall (that)** she never rode a horse again.

If the noun is preceded by many, much, few, or little, use so.

There were **so many people** on the boat **(that)** it capsized.
There was **so much lightning (that)** the campers were terrified.
We saw **so few bees** in the park **(that)** we decided it was OK to have a picnic there.
There was **so little ice** on the road **(that)** I decided it was safe to go biking.

GRAMMAR EXPANDER p. 121

Count and non-count nouns:
- Non-count nouns made countable
- Nouns used in countable and uncountable sense

Always use a or an with a singular count noun following such.

She had **such a bad fall** that she never rode again.
NOT She had ~~such bad fall~~ that she never rode again.

Remember: Use many and few with count nouns. Use much and little with non-count nouns.

He had **so many speeding tickets** that they suspended his driver's license.
NOT He had ~~so much speeding tickets~~ that they suspended his driver's license.

F GRAMMAR PRACTICE | Complete each statement with much, little, many, or few.

1 They canceled so ..... flights that we won't be able to get there tonight.
2 There's always so ..... turbulence on those afternoon flights that we prefer to fly there in the morning.
3 So ..... people have been riding the roller coaster that they had to shut it down for repairs.
4 There was so ..... time to get to the shelter before the tornado hit that we just stayed in our basement.
5 There were so ..... buses to the stadium that we decided to carpool with our friends instead.

G GRAMMAR PRACTICE | On a separate sheet of paper, combine the statements, using so . . . (that) or such . . . (that).

1 The forest fire was intense. The forest burned down completely.
2 The flights are very expensive. We prefer to drive instead.
3 There's usually terrible traffic on holidays. We don't drive to town.
4 The bugs at the beach are awful after dark. Most people try to come home before 6:00.
5 It was a cold day. We postponed our hike until the following weekend.
6 Motorcycle accidents have become very common. Lots of people have stopped riding them on the main roads.

The forest fire was so intense that the forest burned down completely.

COMMUNICATION ACTIVATOR

Now let's describe how fear affects us physically.

A TALKING POINTS | Choose a time when you were so scared that it affected you physically. Write notes about it on the notepad. Use the grammar and vocabulary from this lesson.

What you were afraid of:

How it affected you physically:

Write one statement with so or such . . . (that):

What finally happened or what did you do about it?

B DISCUSSION | Discuss the situations on your notepads from Talking Points. Tell each other your stories. (Option: Tell the class about what happened to your partner.)

> "I got such sweaty palms that I didn't want to shake hands with anyone."

KEEP TALKING!

- **Ask for more information and details.**
- **Say more about what happened.**
- **Respond with interest and concern.**
- **Say as much as you can.**

Watch the video for ideas!

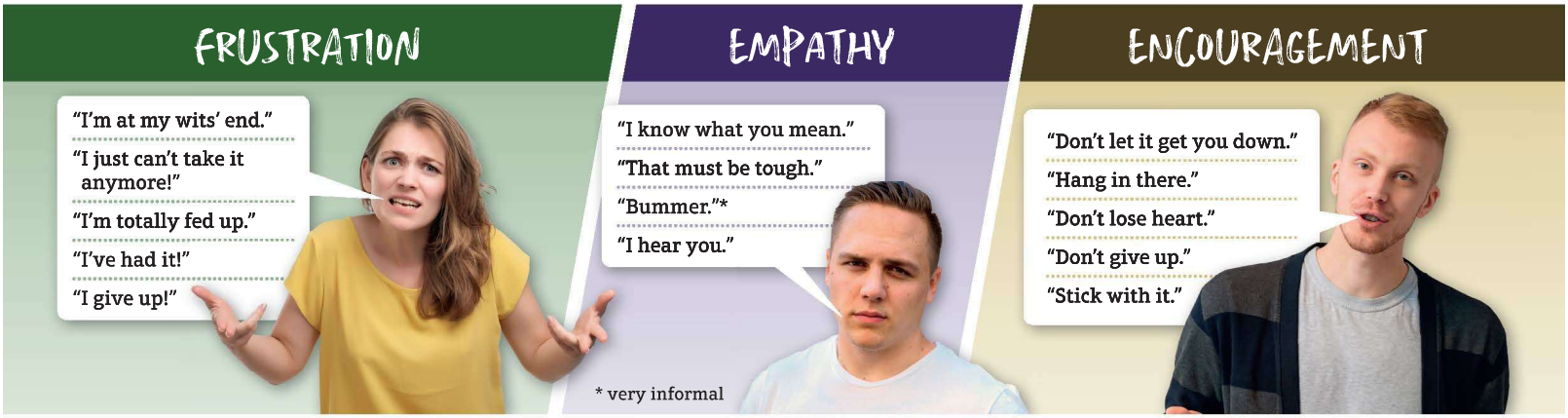
RECYCLE THIS LANGUAGE

It freaked me out.
I was feeling under the weather.
I don't know what got into me.
There was no sense dwelling on it.
That wasn't an option.
I just faced the music.

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2 COMMUNICATION GOAL Express frustration, empathy, and encouragement

A VOCABULARY | Expressing frustration, empathy, and encouragement | Read and listen. Then listen again and repeat.



B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Then predict how the other person will respond.

1 a I give up.
b I know what you mean.

2 a I've had it!
b Bummer.

3 a I'm totally fed up.
b Don't let it get you down.

4 a That must be tough.
b I'm at my wits' end.

5 a I just can't take it anymore.
b I hear you.

C GRAMMAR | Clauses with no matter

Use no matter + a noun clause beginning with a question word to express frustration that no amount of anything (for example, effort or money) can make something change. It's common to use a comma between the clauses.

No matter how careful I am, I always forget where I left my glasses.
No matter what he said, she didn't believe him.
No matter what time we leave, we always get stuck in traffic.
They're never at home, **no matter what time we call**.
I wouldn't take that job, **no matter how much money they paid**.

A no matter clause is often shortened to a phrase ending with the question word alone.
They're always ready to help, **no matter when**.

Be careful!
Don't use an auxiliary verb in the noun clause.
No matter **who you ask**, no one can give you directions.
NOT No matter ~~who do you ask~~, . . .

GRAMMAR EXPANDER p. 122
Embedded questions: review and common errors

D GRAMMAR PRACTICE | Mark correct sentences with a checkmark. Mark incorrect sentences with an X. Correct the incorrect sentences.

[X] 1 No matter how much do we encourage Nancy, she won't get on a motorbike.
No matter how much we encourage Nancy, she won't get on a motorbike.

[ ] 2 No matter how late my wife goes to sleep, she still gets up in time to catch the bus to work.
.....

[ ] 3 I can never find my sunglasses, no matter how hard do I look.
.....

[ ] 4 They couldn't get tickets to the game, no matter how much were they willing to pay.
.....

[ ] 5 No matter how many cups of coffee I drink, I sleep like a baby.
.....

[ ] 6 No matter how many times do people tell me mountain climbing is fun, I'll never do it.
.....

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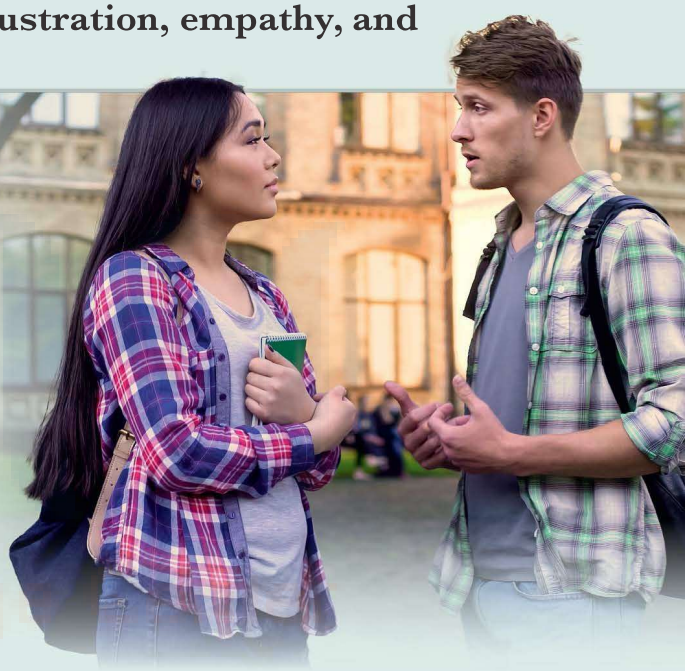
E INTEGRATED PRACTICE | Complete the conversations with your own ideas, using a no matter clause and the Vocabulary from page 28. Then read your conversations with a partner.

1 **A:** ..... ! No matter how careful I am, ...
B: ..... .
2 **A:** ..... ! No matter what I tell my boss, ...
B: ..... .
3 **A:** ..... ! My kids are always late, ...
B: ..... .
4 **A:** ..... ! I can't find my wallet, ...
B: ..... .

PRONUNCIATION LESSON p. 136
Vowel reduction to /ə/

COMMUNICATION ACTIVATOR

Now let's express frustration, empathy, and encouragement.



A CONVERSATION MODEL | Read and listen.

A: Hey, Will? You look a little distracted. Is everything OK?
B: Actually, I'm at my wits' end with my dad.
A: What's going on?
B: Well, basically, no matter how well I do at school, he never gives me any credit.
A: I hear you. That must be tough.
B: It is. I just wish he'd be a little more supportive.
A: Well, hang in there, OK? I'm sure your dad loves you.
B: I know. Thanks for the encouragement, Anna.
A: Anytime.

Social language
Begin a requested explanation with "Well, basically, . . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | On the notepad, write statements that describe frustrating or upsetting situations. Use no matter.

at home: *No matter how well I clean the kitchen, it's dirty again the next day.*

at home:
at work:
at school:
with money:
with a relationship:
with my health:
with something else:

D IN YOUR OWN WORDS | Create a conversation similar to the one in Exercise A, using the Vocabulary and one of the situations from your Talking Points. Start like this: *You look a little distracted. Is everything OK?* Be sure to change roles and then partners. (Option: Use the Unit 3 Energizer Worksheet.)

RECYCLE THIS LANGUAGE
No way!
It's not the end of the world.
Probably nothing serious.
Wish me luck.

KEEP TALKING! ●●●
- Ask for more details about the problem.
- Offer specific advice.
- Say as much as you can.

Watch the video for ideas!

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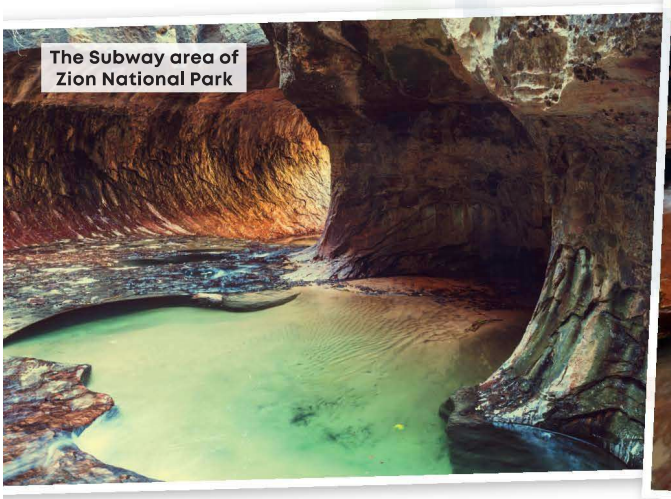
3 COMMUNICATION GOAL Explore the nature of heroism

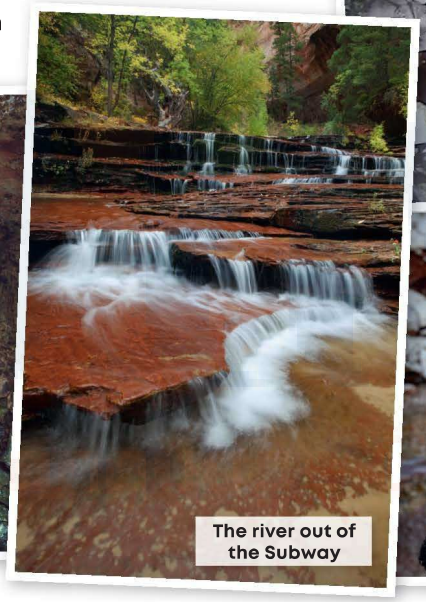
A WORD STUDY | Vary parts of speech | Study the forms of these words related to bravery and heroism, according to the part of speech. (Look up the meaning of any unfamiliar words.) Read and listen. Then listen again and repeat.

Adjective	Adverb	Noun
brave	bravely	bravery
confident	confidently	confidence
courageous	courageously	courage
fearless	fearlessly	fearlessness
heroic	heroically	heroism
willing	willingly	willingness

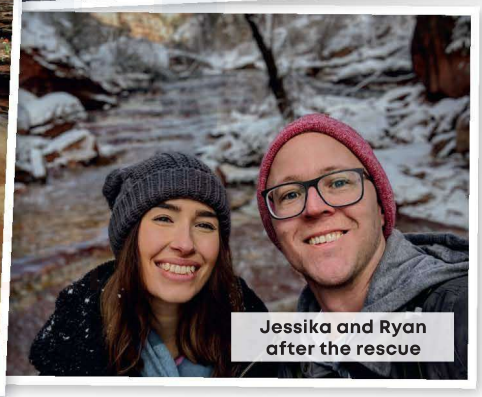
B WORD STUDY PRACTICE | Listen to a story in the news about a rescue. Use a word from the Word Study chart in Exercise A in the correct part of speech to complete each statement. Some items have more than one possible answer.

1 The fact that Jessika ..... left Ryan to go find help on her own showed extreme ..... .
2 Although Jessika wasn't ..... that she could make the hike out alone, she nevertheless set out ..... .
3 Her ..... trek through the frozen wilderness saved her boyfriend's life.


The Subway area of Zion National Park


The river out of the Subway


The helicopter rescue team


Jessika and Ryan after the rescue

C UNDERSTAND FROM CONTEXT | With a partner, explain the meaning of the words and phrases in quotes, based on information in the story. Listen again if necessary.

1 Jessika "rescued" Ryan.
2 The incident took place in a "remote" canyon.
3 Ryan's leg sank deep into the "quicksand."
4 He was "trapped."
5 Ryan's situation "went from bad to worse."
6 Jessika was a "hero."

D LISTEN FOR SUPPORTING DETAILS | Listen again for the information that supports each answer.

1 Why did Jessika leave Ryan in the canyon?
a She needed cell phone service.
b She just gave up.

2 Why did Ryan begin to lose heart?
a Jessika had left him there.
b He thought he wouldn't survive.

3 Why was it impossible for the rangers to rescue Ryan as soon as the helicopter spotted him?
a The weather was too bad.
b The area was too remote.

4 Why is it hard to see quicksand?
a It looks like ordinary dry sand.
b It's near rivers and streams.

5 Why is quicksand less dangerous than most people believe?
a People don't sink below the surface; they float.
b People can easily climb out.

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E SUMMARIZE | Retell the story in your own words. If necessary, listen again and take notes to refresh your memory of the details. Say as much as you can. Then listen to your partner's summary and suggest details your partner may have left out.

COMMUNICATION ACTIVATOR

Now let's explore the nature of heroism.

A TALKING POINTS | With a partner, discuss and write your *own* description of the behavior that makes someone a hero. In your description, use words from the Word Study chart in Exercise A on page 30 and other phrases.

A hero is someone who . . .

RECYCLE THIS LANGUAGE

hangs in there
isn't chicken
is cautious
is cool and collected
doesn't give up
doesn't freak out
no matter . . .

B PROJECT | Choose one of the following people and / or myths who might be considered by some to be heroes. Learn about that person or myth and decide if he or she meets your definition of a hero.



Toussaint Louverture (1743–1803)
Leader of the Haitian Revolution in the 1700s



Malala Yousafzai (1997–)
Pakistani activist and Nobel Peace Prize laureate



Harry Houdini (1874–1926)
Hungarian-born American stunt performer



The Monkey King (first appearance, 16th century)
An animal character from Chinese literature that has supernatural abilities and continues to be popular today



Jan Karski (1914–2000)
Polish soldier, resistance fighter, and diplomat



Nicolaus Copernicus (1473–1543)
Renaissance-era mathematician and astronomer



Ernest Shackleton (1874–1922)
Anglo-Irish polar explorer



Policarpa Salavarrieta (1795–1817)
Colombian revolutionary

C PRESENTATION | Present information about the person or myth you chose, using photos and / or quotations. Say as much as you can and answer your classmates' questions.

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4 COMMUNICATION GOAL **Discuss overcoming disabilities**

A READING | Read about two creative people who have overcome the hardship of their disabilities. What do they have in common?



Can we see without vision? Can we listen if we can't hear?

Superstar singer, songwriter, musician, record producer, Grammy Award winner, and humanitarian Stevie Wonder was born Stevland Hardaway Judkins in 1950. Born prematurely, Wonder lost his vision shortly after birth, when he was given too much oxygen in an incubator. His early years were difficult, and he and his mother faced the hardship of hunger and poverty. But even as a child, Wonder didn't let his blindness hold him back. He was a musical prodigy, teaching himself to play the piano, harmonica, and drums before the age of 10, and performing professionally as a singer at 11.

Wonder's mother thought Stevie's blindness and their poverty might have been a punishment from God, but Stevie is reported to have told her not to worry about his being blind because he was a happy person. Later, when he was asked whether his blindness had affected his music, Wonder is reported to have said that his blindness enabled him to use his imagination to go places he had never seen and to write lyrics using words he had heard others say. Wonder has said that he has never felt hindered by his disability and was grateful, saying others should accept him and love him for what he is, as he loves himself that way. He loves the fact that—as he sees it—God has provided him with the opportunity to take what he has and make something out of it.

Stevie Wonder is credited with being such a major influence on musicians in various genres that he has been inducted into the Rhythm and Blues Music Hall of Fame, the Rock and Roll Hall of Fame, and the Songwriters Hall of Fame, and has received a star on the Hollywood Walk of Fame. But that's not all: Stevie Wonder has devoted himself to philanthropic and humanitarian causes and has received international recognition. In 2009 he was named a United Nations Messenger of Peace for advocating for people with disabilities.


Stevie Wonder


Evelyn Glennie on drums

Born in 1965, Scottish percussionist, writer, and Grammy Award winner Evelyn Glennie began studying piano at age 8 and clarinet at 10, at which time her hearing began to deteriorate, until she became profoundly deaf in her early teens. Because she could no longer hear musical tones through her ears, Evelyn switched to percussion, beginning to play the drums at 12. To sense the pitch of the drums, Evelyn was taught to sense their vibrations by putting her hand on a wall. She has said that she discovered she could feel the vibrations of the drums in her hands and in her lower legs. She could also put her fingertips on the edge of a drum and feel the vibrations that way, too.

Evelyn Glennie is said by many to be the best percussionist in the world, yet her musical programs never identify her as deaf. She gives more than 100 performances a year, barefoot or in stocking feet so she can sense the music. She has written a best-selling autobiography, *Good Vibrations*, collaborated on a film called *Touch the Sound*, and regularly appears on TV across the world. Since Glennie lost her hearing after she had already developed normal hearing and speech, her speech sounds like that of a hearing person. That and her perfect lip-reading skills enable her to communicate with ease.

Glennie is a highly popular public speaker at international business conferences, where she talks about how to listen. She describes her whole profession as a musician as being about listening and what that entails. In her speeches, she often explains how she uses listening as a professional musician and how business people can use that skill within their work environment.

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B **UNDERSTAND FROM CONTEXT** | **With a partner, paraphrase these sentences containing phrases and ideas from the article.**

1 When he was a child, Wonder and his mother "faced hardship."
2 Wonder was a "musical prodigy."
3 Wonder says he has never "felt hindered by" his disability.
4 Glennie's hearing "began to deteriorate" when she was still a child.
5 She became "profoundly deaf" in her early teens.
6 Glennie was taught "to sense" the vibrations of the drums.

C **INFER INFORMATION** | **We have five senses: sight, touch, hearing, taste, and smell. Read about the super-development of the other four senses in people who have lost one sense. Then, with a partner, find ways that Wonder and Glennie confirm what is now known.**

It is commonly believed that people who are blind or deaf (or who have lost some other sense) can gain super abilities in one or more of the other senses—especially if that sense is lost early in life. A blind person might develop a heightened sense of hearing, a deaf person extraordinary vision or an increased sensitivity to touch. A recent scientific study has now found evidence that corroborates this popular belief . . .

D **DISCUSSION** | **Discuss the following questions.**

1 How can a deaf person "listen"? How can a blind person imagine and write about things he hasn't "seen"?
2 In your opinion, what are some general factors that contribute to the success of people who have disabilities or other problems that might have limited them?

COMMUNICATION ACTIVATOR

Now let's discuss overcoming disabilities.

A **TALKING POINTS** | **Choose a historical figure, a fictional character, or someone you know who overcame a disability or who faced hardship. Write discussion notes.**

Name:
Summary of disability or other hardship:

Factors that helped this person overcome it:

Achievements:

Ideas
- a physical or mental disability
- racial, ethnic, or sexual discrimination
- a natural disaster
- political instability or war
- poverty
- lack of access to education
- family dysfunction

B **DISCUSSION** | **Compare the people you wrote about in Talking Points. What are some similarities they share in overcoming their disabilities and facing hardship? Explain. (Option: Use the Unit 3 Soft Skills Booster, p. 156.)**

WRITING HANDBOOK p. 146
- **Skill:** Reducing adverbial clauses
- **Task:** Write a report about an event



Egyptian Paralympian table tennis champion Ibrahim Hamadtou has overcome the loss of both arms by holding the racket in his mouth and serving with his feet.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe how fear affects me physically.
- ☐ Express frustration, empathy, and encouragement.
- ☐ Explore the nature of heroism.
- ☐ Discuss overcoming disabilities.

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