Unit 3 Confronting Difficulty

PREVIEW		Students listen to a story about a hero, read and listen to a conversation about a problem at work, and take a self-test about fears.
LESSON 1 **Describe how fear affects you physically**	***Vocabulary***	Physical effects of fear
	Grammar	Using *so . . . (that)* or *such . . . (that)* to explain a result
LESSON 2 **Express frustration, empathy, and encouragement**	***Vocabulary***	Expressing frustration, empathy, and encouragement
	Grammar	Clauses with *no matter*
LESSON 3 **Explore the nature of heroism**	***Word Study***	Vary parts of speech
	Listening skills	Listen for supporting details; Listen to summarize a story
	Project	Present information about a heroic person or myth
LESSON 4 **Discuss overcoming disabilities**	***Reading skills***	Understand from context; Infer information

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A HEROISM

Suggested time: 5 minutes | Your time:

- Elicit definitions of *heroism* and *hero*. Read the directions.
- Play the first part of the audio. Ask Ss to write down the definition of *heroism*. Then play the rest of the audio. Have Ss listen and answer the questions.
- Call on Ss to share their answers with the class.

LANGUAGE AND CULTURE

- *Rise to (do)* something means to find the strength to successfully deal with a difficult situation.
- The expression *few and far between* means "rare."
- A *star of courage* is a medal awarded by the Australian government for bravery.

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Ask Ss to skim the conversation to identify what problem is being discussed. (Gabe feels bad for hurting a co-worker's feelings with a bad joke.)
- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What was wrong with Gabe's joke?* (It offended Theo.) *What does Gabe wish he had done instead?* (asked if there was something wrong) *Why does Gabe think he embarrassed Theo?* (because he made the joke in front of another co-worker) *What does Luz suggest?* (that Gabe call Theo and apologize)

LANGUAGE AND CULTURE

- *Who knows* means roughly "I don't know."
- If someone *makes a joke at your expense*, they enjoy laughing at you.
- *It's not the end of the world* means that a situation may be bad, but not as serious as you think.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise in pairs. Elicit answers.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs. Elicit answers.

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences individually and then share them in pairs. Elicit answers.

F DISCUSSION

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *wise guy*. (someone who speaks and behaves as if they know more than others)
- Have Ss discuss the questions in pairs or small groups.
- Ask volunteers to share and explain their answers.

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G TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the title of the test. Elicit what it means to be *chicken.* (to be afraid or not brave enough to do something)
- Read the instructions. Then tell Ss to look at the **Chicken Index**. Say, *There are three ways to rate each situation.* Read the explanation of each rating. Elicit or explain the meanings of any unfamiliar words or phrases.
- Have volunteers read the situations for the class. Make sure Ss understand the meaning of *slippery* (difficult to walk or drive on because it is wet, smooth, or slimy), *turbulence* (sudden violent movements of air or water), and *epidemic* (a situation in which an infectious disease spreads very quickly and affects a large number of people).
- Give Ss a few minutes to take the test individually. Tell them to write either the number 1, 2, or 3 in the circle below each picture.
- Bring the class together. Draw Ss' attention to the **Your chicken score** box. Read what each score means and check understanding.
- Ask Ss to add up their points to calculate their scores.

LANGUAGE AND CULTURE

- When used to describe facing fear, the word *chicken* can be used as an adjective (like in the title *How chicken are you?*), a noun (You're a total chicken), or a verb (I wanted to ride the roller coaster, but I chickened out). You might want to point out that calling someone a chicken may be interpreted by some people as aggressive or offensive.
- If something *ruffles your feathers*, it makes you feel worried or annoyed.
- If you are *jumpy*, you are nervous.
- If something *freaks you out*, it makes you so surprised or frightened that you cannot control yourself.
- If you are *cool and collected,* you are not usually upset or bothered by things.
- If you are *unflappable*, you are not easily upset or worried.
- The expression *be afraid of your own shadow* means to be very easily frightened.

H PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the target questions.
- Model the activity. Ask a higher-level S, *How do you feel about getting stuck in an elevator? How scary is it for you?*
- In pairs, have Ss compare their test results to see if they are afraid of the same things. Remind Ss to determine who is usually more scared.
- Monitor. Make sure Ss are taking turns.
- To review, ask each pair, *Were your fears similar?*

EXTENSION (+10 minutes) Call on Ss to read the situations in Exercise G. After each, ask, *Who has been in this situation?* Invite volunteers to describe their experience and say how afraid they were.

TEACHING TIP When asking Ss to share and compare work in pairs, it is helpful to model effective turn taking in conversational interactions. Otherwise, Ss may simply show each other the answers in their textbooks without engaging in meaningful conversation.

I GROUP WORK

Suggested time: 10 minutes | Your time:

- Calculate the average score situation by situation. Alternatively, ask for a show of hands to determine the situations that are frightening for most people.
- Then ask, *How chicken is our class?* Elicit the answer according to the *chicken score* (For example: We're cool and collected. Nothing freaks us out.)

TEACHING TIP If Ss don't know or remember how to calculate an average, tell them to add the scores of all members of the class and then divide the total by the number of Ss.

START TALKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit what Gabe was afraid of in the conversation in Exercise B. (calling Theo to apologize)
- Elicit other "non-physical" situations people might be afraid of. (For example: speaking in public, sharing their opinion with strangers, hurting someone for saying the wrong thing, doing something embarrassing)
- In pairs, have Ss take turns sharing which kind of threat is scarier to them. Remind them to explain their views and give examples from their personal experiences.
- Invite volunteers to share their opinions with the class.

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LESSON 1 Describe how fear affects you physically

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit what the people are doing in each image. (Clockwise: giving a work presentation, standing on the edge of a cliff, getting ready to jump from a plane, meeting someone for the first time, experiencing turbulence while flying)
- Have Ss read and listen to the sentences. Then have them listen and repeat.
- Make sure Ss understand *palpitations* (when your heart beats faster than usual) and *palm* (the inside part of your hand).
- Elicit details in the images that illustrate the physical effects. (For example: *Thump! Thump!* means the woman's heart is beating quickly.)

LANGUAGE NOTE If you get *sick to your stomach,* you feel nauseous or vomit. The expression can also describe an emotional response such as anger or disgust. For example: *His hateful comments made me sick to my stomach.*

EXTENSION (+5 minutes) Have Ss close their books. Read the vocabulary items in random order. Ask Ss to act out the physical effect they hear.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the target question. Model an answer. For example, say, *I get sweaty palms when I'm nervous! This happened to me the first time I met my new boss.*
- Have Ss discuss the question in pairs. Remind them to give examples from their lives.
- If Ss do not experience any of these reactions, suggest they talk about someone they know who does.
- Invite volunteers to share their experiences with the class.

OPTION (+5 minutes) Ask volunteers to describe any other physical effects of fear they experience.

EXTENSION (+10 minutes) Ask Ss if they have experienced any of these physical effects when speaking English. (For example: having to speak English on the phone or giving a presentation in English) Elicit tips to overcome this fear in those specific situations.

C GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit the meaning of *stage fright*. (panic when facing an audience)
- Have Ss read the text on the left silently. Suggest they underline and look up any words they are unfamiliar with.
- To check comprehension, ask:
  What are some symptoms of stage fright? (palpitations, nausea, shaking hands)
  What are some worries for people with stage fright? (sounding stupid, making mistakes, forgetting what they planned to say, having too little to say)
  What advice for reducing performance anxiety did Joy find online? (avoiding caffeine, getting enough sleep, taking deep breaths)
  What was her cousin's advice? (forcing yourself to experience the frightening situation instead of avoiding it)
- Then draw Ss' attention to the text on the right. Ask, *Who said this?* (Joy Booth) Play the audio or read the statement to the class. Then ask, *What physical effects of fear did Joy use to experience?* (dry mouth, which interfered with her ability to speak, and shaky hands)
- Have Ss notice the featured grammar in the text. Ask, *What do you notice about the underlined words and phrases? What patterns do you see?* (The phrases start with *so* or *such*. Many phrases end in *that*.)

LANGUAGE NOTES

- If you *fill* a period of time, you spend it doing something.
- The *"fight or flight" response* is marked by physical changes that prepare a human or an animal to react or to retreat when facing a threat to survival.
- In this context, *turn someone around* is to get a person to consider something in a different way.

D RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss time to think about what they are going to say.
- In pairs, have Ss describe their experience or explain their views.
- Invite volunteers to share their experiences with the class.
- Ask if any Ss have never had stage fright. Invite these Ss to explain why they do not have this fear. Ask them for tips on how to overcome stage fright. (For example: take deep breaths, speak slowly and calmly, memorize the first few sentences you plan to say)

EXTENSION (+10 minutes) Elicit the description of *counter-phobic behavior*. Emphasize that people who engage in this behavior actively seek out the very types of situations they fear. In pairs, have Ss think of examples of this behavior. (For example: A person afraid of heights goes skydiving.) Call on volunteers to share an example with the class. Then ask, *Would this strategy work for you? Why or why not?*

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E GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the first rule. Elicit the meaning of *intensify*. (to make greater, stronger, or more extreme)
- Ask a volunteer to read the examples. Ask Ss if *scared* and *quickly* are adjectives or adverbs. (*scared* is an adjective; *quickly* is an adverb)
- To check comprehension, ask, *What happened as a result of me being scared?* (My hands shook.) *Of her leaving so quickly?* (She forgot to pack her flashlight.)
- Read the second rule. Ask a volunteer to read the examples. Elicit the noun in each example. Ask, *What was old?* (the hiking boots) *What was terrible?* (the turbulence) *What was bad?* (the fall)
- Tell Ss to look at the note about *a* or *an* on the right. Read the rule and examples.
- Write and review these patterns on the board:
  such + adjective + (a / an) + singular count noun + (that) + result
  such + adjective + non-count / plural count noun + (that) + result
- Read the final rule. Have two volunteers take turns reading the examples.
- Read the rule and examples in the **Remember** note.
- Write and review these patterns on the board:
  so + many / few + count noun + (that) + result
  so + much / little + non-count noun + (that) + result

GRAMMAR EXPANDER (optional, pages T121–122)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Elicit the count nouns (1. flights, 3. people, 5. buses) and the non-count nouns (2. turbulence, 4. time).
- Have Ss complete the exercise individually.
- Call on Ss to read the completed sentences. For each, ask, *What is / was the problem? What is / was the result?* (For example: 1. problem: They canceled so many flights; result: we won't be able to get there tonight.)

G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions and item 1. Have a volunteer read the sample answer. Ask, *Why do we use* so *and not* such? (there is no noun after the adjective)
- Suggest Ss underline the adjectives that will be intensified and any nouns following them. (2. expensive; 3. terrible traffic; 4. awful; 5. cold day; 6. common)
- Have Ss combine the sentences individually and then compare answers in pairs.
- Call on Ss to read the completed sentences aloud. For each item, ask, *Why is* so / such *the correct answer?*

Answers for Exercise G

2. *The flights are so expensive (that) we prefer to drive instead.*
3. *There's usually such terrible traffic on holidays (that) we don't drive to town.*
4. *The bugs at the beach are so awful after dark (that) most people try to come home before 6:00.*
5. *It was such a cold day (that) we postponed our hike until the following weekend.*
6. *Motorcycle accidents have become so common (that) lots of people have stopped riding them on the main roads.*

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A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask a volunteer to read the prompts on the notepad.
- Have Ss complete the exercise individually. Ask them to include as many details as they can remember.
- Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the example answer.
- Go over the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- Encourage Ss to ask their partner follow-up questions about specific parts of the story to elicit more details and show interest.
- Review the **Recycle This Language** box. Encourage Ss to use these expressions in their stories if appropriate.
- In pairs, have Ss take turns sharing their experiences.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ using vocabulary to describe physical effects of fear
✓ using *so . . . (that)* or *such . . . (that)* correctly to explain a result

OPTION (+10 minutes) Ask Ss to take notes as they listen to their partner. Then have them retell their partner's story to the class or in small groups.

CLOSURE ACTIVITY (+10 minutes) Have Ss think of an occasion in a movie, TV show, book, or real life, in which someone experienced physical effects of fear. Ask them to write a short paragraph describing what happened using the grammar and vocabulary from the lesson. For example: *In the movie* Titanic, *as the ship was sinking, many of the passengers were so scared that they got sick to their stomach.* Collect Ss' papers to identify areas for review.

Remind Ss of additional vocabulary and grammar practice in their digital resources.

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LESSON 2 Express frustration, empathy, and encouragement

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit the meaning of the three feelings. (*Frustration* is the feeling of being annoyed, upset, or impatient because you cannot get what you want. *Empathy* is the ability to understand other people's feelings and imagine what it is like to be them. *Encouragement* is words or actions that give someone else confidence or hope.)
- Have Ss read and listen to the expressions. Then have them listen and repeat.
- Point out that *Bummer* is used in very informal spoken English.

LANGUAGE NOTES

- If you *are at your wits' end,* you are very upset and don't know what to do next because you have tried everything possible to solve a problem.
- If you *can't take it*, you can't tolerate an unpleasant situation.
- To *be fed up* means to be really annoyed by something and want it to change.
- If you *have had it*, you are no longer willing to tolerate something.
- *Bummer* expresses frustration or disappointment, often sympathetically.
- *I hear you* (or *I hear what you're saying)* is used to tell someone that you understand and respect their views, especially when you don't agree with them.
- If something *gets* you *down,* it makes you feel sad or lose hope.
- *Hang in there* means to keep trying.
- *Lose heart* means to stop believing that you can do or achieve something.
- *Stick with* something means to continue to do it and not change it.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Say, *You are going to listen to five conversations. Each of them will stop before the other speaker has a chance to respond. Guess what the other person's response will be.*
- Do item 1 as a class. Play the audio. Pause after the first conversation. Ask, *How would the other person respond?* (b. I know what you mean.)
- Play the rest of the audio. Pause after each conversation to give Ss time to choose the correct response.
- To go over the answers, play the audio again. Pause after each conversation, elicit the response, and then ask, *What feeling does this response express?* (1. empathy; 2. empathy; 3. encouragement; 4. empathy; 5. empathy)

TEACHING TIP Suggest Ss pay attention to tone of voice and attitude to help them understand the speakers' feelings.

EXTENSION (+5 minutes) In pairs, have Ss take turns expressing frustration about situations that impact their personal lives. Model the activity with a volunteer. Say, for example: *I'm totally fed up with the traffic on my way to work every morning.* Ask the volunteer to respond with empathy and encouragement. For example: *That must be tough. Sitting in traffic can be really frustrating.*

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the first rule and the first example. Elicit the noun clause. (how careful I am)
- Ask volunteers to read the remaining examples. Tell the rest of the class to circle the question words and underline the noun clauses as they listen.
- Ask, *Are* no matter *clauses independent or dependent clauses?* (dependent) *Why?* (because they do not express a complete idea)
- Tell Ss a *no matter* clause can begin or end the sentence. Point out the comma between the *no matter* clause and the main clause.
- Draw Ss' attention to the **Be careful!** note. Read the rule and example aloud. Provide an additional example. Write on the board: *No matter when does she go to bed, she's still tired in the morning.* Ask Ss to correct it. (No matter when she goes to bed, . . .)
- Read the second rule and example. Point out that in the example, the *no matter* phrase has neither a subject nor a verb. Elicit what information would come after *when* if the clause were not shortened. (Possible answer: They are always ready to help, no matter when you need their help.)
- Tell Ss that the shortened *no matter* clause is used in informal conversations and often comes at the end.

GRAMMAR EXPANDER (optional, pages T122–123)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have a volunteer read item 1 and the sample answer. Ask, *What is incorrect about this sentence?* (It uses the auxiliary verb *do* in the noun clause.)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, ask Ss if each item is correct or incorrect. If incorrect, elicit the new sentence.

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E INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss preview the items. Elicit which items need independent clauses (1 and 2) and which need dependent *no matter* clauses (3 and 4).
- Ask, *What feeling will Speaker A express: frustration, empathy, or encouragement?* (frustration) *What feeling will Speaker B probably express?* (empathy or encouragement)
- Do item 1 as a class. Elicit ideas for Speaker A's frustrating situation. (For example: I give up! No matter how careful I am, my knee always hurts when I run.) Then ask Ss how they might respond as Speaker B. (For example: That must be tough.)
- Have Ss complete the exercise individually. Point out that the *I* and *my* in the conversations don't refer to Ss personally and that the role plays don't have to be true for them.
- Have Ss take turns role-playing their conversations in pairs. Then have Ss switch roles and practice again.
- Invite Ss to role-play a conversation for the class.

PRONUNCIATION LESSON (optional, page T136)

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A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Express concern for someone's state of mind with *Is everything OK?*
- Begin an explanation with *Well, basically, . . .* to characterize a problem in just a few words
- Express empathy with *That must be tough*
- Say *Hang in there* to offer encouragement to someone facing a difficulty
- Say *Anytime* to acknowledge someone's expression of gratitude

- Ask about the photo: *Who are these people?* (Possible answer: friends) *Where do you think they are?* (school)
- Have Ss preview the conversation. Elicit examples of the target vocabulary and grammar in it. Then play the audio and have Ss follow along in their books.
- Elicit what *give someone credit (for something)* means. (to express approval or give someone praise for something they have done)
- To check comprehension, ask, *Why is Will frustrated?* (He feels like his dad is not supportive.) *How does Anna respond?* (with empathy and encouragement)
- Point out the **Social language** box and Speaker B's second line. Tell Ss we use this expression to introduce a short description of a problem. Say it aloud and stress the first syllable of *basically*. Ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line of the conversation. Make sure they use rising intonation for *Is everything OK?*, use emphatic stress on *Actually* and *Anytime*, and pause after *Well* and *basically*.
- Form pairs. Monitor as Ss role-play.

C TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and the prompts on the notepad. Ask a volunteer to read the sample writing.
- Have Ss complete the exercise individually. Encourage them to use a variety of question words in their *no matter* statements. Monitor and assist as needed.
- Remind Ss that although the statements should be written in the first person, they don't need to be about them personally.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Go over the suggestions in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- Encourage Ss to use the expressions from the **Recycle This Language** box.
- Monitor as Ss create and practice conversations. Prompt them to offer specific advice.
- Remind Ss to change roles and then partners.
- Time permitting, invite volunteers to role-play their conversations to the class.

LOOK FOR While Ss are doing Exercise D, monitor their conversations to determine if they are

✓ including vocabulary to express frustration, empathy, and encouragement

✓ using *no matter* clauses to express frustration

OPTION Use the Unit 3 Energizer Worksheet (see Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a brief conversation about a frustrating or upsetting situation using one of the topics in the Talking Points they did not use in Exercise D. Remind them to use the vocabulary and grammar from the lesson. Collect and read Ss' conversations to identify areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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LESSON 3 Explore the nature of heroism

A WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions.
- Have Ss read and listen to the words. Then have them listen and repeat.
- In pairs, have Ss share the meanings of words they are familiar with and look up those that are unfamiliar.

EXTENSION (+10 minutes) In pairs, have Ss take turns choosing a word and creating sentences with each form to practice the different parts of speech. For example, Student A says a word: *Courageous.* Student B says a sentence with the word: *You have to be really courageous to travel abroad by yourself.* Then Ss switch roles and repeat the task. Have Ss do this activity for ten minutes or until all the words have been reviewed.

B WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss a minute to preview the pictures and captions. Ask them why they think these people had to be rescued.
- Tell Ss to preview the items and predict what part of speech will fill each blank. (1. adverb, noun; 2. adjective, adverb; 3. adjective)
- Play the audio. Have Ss complete the exercise individually.
- Call on Ss to read the completed sentences aloud. Elicit any other possible answers that Ss didn't provide.

CHALLENGE (+5 minutes) In pairs, have Ss restate each sentence, using a different part of speech for the missing word. Possible answers:

1. Jessika was willing to leave Ryan to go find help on her own, and this is very courageous behavior.
2. Although Jessika didn't have much confidence that she could make the hike out alone, she tried to be fearless as she set out.
3. Her trek through the frozen wilderness saved her boyfriend's life and made her a hero.

LANGUAGE AND CULTURE

- The date of the rescue was February 14. Typical weather in Zion National Park this time of year is between 30 and 60 degrees Fahrenheit (about 0 and 15 degrees Celsius).
- In this context, to *set off* means to leave.
- *Ten centimeters of additional snow* refers to an additional layer 10 centimeters high.
- *National park rangers* are responsible for protecting national parks' resources, such as forests and monuments, and their visitors.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss define the words and phrases in pairs. Ask Ss to recall details from the story that illustrate the meaning of each item.
- If appropriate, play the audio again for Ss to check their answers.
- To go over answers, elicit the meaning of each item from the class.

EXTENSION (+10 sentences) Tell Ss to write six sentences using the words and phrases in quotation marks in a new context. Encourage them to write about situations that are true for them. For example: *My aunt and uncle live in a remote village in Northern Italy.* In pairs, have Ss take turns reading their sentences aloud and checking that their partner used the word or phrase correctly.

D LISTEN FOR SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Tell Ss to preview the items and underline any key words to listen for. (For example: 1. leave, cell phone service, gave up)
- Play the audio. Tell Ss to complete the exercise individually as they listen.
- Elicit the answers from the class. Ask Ss to provide details from the story to explain their answer.

TEACHING TIP Tell Ss it is helpful to identify key words to listen for when completing a listening comprehension task that asks for specific details. Listening for specific words also helps Ss be more active listeners.

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E SUMMARIZE

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss two minutes to summarize the story.
- Refer Ss to the pictures in Exercise B on page 30 to help them organize the order of events in the story.
- If appropriate, play the audio again for Ss to check or improve their summaries.
- In pairs, have Ss take turns sharing their summaries and giving each other feedback on any missing key details. Keep time as Ss work.

OPTION (+5 minutes) Before Ss do the activity in pairs, have them create a timeline with the important events from the story. Tell Ss to write the time above the line. (For example: Valentine's Day, two hours later, etc.) and write what happened below the line. Suggest they reference their timelines as they retell the story.

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A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Draw Ss' attention to the **Recycle This Language** box. Read the expressions.
- Have Ss discuss and write a description in pairs. Suggest they can base their answer on the information about heroism in Exercise A on page 24 as well as on the events of the story.
- Invite volunteers to read their descriptions to the class.

B PROJECT

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Give Ss a minute to look at the images and read the captions. Check understanding.
- Call on Ss to share who they want to learn more about and why.
- Allow Ss to use their phones or tablets to conduct research in class.
- Tell Ss to take notes on the person's / character's main accomplishments. Have them use the notes to determine if the person / character qualifies as a hero.
- Suggest Ss write down relevant and interesting quotations from or about the person / character. Encourage Ss to find a photo or other visual to include in their presentation.

OPTION Give Ss the option of doing Exercises B and C individually, in pairs, or in small groups, depending on the size of the class or your own teaching preferences.

OPTION If Ss need more time for research or don't have access to the Internet in class, allow them to do the activity as homework.

OPTION (+5 minutes) Have Ss take turns sharing their findings in pairs. Encourage Ss to ask clarification and follow-up questions to help their partners include more details in their presentations.

LANGUAGE AND CULTURE

- The Nobel Peace Prize is awarded annually to someone who has worked to promote peace between nations.
- A *stunt performer* is a trained professional who performs daring acts.
- A *resistance fighter* is someone who fights for freedom against an invader in an occupied country, or against their government, often secretly or illegally.

TEACHING TIPS

- Remind Ss to paraphrase other information they find online rather than copy it down word for word. Tell Ss they should always provide a source of the information and use quotation marks (" ") for any text copied directly into their presentation.
- Be sure to approve visuals before Ss use them.

C PRESENTATION

Suggested time: 20 minutes | Your time:

- Give Ss time to prepare their presentations. Monitor and assist as needed.
- Call on Ss to present. Give a time limit (for example, two minutes to present plus one minute to answer audience questions).
- Have Ss show or project their photos and quotations as they present.
- While Ss present, take notes to give feedback.

LOOK FOR While Ss are doing Exercise C, monitor their presentations to determine if they are

✓ varying and using different parts of speech correctly
✓ giving specific examples of bravery and heroism
✓ asking and answering questions about their presentations

OPTION For larger classes or if time is limited, have Ss present in small groups instead of to the whole class.

CLOSURE ACTIVITY (+10 minutes) Ask Ss to write a brief summary of the findings of their research in Exercise B. Suggest they include any new relevant information about the person or myth that surfaced as a result of answering their classmate's questions in Exercise C. Collect and read Ss' summaries to identify areas for review.

Remind Ss of additional vocabulary and listening practice in their digital resources.

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LESSON 4 Discuss overcoming disabilities

A READING

Suggested time: 15 minutes | Your time:

- Read the directions and the target question. Tell Ss to consider the question as they read the article.
- Have Ss preview the images and captions. Elicit what Ss already know or what the images show about the two people.
- Ask a volunteer to read the title of the article. Give Ss a minute to predict how the questions might be related to the article. Elicit ideas.
- Have Ss read the text silently. Suggest they underline and look up any words they are unfamiliar with.
- Have Ss compare their answers in pairs. Then go over answers as a class.

OPTION Play the audio. Have Ss follow along with the text as they listen.

OPTION (+10 minutes) Have Ss read the first section about Stevie Wonder. Ask comprehension questions about his life. For example, ask, *How did Stevie Wonder lose his vision?* (He was given too much oxygen in an incubator at birth.) *What was his childhood like?* (He faced hunger and poverty.) *What instruments did he learn as a child?* (piano, harmonica, drums) *How was his and his mother's understanding of his disability different?* (He saw it as a blessing; she saw it as a punishment.) *What kind of national and international recognition has he received?* (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. He was named a United Nations Messenger of Peace.)
Then have Ss read about Evelyn Glennie. Ask comprehension questions about her life. For example, ask, *What instruments did Evelyn Glennie study as a child?* (piano and clarinet) *When did she become deaf?* (in her early teens) *Why did she switch to playing percussion?* (because she could no longer hear musical tones) *How does she sense the pitch of the drums?* (through vibrations in her body and the drums) *What enables her to communicate with the hearing world?* (Because she lost her hearing later in life, her speech sounds like that of a hearing person. Also, she is good at reading lips.) *What other professional activities besides music does she do?* (She writes, collaborates on films, appears on TV, and is a public speaker at international business conferences.)

LANGUAGE AND CULTURE

- To be *inducted* is to be officially accepted into a group or organization, especially with a formal ceremony.
- A *hall of fame* is a type of museum where people can see things relating to famous people who are connected with a particular activity. The Hollywood Walk of Fame honors the accomplishments of people in the entertainment industry with stars embedded in the sidewalk along 15 blocks in Hollywood, Los Angeles.
- To be in *stocking feet* is to be wearing stockings or socks but no shoes.

EXTENSION (+5 minutes) Have Ss discuss how the two creative people are different. (For example: Stevie Wonder lost his vision soon after birth, while Evelyn Glennie lost most of her hearing in her teens. / Stevie Wonder taught himself to play musical instruments, while Evelyn Glennie took classes.)

EXTENSION (+10 minutes) In pairs, ask Ss to use the words in Exercise A on page 30 to share what they think about the two musicians and describe their qualities or behaviors. (For example: I think it's amazing how Stevie Wonder fearlessly performs in front of thousands of people. He has no stage fright! / Evelyn Glennie must have a lot of confidence in order to share her experience in books and on TV.) Invite volunteers to share their opinions with the class.

EXTENSION (+10 minutes) Have Ss work in pairs to paraphrase information from the article in sentences using *so . . . (that)* and *such . . . (that)*. Encourage them to use *many, much, few,* and *little* with *so* before nouns. For example:
There was so much oxygen in the incubator that it left Stevie Wonder blind.
Stevie Wonder had so few advantages in his childhood that he and his mother faced hunger and poverty.
Percussion instruments make so many vibrations that Evelyn Glennie can feel them in her hands and lower legs.
Evelyn Glennie became such a skilled listener that she now speaks at international conferences about how businesspeople can use listening to improve their work environment.

TEACHING TIP Disability might be a sensitive topic for some Ss, especially if they or people close to them are affected. If appropriate, encourage Ss to share personal stories about overcoming a disability.

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B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Read the directions. Do item 1 as a class. Read the statement. Elicit possible answers from the class.
- In pairs, have Ss rewrite the sentences.
- To go over the answers, have volunteers read their new statements aloud.

C INFER INFORMATION

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss read the excerpt silently.
- Elicit the meaning of *heightened* (stronger; more intense) and *corroborate* (to provide information that supports an idea).
- Have Ss complete the exercise in pairs. Suggest they underline sentences in the reading that indicate the use of other senses. (For example: To sense the pitch of the drums, Evelyn was taught to sense their vibrations by putting her hand on a wall.)
- Elicit answers from the class.

D DISCUSSION

Suggested time: 10 minutes | Your time:

- Have volunteers read the questions aloud for the class.
- Ask Ss why the words *listen* and *seen* are in quotation marks. (to indicate that the words are not being used in their literal sense, since a deaf person can't actually listen and a blind person can't actually see)
- In pairs, have Ss discuss the questions. Encourage them to give examples from the article and their own personal experiences to support their opinions.
- Invite volunteers to share their answers with the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit examples of historical figures and fictional characters. (For example: Frida Kahlo, Stephen Hawking; Spiderman, Harry Potter)
- Read the list of disabilities and types of hardship in the **Ideas** box. Elicit examples for each. (For example: sexual discrimination: being denied a promotion because of your gender)
- Read the headings on the notepad. Have Ss write notes about the person or character. If appropriate, allow Ss to look up information online. Monitor and assist as needed.

OPTION (+5 minutes) Model the activity. Write the notepad headings on the board. Refer Ss to the article on page 32. Elicit the information about Wonder or Glennie, and note it under the appropriate heading.

LANGUAGE NOTES

- Broadly speaking, *racial discrimination* is the unfair treatment of a person or group because of their race (the color of their skin and other physical features). *Ethnic discrimination* is the unfair treatment of a person or group because of their ethnicity, which may include their cultural traditions, language, and physical traits. The two terms are often used interchangeably.
- *Political instability* refers to a situation where the control of a place is uncertain due to problems such as sudden change in government or civil war.
- *Family dysfunction* occurs when family members, especially parents, behave in abnormal or unhealthy ways, especially towards other members.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages 154A–B)

- Read the directions. Elicit examples of other problems that might limit people.
- Tell Ss to look at the picture. Read the caption. Make sure Ss understand what is meant by *serving with his feet*. (Normally table tennis, or ping pong, players begin a serve by tossing the ball into the air and hitting it with the racket in their hand.)
- In pairs, have Ss compare their notes.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are telling each other all the information they have about the person they chose before identifying the similarities.

WRITING HANDBOOK (optional, page T146)

CLOSURE ACTIVITY (+5 minutes) Tell Ss to imagine they lost one of the senses. In pairs, have Ss talk about how that disability would impact their personal and professional lives and what exactly they would do to overcome it. As Ss discuss, monitor and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional reading and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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