

# StartUp



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# Learning Objectives

## WELCOME UNIT

page 2

In the classroom | Learn about your book | Learn about your app

Unit	Vocabulary	Language Choices	Conversation / Speaking	Listening
<b>1</b> Do you accept the challenge? page 5	<ul style="list-style-type: none"> <li>Words related to performance</li> </ul>	<ul style="list-style-type: none"> <li>Noun clauses as subjects, objects, and complements</li> <li>More ways to express future time</li> <li>Preparatory subjects: <i>it, here, and there</i></li> </ul>	<ul style="list-style-type: none"> <li>Talk about performance</li> <li>Talk about challenges</li> <li>Discuss world problems</li> </ul> <p><b>Conversation Skill</b> Make suggestions</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about 30-day challenges</li> </ul> <p><b>Listening Skill</b> Listen for rhetorical questions</p>
<b>2</b> Are you a member? page 17	<ul style="list-style-type: none"> <li>Words related to stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Passive voice: agent versus no agent</li> <li>Causative verbs</li> <li>Active versus passive reporting</li> </ul>	<ul style="list-style-type: none"> <li>Talk about stereotypes</li> <li>Talk about fandom</li> <li>Discuss bias</li> </ul> <p><b>Conversation Skill</b> Use hyperbole</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about fandom</li> </ul> <p><b>Listening Skill</b> Listen for phrases that guide a conversation</p>
<b>3</b> How do you explain that? page 29	<ul style="list-style-type: none"> <li>Words related to mysteries</li> </ul>	<ul style="list-style-type: none"> <li>Modals for speculation about the past</li> <li>Modals for expectation</li> <li>Passive modals</li> </ul>	<ul style="list-style-type: none"> <li>Talk about famous mysteries</li> <li>Talk about personal mysteries</li> <li>Discuss urban legends</li> </ul> <p><b>Conversation Skill</b> Keep listeners' attention</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about mysterious experiences</li> </ul> <p><b>Listening Skill</b> Listen for emphasis</p>
<b>4</b> Is it art? page 41	<ul style="list-style-type: none"> <li>Words related to street art</li> </ul>	<ul style="list-style-type: none"> <li>Substitution with <i>so</i> and <i>not</i></li> <li>Phrasal verbs</li> <li>Past perfect and past perfect continuous with the simple past</li> </ul>	<ul style="list-style-type: none"> <li>Talk about street art</li> <li>Talk about AI and art</li> <li>Discuss the benefits of improvisation</li> </ul> <p><b>Conversation Skill</b> Ask for an opinion</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about AI and art</li> </ul> <p><b>Listening Skill</b> Listen for signal phrases in conclusions</p>
<b>5</b> Say that again? page 53	<ul style="list-style-type: none"> <li>Words related to communication</li> </ul>	<ul style="list-style-type: none"> <li>The subjunctive</li> <li>Embedded <i>yes/no</i> questions</li> <li>Embedded <i>Wh-</i> questions</li> </ul>	<ul style="list-style-type: none"> <li>Talk about diplomatic language</li> <li>Talk about cultural differences</li> <li>Discuss the origin of slang</li> </ul> <p><b>Conversation Skill</b> Communicate diplomatically</p>	<ul style="list-style-type: none"> <li>Listen to a podcast about the importance of silence in communication</li> </ul> <p><b>Listening Skill</b> Listen for contrasts</p>

Pronunciation	Video Talk / Discussion	Reading	Writing	Problem Solving
<ul style="list-style-type: none"> <li>Final intonation in rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about solving world problems</li> </ul> <p><b>Note-taking Skill</b> Create a matrix chart</p> <p><b>Discussion Skill</b> Ask follow-up questions</p>	<ul style="list-style-type: none"> <li>Read about viral challenges</li> </ul> <p><b>Reading Skill</b> Check-Underline-Question</p>	<ul style="list-style-type: none"> <li>Write a narrative essay</li> </ul> <p><b>Writing Skill</b> Vary sentence construction</p>	<ul style="list-style-type: none"> <li>Consider ways in which people can reduce stress</li> </ul>
<ul style="list-style-type: none"> <li>Stress in causative verb phrases</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about bias</li> </ul> <p><b>Note-taking Skill</b> Use abbreviations and symbols</p> <p><b>Discussion Skill</b> Build on ideas</p>	<ul style="list-style-type: none"> <li>Read about virtual friendships</li> </ul> <p><b>Reading Skill</b> Identify key information</p>	<ul style="list-style-type: none"> <li>Write a compare and contrast essay</li> </ul> <p><b>Writing Skill</b> Use transition words</p>	<ul style="list-style-type: none"> <li>Consider ways in which people can be more critical about news they encounter</li> </ul>
<ul style="list-style-type: none"> <li>Reduction of modal perfects</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about urban legends</li> </ul> <p><b>Note-taking Skill</b> Use mapping</p> <p><b>Discussion Skill</b> Acknowledge ideas</p>	<ul style="list-style-type: none"> <li>Read about life's mysteries</li> </ul> <p><b>Reading Skill</b> Respond to the writer</p>	<ul style="list-style-type: none"> <li>Write a plot summary</li> </ul> <p><b>Writing Skill</b> Build excitement</p>	<ul style="list-style-type: none"> <li>Consider how people might be convinced to review current scientific evidence</li> </ul>
<ul style="list-style-type: none"> <li>Stress in phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about improvisation</li> </ul> <p><b>Note-taking Skill</b> Use an outline</p> <p><b>Discussion Skill</b> Say "yes" to keep a conversation going</p>	<ul style="list-style-type: none"> <li>Read about a famous festival</li> </ul> <p><b>Reading Skill</b> Summarize paragraphs</p>	<ul style="list-style-type: none"> <li>Write a descriptive essay</li> </ul> <p><b>Writing Skill</b> Use different tenses</p>	<ul style="list-style-type: none"> <li>Consider ways to ensure that the sale and resale of art is fair to everyone involved</li> </ul>
<ul style="list-style-type: none"> <li>Contrastive stress</li> </ul>	<ul style="list-style-type: none"> <li>Listen to or watch a talk about slang</li> </ul> <p><b>Note-taking Skill</b> Know what to write</p> <p><b>Discussion Skill</b> Speculate</p>	<ul style="list-style-type: none"> <li>Read about communicating with aliens</li> </ul> <p><b>Reading Skill</b> Recognize word choices</p>	<ul style="list-style-type: none"> <li>Write a rhetorical analysis</li> </ul> <p><b>Writing Skill</b> Vary placement of transitions</p>	<ul style="list-style-type: none"> <li>Consider whether the group of origin affects a word's inclusion in the dictionary</li> </ul>



<p><b>6</b> What are they hiding? page 65</p>	<ul style="list-style-type: none"> <li>• Words related to financial crime</li> </ul>	<ul style="list-style-type: none"> <li>• Restrictive and non-restrictive relative clauses</li> <li>• Relative clauses after prepositions and quantity expressions</li> <li>• Reducing relative clauses to phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about financial crime</li> <li>• Talk about a system of government</li> <li>• Discuss power in society</li> </ul> <p><b>Conversation Skill</b> Show interest with interjections</p>	<ul style="list-style-type: none"> <li>• Listen to a podcast about a system of government</li> </ul> <p><b>Listening Skill</b> Recognize arguments</p>
<p><b>7</b> So you think we should break up? page 77</p>	<ul style="list-style-type: none"> <li>• Words related to persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Negative gerunds and infinitives</li> <li>• Perfect gerunds and infinitives</li> <li>• Reported speech</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the art of persuasion</li> <li>• Talk about a breakup</li> <li>• Discuss monopolies</li> </ul> <p><b>Conversation Skill</b> Negotiate</p>	<ul style="list-style-type: none"> <li>• Listen to a podcast about breakups</li> </ul> <p><b>Listening Skill</b> Recognize stress on key words</p>
<p><b>8</b> Get it? page 89</p>	<ul style="list-style-type: none"> <li>• Words related to humor</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced adverb time clauses</li> <li>• Cause and effect in participial phrases</li> <li>• Participial adjectives and nouns as adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about humor</li> <li>• Talk about laughter</li> <li>• Discuss the art of joke telling</li> </ul> <p><b>Conversation Skill</b> Express concern</p>	<ul style="list-style-type: none"> <li>• Listen to a podcast about the science of humor</li> </ul> <p><b>Listening Skill</b> Recognize pauses</p>
<p><b>9</b> Can we talk about this? page 101</p>	<ul style="list-style-type: none"> <li>• Words related to conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Implied conditionals</li> <li>• Inverted conditionals</li> <li>• <i>Hope and wish</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about conflict</li> <li>• Talk about how to deal with conflict</li> <li>• Discuss conflict in narratives</li> </ul> <p><b>Conversation Skill</b> Repair communication breakdowns</p>	<ul style="list-style-type: none"> <li>• Listen to a podcast about conflict</li> </ul> <p><b>Listening Skill</b> Listen for signal words</p>
<p><b>10</b> How do you feel? page 113</p>	<ul style="list-style-type: none"> <li>• Words related to emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Articles</li> <li>• <i>Too and enough</i></li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about emotions</li> <li>• Talk about sadness</li> <li>• Discuss happiness</li> </ul> <p><b>Conversation Skill</b> Show empathy</p>	<ul style="list-style-type: none"> <li>• Listen to a podcast about sadness</li> </ul> <p><b>Listening Skill</b> Listen for questions</p>

VOCABULARY / LANGUAGE CHOICES PRACTICE ..... page 125

GLOSSARY ..... page 155

<ul style="list-style-type: none"> <li>• Dropped vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to or watch a talk about power in society</li> </ul> <p><b>Note-taking Skill</b> Note the main points</p> <p><b>Discussion Skill</b> Explore alternative viewpoints</p>	<ul style="list-style-type: none"> <li>• Read about a public crisis</li> </ul> <p><b>Reading Skill</b> Process information</p>	<ul style="list-style-type: none"> <li>• Write a letter of advice</li> </ul> <p><b>Writing Skill</b> Speak directly to the reader</p>	<ul style="list-style-type: none"> <li>• Consider ways in which individuals and governments might fight corruption</li> </ul>
<ul style="list-style-type: none"> <li>• Stress in pronouns and auxiliary verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to or watch a talk about monopolies</li> </ul> <p><b>Note-taking Skill</b> Take notes in different colors</p> <p><b>Discussion Skill</b> Signpost</p>	<ul style="list-style-type: none"> <li>• Read about the global plastic crisis</li> </ul> <p><b>Reading Skill</b> Scan for data</p>	<ul style="list-style-type: none"> <li>• Write an argumentative essay</li> </ul> <p><b>Writing Skill</b> Use conjunctions and conjunctive adverbs strategically</p>	<ul style="list-style-type: none"> <li>• Consider what types of questions might help couples decide if they are suited to marry each other</li> </ul>
<ul style="list-style-type: none"> <li>• Pausing with participial phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to or watch a talk about the art of joke telling</li> </ul> <p><b>Note-taking Skill</b> Make lists</p> <p><b>Discussion Skill</b> Take feedback well</p>	<ul style="list-style-type: none"> <li>• Read about the funniest jokes</li> </ul> <p><b>Reading Skill</b> Use a KWL chart</p>	<ul style="list-style-type: none"> <li>• Write an opinion essay</li> </ul> <p><b>Writing Skill</b> Use parallel structure with paired conjunctions</p>	<ul style="list-style-type: none"> <li>• Consider ways in which consumers could make more intelligent choices about the advertising they encounter</li> </ul>
<ul style="list-style-type: none"> <li>• Intonation in parenthetical expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to or watch a talk about conflict in narratives</li> </ul> <p><b>Note-taking Skill</b> Prioritize important information</p> <p><b>Discussion Skill</b> Invite others to participate</p>	<ul style="list-style-type: none"> <li>• Read about action movies</li> </ul> <p><b>Reading Skill</b> Use informal tones</p>	<ul style="list-style-type: none"> <li>• Write a process essay</li> </ul> <p><b>Writing Skill</b> Determine your audience</p>	<ul style="list-style-type: none"> <li>• Consider different ways of responding to conflicts</li> </ul>
<ul style="list-style-type: none"> <li>• Intensifiers and emphatic stress</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to or watch a talk about happiness</li> </ul> <p><b>Note-taking Skill</b> Use charts for organization</p> <p><b>Discussion Skill</b> Tell an anecdote</p>	<ul style="list-style-type: none"> <li>• Read about the pursuit of happiness</li> </ul> <p><b>Reading Skill</b> Visualize a story</p>	<ul style="list-style-type: none"> <li>• Write an analytical essay</li> </ul> <p><b>Writing Skill</b> Use a formal style</p>	<ul style="list-style-type: none"> <li>• Consider how you might convince people with fixed mindset traits to adopt growth mindset traits</li> </ul>

**Key**

 audio

 video

 ActiveTeach

 web search

# WELCOME UNIT

## 1 IN THE CLASSROOM

### A Get to know your classmates

Talk to your classmates. Find someone who matches each prompt. Write his or her first name on the line. Then ask follow-up questions.

- enjoys shopping \_\_\_\_\_
- loves scary movies \_\_\_\_\_
- is afraid of heights \_\_\_\_\_
- can draw \_\_\_\_\_
- has traveled to another country \_\_\_\_\_
- is very athletic \_\_\_\_\_

A: Excuse me, do you enjoy shopping?

B: Yes, I do! My name is Hana. H-A-N-A.


A: Thanks! What kinds of things do you like to buy?

### B Strategies for class and business discussions

Here are some examples of strategies that will help you overcome challenges in discussions with classmates or colleagues. Complete the tips with problems from the box.

<del>doesn't participate</del>	goes off topic	speaks too softly
speaks too quickly	speaks too much	interrupts others




1. If someone doesn't participate, invite him or her to join in by saying things like...
  - "What do you think, Diego?"
  - "We haven't heard from Chiyo yet. What do you think about...?"
2. If someone \_\_\_\_\_, get him or her back on track by saying things like...
  - "Let's return to what Lanh was saying."
  - "That's a good point, but let's get back to the main issue."
3. If someone is impatient and frequently \_\_\_\_\_, you can say...
  - "Wait your turn, please. You'll have a chance to talk in a moment."
  - "Hold on. Let Malik finish what he's saying."
4. If someone \_\_\_\_\_ and others don't have the opportunity to speak, you can politely interrupt by saying...
  - "Thank you, Noor. Now let's hear what other people have to say."
  - "That's an interesting idea. What do you think about that, Jae-jin?"
5. If someone \_\_\_\_\_, ask him or her to slow down by saying...
  - "Would you mind slowing down?"
  - "Could you say that a little more slowly, please?"
6. If someone \_\_\_\_\_, and others have trouble understanding what is being said, get him or her to speak up by saying...
  - "Would you mind speaking up a little?"
  - "I'm afraid we can't hear what you're saying."

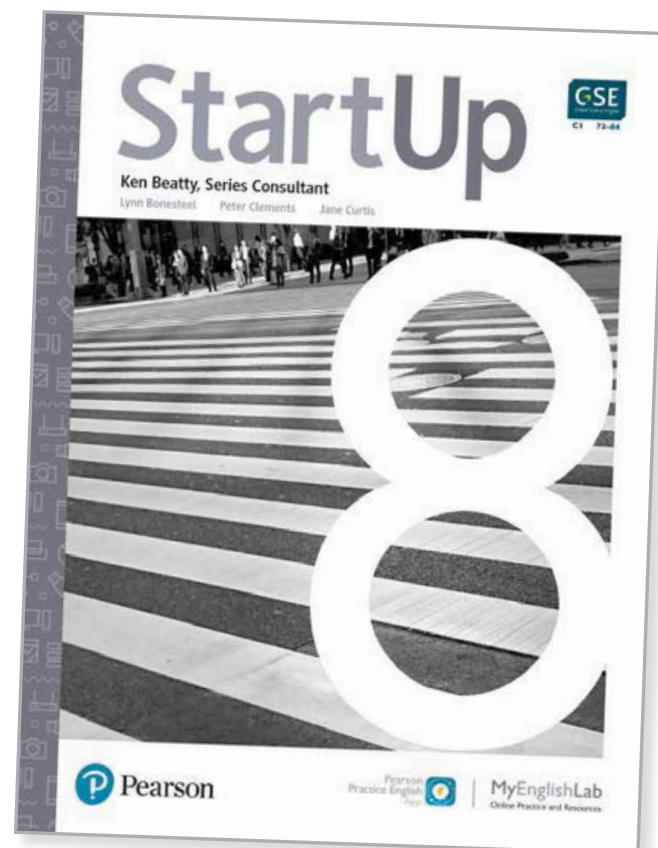
**C**  Listen. Check (✓) the strategies from 1B that you hear.

**D** **DISCUSS** In groups, discuss the strategies in 1B. Which ones are the most / least useful? Say why.




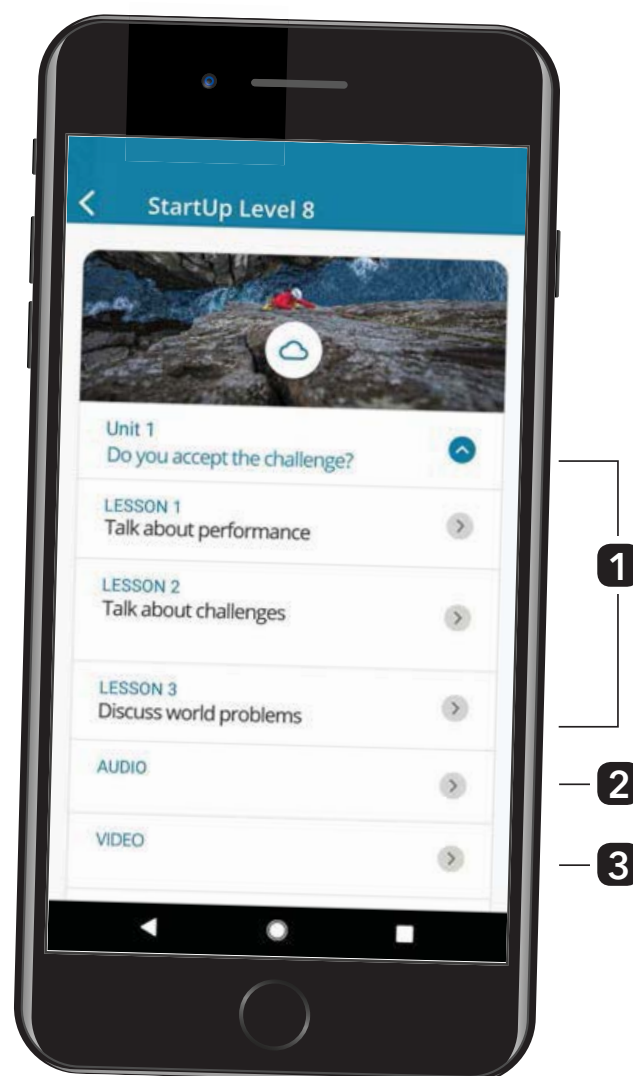
## 2 LEARN ABOUT YOUR BOOK

1. Look at pages iv–vii. What information is on those pages? \_\_\_\_\_
2. How many units are in the book? \_\_\_\_\_
3. How many lessons are in each unit? \_\_\_\_\_
4. Look at Language Choices on page 6. Where is the practice? \_\_\_\_\_
5. Look at the QR code  at the bottom of page 7. What does it mean? \_\_\_\_\_  
\_\_\_\_\_
6. Look at the  I CAN STATEMENT at the bottom of page 7. What does it tell you? \_\_\_\_\_  
\_\_\_\_\_
7. Look at this icon  on page 13. What does it mean?  
\_\_\_\_\_  
\_\_\_\_\_



## 3 LEARN ABOUT YOUR APP

1. Look inside the front cover. Where can you go to download the Pearson Practice English App for *StartUp*? \_\_\_\_\_
2. Where are the instructions for registering for the app? \_\_\_\_\_  
\_\_\_\_\_
3. Look at the picture of the app. What do you see?  
\_\_\_\_\_
4. Look at the picture again. Fill in the blanks with the numbers 1–3.
  - a. Number \_\_\_\_\_ shows the practice activities.
  - b. Number \_\_\_\_\_ shows the video files.
  - c. Number \_\_\_\_\_ shows the audio files.
5. Look at the picture again. What does  mean? \_\_\_\_\_
6. Look at the QR code on page 7 again. What happens when you scan the code?  
\_\_\_\_\_





# MEET THE PEOPLE OF TSW MEDIA

To find out more, listen to the introductions!

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



**SAM BENNETT**

Editorial intern

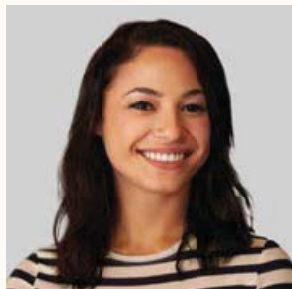
▶00-02 Hello! My name is Sam Bennett. I'm an editorial intern in the New York office.



**IRIS LIN**

Lawyer

▶00-05 Hello. My name is Iris Lin. I'm a native of Beijing, China. I'm a lawyer.



**CAMILA RIVAS**

Production coordinator

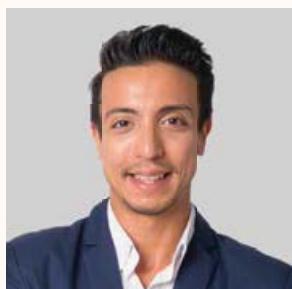
▶00-03 Hi, everyone! I'm Camila Rivas. I live in Santiago, Chile, where I work as a production coordinator.



**ARTUR TAVARES**

Sales rep

▶00-06 Hi, everybody. My name is Artur Tavares. I'm a sales rep from São Paulo, Brazil.



**EDGAR VELA**

Creative director

▶00-04 Hi there. I'm Edgar Vela. I'm a creative director, and I live and work in Lima, Peru.



**ARIYA SUKSUAY**

Office manager

▶00-07 Hi! I'm Ariya Suksuay. I was born in Thailand, but now I live in New York. I work as an office manager.

Every year, TSW sponsors a competition for employees to get mentoring and coaching to improve their public speaking skills. Here are three of the winners!



**ADRIANA LOPEZ**

▶00-08 Hi. My name is Adriana Lopez. I work in the technology department in the Quito office.



**KENDRICK SCOTT**

▶00-09 Hey! I'm Kendrick Scott, and I'm a designer in the Vancouver office.



**DAVID CRUZ**

▶00-10 Hi. My name is David Cruz. I'm from Florida, but I've lived and worked in Singapore for the past six years. I'm an advertising manager.



# 1

# DO YOU ACCEPT THE CHALLENGE?

## LEARNING GOALS

In this unit, you

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



## GET STARTED

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



**SAM BENNETT**

@SamB

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

# LESSON 1

# TALK ABOUT PERFORMANCE



SAM BENNETT

@SamB

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

## 1 VOCABULARY Words related to performance

- A** Look at the infographic. What qualities do you think are the most important for success at work?
- B** ▶01-01 Read and listen. Do you know the words in bold?

## QUALITIES EMPLOYERS WANT

1

### Drive

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

2

### Dependability

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

3

### A Positive Attitude

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

4

### Teamwork

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

5

### Flexibility

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

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

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

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

Noun clauses are dependent clauses that function as nouns.

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

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

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

>> FOR PRACTICE, PAGE 125

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

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

### 3 CONVERSATION SKILL

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

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

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

#### Make suggestions

Use expressions like these to make polite suggestions:

*Could you...?*

*Have you considered...?*

*How about...?*

*What if...?*

*If I were you, I'd...*

*Why not...?*

*It might be better if...*

### 4 CONVERSATION

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

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

Accomplishments	
Problems	
Challenges	

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

María: You always fully complete your assigned work. That's important. But \_\_\_\_\_ you have a tendency to work alone.

\_\_\_\_\_ think of some ways to better engage with the team? Collaboration is an important part of what we do here.

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

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



### 5 TRY IT YOURSELF

**A** **THINK** Imagine that you are the manager of an electronics store, a restaurant, or a customer service call center, and that one of your staff members has a performance problem at work. What is the problem? What are two possible solutions to the problem? What advice or feedback would you offer? Take notes.

**B** **ROLE PLAY** Student A: As a manager, give feedback and suggestions to your staff member during a performance review. Student B: Respond. Use the conversation in 4C as a model.



■ I CAN TALK ABOUT PERFORMANCE.



**SAM BENNETT**

@SamB

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

## 1 BEFORE YOU LISTEN

- A PAIRS THINK** What do you know about 30-day challenges?
- B** **01-07 VOCABULARY** Read and listen. Do you know the words in bold?

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Logout

### My 30-Day Chocolate Challenge

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

>> FOR PRACTICE, PAGE 126 / DEFINITIONS, PAGE 155

## 2 LANGUAGE CHOICES More ways to express future time

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

### Example sentences

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

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

### More ways to express future time

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

>> FOR PRACTICE, PAGE 126

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

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



### 3 PRONUNCIATION

- A** ▶01-09 Listen. Read the pronunciation note.
- B** ▶01-10 Listen. Notice the final intonation. Then listen and repeat.
- Do you ever want to sleep again? You have to cut back on caffeine.
  - What do you have to lose? You should give it a shot.

#### Final intonation in rhetorical questions

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

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

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

### 4 LISTENING

- A** ▶01-12 Listen. What is the topic of the podcast?
- B** ▶01-12 Read the Listening Skill. Listen again for rhetorical questions. Complete the chart.

#### LISTENING SKILL Listen for rhetorical questions

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

*Are you ready for a change?*

*What's the point of this example?*

*Where do we go from here?*

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

- C** ▶01-12 Listen again. Answer the questions.
- How do people decide what they will do for their 30-day challenge?
  - Why is 30 days a good length of time for a challenge?
  - What are some examples of 30-day challenges?
  - If someone wanted to plan a 30-day challenge, what tips would you recommend?
- D** **PAIRS REACT** Which of the examples mentioned in the podcast seem easy? Which seem difficult? Why?

### 5 TRY IT YOURSELF

- A** **THINK** Create a 30-day challenge for yourself. What is your motivation for doing this challenge? What can you do to prepare for it? Take notes.
- B** **DISCUSS** In small groups, discuss your ideas from 5A.
- C** **EVALUATE** Keep a daily journal of your 30-day challenge. At the end of 30 days, read your journal and take notes on the following: the outcome of your challenge, reasons for the outcome, and ideas for your next challenge. Report to the class.

■ I CAN TALK ABOUT CHALLENGES.





SAM BENNETT

@SamB

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

## 1 BEFORE YOU LISTEN

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

**B** **01-13 VOCABULARY** Read the words and listen to the sentences. Do you know these words?

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

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

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

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

### Example sentences

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

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

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

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

>> FOR PRACTICE, PAGE 127

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

Here you go. / Here you are.

Here goes.

Here I am!

Here's to you.

Here's the thing...



### 3 VIDEO TALK



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



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

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

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



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

**C** What is the speaker's purpose? Explain your answer.

**D PAIRS REACT** Do you think these types of challenges are a good idea? Why or why not?

### 4 DISCUSSION SKILL

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

#### Ask follow-up questions

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

### 5 TRY IT YOURSELF

**A THINK** What global problems should we be addressing in this age? What challenges would you create, and what incentives would you offer? Take notes.

**B DISCUSS** In small groups, discuss your ideas from 5A. Ask follow-up questions.

**C EVALUATE** Decide who has the best idea for a challenge. Work together to write a description of that challenge. Remember to mention the specific problem, solution required, and the prize offered. Present your challenge to the class.

