D **RESEARCH** Each group member will research one part of the presentation. Use an outline like this to organize the information.

Social Media Platform:

- A. Introduction
 - 1. A brief description of the platform
 - 2. A brief history of the platform
- B. The Business Side
 - 1. How does it make money?
 - 2. Who are its competitors?
- C. Globalization and the Future
 - 1. How does it facilitate globalization?
 - 2. What does the future of the platform look like?

PRESENTATION SKILL Manage Nervousness

It's normal to be a little nervous at the beginning of a presentation. Because the first impression you make on your audience is important, learn to manage any nervousness. First of all, remember to breathe and be as natural as you can. Make an effort to speak slowly and calmly. Memorizing the first few sentences you plan to say can sometimes help. Soon you will feel more comfortable and confident.

Е **PRACTICE AND PRESENT** Practice your presentation, focusing on managing nervousness. Make sure the transitions between the parts of the presentation are smooth and define any new terms. Give your group members feedback on their presentation and then present to the class.

▼ In 2023, 4.76 billion people around the world used social media.

IN THIS UNIT, YOU WILL:

- Watch or listen to a lecture on science vs. fear
- Watch a video about how fear drove human evolution
- Listen to a podcast about people who overcame fear
- Tell a story about a time you were courageous **OR** Give a pair presentation about a courageous person

FACING YOUR FEARS

Visitors to the Nightmares Fear Factory in Niagara Falls, Ontario, Canada, face frightening scenes.

THINK AND DISCUSS:

1.	What do you think the people in the photo are reacting to?
2.	Do you think being frightened is fun? Would you want to experience this house of nightmares?
3.	Fears can be big or small. In what ways do you face your fears every day?

EXPLORE THE THEME

Read the information. Then discuss the questions.

- **1.** Which of the fears mentioned are you familiar with?
- **2.** What information in the infographic do you find surprising?
- **3.** Do you know people who have any of these fears, or others?

What Are You Afraid Of?

Nobel-prize winning scientist Marie Curie said "Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less." Yet almost everyone has a fear of something. In fact, up to 60% of people admit to having at least one fear. Here are some of the most common fears around the globe.



RMSORUM This fear can result in over washing your hands, wearing gloves to prevent contact with germs, and taking multiple showers a day.

You're more likely to become a professional athlete than to be involved in a plane crash.

FEAR OF FLYING

Only 12 out of 40,000 spider species can cause serious harm to adult

COMMON FEARS

Reptiles include snakes, lizards, turtles, alligators, and crocodiles.

This is perhaps the most common fear of all, affecting around 15 million people. Approximately 10% of people actually love public speaking.

FEAR OF PUBLIC SPEAKING

An American crocodile

Vocabulary Α

Match the words with their definitions. Use a dictionary if you need help.

- 1. _____ alert a. (v) to examine using a piece of equipment
- 2. _____ detect b. (n) someone trained to help with physical or psychological issues
- c. (v) to cause to lose energy or power 3. _____exposure
- 4. _____ irrational d. (v) to frighten
- 5. _____ scan e. (v) to confirm the truth of something
- б. ____ scare f. (v) to cause to happen
- g. (n) the state of being in contact with something 7. _____ therapist
- h. (adj) not logical or reasonable 8. _____trigger
- 9. _____ verify i. (v) to discover or notice
- j. (adj) quick to notice and react 10. _____ weaken

MEANING FROM CONTEXT Use the correct form of the words from exercise A to complete the article. Then listen and check your answers.

THE SCIENCE OF HORROR

When something ¹______ us, it ²______ a fear response in a part of our brain called the amygdala. The amygdala sends signals to the brain and body, telling them to be ³______ to trouble. However, the amygdala can't distinguish imaginary situations from real-life ones. Scientists have ⁴____ this by ⁵____ ______ the brains of people watching horror movies. But why do people enjoy horror movies at all? It seems ⁶______ to enjoy something you're afraid of. The answer is that people enjoy overcoming fear. In people who watch a lot of horror movies, scientists ⁷______ less fear activity in the brain. This is because repeated ⁸______ to a lot of frightening events ⁹___ the amygdala's fear response. In a way, horror movies are like a good 10

who treats fears and gradually makes them disappear.



C Complete the sentences with the correct form of a word from exercise A.

- 1. People in love may sometimes follow their heart and act in ______ ways.
- 3. Research shows that ______ to art supports good mental health.

- 6. I drink coffee because I'm a police officer and I need to be _____ at work.
- 8. Rising food prices caused support for the once popular president to _____

VOCABULARY SKILL Noun Suffixes –*ist* and –*ant*

The suffix -ist is added to some verbs or nouns to refer to a person who performs an action, uses an instrument or device, or works in a certain field. therapy \rightarrow therap**ist** tour \rightarrow touri**st** The suffix *-ant* is added to some verbs to refer to a person or thing that performs an action. apply \rightarrow applic**ant** descend \rightarrow descend**ant**

- D Write a word ending in *-ist* or *-ant* that matches the definition. Use the underlined words and a dictionary to help you.
 - 1. ______ someone who <u>participates</u> in an activity
 - 2. _____ someone who works in the field of biology
 - 3. ______a person who studies the <u>future</u> and makes predictions
 - 4. ______a person who <u>migrates</u> from one place to another
 - 5. _____ a person who draws <u>cartoons</u> for a living
 - 6. ______a person who <u>defends</u> himself or herself in court
 - 7. _____ a scientist who does <u>genetic</u> research
 - 8. _____a person who <u>inhabits</u> a certain region
- **BRAINSTORM** Work with a partner. Brainstorm ideas to answer the questions.

What are some . . .

- 1. ... things that **scare** you?
- 2. ... ways to **verify** someone's identity?
- 3. ... ways to **detect** when someone is lying?
- 4. ... situations where it's important to be **alert**?

2. Every computer should have software that is able to ______ and eliminate viruses.

4. I used to get mad often, but my ______ helped me learn to control my anger.

5. That machine ______ passengers to find things they mustn't take on the plane.

7. You need two forms of ID to ______ your identity to open a bank account.

See Word Families in the Appendix

Critical Thinking

Listening Science vs. Fear Α

Critical Thinking Α **PREDICT** You are going to hear a lecture on how scientists are working to remove frightening memories from people's minds. With a partner, discuss these questions.

- 1. What types of fears would you expect to hear about in the lecture?
- 2. What might cause someone to develop an irrational fear?
- 3. How might scientists measure whether someone feels fear?
- 4. One scientist uses "exposure therapy" to treat fears. What might that mean?

MAIN IDEAS Listen to the introduction and choose the sentence that summarizes it best.

- a. It's better to avoid fear because it's not a useful emotion anymore.
- b. Fear was and is a useful emotion, although some people develop fears that interfere with their lives.
- c. Fears such as phobias serve useful purposes, although they can cause problems in life.

MAIN IDEAS Watch or listen to the complete lecture and choose the correct answers.

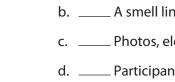
- 1. What is the main conclusion of Hauner's experiment on people with a phobia of spiders?
 - a. Exposure therapy to treat a phobia of spiders had positive but only short-term effects.
 - b. The benefits of exposure therapy to treat a phobia of spiders start after six months.
 - c. Exposure therapy to treat a phobia of spiders had immediate and long-lasting benefits.
- 2. What is the main conclusion of Hauner's experiment with photos of faces and smells?
 - a. Frightening memories linked to a smell can be weakened by exposure therapy.
 - b. Smells can be frightening, but if a subject sleeps with the smell, it becomes less so.
 - c. The fear caused by a photo and electric shock can be increased by adding a smell.
- What is the main conclusion of the experiment by the team of scientists using money?
- a. A fear linked to a mental image can be erased by rewards given each time the fear comes to mind.
- b. A fear linked to a mental image can be erased by giving the person money to forget it. c. Rewarding a person when a fear returns to their mind makes the fear stronger.

Musophobia, or a fear of mice and rats, is one of the United Kingdom's top 10 phobias, affecting 9% of the population.

phobias or PTSD.

- 3. _____, when they went to sleep, one of the smells from the experiment was sprayed into the air in their room all night long.
- _____, she tested the adults again.
- 5. _____, changes in brain scans verified her findings.





- **F DETAILS** Listen to another excerpt. Number the steps of the experiment in order.
 - Third experiment (by an international team of scientists with 17 volunteers)
 - _____ When the specific pattern was detected, the participants were given money.
 - _ The fear memory triggered no sweat reaction or fear activity on a brain scan.
 - _ The brains of volunteers were scanned to identify the specific pattern of activity С. linked to the fear memory.
 - d. _____ An image and an electric shock were used to create a fear in volunteers.



- **DETAILS** Listen to an excerpt. Number the steps of the experiment in order.
- First experiment (by Hauner with 12 adults with a spider phobia)
- a. _____ Participants were asked to touch the tarantula with their hand.
- b. _____ A brain scan found high brain activity when participants looked at pictures of spiders.
 - _____ Participants were asked to touch the tarantula with a paintbrush.
 - A brain scan found that they were no longer afraid of spiders.
- e. _____ Participants were asked to slowly approach the tarantula.
- f. _____ False beliefs about tarantulas were corrected.
- **DETAILS** Listen to another excerpt. Number the steps of the experiment in order.
- Second experiment (by Hauner with healthy adults)
 - _____ The photos were found to cause less fear.
- b. _____ A smell linked to a photo was released into the air as they slept.
- c. _____ Photos, electric shocks, and smells were used to create a fear in the adults.
- d. _____ Participants were asked to view the photos again as she tested their fear response.

- **G** FOCUSED LISTENING Listen and complete the sentences with the time words you hear.
 - _____, she worked with a group of healthy adults without
 - 2. ______ was to place a fear in their brains.



Critical Thinking

DEFINE Work with a partner. Decide on the meanings of the words and write them in the chart. Then check your guesses in a dictionary.

Root Words in Ancient Greek or Latin	English Word	Meaning
1. <i>arachni</i> (spider) + <i>phobos</i> (fear)	arachnophobia	fear of spiders
2. <i>atyches</i> (unfortunate) + <i>phobos</i>	atychiphobia	
3. aero (air) + phobos	aerophobia	
4. <i>claustrum</i> (closed-in space) + <i>phobos</i>	claustrophobia	
5. akros (highest point) + phobos	acrophobia	
6. agora (marketplace) + phobos	agoraphobia	

With a partner, answer the questions.

- 1. How are phobias different from ordinary fears?
- 2. Which phobia would be the most difficult to live with?
- 3. In the listening, you heard about the use of "exposure therapy" to cure arachnophobia. Choose one of the other phobias on the list above. How might a therapist use exposure therapy to cure it?



GRAMMAR FOR SPEAKING Separable Two-Word Phrasal Verbs

A two-word phrasal verb has a verb and a particle, a word that looks like a preposition. The have one-word synonyms.

- *call off* = cancel
- *blow up* = explode

The object of a phrasal verb appears either after the verb or the particle.

However, if the object is a pronoun, it appears after the verb and never after the particle. He played with an injury because he didn't want to **let** them **down**.

Never: He played with an injury because he didn't want to let down them.

Work with a partner. Say the sentences differently by replacing the words in bold with a separable phrasal verb from the box. Practice putting the object both before and after the particle, as well as using a pronoun.

play up	rule out
burn down	chop up

- 1. Please peel the potatoes while I cut the onions and carrots into small pieces.
- 2. There was a fire in my neighborhood that **destroyed** an old factory.
- 3. My boss asked me to **go say good-bye to** our Japanese visitors at the airport.
- 4. I'm eager to start working, but I won't **reject** getting a master's degree.
- 5. My friends said that I shouldn't **say no to** such a wonderful opportunity.
- 6. After the argument, it was a long time before I could **make** Lisa **relax**.
- 7. I'm required to **complete** a very long form whenever I go to the dentist.
- 8. During the job interview, you should **emphasize** your strong points and successes.
- D **APPLY** Work in pairs. Use the phrasal verb in parentheses to say how you would react to these situations.
 - I would get out of the water and scare off the bird.

 - 4. You receive a call from your friend. He's having a bad day and is depressed. (cheer up)

 - 6. You received a job offer today, but you accepted a position yesterday. (turn down)
 - 7. You planned to write a report, but an old friend invited you to dinner. (put off)
 - 8. You see your friend on the street. You just got paid, and you owe her money. (pay back)

addition of the particle often changes the meaning of the verb. Two-word verbs frequently *let down* = disappoint He played with an injury because he didn't want to let his team and his fans down. He played with an injury because he didn't want to let down his team and his fans. see off pass up calm down fill out Critical Thinking 1. You are swimming, and a bird is trying to steal food from your bag on the beach. (scare off) 2. You are shopping and see your favorite chips for 80% off. There are six bags left. (buy up) 3. You planned a team meeting after work, but a huge snowstorm is expected soon. (call off) 5. You planned to meet your sister for lunch, but she called to say her car won't start. (pick up)

See Common

Phrasal Verbs in the Appendix.

Critical Thinking

E

BRAINSTORM Work in a group. Some people enjoy the feeling of fear they get from horror movies. But we enjoy other activities for the ways they make us feel, too. Brainstorm activities for each emotional response and write them below. Discuss why it belongs in that category.

Frightened 쫕)		
Watching horror	• movies	 	
Relaxed 🙂			
Excited 😆			
Interested			
Amused 😜			

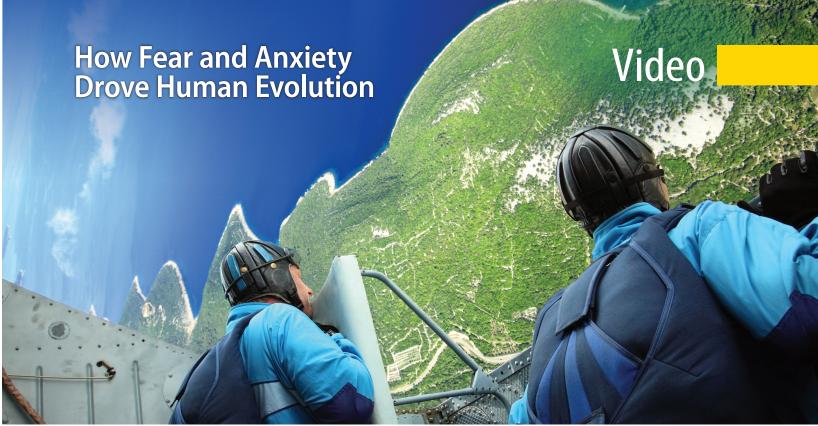
See Speaking Phrases in the Appendix.

SPEAKING SKILL Respond to Suggestions

When you are trying to reach a group decision, it's important to make your voice heard. When group members suggest ideas that you're not in favor of, politely let them know and then offer an alternative. By doing so, the group will remain in harmony and make the best decision possible. Here are some expressions you can use.

Politely reject suggestions	Offer alternatives
I don't really like	I'd prefer to instead of
l'm not a big fan of	My second choice would be
l'm not crazy about	I think I'd rather
I don't care for	If it were up to me, I'd

Work in a group. Imagine you are deciding what to do this weekend. Each person chooses a F different emotion from the chart above and suggests activities from the list of ideas for that emotion. The others react by either accepting or politely rejecting the suggestions and offering alternatives from their list. Finally, agree on one weekend activity.



loom on the horizon (v phr) to appear in the distance in a frightening way hyper-vigilance (n) an extremely high level of caution and attention

A Watch the video. Number the ideas in the order you hear them.

- Fear and anxiety have been useful in human evolution. a.
- How the amygdala increases our attention level
- The negative long-term effects on reasoning of an over-active amygdala c.
- The distinction between the words "fear" and "anxiety" d.
- The effect of the world being a more dangerous place long ago e.
- _ The physical effects of an active amygdala when we sense something dangerous f.
- Watch the video again. Choose T for *True* or F for *False*. В
 - 1. The lion is an example of a short-term fear.
 - 2. Hyper-vigilance was a drawback of anxiety
 - 3. The release of neurotransmitters improves
 - 4. The prefrontal cortex is associated with mal
 - 5. Fear develops the amygdala but not the pr
 - 6. Trauma caused by a highly active amygdala
- C In lesson B, you're going to hear about people who overcame fear in their careers. With a partner, discuss this question: What are some ways that fear can hold people back in their careers?

neurotransmitter (n) a chemical released by nerve cells wither (v) to shrink as if drying up or dying trauma (n) emotional damage caused by a severe shock A Parachuters prepare to jump from a height of 900 meters over Croatia.

	Т	F
a long time ago.	Т	F
our focus.	Т	F
aking decisions.	Т	F
refrontal cortex.	Т	F
a is permanent.	Т	F



Listen and check the words you already know. Use a dictionary if necessary.

clarify (v)	exceptional (adj)	motivate (v)	portray (v)	struggle (v)
courageous (adj)	instinct (n)	obstacle (n)	predator (n)	uncertainty (n)

MEANING FROM CONTEXT Complete the interview with the correct form of the words in exercise A. Then listen and check your answers.

THE BEAR WHISPERER

Reporter: I'm speaking with Eric Roth, the "Bear Whisperer." What ¹_

you to work with bears?

Roth: I'm unhappy with how the media 2 _____ them—as dangerous 3 _____ to be avoided. It's

my mission to ⁴_____ ___ all the



confusion around bears and educate people. I know bears are very gentle animals that are guided by their ancient, predictable ⁵_

Reporter: But bears do attack humans sometimes, don't they?

Roth: Yes, but only in ⁶______ cases. There are millions of bears in the world, and only 40 attacks are reported annually. If you don't show any fear or 7 _____around bears, I guarantee you they won't attack. I hope to open my own bear education center here in Alaska to teach people that and much more. Unfortunately, I've been ⁸_____ and haven't made much progress with the project.

Reporter: What ⁹_____ are you running into?

Roth: The government wants me to keep my bears in cages, but I want visitors to walk with the bears as I do and learn what they're really like. I have an idea—let's go meet my bears together right now!

Reporter: No thanks, Mr. Roth. I'm afraid I'm not as ¹⁰_____ as you. But thanks for the interview!

C Complete the chart with the correct form of each word. Use a dictionary if necessary.

	Verb	Noun
1.	motivate	
2.		instinct
3.		uncertair
4.	struggle	
5.	clarify	
6.		
7.		courage
8.		

D Match each word with its synonym.

1.	obstacle (n)	a.	repre
2.	motivate (v)	b.	rare
3.	uncertainty (n)	c.	excite
4.	clarify (v)	d.	expla
5.	exceptional (adj)	e.	brave
б.	courageous (adj)	f.	hunte
7.	predator (n)	g.	barrie
8.	portray (v)	h.	doub

E Complete the sentences with a word from exer

- 1. When birds build a nest, they are following
- 2. We are going to cancel today's picnic due to
- 3. If you're ambitious, you can overcome any
- 4. If you don't understand the instructions, I'll b
- 5. Although movies ______ smoki

F PERSONALIZE Work with a partner. Complet

- 1. I think ... is an **exceptional** individual beca
- 2. The most **courageous** person I know is ...
- 3. One **obstacle** to learning a new skill is
- 4. Something that **motivates** me to try harder is
- 5. Something I **struggle** with in school is

	Adjective
nty	
	portrayed
	predatory

se	nt
SC	ΠĽ

2	
in	
2	
er	
er	
t	
cise A.	
a basic	
0	about the weather.
	$_$ on the way to success.
e happy to	them for you.
ng as "cool," it's ai	n unhealthy habit.
te the sentences s	o they are true for you.
use	
ris	

Listening Victory Over Fear В

Critical Thinking **ACTIVATE** Work as a pair. Read the descriptions of three frightened people. What would you Α tell them?

Someone who . . .

- 1. ... has to speak to a large group of people and is too terrified to step on stage.
- 2. ... wants to go swimming in the ocean but is afraid of sharks.
- 3. ... is about to board a plane for the first time and has discovered they are afraid to fly.
- MAIN IDEAS Listen to the podcast and match the person with their way of overcoming fear. 🜒
 - 1. ____ Olivia Husari a. overcame a childhood fear through learning and working.
 - 2. ____ Gibbs Kuguru b. uses a four-step system to remain logical and plan.
 - c. learned about the brain to keep fear under control. 3. _____ Bear Grylls

DETAILS Read the statements. Then listen again. Choose T for *True* or F for *False*. С

1.	Olivia Husari used to be afraid of committing errors.	Т	F	
2.	The amygdala tells us to run when there's danger.	Т	F	
3.	Olivia recommends eliminating all fear from life.	Т	F	
4.	Gibbs Kuguru is a geneticist who studies sharks.	Т	F	
5.	Gibbs learned that sharks aren't a danger to humans.	Т	F	
6.	Gibbs suggests avoiding sharks to eliminate danger.	Т	F	
7.	Bear Grylls was once severely injured in an accident.	Т	F	
8.	The "O" in the STOP system stands for "overcome fear."	Т	F	
9.	Bear says we tend to focus on a small area when stressed.	Т	F	

PRONUNCIATION Recognize Reduced Vowels in Unstressed Syllables

Two reduced vowel sounds in English are /a/ and /I/. The most common reduced vowel sound is /ə/, called the schwa sound. When you pronounce it, keep your mouth relaxed and half open and your tongue in the middle position and flat. Unstressed a, e, o, and u are often reduced to the schwa sound:

Americ**a**n **o**ccur s**u**ggest tunn**e**l

Unstressed *i* and *y* are mostly reduced to /I/ in unstressed syllables:

w**i**thout synon**y**m

/I/ also appears in reduced syllables with various spellings:

b**e**come **e**rase aver**a**ge min**u**te

These rules are guidelines, but there are exceptions. The important thing to remember is that /ə/ and /I/ occur in unstressed syllables. And always remember to use your ears!

D Listen to the words. Check the sound of the unstressed syllable.

		/ə/	/1/
1.	mother		
2.	begin		
3.	control		
4.	biscuit		

LISTENING SKILL Recognize Metaphor

A metaphor is an expression that compares tw to describe something in a more creative and My son would never do such a thing. He's a little angel! The metaphor "He's a little angel" means "He behaves perfectly." I don't recommend following Maria's advice—her head is in the clouds. The metaphor "Her head is in the clouds" means "She's an unrealistic dreamer." We don't generally use *like* or *as* with metaphors. Such comparisons are called similes. Simile: *He's like a little angel*. Metaphor: *He's a little angel*.

E RECOGNIZE Listen to the short conversations. Write the metaphors you hear.

1.	
5.	
6.	
7.	
8.	
21	

Work with a partner. Compare your answers to exercise E and discuss the meanings of the F metaphors.

		/ə/	/1/
5.	package		
6.	music		
7.	pleasure		
8.	machine		

wo things that are otherwise unrelated. It aims
impactful way:
Pod II

Critical Thinking

Speaking В

CRITICAL THINKING Recognize Logical Fallacies

Making logical arguments is a key part of academic work. Be careful to avoid arguments that have a "logical fallacy," which is an error in logic or reasoning. Here are three common logical fallacies that you should be able to identify and avoid.

- 1. An argument against the person rather than the argument: Felix says those mushrooms are poisonous, but I know they aren't because he's never studied plants.
- 2. An argument in which the claim and the conclusions are the same: Saturday is our day off because we don't work on that day.
- 3. Appealing to an anonymous authority: I heard somewhere that peanut butter is good for cleaning windows.

Critical Thinking Work with a partner. Look at the statements. Discuss which type of logical fallacy from the Α Critical Thinking box they contain. Write 1, 2, or 3.

- 1. _____ Some people say that drinking lots of water before bed helps you sleep better.
- 2. _____ Franco said that it's faster to take Center Street, but that can't be true because he doesn't even own a car.
- 3. _____ I would say I'm afraid of heights because I find high places frightening.
- 4. _____ They say that it's bad luck to use the same word twice in one sentence.
- 5. _____ I think the reason Elaf is lucky is because she has good fortune.
- 6. _____ According to Rahul, the answer to this math problem is 17, but it has to be wrong because he failed math last year.



B A scaredy-cat is a term used for a person who is easily frightened. Take turns asking and answering the questions with a partner.

QUESTIONNAIRE: Are you a scaredy

- 1. When you find yourself home alone, what
- a. I relax and enjoy the peace and quiet.
- b. I make sure the doors and windows are
- c. Other: _
- 2. If you suddenly look up and see a big spide
- a. I look around for something to hit it wi
- b. I scream and run into the other room.
- c. Other: _
- 3. Your friend invites you to watch a new hor
- a. Absolutely! I'll make some popcorn!
- b. Uh... maybe. How scary is it?
- c. Other: ____

4. Which type of book would be great to read

- a. A novel about teen vampires
- b. An adventure story with a happy endin
- c. Other:

5. What's your favorite ride at an amusement

- a. The fastest roller coaster ride they have
- b. The carousel or merry-go-round
- c. Other: ____
- 6. How do you feel about walking outside in
 - a. I find the night air so refreshing!
 - b. My amygdala is very active.
 - c. Other: ____
- 7. When there's a storm with thunder and lig
- a. I go outside to see the show!
- b. I hide in my bathtub until it passes.
- c. Other: _
- 8. How did answering this questionnaire mal
- a. I enjoyed myself.
- b. I'm glad it's over.
- c. Other: _
- C Join another pair and share your answers. Who among you seems to be the biggest scaredy-cat?

v-cat?
do you do?
locked tight.
er crawling across the wall, how do you react? th.
ror movie. What do you say?
just before bedtime?
g
or theme park?
the dark?
htning, what do you do?
ke you feel?

Review

SELF-ASSESS

How well can you ?	Very well.	OK.	I need improvement.
use the key vocabulary			
use separable phrasal verbs			
politely reject suggestions and offer alternatives			

VOCABULARY Complete the sentences with the correct form of any of the vocabulary words from this unit.

- 1. I need to see your passport to ______ your identity.
- 2. It's her love of music that ______ her to play the piano.
- 3. We called the gas company when we ______ the smell of gas.
- 4. Baby birds follow their ______ and leave the nest once they're able to fly.
- 5. Just in case someone didn't understand me, let me _____ what I said.
- 6. I was afraid of thunder when I was a kid, but it doesn't _____ me anymore.
- 7. My physical ______ taught me some exercises for my back pain.
- **GRAMMAR** Read each sentence. Then say it two more times, first by moving the object of the phrasal verb, and then by using a pronoun instead of the object.
 - 1. My family and I plan to see you and Emilia off at the airport.
- 2. I would never pass up such an excellent career opportunity.
- 3. All passengers must fill a customs declaration form out.
- 4. We had to call the holiday events off due to bad weather.

SPEAKING SKILL Complete the conversation with expressions for responding to suggestions. С

A: What would you like to do this weekend? How about going to an art museum?

B: I'm¹______ about museums. My second ²______ to go to the beach.

A: I don't know. I'm not a ³______ the beach. I think ⁴_____ go to a concert.

B: Actually, I don't ⁵______ concerts. If it ⁶_____, I'd go see a tennis match.

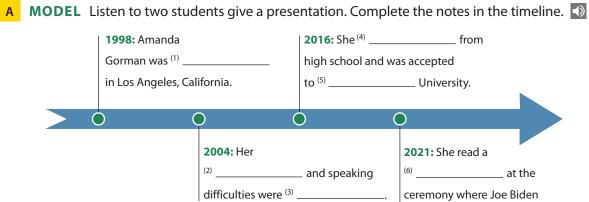
A: Oh! I love tennis! Let's do that then!

RE-ASSESS What skills or language still need improvement?

OPTION 1 Tell a story about when you've been courageous

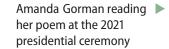
- **A BRAINSTORM** Think about times in your life when you showed courage. Choose an idea that you remember well enough to tell a story about. Make some notes to help you organize your story, such as what happened that required you to be courageous, when and where it happened, and how you felt.
- **B** Tell the class your story. Share your impressions of each other's stories and ask any questions vou have.

OPTION 2 Give a presentation about a courageous person



Amanda Gorman read "The Hill We Climb" at the presidential ceremony. Read these lines from her poem and discuss what you think they mean.

"There is always light. If only we're brave enough to see it. If only we're brave enough to be it."



Final Tasks

| **2016:** She⁽⁴⁾ ______ from

high school and was accepted

to ⁽⁵⁾ _____ University.

(
	2021: She read a
nd speaking	⁽⁶⁾ at the
	ceremony where Joe Biden
	became the ⁽⁷⁾
	president of the United States.

See Unit 5 Rubric in the Appendix.



ANALYZE THE MODEL Listen again and answer these questions about the model.

- 1. How does the first speaker introduce the presentation?
- 2. How is the overall presentation organized?
- 3. What language do you hear the speakers use as they take turns?
- 4. Which two separable phrasal verbs do you hear Juan use?

Work with a partner. Answer the questions.

1. Who are some people that you consider to be courageous in the following areas?

Arts & Entertainment Education Business Politics Other:

- 2. What courageous person will you research and give a pair presentation about?
- **RESEARCH** You and your partner will each research one part of the presentation, either the Е background or the adult career. You can use a timeline like this to organize the information.

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COLLABORATION SKILL Listen Actively

Listening is something we do naturally, but it's often something we do in a passive way. Active listening is especially important when collaborating. Look at the other person and pay attention. Consider what they're saying without making judgments. However, do ask questions if there's anything you don't understand. Finally, confirm that you understand, either by summarizing what the other person said or commenting on it.

ONLINE Signals that indicate understanding, such as gestures, eye contact, or nodding, are not as easy to read online as they are in person. Therefore, to show that you are listening actively, look into the camera and not at other participants. Use the "raise hand" feature to ask a question, or type a question or comment into the chat feature to engage with the speaker.

PLAN Present the information you gathered to your partner. Together, decide what should go into the presentation. Be sure to practice active listening as you discuss what to include.

G PRACTICE AND PRESENT Practice the two parts of your presentation with your partner and give each other feedback. Make sure the transition between the parts of the presentation is smooth and try to include one or more separable phrasal verbs.

TRADITION AND PROGRESS



IN THIS UNIT, YOU WILL:

- Listen to a presentation about Bhutan
- Watch a video about traditional boat building
- Watch or listen to a lecture about American Indian lands
- Discuss a tradition
- **OR** Present the results of an interview

THINK AND DISCUSS:

Each year on Coming-of-Age Day in Japan, around 1600 20-year-old archers participate in a contest in Kyoto, which dates back to the 16th century and marks the transition from childhood to adulthood.

- 1. What coming-of-age traditions are there in your culture?
- 2. What other traditions mark life transitions?