

21ST Century Communication

LISTENING, SPEAKING, AND CRITICAL THINKING

Second Edition

LYNN BONESTEEL

3

21ST Century **Communication 3**

LISTENING, SPEAKING, AND CRITICAL THINKING

Second Edition

**LYNN BONESTEEL
RICHARD WALKER**



Topics and Featured Speakers

1

Rethinking Success

Q: How do we define success?

JIA JIANG

*What I Learned From
100 Days of Rejection*



2

Changemakers

Q: How can we make a difference in the world?

MELATI WIJSEN

*A Roadmap for Young
Changemakers*



3

Say It Your Way

Q: How can we become better communicators?

ERIN McKEAN

*Go Ahead, Make Up
New Words*



4

Stress: Friend or Foe?

Q: How do our attitudes affect us?

KELLY McGONIGAL

Why Stress is Good for You



5

A Helping Hand

Q: When does helping really help?

ASHA DE VOS

A Hero On Every Coastline



6

Be Your Own Boss

Q: Should we work for ourselves?

BEL PESCE

5 Ways to Kill Your Dreams



7

Live Long, Live Well

Q: What steps can we take to live healthier lives?

MATT WALKER

Sleep is Your Superpower



8

Beyond Limits

Q: How do we define our limits?

PHIL HANSEN

Embrace the Shake



Scope and Sequence

UNIT / THEME		LESSONS		
		VOCABULARY	VIEWING	LANGUAGE
1				
Rethinking Success <i>Psychology</i> page 2		Words related to success Word-forms with <i>accomplish, determination, inspirational and motivate</i>	▶ A video podcast about success and failure Note-taking Skill Focus on main points Listening Skill Identify main points	▶ A presentation about Thomas Edison Introduce stories Communication Skill Use someone's story to make a point
2				
Changemakers <i>Social Studies</i> page 22		Words related to making a difference The suffix <i>-tion</i>	▶ A lecture about making a difference Note-taking Skill Use a concept map Listening Skill Ask questions while listening	▶ A conversation about an anti-bullying activist Discuss opinions about making a difference Communication Skill Seek and offer clarification
3				
Say It Your Way <i>Linguistics</i> page 42		Words related to communication Suffixes that change word forms	▶ A video podcast about emojis and emoticons Note-taking Skill Include only essential details Listening Skill Listen for explanations	▶ An academic conversation about body language Use different types of explanation Communication Skill Explain unfamiliar terms
4				
Stress: Friend or Foe? <i>Health</i> page 62		Words related to anxiety Collocations with words related to stress	▶ A lecture on the effects of stress Note-taking Skill Use symbols Listening Skill Listen for cause and effect	▶ A podcast about how we affect other people's stress Explain the causes and effects of stress Communication Skill Describe cause and effect
5				
A Helping Hand <i>Social Studies</i> page 82		Words related to charitable giving The prefix <i>under-</i>	▶ A video podcast about what people do to help others Note-taking Skill Note cause and effect Listening Skill Recognize signpost questions	▶ Conversations using emphatic stress Support your viewpoint with an emotional appeal Communication Skill Appeal to emotions
6				
Be Your Own Boss <i>Business</i> page 102		Words related to entrepreneurship The prefix <i>over-</i>	▶ A video podcast on trust in business Note-taking Skill Use abbreviations Listening Skill Understand figurative language	▶ A conversation about being self-employed Discuss pros and cons of different ways of working Communication Skill Discuss pros and cons
7				
Live Long, Live Well <i>Health</i> page 122		Words related to health Words for different systems in our bodies	▶ A webinar about forest bathing Note-taking Skill Use an outline to review and organize notes Listening Skill Understand unfamiliar terms	▶ A lecture on blue-zone communities Talk on a health-related topic Communication Skill Use signal words and phrases to mark transitions
8				
Beyond Limits <i>Equity, Diversity and Inclusion</i> page 142		Words related to the brain Word-forms of <i>approach, diverse, transform, diagnose, and imperfect</i>	▶ A webinar on neurodiversity Note-taking Skill Shorten common phrases Listening Skill Listen for rhetorical questions	▶ A talk about Arunima Sinha Tell a story about a problem you encountered Communication Skill Describe a sequence of events

LESSONS				
D COMMUNICATION	E VOCABULARY	F VIEWING	G CRITICAL THINKING	H PRESENTATION
 A talk about how to define success Create a definition of success, using a story to illustrate	Words related to opportunities and obstacles Phrasal verbs with <i>turn</i>	 TED Talk <i>What I Learned from 100 Days of Rejection</i> Jia Jiang Pronunciation Skill Intonation in lists	Analyze an infographic comparing the goals of two different generations Synthesize and evaluate ideas about success and failure	Individual presentation: Two successful people Presentation Skill Use humor to connect with an audience
 A conversation about making a difference in the local community Create a proposal to help the local community	Words related to equality The suffix <i>-or</i>	 TED Talk <i>A Roadmap for Young Changemakers</i> Melati Wijsen Pronunciation Skill Contrasting intonation	Analyze an infographic about youth beliefs and behavior Synthesize and evaluate ideas about making a difference	Individual presentation: Three individuals or organizations that make a difference Presentation Skill Show enthusiasm
An advertisement for a competition Create and explain new blend words	Words related to language Collocations with <i>attention</i>	 TED Talk <i>Go Ahead, Make Up New Words</i> Erin McKean Pronunciation Skill Stress in compound words	Analyze an infographic about how a new word enters the dictionary Synthesize and evaluate ideas about the acceptance of new words	Group presentation: Three uncommon but useful words Presentation Skill Encourage audience participation
 A conversation between two students about their problems Provide solutions for how two students might reduce their stress levels	Words related to managing stress Forms of <i>confession</i> , <i>heal</i> , <i>compassionate</i> , <i>appreciation</i> , and <i>empathy</i>	 TED Talk <i>Why Stress Is Good for You</i> Kelly McGonigal Pronunciation Skill Thought groups	Analyze an infographic about different causes of stress Synthesize and evaluate ideas about stress levels	Group presentation: Conduct a survey on stress and present the results Presentation Skill Vary your pace
 A talk about a cause Use supporting arguments and emotional appeals to convince others	Words related to voluntourism Antonyms of <i>external</i> , <i>inclusive</i> , <i>dependence</i> , and <i>outsider</i>	 NG Explorer <i>A Hero on Every Coastline</i> Asha De Vos Pronunciation Skill Stress inside thought groups	Analyze an infographic about the spending of charitable organizations Synthesize and evaluate ideas about different ways to help	Individual presentation: Convince others to support an organization you believe in Presentation Skill Make an emotional connection
 A conversation about future career directions Discuss and recommend a career choice	Words related to business Antonyms for <i>tough</i> , <i>infinite</i> , <i>prior</i> , and <i>humble</i>	 TED Talk <i>5 Ways to Kill Your Dreams</i> Bel Pesce Pronunciation Skill Continuing and concluding	Analyze an infographic about business failure rates Synthesize and evaluate ideas about the reasons for business failures	Individual presentation: A new business you would like to start Presentation Skill Pause effectively
 A conversation between a fitness coach and a client Identify areas for improvement and suggest lifestyle changes	Words related to sleep The prefix <i>inter-</i>	 TED Talk <i>Sleep Is Your Superpower</i> Matt Walker Pronunciation Skill Word endings	Analyze an infographic about factors that can contribute to a longer life Synthesize and evaluate ideas about various ways to maintain health	Group presentation: Argue for or against a statement related to healthy living Presentation Skill Organize information logically
 A conversation about barriers faced by people with disabilities Identify problems and suggest solutions	Words related to limits Collocations with <i>encounter</i>	 TED Talk <i>Embrace the Shake</i> Phil Hansen Pronunciation Skill -ed endings	Analyze an infographic about changing mindsets Synthesize and evaluate ideas about feelings and limitations	Individual presentation: Someone who has overcome a limitation to achieve success Presentation Skill Use figurative language

Welcome to 21st Century Communication, Second Edition

21st Century Communication Listening, Speaking, and Critical Thinking uses big ideas from TED and National Geographic Explorers to look at one topic from different perspectives, present real and effective communication models, and prepare students to share their ideas confidently in English. Each unit develops students' listening, speaking, and critical thinking skills to achieve their academic and personal goals.



A ballerina waits to go on stage during a performance of *The Nutcracker* in Leeds, England.

4

Stress: Friend or Foe?

Q How do our attitudes affect us?

The dancer in this photo is about to go on stage in front of hundreds of people. For many people, this would be a stressful experience, but not everyone reacts to stress in the same way. And is stress always a bad thing? In this unit, we'll look at what stress and anxiety really are, and strategies that can help us through stressful situations.

THINK and DISCUSS

- 1 Look at the photo and read the caption. How do you think the dancer is feeling?
- 2 Look at the essential question and the unit introduction. What have you learned about people face today?

Q How do our attitudes affect us?

The dancer in this photo is about to go on stage in front of hundreds of people. For many people, this would be a stressful experience, but not everyone reacts to stress in the same way. And is stress always a bad thing? In this unit, we'll look at what stress and anxiety really are, and strategies that can help us through stressful situations.

UNIT

4

A

E

C

D

Building Vocabulary

LEARNING OBJECTIVES

- Use ten words related to stress and anxiety.
- Use collocations with words related to stress.

LEARN KEY WORDS

A Listen to and read the information below. Do you often experience feelings of stress or anxiety? How do you deal with these feelings? Discuss with a partner.

STRESS and ANXIETY

Whether we're worrying about how to meet a work deadline, or having to deal with a major crisis, we all face challenges at one time or another. It's an inevitable part of life that often results in stress and anxiety. But stress and anxiety, while closely associated with each other, are not exactly the same. So how are they different?

Stress is the body's response to a threat or a challenge. When we feel stressed, hormones are released into our body to help us that help us to strengthen the body's defenses. But the mechanisms of stress don't only affect our body. They can also change the way we feel. Anxiety is often the result of stress. Feeling anxious at times is completely normal, but if these feelings don't go away and become chronic, it's likely that our health will suffer.

Research has revealed that various habits can reduce anxiety. It's important to get good sleep, to eat well, and to get plenty of exercise. Focusing on positive things and doing enjoyable activities also help calm the mind. Through breathing techniques and meditation, we may not only relieve anxiety, but even enhance feelings of relaxation and well-being.

7 ways to reduce anxiety

- Eat well
- Get good sleep
- Avoid caffeine
- Exercise
- Do enjoyable activities
- Use relaxation techniques
- Spend time in nature

Forest Bathing in Jedidiah Grove, Redwoods State Park, California, U.S.A.

NEW The **Essential Question** outlines the central idea of the unit and directs students' focus to the main topic.

UPDATED **Building Vocabulary** uses infographics and readings to introduce vocabulary in context and teach words and phrases needed for academic studies.

Big ideas inspire many viewpoints. What's yours?

UNIT 4

Viewing and Note-taking

BEFORE VIEWING

A Look at the symbols in the box below. Which ones do you use the most often? What other symbols do you use? Discuss with a partner.

→ leads to, causes

← results from

≠ not equal to

≈ about, around

↑ increase

↑↑ a sharp increase

↓ decrease

↓↓ a sharp decrease

number

/ per, divided by

Δ change

+ and

B Listen to the sentences. Use the symbols in Exercise A to take notes. Then compare your notes with a partner.

E.g. Studies show that getting good sleep helps reduce stress significantly.

Getting good sleep → ↓↓ stress

1. _____

2. _____

3. _____

WHILE VIEWING

C **LISTEN FOR MAIN IDEAS** Watch Segment 1 of the lecture and circle the correct option to complete the sentences.

- Stress is
 - almost always harmful to our health.
 - harmful when it lasts for a short time.
 - important for our survival in a crisis.
- Acute stress
 - is dangerous over the short term.
 - does not last for a long time.
 - is often harmful to our health.
- Chronic stress
 - can last for a short or long period of time.
 - can make us sick as it lasts for a long time.
 - does not last for long but is very harmful.

Note-taking Skill

Using Symbols

To show relationships between ideas, it can be easier and quicker to use symbols when you take notes.

UPDATED Viewing and Note-taking allows students to explore one aspect of the unit theme and sharpen their academic skills with note-taking and listening comprehension practice.

D **LISTEN FOR DETAILS** Watch Segment 1 of the lecture again and complete the flow charts to show the cause-and-effect relationships.

ACUTE STRESS

```

      graph LR
      A[Brain releases stress  
→ immediate  
→ muscles] --> B["_____ beats faster  
Blood pressure + breathing rate ↑  
→ more oxygen to _____  
+ muscles"]
      B --> C[Muscles tense up →  
run ↑ and escape]
      C --> D[SAFE]
      
```

CHRONIC STRESS

```

      graph LR
      A[Brain keeps  
→ stress hormones] --> B["Blood pressure + heart rate stay ↑"]
      B --> C[Muscles don't relax]
      C --> D[NOT SAFE]
      
```

E **IDENTIFY CAUSE AND EFFECT** Watch Segment 2 of the lecture and complete the cause-and-effect relationships below.

- Nowadays, _____ → stress
- Fear of losing a job can last a long time
→ _____
- The pressure on the heart over time
→ increased risk of _____
- Chronic stress may
→ physical problems including high cholesterol and _____

AFTER VIEWING

F **APPLY** The lecturer states that psychological fears are more likely to cause chronic stress than actual physical danger. Are the fears below based on physical danger (write **D**) or psychological fear (write **P**)? Could any be both? Discuss with a partner.

1. getting bad grades	5. losing your cell phone
2. getting into a car accident	6. the dark
3. falling from a great height	7. spiders
4. giving a speech	8. being robbed

UNIT 4

Noticing Language

LISTEN FOR LANGUAGE Describe cause and effect

A Listen to excerpts from the lecture in Lesson B. What phrases does the speaker use to talk about cause and effect? Complete the sentences below.

- Our stress tends to be _____ psychological fear or worry about the future ...
- The _____ chronic stress _____ the heart are the easiest to explain ...
- Chronic stress can _____ the brain, the stomach, and other muscles.

B Work with a partner. Look at the signal words and phrases below. What similarities and differences do you notice between them?

Verb	Noun
effect Chronic stress affects the body in many ways.	effect (of) ... (of) ... An effect of chronic stress on the body is an increased risk of heart disease.
cause Chronic stress can cause headaches.	cause (of) Chronic stress can be the cause of headaches.
result in A stress response that lasts too long results in chronic stress.	result (of) Chronic stress is the result of a stress response that lasts too long.

C Rewrite the questions by changing the words in **bold** to their noun or verb forms. Then, with a partner, take turns asking and answering the questions with ideas from the lecture and your own ideas.

- What are the **causes** of chronic stress?
What _____?
- What does too much stress **result in**?
What are the _____?
- How does stress **affect** your everyday life?
What are the _____?

Communication Skill

Describing Cause and Effect

Certain verbs and nouns can be used to indicate cause and effect. Pay attention to word order and prepositions (if any).

LEARNING OBJECTIVES

- Notice language for talking about cause and effect.
- Explain the causes and effects of two types of stress.



D Listen to part of a podcast about how we affect other people's stress and complete the chart below with the effects of each cause.

Cause	Effect
smile or kind word	1. _____
strong, caring relationships	2. _____
frequent unpleasant words	3. _____
constant state of stress	4. _____

COMMUNICATE

E Take notes to prepare for a short oral summary of what happens to your body during acute and chronic stress. Use the cause and effect language from Exercise B.

F Work with a partner. Take turns to explain your summaries using your notes from Exercise E. Compare your ideas with the flowcharts in Lesson B. Did you forget anything?

NEW Noticing Language provides students with useful language structures and communication skills to share their ideas confidently.

NEW Communicating Ideas encourages students to express their opinions, make decisions, and explore solutions to problems through collaboration.

UNIT 4
Communicating Ideas

LEARNING OBJECTIVES

- Use appropriate language for making recommendations.
- Collaborate to provide solutions.

ASSIGNMENT
Task: You are going to collaborate with a partner to provide solutions for how two students might reduce their stress levels.

LISTEN FOR INFORMATION

A **LISTEN FOR MAIN IDEAS** Listen to a conversation between Sarah and Wei Ming, two college students. What issues are they discussing? Check (✓) the ones you hear.

1. ☐ exams

2. ☐ money

3. ☐ parties

4. ☐ jobs

5. ☐ assignments

6. ☐ relationships

B **LISTEN FOR DETAILS** Listen and complete the flow charts for Wei Ming and Sarah. Use the phrases in the box to help you.

can't focus in class
falling further and further behind
no time to study

not getting enough sleep
takes a job
works till late

Wei Ming has many assignments

Sarah needs money to live

1

2

3

4

5

6

C Work with a partner. Compare your notes. Do you think Wei Ming and Sarah are making the right choices?



COLLABORATE

D Work with a different partner. What could Sarah and Wei Ming do to deal with their issues and reduce their stress? Suggest some practical solutions.

I think Sarah could quit her job. She needs the time to study.

That's true, but what about her everyday costs?

E Share your ideas with the class. Explain your reasoning.

Checkpoint

Reflect on what you have learned. Check your progress.

I can ...

understand and use words related to stress and anxiety.	chronic mechanism	crisis response	enhance release	hormone reveal	inevitable strengthen
---	-------------------	-----------------	-----------------	----------------	-----------------------

- use collocations with words related to stress.
- watch and understand a lecture on the effects of stress.
- understand and use symbols for note-taking.
- listen to identify cause and effect.
- notice language for talking about cause and effect.
- explain the causes and effects of two types of stress.
- communicate and collaborate effectively to provide solutions for stress-related issues.

70 UNIT 4 Stress: Friend or Foe?

PART 1 71

UNIT 4
Viewing and Note-taking

LEARNING OBJECTIVES

- Watch and understand a talk about our attitudes toward stress.
- Notice the use of thought groups.

TED TALKS

Stanford University psychologist **Kelly McGonigal** is the author of a book titled *The Upside of Stress: Why Stress Is Good for You, and How to Get Good at It*. In her TED Talk, *How to Make Stress Your Friend*, she encourages us to rethink our attitudes toward stress.

BEFORE VIEWING

A Read the information about Kelly McGonigal. In what ways might stress be good for us? Discuss your ideas with a partner.

TED TALKS



“I have changed my mind about stress, and today, I want to change yours.”

TED

PART 2 75

UPDATED Viewing and Note-taking uses big ideas from TED and National Geographic Explorers to present another aspect of the unit theme and help students improve their academic listening, note-taking skills, and pronunciation.

NEW Thinking Critically gives students a chance to synthesize, analyze, and evaluate the unit's ideas and find their voice in English.

LEARNING OBJECTIVES

- Interpret an infographic about the different causes of stress
- Synthesize and evaluate ideas about stress levels

UNIT 4
Thinking Critically

ANALYZE INFORMATION

A Look at the infographic below. Which of the questions (1–4) does it answer?
Check (✓) two questions.

- ☐ What are some major causes of stress?
- ☐ What can people do to reduce their stress overall?
- ☐ Why do family responsibilities cause stress?
- ☐ What are some reasons for work-related stress?

What causes stress?

Commonly cited as one of the top stressors around the world, work plays a large role in determining our physical and mental well-being. Greater workloads and longer working hours have resulted in higher numbers of people reporting feelings of stress.

A 2017 estimate by the American Institute of Stress indicated that job stress alone costs U.S. industry more than \$300 billion a year.

MONEY / WORK STRESS

- Bills
- Job
- Job review
- Employer
- Workload
- Deadlines
- Mondays
- Dues
- Promotion
- Retirement

Top causes of stress in 2021

Source: American Psychological Association

B **LISTEN FOR DETAILS** Listen to part of a lecture about stressors and mental health. Check (✓) the topics the speaker talks about.

☐ financial pressures	☐ chronic pain/illness
☐ work problems	☐ caring for an ill loved one
☐ getting married	☐ family problems
☐ starting a new job	☐ world issues
☐ moving to a new home	☐ exams

C Discuss the questions below with a partner.

- How can work stress cost businesses money? Think of a few different ways.
- What do you think was the main message of the speaker in Exercise B?
- Share an experience you have had with one of the types of stress mentioned in Exercise A or B. How did (or do) you deal with it?

COMMUNICATE Synthesize and evaluate ideas

D Think about what you have learned about stress in this unit. Which scenario below would you find the most stressful? Rank the scenarios from 1 (the most stressful) to 3 (the least stressful).

- You work as an administrative assistant. You work 50 hours a week for a large company. You also study for a diploma on weekends. Twice a month, you volunteer at a non-profit organization.
- You work as the manager of a small travel agency. You work in the office for 40 hours a week for three weeks a month. You spend the fourth week on business trips organized by your boss to give presentations and meet new customers.
- You work as the operations manager of a large software company. You work 60 hours per week, set your own schedule, and often work from home. Your family will be moving to a new home in two months' time.

E Work with a partner. Compare your answers. Take turns to explain your rankings and discuss your ideas.

I think scenario A is the most stressful. I don't think I'd be able to work and study at the same time.

I'm not sure. I think B is probably the most stressful. The business travel would be tiring, and...

78 UNIT 4 Stress: Friend or Foe?

PART 2 79

UPDATED Putting It Together has students prepare, plan, and present their ideas clearly and creatively in a final assignment.

UNIT 4
Putting It Together

LEARNING OBJECTIVES

- Research and plan a survey on stress, and present on the findings
- Use a varied pace to emphasize or create suspense in a presentation

ASSIGNMENT
Group presentation: Your group is going to conduct a survey on stress and give a presentation on the results.

PREPARE

A Work with your group to prepare for your presentation. Follow these steps.

- Look at the survey below. Your group should interview at least eight people. Ask the questions orally. After each question, ask at least one follow-up question to find out more. Ask permission to record your interviews and/or take notes.
- Analyze the results. What conclusions, if any, can you make? (e.g., "Most of the people who reach out to other people for support turn to a family member.")
- Organize your presentation. In it, you should:
 - Report what the results were (e.g., "6 out of 8 people answered 'Agree' to Question 1").
 - Draw logical conclusions based on the results.
 - Discuss how the results support (or don't support) what you've learned in this unit.
- Assign a part of the presentation to each member of the group.

Stress Survey

I am conducting a survey on stress for a class presentation. I would appreciate it if you could help me by answering the following questions. Thank you.

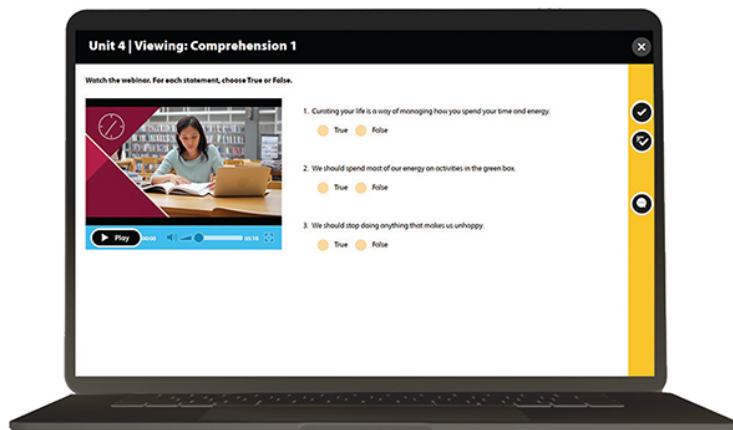
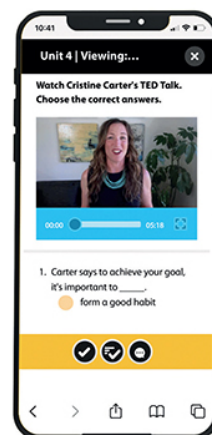
Please respond to the statements below by using the following:

SA (Strongly agree) **A** (Agree) **N** (Neutral) **D** (Disagree) **SD** (Strongly disagree)

- I feel stressed every day.
- When I am stressed, I reach out to other people for support.
- I know what the top causes of stress in my life are.
- I know of more than one way to reduce my stress.
- I usually reduce my stress in a healthy way.

80 UNIT 4 Stress: Friend or Foe?

The **Spark** platform delivers your digital tools for every stage of teaching and learning, including auto-graded Online Practice activities, customizable Assessment Suite tests and quizzes, Student's eBook, Classroom Presentation Tool, and downloadable Teacher's Resources.





Students from Howard University
celebrate their graduation.
Washington, D.C., U.S.A.



1

Rethinking Success

Q How do we define success?

For students, success may seem easy to define. For example, the students in the photo, from Howard University in the United States, have clearly succeeded. They've graduated, and are celebrating through traditional dance. But as we mature, the nature of success changes. It becomes more complex and harder to measure. In this unit, we explore what it means to succeed, and learn how to deal with obstacles that stand in our way.

THINK and DISCUSS

- 1 Look at the photo and read the caption. Would you do something like this to celebrate your success? Why, or why not?
- 2 Look at the essential question and the unit introduction. What do you think would make you a success in the eyes of your friends and family? Do you share their views?

Building Vocabulary

LEARNING OBJECTIVES

- Use ten words related to success
- Use different forms of *accomplish*, *determination*, *inspirational* and *motivate*

LEARN KEY WORDS

- A**  Listen to and read the information below. What do you think about this definition of success? Do you think most people in your country would agree with it? Discuss with a partner.

SUCCESS AND WEALTH

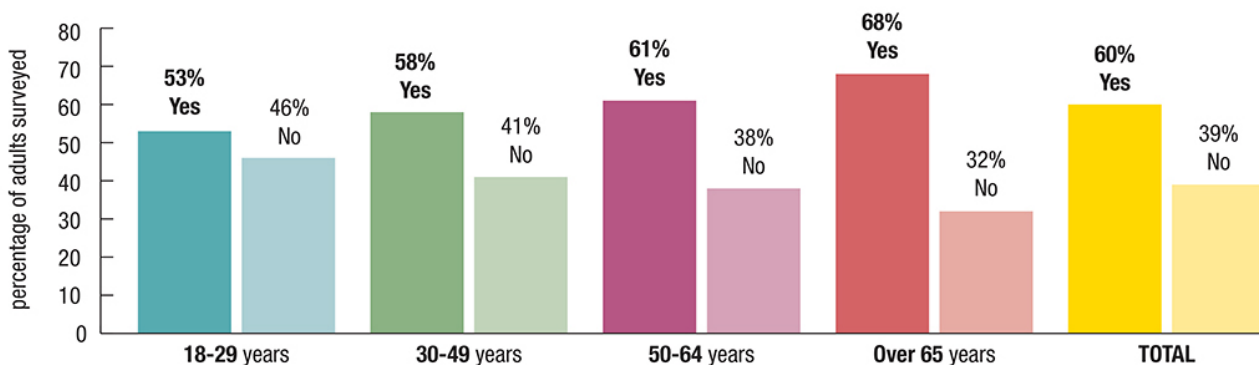
To many people, “**making it**” is synonymous with making a lot of money. And in many cultures, people are only considered successful when they **fulfill** society's expectations of becoming **wealthy**. As a result, the desire to become rich is what **motivates** most people to keep going. After all, money is the tool that enables us to **accomplish** all other things—from pursuing a hobby to reducing world hunger.

With money on so many people's minds, it's no wonder society celebrates individuals who go from rags to riches, and **embraces** them as **inspirational** role models. Whether they are businesspeople, celebrities, or sports figures, their stories are often similar: they start out poor, they face **failure** many times, but through hard work and **determination**, they eventually **overcome** their difficulties and succeed against the odds.



The Money Cloud by Ric Kasini Kadour at The Money Show, Saint Kate - The Arts Hotel, Milwaukee, U.S.A. Photo by Frank Juárez.

Can most people get ahead if they're willing to work hard?



Source: Pew Research Center, survey of adults in the U.S., September 2019.

B Match the correct form of each word or phrase in **bold** in Exercise A with its meaning.

1. _____ to do something that was expected of you
2. _____ to achieve financial success
3. _____ a strong will to achieve something despite obstacles
4. _____ very rich
5. _____ to encourage or push you to do something
6. _____ to deal successfully with an obstacle
7. _____ giving hope and encouragement to other people
8. _____ to accept someone or something in a warm, heartfelt way
9. _____ to achieve something, or do something successfully
10. _____ a lack of success in doing or achieving something

C Complete the chart with the correct form of the words.

Verb	Noun	Adjective
fulfill		
accomplish		
		inspirational
	determination	
motivate		

D Complete the passage. using the correct form of the words in **bold** from Exercise A.

Get Rich: 5 Tips on how to ¹_____

1. Work hard: be prepared to put in the hours.
2. Don't give up when faced with ²_____.
3. Draw ³_____ from those who have already become ⁴_____.
4. Learn how others managed to ⁵_____ the difficulties they faced.
5. Don't just accept the challenges you face: ⁶_____ them.

COMMUNICATE

E Work with a partner. Discuss the questions below.

1. Look back at the infographic. Do the answers of people in your age group surprise you? How would you respond to the question?
2. Which idea in Exercise D do you most strongly agree with? Why?

Viewing and Note-taking

LEARNING OBJECTIVES

- Watch a video podcast about success and failure
- Focus on main points when taking notes
- Identify main points when listening

BEFORE VIEWING

- A** Read the passage below. Then look at the student's notes. Do you agree with the main points? Discuss with a partner.

Many people measure their success by comparing themselves to others. Unfortunately, this is usually not a good idea. Why? First, we all have different values and talents, and we face different challenges too. Comparing yourself to others is therefore like comparing apples and oranges. Second, there will always be someone who accomplishes more than you do—who runs faster, sings better, or makes more money. By always comparing yourself to those more successful than you are, you could end up feeling like a failure, no matter how much you accomplish.

Measuring success by comparing self to others: Bad idea. Why?

1. We're all different (different talents, values, challenges)
2. feel like a failure (always someone better than you)

Note-taking Skill

Focusing on Main Points

When a speaker is explaining something, you may not have time to note down everything they say, so prioritize main ideas. If there's time in between the main ideas, note down details that support these main points. After the speaker has finished, review your notes and add in any important details you left out.

- B**  Listen to someone talking about competition. Complete the notes.

- Learned a lesson: compete only against ¹ _____.
- When young, he was ² _____.
 - ☐ Then, someone better came along.
 - ☐ He was the same person, but felt like a loser.
 - ☐ Lost self-confidence, quit the team.
- In college, he ³ _____.
 - ☐ His goal: not to be best player, but the best that he could be.
 - ☐ Teammates' success = his success.
 - ☐ Doing his best was good enough.
- By competing against himself, he ⁴ _____.

WHILE VIEWING

- C**  **PREDICT** Watch Segment 1 of a video podcast about success. What do you think the speaker will talk about next?

- a. reasons why you should believe in your ability to succeed
- b. examples of human achievement throughout history
- c. the importance of opportunity and luck in achieving success

D ▶ **CHECK PREDICTIONS** Watch Segment 2 of the video and check your prediction in Exercise C.

E ▶ **LISTEN FOR MAIN IDEAS** Watch Segment 2 of the video podcast again. Check (✓) two sentences that summarize the main ideas.

1. ☐ With enough determination, anyone can be successful.
2. ☐ We shouldn't divide the world into winners and losers.
3. ☐ Success involves both luck and opportunity.
4. ☐ If you have extraordinary talent, you will be successful.

Listening Skill

Identifying the Main Points

It's important to identify which are a speaker's main points and which are examples. Some examples, such as case-studies or stories, can be several sentences long, and so the speaker may restate the main point after the example.

F ▶ **LISTEN FOR DETAILS** Watch Segment 3 of the video. Complete the notes below with main points and supporting information.

Have a balanced view of success and failure:

1. Make ¹ _____.
- Don't be afraid to ² _____.
2. Don't ³ _____.
- There'll always be ⁴ _____.
3. Learn how to ⁵ _____.
- We don't hear ⁶ _____.
- We get closer to success when we ⁷ _____.

AFTER VIEWING

G **REFLECT** Read the quotes from the video. Do you agree with them, based on your personal experience or the experiences of people you know? Discuss with a partner.

Alain De Botton: "Never before have expectations been so high about what human beings can achieve with their life span. We're told, from many sources, that anyone can achieve anything."

Podcast speaker: "We all face different challenges in life, and sometimes they can't be overcome through hard work and big dreams. Success involves a lot of luck and opportunity."

Michael Jordan: "I've missed more than 9,000 shots in my career. I've lost almost 300 games ... I've failed over and over and over again in my life. And that is why I succeed."

Noticing Language

LEARNING OBJECTIVES

- Notice language for introducing stories
- Use someone's life story to make a point

LISTEN FOR LANGUAGE *Use people's life stories to make a point*

A  Listen to the following excerpts from the video podcast in Lesson B and complete the phrases the sentences below.

1. _____ Bill Gates _____.
2. You know _____, _____?
3. _____ Michael Jordan, who many consider ...

B  Read the tips in the gray box. Then listen to two stories from the video podcast in Lesson B and complete the notes below.

Communication Skill

Using People's Life Stories to Make a Point

One way to make a point is to use real-life stories of what people have been through. When telling these stories, focus primarily on the parts that support your point. After telling the story, restate your point.

Using people's life stories to make a point:

- State the main point.
- Signal the beginning of the story by using expressions such as:
Let's take Bill Gates as an example, ... *You may be familiar with the story of ...*
You know the story, right? *Let me tell you about someone who ...*
Take Michael Jordan, ... *Back when I was ...*
- Tell the story.
- Restate the main point.

Bill Gates

Main point:

- Success involves a lot of ¹_____ and ²_____.

Story:

- Yes, he worked hard and was very intelligent.
- But he also went to a ³_____ and had unlimited access to a ⁴_____.

Restatement:

- Hard work and determination played a role in his success, but so did ⁵_____.

Michael Jordan

Main point:

- Learning from ⁶_____ brings us closer to ⁷_____.

Story:

- Considered by many to be the greatest basketball player of all time.
- But he also missed over ⁸_____, lost almost ⁹_____.

Restatement:

- Quote: "I've ¹⁰_____ over and over And that's why I ¹¹_____."



Thomas Edison,
one of the greatest
inventors of all time.

C  Listen to a person use the life story of Thomas Edison to make a point about the nature of success. Then answer the questions below.

1. What is the speaker's main point?
2. How does Edison's story help make this point?
3. How does he restate his main point at the end of the story?

D Work with a partner. Read the main point below. Then think of a story that illustrates the point. Practice using the story to make the point. Remember to:

- start with your main point.
- introduce your story using signal words or phrases.
- restate your main point at the end of the story.

Main point: Our definitions of success should change as we get older.

Story: _____

Restatement: _____

COMMUNICATE

E Choose a main point from the box below. Think of a story to illustrate it.

- If you want to be successful, don't compete against others.
- Competing against others is the best way to become successful.
- To be successful, you need to learn from your failures.
- Success is the result of hard work and determination.
- Success involves a lot of luck.

F Work with a partner. Take turns making your main point with the help of a story. Follow the sequence described in Exercise B.

Communicating Ideas

LEARNING OBJECTIVES

- Use appropriate language to discuss success
- Collaborate to create a definition of success, using a story to illustrate

ASSIGNMENT

Task: You are going to collaborate with a partner to create a definition of success, using a story example to illustrate.

LISTEN FOR INFORMATION

A  **LISTEN FOR MAIN IDEAS** Listen to a talk about defining success. What do you think is the main purpose of the talk?

- To give examples of definitions of success
- To convince people to write their own definition of success
- To help people write their own definition of success

B  **LISTEN FOR DETAILS** Listen to the talk again and complete the notes below.

How to ¹ _____ in a way that's ² _____ to you.

Think small:

- Start with ³ _____ before ⁴ _____.

Ask yourself meaningful questions:

- What are your ⁵ _____?
- What makes you ⁶ _____?
- What ⁷ _____ do you need to be happy?
- What kind of ⁸ _____ make you feel great?



Students in the U.K. check their examination results.

COLLABORATE

- C** Work with a partner. Choose one of the aspects of life below. How would you define success in this aspect? Use or adapt some of the questions from the listening in Exercise B to help you in your discussion.

friends	career	money
family	education	personal passions

- D** Prepare some notes to give a short talk on your definition of success from Exercise D. Make sure you include the following:

1. Aspect of life being focused on: _____
2. Definition of success in this aspect: _____

3. Story to illustrate: _____

4. Restatement of main point: _____

To me, success in education means developing the skills and knowledge necessary to have a fulfilling career. Take my cousin. When he was in college, he ...

- E** Work in a small group. Share your definitions of success with each other, using stories to illustrate.

Checkpoint

Reflect on what you have learned. Check your progress.

- I can ...** ☐ understand and use words related to success.

accomplish
inspirational

determination
make it

embrace
motivate

failure
overcome

fulfill
wealthy

- ☐ use different forms of *accomplish*, *determination*, *inspirational*, and *motivate*.
- ☐ watch and understand a video podcast about success and failure.
- ☐ focus on main points when taking notes.
- ☐ identify main points when listening.
- ☐ Use language for introducing stories language for introducing stories.
- ☐ Use appropriate language to discuss success.
- ☐ collaborate and communicate effectively to create and illustrate a definition of success

A basketball player misses two free throws in the dying seconds of a match.

