

Agenda

1. Announcement
2. Unit 6BC
3. Break
4. Unit 6D

Online Assignment 1

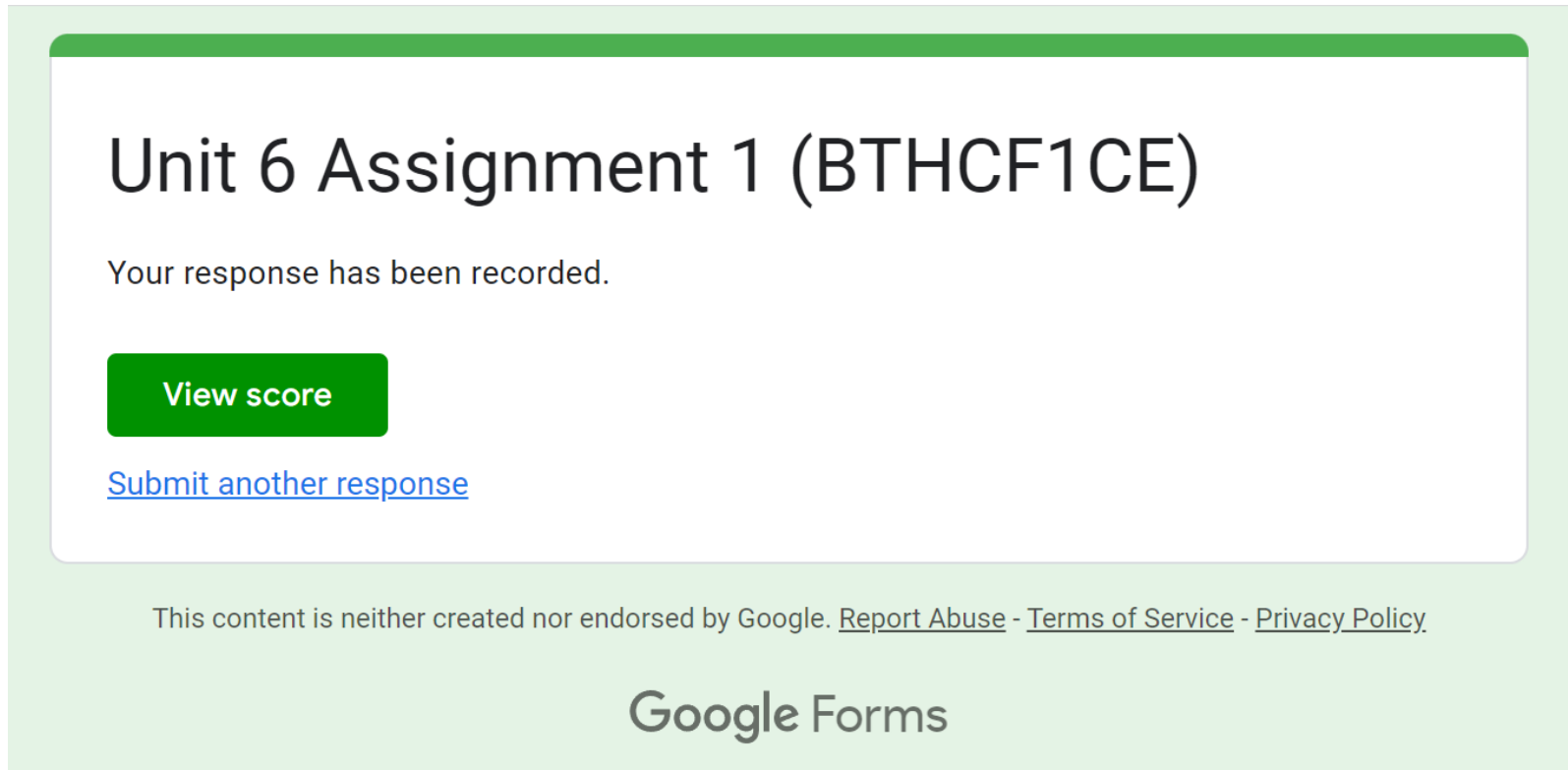
- <https://forms.gle/c2YMDtuh1KUwFTq6A>

- Due Feb. 2nd by 10:00pm

*No make-up assignment will be accepted since sufficient time (1 week) is given.

*Only the first submission will be graded.

- If you see a page indicates that your response has been recorded, that means I have got your response. There will be no need to email me for confirmation.



The image shows a screenshot of a Google Forms submission confirmation page. The page has a light green background. At the top, there is a green header bar. Below the header, the title "Unit 6 Assignment 1 (BTHCF1CE)" is displayed in a large, dark font. Underneath the title, the text "Your response has been recorded." is shown in a smaller, dark font. Below this text, there is a green button with the text "View score" in white. Under the button, there is a blue hyperlink that says "Submit another response". At the bottom of the page, there is a small line of text that reads "This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)." Below this text, the "Google Forms" logo is displayed in a large, dark font.

Unit 6 Assignment 1 (BTHCF1CE)

Your response has been recorded.

[View score](#)

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Google Forms

In-class Quiz 1 next week – vocab., modal verbs and zero conditional

- Vocab. pg. 69 (fill in the blanks)
- Modal verbs (fill in the blanks)
- Zero conditional (matching)
- Zero conditional (fill in the blanks)
- **Reminder: There will be no make-up quizzes unless you have a medical certificate**
- **Bring a pen. Pen will not be provided.**

6B Not so fast

Can you tell me the antonyms of the following words?

1. perfect
2. agree
3. successful
4. formal

VOCABULARY BUILDING Negative prefixes

A prefix can be added to the beginning of a word to change its meaning. Some prefixes give words the opposite meaning, for example:

im- (*imperfect* = not perfect)

dis- (*disagree* = not agree)

un- (*unsuccessful* = not successful)

in- (*informal* = not formal)

- 1 Work in pairs. Read the Vocabulary building box. Then complete the words below with *im-*, *dis-*, *in-* or *un-*. Use a dictionary if necessary.

Why being comfortable can be bad for your career

CEO Kathy Bloomgarden says that if you want to succeed, you need to be (1) uncomfortable. She believes that it's (2) impossible to grow unless you have challenges. She realized that only speaking one language was a (3) disadvantage in business, so she learned Arabic and Chinese.

Why being patient may not help you learn a new language

Blogger Benny Lewis believes that the best way to learn a language is to be (4) impatient. If you really want to succeed, you must be (5) unable to wait. He says that if you just start talking to people, your fear will (6) disappear. And talking to people is an (7) inexpensive way to learn!

3 Work with a partner. Look at the photo and the caption. Discuss the questions.

- 1 Where is this person? What is he doing? **He is in Lake Imja, in the Himalayas, swimming.**
- 2 How do you think he feels? **He feels cold, he might be frightened because of the cold, or he might feel exhilarated.**
- 3 Would you ever try something like this? Why? / Why not?



What are you really good at? What would you do if all of a sudden you failed at it? For 'pioneer swimmer' and National Geographic Adventurer of the Year Lewis Pugh, swimming has been a way to share his passion for the environment with the world. He has swum in every ocean in the world and in some dangerous places where people thought swimming would be impossible.

He swims to raise awareness for issues like global warming, but the swims often take place in extremely cold temperatures. After one scary and dangerous swim at the North Pole, Lewis reached a conclusion: no more cold-water swimming.

But in 2010, he heard about the snow disappearing from the Himalayas and wanted to tell the world about it. He made the decision to swim two kilometres (1.2 miles) across Lake Imja, a very cold lake near Mount Everest, at 5,300 metres (17,388 feet) above sea level.

On his first attempt, he failed. Unable to breathe normally at the high altitude*, he almost drowned. The experience was frightening.

However, Pugh learned something. He usually swims as fast as possible, fighting against the water. After all, don't all athletes try to be the fastest? But that was a disadvantage at high altitude. Members of his team said that he must forget everything he knew about swimming and swim slowly. Instead of struggling against the water, he must stay relaxed and move easily through it.

Two days after his near-death experience, Pugh returned to the lake for another try. He remained calm and slowly swam across it successfully. From his failure, he learned an important lesson: if at first you don't succeed, try something different – especially when you think you already know everything.

altitude *how high something is above the level of the sea*

Match the correct meaning with each word.

Match the words with the correct meaning.

Word		Meaning
1. pioneer (n.) (line 3)	(L)	A. an act of trying to do something, especially something difficult
2. adventurer (n.) (line 4)	(I)	B. a lack of success in achieving or doing something
3. passion (n.) (line 5)	(D)	C. to fight very hard
4. awareness (n.) (line 9)	(K)	D. an extreme interest in or wish for doing something
5. issue (n.) (line 9)	(E)	E. an important topic or problem
6. extremely (adv.) (line 10)	(H)	F. to continue to be in the same state or condition
7. conclusion (n.) (line 12)	(M)	G. to die from being under water for too long
8. attempt (n.) (line 20)	(A)	H. to a very great degree; very
9. drown (v.) (line 21)	(G)	I. someone who enjoys and looks for dangerous and exciting experiences
10. struggle (v.) (line 28)	(C)	J. to achieve something that you have been aiming for
11. remain (v) (line 32)	(F)	K. knowledge or perception of a situation or fact
12. failure (n.) (line 34)	(B)	L. a person who is among the first to study or develop something
13. succeed (n.) (line 35)	(J)	M. the final part of something

4 Read the article. Answer the questions.

- 1** Why does Lewis swim?
- 2** Where did he do a high-altitude swim?
- 3** What style of swimming was successful for him for most of his career?
- 4** What style of swimming was successful for the Lake Imja swim?
- 5** What lesson did Lewis learn through failure?

1. Why does Lewis swim?

To share his passion for the environment with the world.

2. Where did he do a high-altitude swim?

Lake Imja, near Mount Everest

3. What style of swimming was successful for him for most of his career?

swimming as fast as possible

4. What style of swimming was successful for the Lake Imja swim?

slow, relaxed swimming

5. What lesson did Lewis learn through failure?

He learned to try new things and to do things differently.

- 5** Read about cause and effect. Then read the article again and match the causes (1–4) with the effects (a–d).

Readings often present causes and effects – events that lead to other situations or results. Understanding cause and effect can help you understand how the ideas in the reading are connected.

Cause	Effect (the result)
I didn't study. →	I failed the exam.

I didn't study, **so** I failed the exam.

I failed the exam **because** I didn't study.

- 5** Read about cause and effect. Then read the article again and match the causes (1–4) with the effects (a–d).

Readings often present causes and effects – events that lead to other situations or results. Understanding cause and effect can help you understand how the ideas in the reading are connected.

- b 1** Lewis was afraid, **so** he decided he wouldn't swim in cold water ever again.
- a 2** Lewis wanted people to know about global warming, **so** he went swimming near Mount Everest.
- d 3** Lewis failed to swim across Lake Imja, **so** he changed his swimming style.
- c 4** Lewis changed his swimming style, **so** he succeeded in swimming across Lake Imja.
- a** He went swimming near Mount Everest.
- b** He decided he wouldn't swim in cold water ever again.
- c** He succeeded in swimming across Lake Imja.
- d** He changed his swimming style.

6 Match the pairs of synonyms from the article.

- | | |
|---|-----------------------------|
| b 1 conclusion (line 12) | a scary (line 11) |
| a 2 frightening (line 22) | b decision (line 16) |
| d 3 fight (line 24) | c attempt (line 20) |
| c 4 try (line 32) | d struggle (line 28) |
| e 5 calm (line 33) | e relaxed (line 29) |

CRITICAL THINKING Making inferences

Inference helps readers understand a meaning that isn't directly stated. For example, the article tells us that Lewis did two very difficult swims. It doesn't say directly that he's a strong swimmer, but we can make the inference that he must be a strong swimmer or he could not do those difficult swims.

- 7** Read the Critical thinking box. Then choose the word in each pair of opposites that best describes Lewis's style of swimming and personality. Use a dictionary if necessary.

- | | |
|---------------------|--------------|
| 1 lazy | hard-working |
| 2 confident | shy |
| 3 successful | unsuccessful |
| 4 afraid | brave |
| 5 weak | strong |

- 8** For each answer you gave in Exercise 7, underline the information in the article that supports your answer.

7 Read the Critical thinking box. Then choose the word in each pair of opposites that best describes Lewis's style of swimming and personality. Use a dictionary if necessary.

- | | |
|----------------------------|---------------------|
| 1 lazy | hard-working |
| 2 confident | shy |
| 3 successful | unsuccessful |
| 4 afraid | brave |
| 5 weak | strong |

8 For each answer you gave in Exercise 7, find information in the article that supports your choice.

Answers

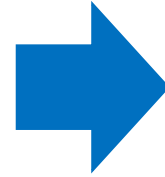
- 1** hard-working: *He has swum in every ocean in the world. (lines 6–7)*
- 2** confident: *He has swum ... in some dangerous places ... (lines 6–7), He made the decision to swim two kilometres ... at 5,300 metres ... above sea level. (lines 16–19)*
- 3** successful: *For 'pioneer swimmer' and National Geographic Adventurer of the Year Lewis Pugh ... (lines 2–4)*
- 4** brave: *Two days after his near-death experience, Pugh returned to the lake for another try. (lines 31–32)*
- 5** strong: *He has swum in ... some dangerous places where people thought swimming would be impossible. (lines 6–8), He usually swims as fast as possible, fighting against the water. (lines 23–24)*

6C Unexpected art
Grammar: Zero conditional

Conditional sentences have **two parts**:
the **if-clause** and the **main clause**.



Example 1



You turn on the light. The room lights up.

If you **turn** on the light,

← **if-clause**
= condition

the room **lights** up.

← **main clause**
= result

We use zero conditional sentences to talk about

- 1. Things that are real and always true**
- 2. Habits and routines**
- 3. Advice**
- 4. Instructions**



We use **zero conditional sentences** to talk about...

1. things that are real and always true
 - (e.g., scientific facts, general truths)



If it **rains**, the ground **gets** wet.
(=The ground **gets** wet **if** it **rains**.)

2. habits and routines
 - (often used with adverbs of frequency)



If my alarm **doesn't work**, my mum always **wakes** me up.
(=My mum always **wakes** me up **if** my alarm **doesn't work**.)

We use **zero conditional sentences** to talk about...

3. advice (main clause: imperative)



If you **have** problems, **ask** your family for help.
(=**Ask** your family for help **if** you **have** problems.)

4. instructions (main clause: imperative)



If you **are** the last to leave, **lock** the door.
(=**Lock** the door **if** you **are** the last to leave.)

**We use the simple present tense
both clauses.**



Example 2



You turn on the steam iron.

It gets hot.

Simple present tense

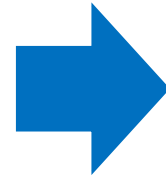
If you **turn** on the steam iron, it **gets** hot.

Simple present tense

The two clauses can come in any order.
But when the *if*-clause comes first, put a comma after it.



Example 3



You don't water flowers.

They die.

We add a comma after the *if*-clause.

If you don't water flowers, they die.

Flowers die if you don't water them.

We don't use a comma if the main clause comes first.

Example 4



What **happens** if I **turn** on the air conditioner?

If you **turn** it on, the air **becomes** cool.



**We can replace “if” with “when”,
“whenever” or “every time” in
Type 0 conditional sentences.**





What **happens if** I **turn** on the air conditioner?

When (=if) you **turn** it on, the air **becomes** cool.

Whenever (=if) you **turn** it on, the air **becomes** cool.

Every time (=if) you **turn** it on, the air **becomes** cool.



Question 1



(if / rain /
become wet)



What happens to the
streets if it rains ?

The streets become
wet if it rains.



Question 2



(if / do not
receive sunlight /
die)



Plants die if they do
not receive sunlight .

Question 3



(when / throw a
tennis ball /
fall down)



When you **throw a tennis ball**
into the air, it **falls down**.

Question 4



(if /
heat up ice /
melt



If you heat up ice,
it melts .

Question 5



(if /
drop glass cups /
break)



Glass cups break if you
drop them .

Question 6



(when /
heat water /
boil)



What happens when you
heat water ?

When you heat water, it boils /
Water boils when you heat it.



GRAMMAR Zero conditional

1 Work in pairs. Answer the questions.

- What do you really enjoy doing for fun?
- Can you imagine a job that would pay you to do something you love?

Zero conditional

*When you **do** what you love, you **love** what you do.*

*If you **don't risk** failure, you **can't** succeed.*

*When you **make** mistakes, you **can** learn a lot.*

2 Look at the examples in the Grammar box. Then answer the questions.

- 1** In each sentence, what verb tense is used in the *if* or *when* clause? **simple present tense**
- 2** What verb tense is used in the result clause of each sentence? **simple present tense**

3 Complete the article with these clauses. Write the correct letter (a-f).

a you travel to New York

b you aren't stopped from painting
on walls

c it doesn't feel like work

d people want to buy an artist's work

e if you work hard

f art galleries can sell it

When you love your job, (1) **c** . That's definitely the case with street artist Lady Aiko. If (2) **a** , you may see her work on buildings – and in art galleries. Some street artists have to work in secret, but when your work is as good as Lady Aiko's, (3) **b** . In fact, you can get paid to paint on them. And if a street artist's work becomes popular, (4) **f** . When (5) **d** , the artist is doing something right. Lady Aiko is successful because of bravery and persistence. When she started out, most street artists were men, and people were surprised to see a woman street artist. Lady Aiko shows that (6) **e** , you can change people's expectations.

Zero conditional to give advice

If you love street art, go to Rio de Janeiro.

When you go, visit the Selaron Steps.

If you visit the Selaron Steps, you should take a lot of photos.

- 4** Look at the examples in the Grammar box. Then answer the questions.
- The present simple**
- 1 In each sentence, what verb tense is used in the *if* or *when* clause?
 - 2 What verb form is used in the result clause when we give advice?
- imperative or should + infinitive**

5 Cross out one incorrect word in each piece of advice for artists.

- 1** If you want to be an artist, ~~should~~ do it – just start painting.
- 2** When you aren't sure what to do, you should ~~to~~ just keep painting – don't stop.
- 3** If ~~when~~ you want to grow as an artist, you should look at other people's work.
- 3** ~~If~~ when you want to grow as an artist, you should look at other people's work.
- 4** When you are ready for people to see your work, ~~if~~ you can put your photos on the internet.
- 5** When you feel like you're failing, ~~if~~ try to learn from the experience.

6 Choose the correct options to complete the article.

Escadaria Selarón

If you (1) *go / will go* to Rio de Janeiro, Brazil, you (2) *visit / should visit* the Escadaria Selarón – the Selaron Steps.

Artist Jorge Selarón started work on the steps as a hobby in 1990, but soon learned that if you (3) *love / should love* something, it can become your life's work. Before starting the steps, Selarón was a struggling painter. But soon, the steps became popular with both locals and tourists. When you first see the steps, you immediately (4) *notice / noticed* a lot of green, yellow, and blue – the colours of the Brazilian flag. According to Selarón, originally from Chile, the steps are his gift to the people of Brazil. When you (5) *can look / look* closely, you can see hundreds of words and pictures in the tiles. Selarón said that each tile tells a story. If that's true, then the stairs, made with four thousand tiles, (6) *had / have* four thousand stories to tell.

- 7** Complete the sentences with one word from the box in each space.

If like should try When work

1 If you like street art, you should look for Lady Aiko's work.

2 When/ If street artists become famous, they can make a lot of money.

3 If you work hard at something, your ability usually improves.

4 When you fail, try to learn from it.

5 When/ If an artist wants a bigger audience, they can put their artwork on the internet.

6 When you find something you love doing, you should make time for it.

“ We have to show them that they will be loved and accepted not for being perfect but for being courageous. ”

RESHMA SAUJANI

Read about Reshma Saujani and get ready to watch her TED Talk. ▶ 6.0



6D Teach girls bravery, not perfection

- We are going to watch a TED talk about teaching people to be brave.
- This is Reshma Saujani, who is the speaker in the video. In some of her talk, she contrasts girls and boys.
 1. A brave person **is** / isn't) independent.
 2. A brave person takes **risks** / plays it safe).
 3. A brave person is always (perfect / **is okay**) with making mistakes.



AUTHENTIC LISTENING SKILLS

Contrast

A **contrast** is when a speaker shows that two ideas, facts, or situations are different. Words such as *but* and *however* often mark contrasts. A speaker may also change their tone to mark contrast.

1 Read the Authentic listening skills box. Match the contrasting ideas in the extracts from the TED Talk.

- d 1** She tried, she came close, but
- a 2** She'll think that her student spent the past twenty minutes just staring at the screen. But
- c 3** Girls are really good at coding, but
- b 4** We have to begin to undo the socialization of perfection, but
- e 5** This was my way to make a difference ... The polls, however,
 - a** if she presses 'undo' a few times, she'll see that her student wrote code and then deleted it.
 - b** we've got to combine it with building a sisterhood* that lets girls know that they are not alone.
 - c** it's not enough just to teach them to code.
 - d** she didn't get it exactly right.
 - e** told a very different story.

- came close = almost did something, but didn't succeed
- socialization of perfection = teaching people, especially children, to be perfect in all that they do
- poll = the prediction of possible results in an election

sisterhood a group of girls or women who work together and help each other

4 Watch Part 1 of the talk. Choose the correct option to complete each sentence. ▶ **6.1**

1 Reshma started her career working in

a politics.

b banking.

c marketing.

2 She wanted to have a more active role in government to

a make more money.

b change things.

c raise money for others.

3 She tried for an elected job in government

a and won.

b but changed her mind.

c and lost badly.

4 She tells the story about running for government to show that

a she was perfect.

b she was brave for the first time.

c she was always brave.

5 Watch Part 2 of the talk. Answer the questions. ▶ 6.2

- 1 What does Reshma say that boys are rewarded for, but girls are taught to avoid? 1. **risk and failure**
- 2 What does she feel that girls lack? 2. **bravery**
- 3 What do students need to accept when they are learning to code? 3. **They will make mistakes.**
- 4 What do girls often think if they have problems with their code? 4. **The problem is with them, not the code.**
- 5 According to Reshma, why do girls often not answer questions? 5. **They don't want to be the only one who doesn't understand.**
- 6 According to Reshma, when should we teach girls to be brave? 6. **in schools, early in their careers**