

6 Inspiration

“The doorbell rang and it was a trick-or-treater dressed as my character. It was so cool.”

Jarrett Krosoczka
Author, TED speaker

UNIT GOALS

In this unit, you will ...

- talk about inspirational people.
- read about how someone became an author.
- watch a TED Talk about the events that inspired an author's career.

WARM UP

▶ **6.1** Watch part of Jarrett Krosoczka's TED Talk. Answer the questions with a partner.

- 1 What kind of books does Krosoczka write? [children's books](#)
- 2 Why did Krosoczka think the trick-or-treater was “so cool”? [They were dressed as a character from one of his books](#)

65

UNIT GOALS

The unit focuses on inspiration. Students will talk about inspiring people from history and their lives. They will read, listen, and watch a video about how inspiring people motivate us forward and change our lives. Students will share personal stories and explore how others have influenced them.

TED Speaker

Jarrett Krosoczka is the author and illustrator of children's books and graphic novels.

TED Talk Summary

Jarrett Krosoczka tells the story of how he became successful despite having a childhood that was filled with challenges. He talks specifically about the many people along the way who gave him inspiration by praising his drawings and encouraging him to continue. This helped him believe in himself and persevere despite setbacks. Now he publishes books and works to inspire others.

Idea Worth Spreading

Inspiration comes from many surprising places, and we can use our talents to pass on that inspiration to others.

6

Inspiration

WARM UP

Have students look over the picture, caption, and quote on the page. Read the quote aloud. Elicit or review the meaning of *trick-or-treater*.

Language Note

Trick-or-treating is a tradition that is part of Halloween, a holiday celebrated on October 31 every year. Halloween is mostly celebrated in the United States, but the holiday is growing in popularity worldwide. On Halloween night, children dress up in costumes and go door-to-door in their neighborhoods to ask for candy. The custom is called *trick-or-treating*, and the revelers are referred to as *trick-or-treaters*.

▶ **6.1** Play the preview clip of the TED Talk.

For question 1, note that students will infer their answers, so ideas may vary. If a trick-or-treater dressed up as his character, it is likely that he writes books with cartoons in them, probably for kids. In fact, Krosoczka writes and illustrates picture books and graphic novels for kids.

For question 2, ask students to imagine how they would feel if they were an author, and a trick-or-treater came to their house dressed up like one of their characters. For Krosoczka, it was an exciting moment as he felt the reality of his success as an author who inspires kids.

➔ **EXTENSION ACTIVITY** Ask students to look at the photo of Krosoczka in his studio on page 65. Have students work in pairs to discuss the positive and negative aspects of working as an author/illustrator.

Inspiring people

LESSON OVERVIEW

Aims: Learn words for talking about inspiring people; listen to someone talk about their inspiration; practice talking about inspiring people

Target Vocabulary: be a role-model, change someone's life, encourage someone, give advice, show someone that, support someone

VOCABULARY

A Have students work individually to complete the sentences.

▶ **6.2** Play the audio/video and check answers as a class. Go over each sentence and the meaning of the vocabulary term.

B Explain that students are going to rewrite two or three sentences using personal information. Tell students to think about who supported, inspired, or gave them great advice or encouraged them to change. Ask them to think about people who made an impact on their lives. Read the example sentence in the blue bubble.

Give students a few minutes to think about their lives and write the sentences.

C Have students work in pairs. Model the example with a volunteer. Point out that the partner who is listening can ask follow-up questions like in the example. Tell students to use this activity as a chance to share and get to know each other better.



A boy and his father launch a model rocket.

6A Inspiring people

VOCABULARY Sources of inspiration

A ▶ **6.2** Complete the sentences with words from the box. Listen and check your answers.

changed
showed

encouraged
supported

gave
was

- 1 "When I met my best friend Maria, she completely changed my life."
- 2 "My biology teacher, Mrs. Chang, encouraged me to become a scientist."
- 3 "My first boss was a great role-model for me when I first started work."
- 4 "My mother showed me that it's possible to stay positive even in difficult times."
- 5 "I was lucky that my parents always supported my career in music."
- 6 "My grandfather always gave me great advice when I was young."

B Change two or three of the sentences in **A** to make them true for you.

C Work with a partner. Read your sentences to each other. Ask questions as you listen.

My older brother was a great role-model for me when I was a child.

Yeah? In what way?

66

Content Note

A *role-model* is someone whom others admire and want to be like.

When you *give advice* to someone, you try to make suggestions to guide them in making positive choices.

To *follow your heart* or *follow your passion* means that you choose to do what makes you feel happy and fulfilled.

➡ **EXTENSION ACTIVITY** Ask students to think of a time when they supported or encouraged someone. Tell them to share the story with their partner. What happened after the experience? How did the other person's life change?

LISTENING My inspiration

Hedging

It is common for English speakers to use certain words or phrases to indicate uncertainty. Common hedging words include:
probably possibly maybe perhaps

- A** ▶ **6.3** Franklin Chang Díaz is a former NASA astronaut. Who does he describe as his “number one hero”? Watch and circle the correct answer.

a his science teacher b a famous astronaut **c his father**

- B** ▶ **6.3** Watch again. Circle **T** for True or **F** for False.

- As an astronaut, Chang Díaz went into space only once.
- Chang Díaz became interested in space when he was a child.
- Chang Díaz’s father was a scientist.
- Chang Díaz believes he is an inspiration for others.

T **F**
T **F**
T **F**
T **F**

CRITICAL THINKING

Inferring Chang Díaz says that “Inspiration is in many ways a bit of a chain.” What does he mean by this? Discuss with a partner. *Answers will vary*

SPEAKING Talking about an inspirational person

- A** ▶ **6.4** What was the music teacher’s advice? *follow your passion in life*

A: When did you graduate from university?

B: *About three* years ago. I kind of miss being a student. *A couple of / Just a few*

A: I know what you mean. What *did you study*? *did you major in / was your major*

B: Business administration. What about you?

A: I majored in music.

B: Yeah? Why did you choose that?

A: I had a great music teacher at school.

She *really inspired me*. *was really inspiring / was an inspiration*

B: That’s cool.

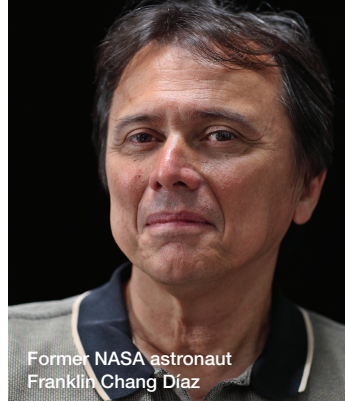
A: Yeah. She always *told me to* follow my passion in life. *advised me to / said that I should*
It was really great advice.

- B** Practice the conversation with a partner. Practice again using the words on the right.

- C** Think of three inspiring people. Use these examples or think of others. Tell your partner why they inspire you.

a family member a teacher a leader an athlete a historical figure

Serena Williams is really inspiring. She’s an amazing athlete who never gives up and always wants to improve.



Former NASA astronaut
Franklin Chang Díaz

Díaz’s father was a risk taker, and that made him want to take risks and live an exciting life, too.

- C CRITICAL THINKING** Read the quote aloud. Note that students’ answers will be inferred somewhat based on what they heard in the video. When Díaz refers to *a chain*, he means that it gets passed on from one person to another. If we live inspiring lives, our children and grandchildren will see that and be inspired, too.

SPEAKING

- A** Read the question aloud. Ask students to read along as they watch.

▶ **6.4** Play the audio/video. Have students check answers in pairs. Ask *When did the speaker graduate from the university?* (about three years ago) Point out the expression *That’s cool*. Explain that this is a casual phrase to show that you find something interesting or impressive.

- B** Model the conversation aloud with a student. Then have students work in pairs to practice. Make sure they alternate between A and B roles. Tell students to try using the substitutions for the words in blue.

- + SUPPORT** Play the audio/video again, pausing after each sentence so that students can repeat.

- C** Read aloud the examples of inspiring people. Point out that the person can be someone students know personally, someone famous, or someone historical. Elicit some other possibilities: a friend, a boss, a coach, etc. Model the example aloud. Elicit why the speaker finds Williams so inspiring. (She never gives up and always wants to improve.)

- ➡ EXTENSION ACTIVITY** Ask students to write a timeline of inspiring encounters in their lives. Tell them to mark points on the timeline when someone gave them good advice or inspired them to make a change. Have them also write the events that happened after that encounter. Have students explain their timeline to a partner or small group.

LISTENING

Read **Hedging** aloud as students read along. Explain that to *hedge* means to use words that keep you from being totally committed to what you’re saying. By hedging, you are inserting a degree of uncertainty. Read the words aloud as students practice pronunciation.

- A** Read the question aloud. Point out that they only need to listen for that information. Encourage them to predict what the answer is going to be.

- ▶ **6.3** Play the audio/video. Check answers as a class. Ask students if they predicted it would be his father, or if they thought it might be someone else.

- B** Give students time to preview the task.

- ▶ **6.3** Play the audio/video again. Have students check answers in pairs. Elicit some more information about the video. Ask, *What word does Díaz use to describe his father?* (*adventurer*) Elicit what this means and how it inspired Díaz. If necessary, explain that

Inspiring words

LESSON OVERVIEW

Aims: Understand an infographic about famous inspiring people; use reporting verbs; report advice given by others

Infographic Summary: A survey of 2,000 people voted the three most inspiring people in history as Nelson Mandela, Mahatma Gandhi, and Steve Jobs.

LANGUAGE FOCUS

A Before students open their books, tell them that they are going to see the top three results of a survey about the most inspiring people of all time. Give them a hint that the people all lived in the 20th century. Direct students to write their guesses. Then have them open their books to check.

▶ 6.5 Play the audio/video as students read along. Then give them additional time to look over the infographic. Have a class discussion to elicit any additional information about each person.

B Have students preview the task. Point out that both people are mentioned somewhere in the infographic.

▶ 6.6 Play the audio/video. Have students work individually to complete the chart. Check answers in pairs. Elicit more details about the two people. Ask *What is da Vinci most known for?* (painting) *Whose picture did Frida Kahlo paint the most?* (herself)

C Have students read over the language chart.

▶ 6.7 Play the audio/video, stopping to have students repeat each reported speech sentence. Draw their attention to the verbs being used and the verb tenses. Explain the use of reported speech. Direct students to page 156 for additional information.

Inspiring words

LANGUAGE FOCUS Discussing inspirational people

A ▶ 6.5 Read the information. What else do you know about these people? *Answers will vary*



B ▶ 6.6 Listen to someone talking about two people he admires. Complete the chart.

Who does he admire?	Why does he admire them?
1 Leonardo da Vinci	He was good at so many things.
2 Frida Kahlo	She was such a strong person.

C ▶ 6.7 Watch and study the language in the chart.

Reporting what someone said

"I admire Frida Kahlo."	He said He told me	(that) he admired Frida Kahlo.
"I don't know much about her."	He said He told me	(that) he didn't know much about her.
"Follow your dreams." "Don't be afraid."	He told me to follow my dreams. He told me not to be afraid.	

For more information on **reported speech**, see Grammar Summary 6 on page 156.

Grammar Note

The language chart introduces reported speech using *said* and *told*. *Reported speech* paraphrases a direct quote. It communicates what that person said without using the exact same language.

Note that in reported speech, there is often (though not always) a change in tense from direct speech. This is illustrated in the grammar chart, where the direct speech is in simple present tense, but when reported, changes to simple past.

In reported speech, the word *that* can optionally follow the reporting verb: *He said that she inspired him.* / *He said she inspired him.*

The verb *tell* is always followed by the object who received the information: *He told me that she inspired him.* When *tell* is used to report a command or advice, the verb is in the infinitive: *He told me to go to school.*

D Circle the correct option to complete each sentence.

- My teacher (**said** **told**) me not to interrupt while other people are talking.
- My father (**said** **told**) that he had two jobs when he was a student.
- Her older brother (**said** **told**) her to take her piano lessons more seriously.
- My coach (**said** **told**) me that I was his most promising new player.
- Our professor always (**said** **told**) us that there was no success without failure.

E Rewrite the sentences as reported speech.

- "Think carefully about your future." My dad told me to think carefully about my future.
- "I want to lead our country someday." My sister said she wanted to lead our country someday.
- "Don't make the same mistake twice." The teacher told her not to make the same mistake twice.
- "I don't want to stand in your way." My mother told me she didn't want to stand in my way.
- "I don't worry about the little things." My grandfather said he didn't worry about the little things.

F **6.8** Find and correct the four mistakes in this paragraph. Listen and check your answers.

At 18 years of age, Frida Kahlo was involved in an accident that changed her life forever. Her school bus hit a streetcar, and she broke her back. She had to spend many months in bed. During this time, she discovered her love of painting. Kahlo painted many **said** self-portraits. She once **told** that she painted herself because she was the subject she knew best. After her long recovery, she met painter Diego Rivera. He **told** recognized her talent and **said** her to keep painting. **wanted** A few years later, Rivera said that he **want** to marry **was** her. She told him that she **is** happy to become his wife and accepted his marriage proposal. It would be the beginning of a long but difficult marriage.



SPEAKING Getting advice

A Think of two people who gave you advice. Complete the chart with notes.

	Person	Advice
1		
2		

B Work in a group. Share your advice. Can others guess who gave you the advice (and if you took it)?

Someone told me to take up acting in high school.

Was it a teacher?

69

SPEAKING

A Give students time to think about useful advice they have received in the past. Tell them to write it in the chart as a direct quote.

B Tell students that they are going to share the advice in groups. Model the example with a volunteer. Point out that the speaker uses *someone* instead of naming the person who gave the advice. Explain that this is because groups will listen to the reported speech advice and try to guess who said it. Tell groups to also comment on whether they think the advice was followed or not. Ask the speaker to reveal who said the piece of advice and how it changed or didn't change their lives.

EXTENSION ACTIVITY Have students look at the full list of 100 inspirational people online at raconteur.net/culture/the-worlds-most-inspirational-people. Ask them to choose one person on the list and find out more about him or her. Tell students to work individually to write a paragraph about the person to read to the class. Tell them to include one quote by the person and introduce it using reported speech.

D Have students work individually. Check answers as a class, reviewing the grammar for each sentence.

E Have students work individually to write the sentences. Have them compare their answers in pairs. Then check answers by calling on pairs to read each reported speech sentence aloud.

F Have students work individually to find and correct the mistakes in the paragraph.

6.8 Play the audio/video to check answers.

CHALLENGE Have students work in pairs to go online and find some examples of Frida Kahlo's paintings. Ask them to share their impressions with each other.

Inspiring lives

LESSON OVERVIEW

Aims: Read and comprehend an article about a children's author; understand sequence and details

Target Vocabulary: celebrate, encouragement, fan mail, give up

Reading Summary: Author Jarrett Krosoczka had a difficult childhood, during which he says his best friends were characters from books. He wrote stories and drew pictures because he loved it, and as his skills grew, his grandparents and teachers encouraged him to continue. Then the experience of meeting a child with cancer influenced him to start focusing his efforts on making children's books instead. He is now a widely published children's author who has never forgotten those who encouraged and supported him along the road to success.

PRE-READING

A Have students work in pairs. Tell them to brainstorm some themes and topics that the book might be about. Ask for volunteers to share some of their ideas. Ask students to also share their impression of the book from its cover.

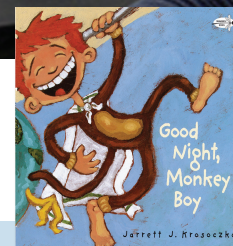
B Explain that *scan* means to read something quickly to find specific information. Ask students what keywords they can look for that might help them find out more about the book in the passage. (the book title) Check answers as a class, eliciting the paragraph number where the information was found. Point out that book titles are usually italicized, which makes them even easier to find. Ask students to raise their hands if they want to read the book.



6C Inspiring lives

PRE-READING Scanning

- A** Work with a partner. Look at the book cover on the right. What do you think it's about?
Answers will vary
- B** Scan the text to check your idea. Do you think you'd enjoy reading the book?
a story about a young energetic boy



6.9

- 1 On Jarrett Krosoczka's 14th birthday, his grandparents gave him a gift—a drawing table. During dinner that night, the fortune¹ in his fortune cookie said, "You will be successful in your work." He taped it to the table.
- 2 Krosoczka came from a troubled family—his parents were never around, and he had few friends. His best friends at the time were the Teenage Mutant Ninja Turtles, and other characters he read about in books. When he was in the third grade, his grandparents adopted him. "They loved me so much," he says, "and they supported my creative efforts."
- 3 Even as a young boy, Krosoczka loved drawing and writing stories. He was lucky in that he found **encouragement** both at home and at school. One teacher in particular stood out for him: his first-grade teacher, Mrs. Alisch. "I can just remember the love that she offered us as her students," he recalls.
- 4 When he was 17, he volunteered at a camp for sick children called Hole in the Wall. There he met Eric, a kid with leukemia. Eric sadly didn't live

to see his sixth birthday. It was an inspirational experience that Krosoczka said changed his life—it was the pivotal² moment that made him want to write picture books for children.

After graduating from art school, Krosoczka struggled to publish his work, but he never **gave up**. He eventually published his first book, *Good Night, Monkey Boy*—a story about a young, energetic boy who never wants to go to bed. His local newspaper **celebrated** the news, and he signed copies of the book at a local bookstore. Many of the people who inspired him were present at the event, including his friends, grandparents, and even several of his teachers. Mrs. Alisch, his first-grade teacher, cut in front of the line and proudly said, "I taught him how to read." It was a very special moment for Krosoczka.

Krosoczka is now a successful artist. His readers clearly love his books, and he receives **fan mail** from kids all over the world. Interestingly, he still draws on that same table he got on his 14th birthday, and the fortune is still taped to it.

¹ *fortune*: *n.* a prediction about your future

² *pivotal*: *adj.* of vital or critical importance to something

Language Note

A *drawing table* is a desk used by graphic artists and architects. It is a large desk that slants forward so that the user can sketch and draw more easily.

To *publish* work or a book means to have it made available in a print or digital form to a larger audience. A writer or an illustrator often receives money for a *published* work.

The term *fan mail* refers to a kind of correspondence sent by a fan. A *fan* is someone who admires the work of someone. Remind students they learned the expression *fan fiction* in **Unit 4**.

UNDERSTANDING MAIN IDEAS

Choose the best subhead for each paragraph.

- 1 Paragraph 3

a

Early love of art

b A make-believe world
- 2 Paragraph 4

a Celebrating success

b

A writer is born
- 3 Paragraph 5

a

Success at last

b Funny fan mail

UNDERSTANDING SEQUENCE

Number the events from 1 to 5 in the order they happened.

- 4

Krosoczka published his first book.
- 2

Krosoczka began to volunteer with sick children.
- 3

Krosoczka graduated from art school.
- 5

Krosoczka's first-grade teacher attended his book signing.
- 1

Krosoczka got a fortune cookie that said he would be successful.

UNDERSTANDING DETAILS

Match the two parts of the sentences.

- 1 The Teenage Mutant Ninja Turtles

2 Krosoczka's grandparents

3 Krosoczka's parents

4 Eric

5 Mrs. Alisch

6 Kids around the world
- adopted him.

taught him to read.

sent him fan mail.

inspired him to write children's books.

were never around.

were his best friends.

BUILDING VOCABULARY

A Circle the correct option to complete each sentence.

- 1 You give encouragement when you want someone to _____.

a

keep trying

b stop what they're doing
- 2 If you gave up during a competition, you _____.

a

quit

b won
- 3 Students are likely to celebrate when they _____ an exam.

a

pass

b fail
- 4 You might send fan mail to _____.

a a family member

b

a famous person you like

B CRITICAL THINKING

Evaluating What do you think are the best things about being a children's author? What are the challenges? Discuss with a partner.
Answers will vary

BUILDING VOCABULARY

A Ask students to go back to the reading passage to see each word used in context. Have students work individually before checking answers as a class. Elicit example sentences for each vocabulary word.

B Critical Thinking Read the questions aloud as students read along. Give students a few minutes to think about their answers before discussing in pairs. After pairs discuss, have them get together with another pair to share their ideas. Point out that students' opinions will likely vary, but this makes for a more interesting conversation.

EXTENSION ACTIVITY Have students work in small groups to find out more about another of Krosoczka's books. Ask them to go to his website to gather information about one title. Explain that groups are going to present what they learn about the book to the class.

Content Note

One of Krosoczka's most popular series is about a woman who works in a school cafeteria. She is a superhero who serves food to kids during the day and fights crime at night. There are nine Lunch Lady graphic novels that follow the adventures of this tough, funny, and beloved character.

UNDERSTANDING MAIN IDEAS

6.9 Play the audio as students read along. Point out the glossary at the bottom of the reading with the definitions for students to check while reading, or beforehand. Explain any key terms that students might not be familiar with.

Have students work individually to complete the activity before checking answers in pairs. If necessary, explain that a subheading is like a heading or title for a specific section of a passage.

UNDERSTANDING SEQUENCE

Explain that sequence is the order in which events happen. Have students work individually. Check answers as a class, eliciting where each event is found in the passage.

UNDERSTANDING DETAILS

Have students work individually. Check answers as a class, eliciting the purpose of each detail. Ask What idea in the passage does this detail support?

How a boy became an artist

LESSON OVERVIEW

Aims: Watch and understand someone sharing his personal history; observe using voice effectively

Target Vocabulary: colossal, compliment, illustrator

TED Talk Summary: Jarrett Krosoczka tells the story of meeting an author when he was a child who gave him two words of encouragement, “Nice cat.” These words buoyed the boy who knew from a young age that drawing and writing were his passions. At school, he used his skills to make friends and got the attention of teachers who encouraged him to continue. As a young adult, he was still drawing but not meeting with success until he met a child who gave him the inspiration for the character of his first published book. He is honored to receive correspondence from fans and is very thankful for them and all the people who inspired him along the way.

PREVIEWING

Have students read the paragraph individually. Remind them that they saw the preview video of the TED speaker in the **Warm Up**. Check answers as a class, eliciting sample sentences for each vocabulary word.

VIEWING

A Have students preview the task.

▶ **6.10** Play Part 1 of the TED Talk. Then play the check-your-answers part of the video. If time permits, have students work in pairs to share a compliment that someone has paid them. Explain the meaning of any unfamiliar language. Suggestions for Part 1 include *do for a living*, *sauntered*, and *imagination*.

How a boy became an artist

TED TALKS

JARRETT KROSOCZKA is an author and **illustrator**. In his TED Talk he describes a **compliment** he received that made a **colossal** difference in his life. His idea worth spreading is that inspiration often comes to us in unexpected ways and that we can use our own talents to inspire others.



PREVIEWING

Read the paragraph above. Circle the correct option for each sentence below. You will hear these words in the TED Talk.

- 1 The **illustrator** of a book is the person who (~~writes it~~ / draws the pictures).
- 2 If you give a **compliment**, you say something (nice / ~~bad~~) about someone.
- 3 A **colossal** failure is a (very big / ~~really small~~) failure.

VIEWING

A ▶ **6.10** Watch Part 1 of the TED Talk. Circle the correct answers.

- 1 Who was Jack Gantos?
 - a an author
 - b a teacher
- 2 How did Gantos inspire Krosoczka?
 - a He complimented Krosoczka on his drawing.
 - b He helped Krosoczka write a story.
- 3 What did Krosoczka start to do after school?
 - a write letters to famous authors
 - b write his own stories

B ▶ **6.11** Watch Part 2 of the TED Talk. Check [✓] each box to show if the statement refers to Mr. Greenwood or Mr. Lynch. Some statements refer to both.

	Mr. Greenwood	Mr. Lynch
a complimented him on his drawing	✓	✓
b said he should be the school cartoonist	✓	□
c asked him to stop drawing in class	✓	□
d told him to forget everything he learned	□	✓

C ▶ **6.12** Watch Part 3 of the TED Talk. Work with a partner. Explain why each thing below is important to Krosoczka.

- a an email that said, “Nice work!”
It was from an editor at a publishing company asking to meet.
- b the date June 12, 2001
It is the date his first book was published.
- c a Monkey Boy birthday cake
The picture was his first piece of fan mail.

B Have students preview the task. Note that they should pay careful attention to the names they hear in the video.

▶ **6.11** Play Part 2 of the TED Talk. Have students check answers in pairs. Ask them to paraphrase one of the stories in their own words. Explain the meaning of any unfamiliar language. Suggestions for Part 2 include *funny*, *ninth grade*, *commotion*, *cartoonist*, and *the color drained from (his) face*.

C Have students preview the task. Encourage them to practice their note-taking skills while listening for the significance of each event.

▶ **6.12** Play Part 3 of the TED Talk. Have students check answers in pairs. Explain the meaning of any unfamiliar language. Suggestions for Part 3 include *RISD*, *set up shop*, and *happened to*.

D CRITICAL THINKING

Inferring Why do you think Krosoczka has a framed photo of the Monkey Boy cake on his desk? **Answers will vary**

**VOCABULARY IN CONTEXT**

- ▶ **6.13** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.
1.b 2.b 3.a 4.b

PRESENTATION SKILLS Using your voice effectively

You can make your presentation clearer and more memorable by using your voice effectively. You can raise or lower your voice, stress words, vary your speed, pause, or even change your voice to indicate you're quoting another person.

- A** ▶ **6.14** Watch part of Jarrett Krosoczka's TED Talk. Notice how he speaks very softly when he's telling the story of the visiting author. Why do you think he does this? **Answers will vary**

- B** ▶ **6.15** Now watch two other TED speakers. What does each person do with his voice? Choose the correct answers.

1 A. J. Jacobs

- ☒ **a** He speeds up and stresses key words. **b** He slows down and speaks very softly.

2 Roman Mars

- a** He makes his voice much higher. ☒ **b** He slows down and pauses between words.

- C** Work with a partner. Read the text below in different ways. How does the meaning change?

emphasizing key words pausing at key moments using your grandmother's voice

My grandmother was an inspiration to me. One day I was upset with a grade I got at school, and she said, "Just do your best. No one should expect more than that." I looked at her for a moment but didn't say a word. And deep in my heart, I knew she was right.

73

- D CRITICAL THINKING** Read the question aloud. Have students work in pairs to discuss their thoughts and opinions. Note that students also learned that Krosoczka kept the fortune from the fortune cookie that told him he would be successful. Students can infer that Krosoczka likes to keep mementos to remind him of how his hard work has led to success in doing what he loves.

Language Note**Part 1**

What you *do for a living* refers to your job.

When someone *saunters*, they walk slowly with a smooth stride.

The term *imagination* can refer to our ability to be creative in our thinking, as well as our ability to pretend or imagine stories.

Part 2

Something that is *funny* is humorous.

The *ninth grade* is the first year of high school in the U.S. education system.

A *commotion* is a loud noise that disturbs others.

A *cartoonist* draws comics.

When *the color drains from someone's face*, he or she is having a strong emotional reaction to a situation.

Part 3

RISD stands for Rhode Island School of Design, the college that Krosoczka attended.

When someone *sets up shop*, he or she starts a new business.

When Krosoczka says he "*happened*" to be in New York, the emphasis on the word *happened* (in the script, it is in quotation marks) shows us that actually he didn't just happen to be there; he went there on purpose.

VOCABULARY IN CONTEXT

- ▶ **6.13** Play the video. After each question is displayed on screen, pause the video and elicit answers from the class. Continue playing the video to check answers.

PRESENTATION SKILLS

Read the information aloud about **Using your voice effectively** as students read along. As you read, demonstrate each of the techniques listed for using your voice.

- A** Have students preview the task. Point out that they will have to infer his purpose by observing the context of the situation.

- ▶ **6.14** Play the video. Check answers as a class.

- B** Have students preview the task.

- ▶ **6.15** Play the video. Check answers as a class. Play the video again if necessary to go over how each speaker uses their voice.

- C** Go over the meaning of the three techniques listed. Explain that students can use the tone of their voice to emphasize keywords. Note that the emphasis and delivery will change, and that may affect how some people interpret the meaning of the story.

A world of inspiration

LESSON OVERVIEW

Aims: Create and discuss a fictional dinner party; use language to ask about what someone knows; write a description of an inspiring person

COMMUNICATE

- A** Have students work individually. Tell them that they can include people they've talked about in activities during the unit. Ask students to list as many people as they can think of. Tell them to use the categories given and to also think about people they admire.
- B** Have students work in pairs. Tell them to share their lists, giving reasons for each person. Read the phrases for **Asking about what someone knows**. Explain that students can use any of these phrases to introduce the person to their partner. Note that these phrases are also useful to introduce any facts or history about the person when explaining further about one of their choices. Ask pairs to then decide which six people to invite to their dinner party. Point out that they don't have to choose only famous people, but can include personal heroes as well.
- C** Encourage partners to decide on the seating chart based on which guests they think will have the liveliest and most interesting conversations with one another. Tell them they can also introduce people from different time periods by seating them next to each other. Give pairs time to complete their seating charts before finding another pair to work with.
- D** Model the example aloud. Tell pairs to take turns introducing their guest lists and seating charts. Explain that they should give reasons for the guests they invited, as well as for the seating

A world of inspiration

COMMUNICATE A lively dinner party

- A** Work alone. Write a list of people that you find inspirational. Think about people from the following categories.

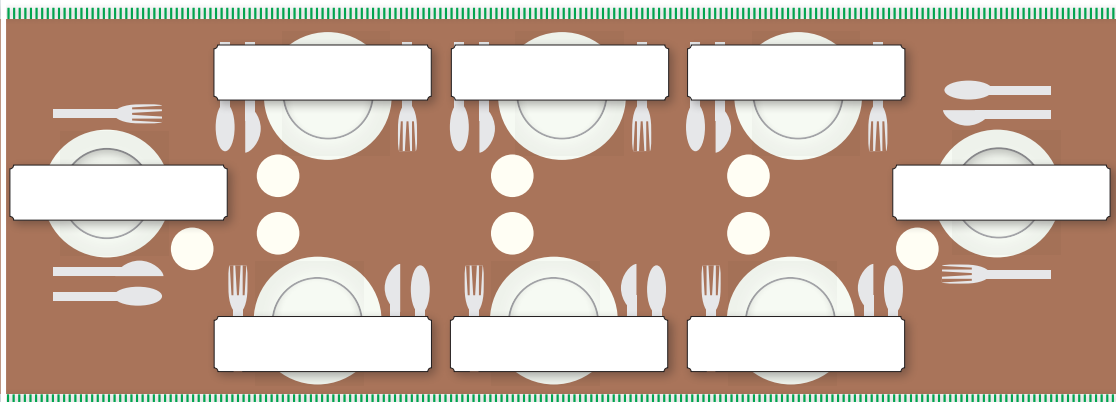
political figures writers	athletes artists	musicians adventurers	entertainers scientists
------------------------------	---------------------	--------------------------	----------------------------

- B** Work with a partner. Imagine you are having a small dinner party for eight people (including you and your partner). You can invite anybody you like from your lists of inspirational people. Decide on six people to invite. Give reasons for your answers.

Asking about what someone knows

Do you know ...? Have you heard of ...? Are you familiar with ...?

- C** Now decide on the seating plan. You want an interesting party with a lively discussion of ideas. Decide who should and shouldn't sit where.



- D** Work with another pair. Describe your dinner party and give reasons for your seating plan.

WRITING An inspiring person

Who do you think is inspirational? Write about them. It could be a famous person or someone you know personally. What makes the person so inspirational to you?

My older sister Rebecca has always been a great role-model for me. She's always been very ambitious and has worked so hard to get where she is today. She's shown me that anything is possible as long as you try your best.

74

plans. Encourage the pairs who are listening to ask questions to get more information.

- ★ **CHALLENGE** After both pairs have presented, ask them to make one suggestion for a change in the seating plan, and explain why.

WRITING

Have students preview the task. Point out that students can write about someone famous or someone that they know personally. Read the model aloud as students read along. Ask students

to explain who the person is, and why they find that person inspirational. If time permits, have students work with a new partner to share their paragraphs. If necessary, give students time to do a little research online before they write their paragraphs.

- ➡ **EXTENSION ACTIVITY** Have students read their paragraphs to the class using techniques they learned in the **Presentation Skills** in **Lesson D**.