


THIRD EDITION

# SUMMIT 1A

JOAN SASLOW ALLEN ASCHER

with WORKBOOK

 Pearson

زبانکده آوس  
  
www.avasshop.ir

 CSE  
Global Scale of English

## Summit: English for Today's World Level 1A with Workbook, Third Edition

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Pearson, 221 River Street, Hoboken, NJ 07030

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Cover credit: Tonis Pan/Shutterstock

Text composition: emc design ltd

Library of Congress Cataloging-in-Publication Data

Names: Saslow, Joan M., author. | Ascher, Allen, author.

Title: Summit : English for today's world / Joan Saslow and Allen Ascher.

Description: Third Edition. | White Plains, NY : Pearson Education, [2017]

Identifiers: LCCN 2016017942 | ISBN 9780134096070 (book w/ CD) | ISBN

9780134176888 (book w/ CD) | ISBN 013409607X (book w/ CD)

Subjects: LCSH: English language--Textbooks for foreign speakers. | English language--Rhetoric. | English language--Sound recording for foreign speakers.

Classification: LCC PE1128 .S2757 2017 | DDC 428.2/4--dc23

LC record available at <https://lccn.loc.gov/2016017942>

### Student Book

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### Workbook

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**Illustration credits:** Leanne Franson, p. 3, 21, 27.

Printed in the United States of America

ISBN-10: 0-13-449887-9

ISBN-13: 978-0-13-449887-4

1 17

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## WORKBOOK

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# LEARNING OBJECTIVES

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 1</b> <b>Outlook and Behavior</b> PAGE 2	<ul style="list-style-type: none"> <li>Describe your personality</li> <li>Discuss someone's behavior</li> <li>Compare perspectives on world problems</li> <li>Discuss creative ways to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe personality traits</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Adjective suffixes <i>-ful</i> and <i>-less</i></li> </ul>	<ul style="list-style-type: none"> <li>Gerunds and infinitives: review and expansion</li> <li>Verbs that require a noun or pronoun before an infinitive</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Infinitives: review, expansion, and common errors</li> <li>Grammar for writing: parallelism with gerunds and infinitives</li> </ul>
<b>UNIT 2</b> <b>Music and Other Arts</b> PAGE 14	<ul style="list-style-type: none"> <li>Describe how you've been enjoying the arts</li> <li>Express a negative opinion politely</li> <li>Describe a creative personality</li> <li>Discuss the benefits of the arts</li> </ul>	<ul style="list-style-type: none"> <li>Elements of music</li> <li>Negative descriptions of music</li> <li>Describing creative personalities</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Using participial adjectives</li> </ul>	<ul style="list-style-type: none"> <li>The present perfect continuous</li> <li>Cleft sentences with <i>What</i></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Finished and unfinished actions: summary</li> <li>Noun clauses: review and expansion</li> <li>Grammar for Writing: noun clauses as adjective and noun complements</li> </ul>
<b>UNIT 3</b> <b>Money, Finance, and You</b> PAGE 26	<ul style="list-style-type: none"> <li>Express buyer's remorse</li> <li>Talk about financial goals and plans</li> <li>Discuss good and bad money management</li> <li>Explain reasons for charitable giving</li> </ul>	<ul style="list-style-type: none"> <li>Describing spending styles</li> <li>Expressing buyer's remorse</li> <li>Good and bad money management</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Expressing regrets about the past: <i>wish</i> + past perfect; <i>should have</i> / <i>ought to have</i> + past participle; <i>if only</i> + past perfect</li> <li>Completed future actions and plans: The future perfect and perfect infinitives</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>The past unreal conditional: inverted form</li> <li>The future continuous</li> <li>The future perfect continuous</li> </ul>
<b>UNIT 4</b> <b>Clothing and Appearance</b> PAGE 38	<ul style="list-style-type: none"> <li>Describe clothing details and formality</li> <li>Talk about changes in clothing customs</li> <li>Examine questionable cosmetic procedures</li> <li>Discuss appearance and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe fashion</li> <li>Describing clothes</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Compound words with <i>self-</i></li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers: review and expansion</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li><i>A few</i> / <i>few</i>; <i>a little</i> / <i>little</i></li> <li>Quantifiers: using <i>of</i> for specific reference</li> <li>Quantifiers used without referents</li> <li>Grammar for Writing: subject-verb agreement of quantifiers followed by <i>of</i></li> </ul>
<b>UNIT 5</b> <b>Communities</b> PAGE 50	<ul style="list-style-type: none"> <li>Politely ask someone not to do something</li> <li>Complain about public conduct</li> <li>Suggest ways to avoid being a victim of urban crime</li> <li>Discuss the meaning of community</li> </ul>	<ul style="list-style-type: none"> <li>Types of locations</li> <li>Community service activities</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Using negative prefixes to form antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Possessive gerunds</li> <li>Paired conjunctions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Conjunctions with <i>so</i>, <i>too</i>, <i>neither</i>, or <i>not either</i></li> <li><i>So</i>, <i>too</i>, <i>neither</i>, or <i>not either</i>: short responses</li> </ul>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <u>I'd say</u> to soften an assertive opinion</li> <li>Use <u>I don't see [myself] that way</u> to politely contradict another's statement</li> <li>Say <u>I see [you] as</u> to explain your own point of view</li> <li>Use <u>tend to</u> and <u>seem to</u> to make generalizations</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate grammar</li> <li>Listen to classify</li> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Understand meaning from context</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Content words and function words</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about positive and negative outlooks</li> <li>Descriptions of other people's behavior</li> <li>A newspaper article about a creative solution to a problem</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Determine the main idea</li> <li>Understand meaning from context</li> <li>Summarize</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write about your outlook on a world problem</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Paragraph structure: Review</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>To tell the truth, To be honest, and I hate to say it, but</u> to politely introduce a contrary opinion</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen for supporting information</li> <li>Listen to take notes</li> <li>Listen for details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Intonation patterns</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about musical memories</li> <li>Commentaries about enjoying the arts</li> <li>A short biography</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Infer information</li> <li>Identify supporting details</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe your interests and personality</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Parallel structure</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>You know...</u> to introduce a new topic of conversation</li> <li>Use <u>I hate to say it, but</u> to introduce negative information</li> <li>Ask <u>What do you mean?</u> to invite someone to elaborate</li> <li>Say <u>That's a shame</u> to show empathy</li> <li>Say <u>I'll think about that</u> when you're non-committal about someone's suggestion</li> </ul>	<ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to activate vocabulary</li> <li>Listen to confirm content</li> <li>Listen to summarize</li> <li>Listen to evaluate</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sentence rhythm: thought groups</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A spending habits self-test</li> <li>Interview responses about financial goals</li> <li>A guide to charitable giving</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Draw conclusions</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a personal statement about how you manage financial responsibilities</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Organizing information by degrees of importance</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Can I ask you a question about...?</u> to introduce a subject you are unsure of</li> <li>Use <u>I mean</u> to elaborate on a prior statement or question</li> <li>Use <u>Actually</u>, to assert a point of view</li> <li>Begin a question with <u>So</u> to affirm understanding of someone's earlier statement</li> <li>Say <u>I think that might be...</u> to gently warn that something is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Listen to summarize</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Descriptions of personal style</li> <li>An article about the evolution of "business casual" attire</li> <li>An article about questionable cosmetic procedures</li> <li>Advertisements for cosmetic procedures</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Identify supporting details</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write two paragraphs comparing tastes in fashion</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast: Review</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Do you mind...?</u> to ask permission to do something</li> <li>Use <u>Not at all</u> to affirm that you are not bothered or inconvenienced</li> <li>Use <u>That's very [considerate] of you</u> to thank someone for accommodating you</li> </ul>	<ul style="list-style-type: none"> <li>Listen to summarize</li> <li>Listen for details</li> <li>Listen to confirm content</li> <li>Listen to infer</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Unstressed syllables: vowel reduction to /ə/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A questionnaire about community</li> <li>Interview responses about pet peeves</li> <li>A magazine article about urban crime</li> <li>A website about community projects</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Classify</li> <li>Understand meaning from context</li> <li>Critical thinking</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a formal letter of complaint</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Formal letters: Review</li> </ul>

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Animals</b> PAGE 62	<ul style="list-style-type: none"> <li>Exchange opinions about the treatment of animals</li> <li>Discuss the pros and cons of certain pets</li> <li>Compare animal and human behavior</li> <li>Debate the value of animal conservation</li> </ul>	<ul style="list-style-type: none"> <li>Categories of animals</li> <li>Describing pets</li> <li>Animal social groups and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Passive modals</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Modals and modal-like expressions: summary</li> </ul>
<b>UNIT 7</b> <b>Advertising and Consumers</b> PAGE 74	<ul style="list-style-type: none"> <li>Evaluate ways and places to shop</li> <li>Discuss your reactions to ads</li> <li>Discuss problem shopping behavior</li> <li>Persuade someone to buy a product</li> </ul>	<ul style="list-style-type: none"> <li>Verbs for shopping activities</li> <li>Ways to persuade</li> </ul>	<ul style="list-style-type: none"> <li>Passive forms of gerunds and infinitives</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The passive voice: review and expansion</li> </ul>
<b>UNIT 8</b> <b>Family Trends</b> PAGE 86	<ul style="list-style-type: none"> <li>Describe family trends</li> <li>Discuss parent-teen issues</li> <li>Compare generations</li> <li>Discuss caring for the elderly</li> </ul>	<ul style="list-style-type: none"> <li>Describing parent and teen behavior</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Transforming verbs and adjectives into nouns</li> </ul>	<ul style="list-style-type: none"> <li>Repeated comparatives and double comparatives</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Making comparisons: review and expansion</li> <li>Other uses of comparatives, superlatives, and comparisons with <i>as...as</i></li> </ul>
<b>UNIT 9</b> <b>Facts, Theories, and Hoaxes</b> PAGE 98	<ul style="list-style-type: none"> <li>Speculate about everyday situations</li> <li>Present a theory</li> <li>Discuss how believable a story is</li> <li>Evaluate the trustworthiness of news sources</li> </ul>	<ul style="list-style-type: none"> <li>Degrees of certainty</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Adjectives with the suffix <i>-able</i></li> </ul>	<ul style="list-style-type: none"> <li>Perfect modals for speculating about the past: active and passive voice</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Perfect modals: short responses (active and passive voice)</li> </ul>
<b>UNIT 10</b> <b>Four Free Time</b> PAGE 110	<ul style="list-style-type: none"> <li>Suggest ways to reduce stress</li> <li>Describe how you got interested in a hobby</li> <li>Discuss how mobile devices affect us</li> <li>Compare attitudes about taking risks</li> </ul>	<ul style="list-style-type: none"> <li>Ways to describe people</li> <li>Ways to reduce stress</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Expressing an expectation with <i>be supposed to</i></li> <li>Describing past repeated or habitual actions: <i>would</i> and the past continuous with <i>always</i></li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li><i>Be supposed to</i>: expansion</li> <li><i>Would</i>: review</li> <li>Grammar for Writing: placement of adverbs of manner</li> </ul>

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CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <u>I've heard</u> to introduce a commonly-held belief or opinion</li> <li>Respond with <u>In what way?</u> to request further explanation</li> <li>Use <u>For one thing</u> to introduce a first supporting argument</li> <li>Use <u>And besides</u> to add another supporting argument</li> <li>Use <u>But what if</u> to suggest a hypothetical situation</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to define terms</li> <li>Listen for examples</li> <li>Listen for details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sound reduction</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Social media posts about treatment of animals</li> <li>An article about animal conservation</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Recognize cause and effect</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a persuasive essay about the treatment of animals</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Supporting a point of view</li> </ul>
<ul style="list-style-type: none"> <li>Say <u>Quick question</u> to indicate one wants some simple information</li> <li>Introduce an opinion with <u>I find</u></li> <li>Say <u>That's good to know</u> to express satisfaction for information</li> <li>Use <u>Why don't you...</u> to offer advice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to infer</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds /i/ and /ɪ/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Self-tests about shopping mistakes and behavior</li> <li>Descriptions of techniques used in advertising</li> <li>Interview responses about compulsive shopping</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Identify supporting details</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a summary of an article</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Summarize and paraphrase someone's point of view</li> </ul>
<ul style="list-style-type: none"> <li>Ask <u>Why's that?</u> to ask someone to elaborate on an opinion</li> <li>Say <u>I suppose, but...</u> to signal partial agreement</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate grammar</li> <li>Listen to activate vocabulary</li> <li>Listen for supporting information</li> <li>Listen for details</li> <li>Listen to compare and contrast</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Stress placement: prefixes and suffixes</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about parents and teens</li> <li>A brochure about falling birthrates</li> <li>A report on the increase in global population of older people</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Summarize</li> <li>Understand meaning from context</li> <li>Critical thinking</li> <li>Draw conclusions</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a blog post of three or more paragraphs about advice for parents and teens</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding run-on sentences and comma splices</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>I wonder</u> to introduce something you're not sure about</li> <li>Say <u>I'm sure it's nothing</u> to indicate that something is probably not serious</li> <li>Say <u>I suppose you're right</u> to acknowledge someone's point of view</li> <li>Say <u>There must be a good explanation</u> to assure someone that things will turn out OK</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen to draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Reduction and linking in perfect modals in the passive voice</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A quiz about tricky facts</li> <li>An article about Rapa Nui</li> <li>Facts and theories about mysteries</li> <li>An article about a UFO conspiracy theory</li> <li>A survey about the trustworthiness of information sources</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Confirm point of view</li> <li>Infer information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a news article about a mysterious event</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments</li> </ul>
<ul style="list-style-type: none"> <li>Say <u>Uh-oh</u> to indicate that you realize you've made a mistake</li> <li>Use <u>I just realized</u> to acknowledge a mistake</li> <li>Use <u>Well, frankly</u> to indicate that you are going to be honest about something</li> <li>Use <u>It's just that</u> or <u>Let's face it</u> to introduce an honest criticism or assessment</li> <li>Use <u>You know what?</u> to introduce a piece of advice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen for supporting details</li> <li>Listen to understand meaning from context</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about free time</li> <li>Descriptions of how people got interested in their hobbies</li> <li>An article about the impact of mobile devices</li> <li>A survey about mobile device usage</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Identify supporting details</li> <li>Infer point of view</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a critique of an article</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Presenting and supporting opinions clearly</li> </ul>

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Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Top Notch*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

### Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Top Notch*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

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## AUTHORS' ACKNOWLEDGMENTS

The authors wish to thank Katherine Klagsbrun for developing the digital Extra Challenge Reading Activities that appear with all reading selections in *Summit 1*.

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *Summit*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

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# Outlook and Behavior

## PREVIEW

### COMMUNICATION GOALS

- 1 Describe your personality
- 2 Discuss someone's behavior
- 3 Compare perspectives on world problems
- 4 Discuss creative ways to achieve a goal

**A FRAME YOUR IDEAS** Complete the quiz by writing your points in the circles. Then calculate your score.



**QUIZ**

## Optimist, Realist, or Pessimist?

How do you see the world? Do you have a positive or a negative outlook?

**Is the glass half full or half empty?"**

**1**

☐ You wake up in the middle of the night with a stomachache. Your first thought is...

"I'm sure it's nothing. I'll just go back to sleep."  
1 point

"It's probably nothing serious. I'll just take some medicine."  
2 points

"This could be serious. I'd better go to the doctor."  
3 points

**2**

☐ You apply for your "dream job," but you don't get it. You think...

"I guess this wasn't really my dream job. I'll find a better job somewhere else."  
1 point

"Oh, well. You win some and you lose some."  
2 points

"I'll never get the job I want."  
3 points

**3**

☐ When you are introduced to someone new, you...

assume that person is a nice person.  
1 point

keep an open mind about whether you'll like each other.  
2 points

assume that person won't like or respect you.  
3 points

**4**

☐ If someone unexpectedly knocks on your door, you think...

"Great! It's probably a friend or a relative here to surprise me."  
1 point

"I wonder who that could be. I'll go find out."  
2 points

"I'm not answering. It could be a salesperson or even a criminal."  
3 points

**5**

☐ Your boss invites you to have lunch in a restaurant. You say to yourself...

"I must be getting a promotion or a raise. That's really nice!"  
1 point

"My boss must like to socialize with everyone from time to time."  
2 points

"Uh-oh! There must be some problem with my work."  
3 points

**6**

☐ News about crime or disasters makes you...

think about how you can help.  
1 point

realize that sometimes bad things happen.  
2 points

feel very unsafe.  
3 points

**ADD UP YOUR POINTS**

**6-9 POINTS**  
You're an optimist.  
You have a positive outlook and tend to see the glass half full.

**10-14 POINTS**  
You're a realist.  
You tend to see the world as it really is.

**15-18 POINTS**  
You're a pessimist.  
You have a negative outlook and tend to see the glass half empty.

**B PAIR WORK** Compare answers with a partner. Are your scores similar, or very different? Which of you has the more optimistic, realistic, or pessimistic outlook on life, according to the quiz?

**C GROUP WORK** Calculate the average score for the members of the class. On average, how optimistic, realistic, or pessimistic is your class?

**D** ▶ 1.02 **SPOTLIGHT** Read and listen to two friends talking about a new virus they're concerned about. Notice the **spotlighted** language.

**Leo:** Did you hear about that new virus going around? Chikungunya?

**Nora:** Chikun-*what*? Oh! You mean the one that comes from mosquitos?

**Leo:** As a matter of fact, yes. Just like Zika.

**Nora:** We've never had either of those viruses here before.

**Leo:** Well, they say it's due to global warming — all those mosquitos from the warmer weather. I suppose **it's just a matter of time** 'til we get all kinds of new diseases.

**Nora:** You sure are a pessimist. I agree it's scary. But hey, **what are you going to do?**

**Leo:** I'm just saying this **has started getting to me** and I'm scared. I read that if you come down with Chikungunya, you can be sick for a year ... or even more.

**Nora:** Right. But they say it's still pretty rare around here. These things are just part of life. **You've got to roll with the punches**, if you know what I mean. I'm not going to worry about it.

**Leo:** Well, *I* am. Anyway, I'm not going to the company dinner at that outdoor restaurant. **You're just a sitting duck** out there, with the mosquitos and everything.

**Nora:** What about just wearing long sleeves and hoping for the best? I mean, how unlucky could you be?

**Leo:** Well, I'm going to call in sick and say I can't go. **Better safe than sorry.**



**E UNDERSTAND IDIOMS AND EXPRESSIONS** Find the following expressions in Spotlight. Choose the meaning that more closely explains each one.

- 1 It's just a matter of time.
  - a It will take a long time.
  - b It will certainly happen in the future.
- 2 Hey, what are you going to do?
  - a There's nothing anyone can do about it.
  - b What plans do you have?
- 3 This has started getting to me.
  - a This is beginning to bother me.
  - b I'm beginning to get sick.
- 4 You've got to roll with the punches.
  - a You have to deal with life's difficulties and move on.
  - b You shouldn't accept the difficulties life brings.
- 5 You're just a sitting duck out there.
  - a There's nothing you can do to protect yourself.
  - b You probably won't get sick.
- 6 Better safe than sorry.
  - a It's better to stay safe and have no regrets.
  - b I'm sorry, but I'm sick.

**F COMPARE AND CONTRAST** Discuss the questions.

- 1 How would you describe Leo's and Nora's outlooks? How are they different?
- 2 Who are you more like, Leo or Nora?

**SPEAKING ROLE PLAY** Take turns responding to the following statements related to the situations in the quiz on page 2. Use idioms from Exercise E in your responses. Then change roles.

“ I woke up with a stomachache. This could be serious. I'd better go to the doctor. ”

“ I'll never get the job I want! ”

“ My boss invited me to lunch in a restaurant. There must be some problem with my work. ”

“ Uh-oh. There's someone at the door. I'm not answering. It could be a salesperson or even a criminal. ”

**A** 1:03 VOCABULARY ADJECTIVES TO DESCRIBE PERSONALITY TRAITS

Read and listen. Then listen again and repeat.

Nothing seems to bother Donna. She just rolls with the punches.



She's pretty **easygoing**.

Jason never wastes time at work and always gets a lot done.



He's quite **hardworking**.

Andrés is always helpful. He's aware of other people's needs.



He's really **considerate**.

Sonia's a tennis champion, but she doesn't think she's better than anyone else.



She's quite **modest**.

Eric is not at all shy. He loves meeting and chatting with new people.



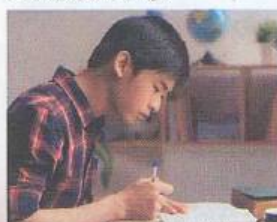
He's so **outgoing**.

You can trust Irene to be reliable. She always does a good job and finishes it on time.



She's very **trustworthy**.

Jared rarely acts silly. He is thoughtful and pays attention to the important things.



He's pretty **serious**.

Isabelle and Anna enjoy chatting with each other.



They're really **talkative**.

**B** CLASSIFY THE VOCABULARY On the chart, classify the adjectives from the Vocabulary, and other adjectives you know, according to your opinion. Then discuss with a partner.

Are always positive

Can be either

Are always negative

Other adjectives

polite  
impolite  
punctual  
rude  
friendly  
unfriendly  
nice  
liberal  
conservative  
interesting  
intelligent  
independent

“Hardworking is usually positive. But some people are too hardworking and don't spend enough time with their family.”

**C** GRAMMAR GERUNDS AND INFINITIVES: REVIEW AND EXPANSION

Remember: Gerunds and infinitives function as subjects, objects, and subject complements in sentences.

**Subject:** **Sharing** tasks with co-workers is helpful.

**Direct object of a verb:** I avoid **calling** the doctor too often.

**Subject complement:** Our dream is **to make** a trip to Africa next year.

Some verbs can only be followed by gerunds as the object of the verb. Some verbs can only be followed by infinitives. Others can be followed by either a gerund or an infinitive.

We **considered going** to the picnic. NOT We considered ~~to go~~ to the picnic.

They **have decided to invite** their teacher to the play. NOT They have decided ~~inviting~~ their teacher to the play.

BUT

She **prefers going** to the early show. OR She **prefers to go** to the early show.

For lists of verbs followed by gerunds and / or infinitives, see pages 123–124.

For a list of expressions followed by gerunds, see page 123.

For a list of adjectives followed by infinitives, see page 124.

Prepositions can be followed by gerunds, not by infinitives.

I saw a film **about driving** across the United States.

NOT I saw a film about ~~to drive~~ across the United States.

Adjectives can be followed by infinitives, not by gerunds.

We're **ready to go**. NOT We're ready ~~going~~.

### Other uses of infinitives:

To state a fact or an opinion with an impersonal **it** + an infinitive.

It's a good day **to meet** the new boss.

To state the purpose of an action.

We used an insect repellent **to avoid** mosquito bites.

To modify an adjective with **too** or **enough**. Note: **Enough** follows an adjective.

They were **too late to make** the plane to Boston, but they were **early enough to catch** the bus.

NOT ... they were ~~enough early to catch~~ the bus.

### GRAMMAR BOOSTER p. 125

- Infinitives: review, expansion, and common errors
- Parallelism with gerunds and infinitives

DIGITAL  
AUDIO  
EXERCISES

**D** ▶ 1:04 **LISTEN TO ACTIVATE GRAMMAR** Listen to the conversations. Then complete each statement with the gerund or infinitive form of one of the verbs from List 1 and a word from List 2.

- 1 He's going to come home early .....
- 2 She's worried about ..... Jack about her .....
- 3 He says it's too late .....
- 4 She doesn't mind ..... in .....
- 5 She's apologizing for ..... to him the night before.
- 6 He's a little down about ..... work late on .....

**List 1:**  
paint  
have to  
tell  
be  
work  
watch

**List 2:**  
the bedroom  
Friday  
an office  
rude  
keyboard  
a movie

**E PAIR WORK** Complete the questions with your own ideas, using gerunds or infinitives.

Answer your partner's questions.

- 1 Do you avoid ..... ?
- 2 When are you too old ..... ?
- 3 In your family, who doesn't mind ..... ?
- 4 Do you believe in ..... ?
- 5 Do you object to ..... ?
- 6 Do you think it's a good time ..... ?
- 7 Do you ever stay up late ..... ?
- 8 What don't you mind ..... ?

## NOW YOU CAN Describe your personality

**A** ▶ 1:05 **CONVERSATION SPOTLIGHT** Read and listen.

Notice the **spotlighted** conversation strategies.

A: So how would you describe yourself?

B: Me? Well, **I'd say** I'm pretty easygoing. I don't let things get to me.

A: Easygoing? I see you as serious.

B: You think so? **I don't see** myself **that way**. In any case, can't you be both easygoing and serious?

A: I guess. And how would you describe me?

B: You? **I see you as** pretty outgoing.

A: You do? Why do you say that?

B: Because you **tend to be** talkative and you **seem to** like being with people a lot.

**B** ▶ 1:06 **RHYTHM AND INTONATION** Listen again and repeat.

Then practice the conversation with a partner.

DIGITAL  
VIDEO  
SPEAKING  
BOOSTER

**C CONVERSATION ACTIVATOR** Create a similar conversation, using the Vocabulary or other adjectives that describe your personality. Start like this: *So how would you describe yourself?* Be sure to change roles and then partners.


### DON'T STOP!

- Say more about your personality.
- Ask about other people's personalities.
- Say as much as you can.

### RECYCLE THIS LANGUAGE


be an optimist / a pessimist / a realist

**A ▶ 1:07 GRAMMAR SPOTLIGHT** Read how these four people describe other people's behavior. Notice the spotlighted grammar.




My manager, Chris, is a real sweetheart. He **wants all of us to succeed**. And he **encourages us to learn** new skills so we can move up in the company. He's also really kind and understanding. He **permits us to work** at home when we have a sick kid. You'll never find a better boss than Chris!

Sarah Beth Linehan, 30 Melbourne, Australia



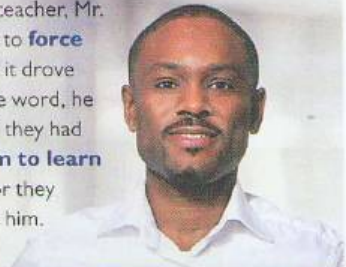
I share an apartment with three roommates, but one of them, Erika, is an annoying pain in the neck! First, she's a total workaholic. Between her studies and her after-school job, she's rarely here, and when she is, she just keeps working. My other two roommates and I do all the chores: shop for groceries, cook, wash the dishes, and so on. When we complain that Erika's not pulling her weight, she just **asks us to do** her chores because she doesn't have time! Time? It's time for her to move out!

Martina Braun, 21 Frankfurt, Germany



My colleague Lily at the travel agency where I work is a real people person. Most of us prefer to do everything by e-mail or online, but Lily **invites all her clients** (even the difficult ones!) **to come in** to the office and **tell her** their dream vacation ideas, and she tries to make those a reality for them. And Lily's such a team player. If one of us has too much to do, she offers to help. Everyone loves Lily.

Cindy Yu, 27 Boston, USA



I'll never forget my high-school drama teacher, Mr. Mellon. He was such a tyrant! He used to **force us to say** our lines over and over until it drove us crazy. And if anyone forgot even one word, he would **forbid them to go** home until they had learned the line. He would **warn them to learn** every line perfectly by the next class, or they couldn't be in the play. Everyone hated him. He took all the fun out of drama.

Richard Rowan, 43 Saint Louis, USA

**STRATEGIES**

**B RELATE TO PERSONAL EXPERIENCE** Find these words and phrases in the Grammar Spotlight. With a partner, talk about people you know or have known who behave like people described in the Grammar Spotlight. Provide examples.

a pain in the neck	a team player
a people person	a tyrant
a sweetheart	a workaholic

**C ▶ 1:08 LISTEN TO CLASSIFY** Listen to people describe other people's behavior, using noun and pronoun objects before infinitives. Check the description(s) of each person, according to the opinions expressed.

- |                |  |   |   |
|----------------|--|---|---|
| 1 Margaret is: | <input type="checkbox"/> a workaholic    | <input type="checkbox"/> a pain in the neck | <input type="checkbox"/> a team player      |
| 2 Peter is:    | <input type="checkbox"/> a people person | <input type="checkbox"/> a tyrant           | <input type="checkbox"/> a pain in the neck |
| 3 Tim is:      | <input type="checkbox"/> a tyrant        | <input type="checkbox"/> a pain in the neck | <input type="checkbox"/> a workaholic       |

**DIGITAL  
PRODUCTIVITY  
ACTIVITY**

**D GRAMMAR VERBS THAT REQUIRE A NOUN OR PRONOUN BEFORE AN INFINITIVE**

Remember: Some verbs can be followed directly by an infinitive. However, in the active voice, some verbs must have a noun or pronoun object before the infinitive.

**Active**

He **ordered us to leave** the office.  
The sign **warned drivers not to speed**.  
We **told them to be** on time.  
She **taught them to swim** last year.

**Passive**

(We were ordered to leave the office.)  
(Drivers were warned not to speed.)  
(They were told to be on time.)  
(They were taught to swim last year.)

Some verbs, such as would like, want, ask, expect, and need, are used with or without a noun or pronoun object in the active voice, depending on the meaning.

**Without an object**

We'd **like to eat** healthier food.  
She **wants to drive** the new car.  
Tom **asked to see** the director.

**With an object**

We'd **like our children to eat** healthier food, too.  
She **wants me to drive** the new car.  
Tom **asked Emily to see** the director.

**Negative infinitives**

To make an infinitive negative, place not before the infinitive:

*They **advised us not to come** late to the meeting.*

Remember: To make a gerund negative, also place not before the gerund:

*They **complained about not having** enough time.*

These verbs require a noun or pronoun object before an infinitive in the active voice.

advise	convince	force	invite	permit	require
allow	encourage	hire	order	persuade	teach
cause	forbid	instruct	pay	remind	warn

For a list of verbs that can be followed directly by an infinitive in the active voice, see page 124.

DIGITAL  
MORE  
EXERCISES

**E UNDERSTAND THE GRAMMAR** On a separate sheet of paper, change each sentence to the active voice. Use the by phrase as the subject.

- Spouses of co-workers were invited (by the CEO) to attend the reception.
- Drivers were told (by the hotel security guards) to stop at the entrance to the hotel.
- Employees were required (by the rules) to return from lunch at 2:00.
- We were encouraged (by our manager) to tweet our questions to the speaker.
- They were advised (by the invitation) to be at the restaurant before 8:00 P.M.

The CEO invited spouses of  
co-workers to attend the reception.

**F GRAMMAR PRACTICE** Complete the sentences with your own ideas, an object, and an infinitive.

- The change in the meeting schedule caused ..... us ..... to ..... postpone our flight ..
- The bad weather on the day of the game convinced ..... to .....
- Should we remind ..... to ..... ?
- The sign at the entrance to the event warned ..... to .....
- Why don't you pay ..... to ..... ?
- The article in the newspaper about the accident persuaded ..... to .....

**G PAIR WORK** With a partner, take turns answering the questions, using the cues provided.

- A: Is Mark bringing the food for the picnic?  
B: No, Mark ..... expects us to bring ..... the food. (expect / us / bring)
- A: Have you spoken to the manager about the broken equipment?  
B: No, I ..... to her about it. (ask / Ken / speak)
- A: Who's going to be the first speaker at the event?  
B: Actually, I ..... the first one. (would like / you / be)
- A: Do you want to write the summary of what happened at the meeting?  
B: I'd rather not. I ..... it. (want / Kathy / write)
- B: Didn't you need to discuss the new e-mail system with Mr. Green?  
A: Actually, I ..... with him about it. (want / my assistant / speak)

**PRONUNCIATION  
BOOSTER** p. 141  
Content words and  
function words

## NOW YOU CAN Discuss someone's behavior

**A NOTEPADDING** Choose two people you know. Make statements about each person's personality and behavior, using one of the verbs from the list in the chart at the top of this page.

Description	Description	Description
1 My sister is a sweetheart.	1	1
She encourages everyone to get along.	2	2

### RECYCLE THIS LANGUAGE

- easygoing
- hardworking
- helpful
- modest
- outgoing
- reliable
- serious
- talkative
- an optimist
- a pessimist
- a realist
- a sweetheart
- a team player

DIGITAL  
VIDEO

**B DISCUSSION ACTIVATOR** Discuss the people you wrote about on your notepads. Say as much as you can about them.

- A LISTENING WARM-UP** How much do you worry about epidemics, terrorism, and crime? Write each one on the graph. Then discuss with a partner.

NOT AT ALL

A LOT

INTERVIEW STRATEGIES

- B** ▶ 1:09 **LISTEN FOR MAIN IDEAS** Listen. Write the problem discussed in each conversation.

Conversation 1 ..... Conversation 2 ..... Conversation 3 .....

- C** ▶ 1:10 **LISTEN FOR DETAILS** Listen again. Circle T (true), F (false), or ND (not discussed).

1	a She says there aren't a lot of newspaper articles about crime.	T	F	ND
	b He thinks there's nothing anyone can do about crime.	T	F	ND
2	a She thinks breathing the air on planes can be dangerous.	T	F	ND
	b He thinks international travel will spread the disease all over the world.	T	F	ND
3	a He worries about terrorism in crowded places.	T	F	ND
	b She thinks terrorism is caused by poverty.	T	F	ND

- D UNDERSTAND MEANING FROM CONTEXT** Read each quotation. Then listen again and complete each statement.

#### Conversation 1

- When the woman says, "Crime is just out of control," she means .....  
 a there's a huge amount of crime                      b we have to control crime
- When the man says, "What is the world coming to?" he is asking, .....  
 a "Where in the world can we go to avoid crime?"    b "What is the future of the world?"
- When he says, "Better safe than sorry," he is saying .....  
 a don't tempt criminals by wearing jewelry        b just stay home where it's safe

#### Conversation 2

- When the man says, "I think I'm getting a little obsessed," he means, .....  
 a "I'm thinking about this way too much."        b "I'm afraid I'm getting sick."
- When she says, "Well, I don't think that's crazy," she means .....  
 a he's right to be worried                              b the disease is extremely bad
- When the woman says, "It's even more contagious," she worries .....  
 a it could cause an epidemic                          b it won't last for long

#### Conversation 3

- When the man says, "I don't know about you, but I'm getting a little freaked out about terrorism," he's really saying, .....  
 a "Are you as scared as I am about terrorism?"    b "I don't know how to stop terrorism. Do you?"
- When the woman says, "Well, that's no way to live," she means, .....  
 a "You are going to die."                                b "It's impossible to live normally with that outlook."
- When she says, "It is what it is," she means, .....  
 a "What is it?"    b "There's nothing anyone can do about it."
- When the man says, "I guess I'm going a little overboard," he means, .....  
 a "I'm making this too important."                  b "I'm not interested in this issue."

**E GROUP WORK** Answer each question and explain your answers. Listen again if you disagree.

### Conversation 1

- 1 What does the man think we can do about crime?
- 2 Why does the woman think he is practical?
- 3 Which speaker's outlook is closer to yours, the man's or the woman's?

### Conversation 2

- 1 What reasons do the speakers give for why so many people will get the Marburg virus sooner or later?
- 2 Which speaker is more optimistic—the man or the woman?
- 3 Which speaker's outlook is closer to yours, the man's or the woman's?

### Conversation 3

- 1 What does the woman think we can do about terrorism?
- 2 Which speaker has a more realistic outlook—the man or the woman?
- 3 Which speaker's outlook is closer to yours, the man's or the woman's?

## NOW YOU CAN Compare perspectives on world problems

**A NOTEPADDING** Write a list of world problems that you worry about. Or use the ideas in the pictures. Write why you worry about them.

Epidemics: I worry that we won't have enough medicines, and lots of people will die.



DIGITAL  
SPEAKING  
BOOSTER

**B DISCUSSION** Meet with classmates who listed the same problems on their notepads. Discuss the problem and explain why you worry about it, providing details of experiences you or others you know have had with it. Discuss what, if anything, can be done about the problem.

### RECYCLE THIS LANGUAGE

- It's just a matter of time until ...
- I mean, what are you going to do?
- These things are just part of life.
- You've got to roll with the punches.
- You're just a sitting duck.
- It is what it is.
- It's started getting to me.
- Better safe than sorry.

**A READING WARM-UP** In what ways can a person's attitude help in solving a problem or achieving a goal?

ORIGINAL STRATEGIES

**B 1-11 READING** Read the newspaper article, which is based on a true story in the news. What was Phil Cooper's mistake?

# DAILY NEWS

August 7

## FACEBOOK SAVES THE DAY

WESTON—In a painful ending to an otherwise glorious vacation, Phil and Virginia Cooper and their daughters, Miranda and Grace, arrived home without the hundreds of vacation snapshots they had taken.

"We'll always have our memories," said Phil, "but no pictures of our family's activities or the beautiful New England scenery and Cape Cod beaches where we spent the last two weeks of our summer vacation."

"Phil has always been a little absent-minded, but this takes the cake," Virginia said with an affectionate smile. "We were getting settled in the car for the long drive home, and Phil got out to snap one last picture of the sunset. Then he set the camera on the roof of the car while he got his jacket out of the trunk." Needless to say, the camera fell off the car as they drove off. The family discovered the camera was missing when they got home. Then Phil suddenly remembered placing the camera on the top of the car.

"I felt terrible for having been so careless and was sure the situation was



hopeless. Days had passed. The camera would have been lying on the ground through bad weather, or perhaps someone had found it and taken it home," Phil said. The camera case had the Coopers' name and address, but the camera hadn't been in the case.

Last weekend, while training for an Ironman Triathlon event, Adam Secrest, 24, spotted the camera along the side of Callman Road near Barton Beach, Massachusetts. He picked it up, looked for a name, and finding none, stashed it in his car, thinking he would try to locate the owner after his run. Once home, Secrest turned on the camera and scrolled through the photos.

"I felt sort of like a snoop, but my spying was purposeful," he said. "I was looking for clues to the owner's identity, and I was optimistic that I would find something."

Soon he came across a photo of two young girls getting on a yellow school bus with the words WESTON, NJ on the side. In a burst of creative thinking, Secrest thought someone might recognize the girls, so he posted the photo on Facebook and urged his friends to share it, with this message:

*Do you know these kids from Weston, New Jersey? I found a camera with this photo in Barton, Massachusetts, and want to locate the owner. Please share.*

Facebook friends shared the photo hundreds of times. It was just a matter of time until it appeared on the Weston Community page and someone recognized Miranda and Grace and called Virginia Cooper, who contacted Secrest, first through Facebook, and then by phone. The camera arrived at the Coopers' house by mail yesterday.

"Lots of people say social media is a meaningless waste of time, but here's an example of how powerful and useful it can be," said Secrest.

**C DETERMINE THE MAIN IDEA** Which statement expresses the main idea of the article?

- 1 There's nothing worse than losing one's vacation memories.
- 2 Creative thinking can help solve problems in unexpected ways.
- 3 Being a forgetful person can cause a lot of problems.

**D UNDERSTAND MEANING FROM CONTEXT** Locate these adjectives and expressions in the article and classify them as positive (+) or negative (-). Then, with a partner, try to explain the meaning of each one in your own words.

☐ absent-minded  
☐ affectionate

☐ hopeless  
☐ purposeful

☐ meaningless  
☐ powerful

☐ useful

EXTRA CHALLENGE

**E SUMMARIZE** Read the article again. Then close your book and, with a partner, summarize the story in your own words.

**F** ▶ 1:12 **WORD STUDY ADJECTIVE SUFFIXES -FUL AND -LESS** Expand your vocabulary by learning these adjectives from the Reading on page 10 with the suffixes -ful (meaning "with") and -less (meaning "without"). Write one sentence using one of each pair.

<u>-ful</u>	<u>-less</u>	My sentence
careful	careless	.....
hopeful	hopeless	.....
meaningful	meaningless	.....
painful	painless	.....
powerful	powerless	.....
purposeful	purposeless	.....
useful	useless	.....

**G WORD STUDY PRACTICE** The following pairs of words aren't opposite equivalents. With a partner, discuss the difference in meaning of the words in these pairs.

- restful / restless:** We had a very restful vacation and didn't do much. / I was so restless last night. I couldn't sleep.
- helpful / helpless:** Your brother is so helpful. He always offers to do the chores at home. / Babies are so helpless. They can't do anything for themselves.
- pitiful / pitiless:** It was pitiful to see that poor cat looking for food. / How can people be so pitiless that they'd let a cat starve?

**Be careful!**

Not all words that end in -ful and -less are opposite equivalents. Restful refers to a calm place or an experience, while restless refers to a person's feeling of physical nervousness. Always check the dictionary to confirm meaning.

**NOW YOU CAN** Discuss creative ways to achieve a goal

**A NOTEPADDING** Adam Secrest's goal was to find the camera's owner. With a partner, brainstorm and write creative ways to achieve the goals on the notepad.

**B DISCUSSION** Choose one goal and in a small group discuss ways to achieve it, based on your ideas from Exercise A. Present your ideas to the class.

“Not everyone will want to donate a lot of money. So it's important to keep a positive attitude. If everyone gives a little, or donates time to help, we can still reach our goal.”

**OPTIONAL WRITING** In a paragraph, present the ideas you developed in Exercise B.

**Goals:**

To collect money for a good cause

To locate an organ donor for a sick person

To warn people about a danger

To find a lost person

To spread a political message



**A WRITING SKILL** Study the rules.

A paragraph consists of sentences about one topic. The most important sentence in a paragraph is the **topic sentence**. It is often (though not always) the first sentence, and it introduces, states, or summarizes the topic of a paragraph. For example: Workaholics lead unbalanced lives.

In formal or academic writing, all the **supporting sentences** that follow, surround, or precede a topic sentence—details, examples, and other facts—must be related to the topic presented in the topic sentence.

If the last sentence of a paragraph isn't its topic sentence, and especially if the paragraph is a long one, writers sometimes end it with a **concluding sentence** that restates the topic sentence or summarizes the paragraph. Concluding sentences commonly use phrases such as In conclusion or In summary.

**WRITING MODEL**

**Workaholics lead unbalanced lives.** They spend all their energy on work. They rarely take time to relax and let their minds rest. I know, because my father was a workaholic, and he worked every day of the week. We hardly ever saw him. Even when he was not at work, we knew he was thinking about work. He seemed never to think of anything else. **In summary, not knowing how to escape from work makes it difficult for a workaholic to find balance in his or her life.**

**B PRACTICE** The sentences below form a paragraph, but they are out of order. Write **T** next to the topic sentence, **S** next to each of the four supporting sentences, and **C** next to the concluding sentence. Then, on a separate sheet of paper, put the sentences in order and rewrite the paragraph.

- ..... 1 She took a night-shift job so she didn't have to do much work.
- ..... 2 Since they're very intelligent, some figure out how to do less work.
- ..... 3 Very intelligent people, or "brains," are sometimes lazy people.
- ..... 4 I had a friend who was a member of Mensa, an organization for people who are really smart.
- ..... 5 To sum up, sometimes intelligent people use their intelligence to get out of doing work.
- ..... 6 She could read novels most of the night and still get a paycheck.

**C PRACTICE** Read the two paragraphs. Find and underline the topic sentence and the concluding sentence in each paragraph.

Terrorist acts take many forms, but all have one thing in common: the senseless targeting of innocent people to achieve maximum pain, fear, and disruption. In one type of act, a terrorist kills or harms a single individual for no apparent reason. In others, terrorists detonate explosives or bombs in crowded markets or at public events. In still others, terrorists attack public transportation, harming or killing many people at once. In conclusion, although I generally have a positive outlook, I think it is just a matter of time until terrorists harm me or people I know and love.

The things that worry many people don't worry me. For example, many people worry about war, epidemics, and natural catastrophes, such as storms and earthquakes. An individual person can't do anything about war, so why worry about it? I believe in hoping for the best. Epidemics can be terrible, but I trust in modern medicine and think scientists are doing everything they can to discover vaccines and treatments for them. And storms and earthquakes are relatively rare and can't be prevented, so it's best just to keep an optimistic outlook. Of course it would be silly not to take precautions that can help. "Better safe than sorry," as they say, but in most cases it's best just to try to roll with the punches.

**D APPLY THE WRITING SKILL** Choose one (or more) world problems that worry you. Write a paragraph describing your outlook and attitude about the problem. Use the writing models in Exercise C as an example.

**SELF-CHECK**

- ☐ Does my paragraph have a topic sentence?
- ☐ Do the supporting sentences in my paragraph all relate to the topic?
- ☐ Do I have a concluding sentence?

- A** ▶ 1:13 Listen to the people talking about their reactions to events in the news. Decide if each speaker is an optimist, a pessimist, or a realist.

1 John ..... 2 Susan ..... 3 Matt .....

- B** Now read the statements. Write the name of the person from the listening who is most likely to have said each statement. Listen again if necessary.

- 1 "You've got to be practical. There will be some problems in life that you can solve and some that you can't. What's important is realizing when something is beyond your control. I mean, it is what it is." .....
- 2 "Life is full of hard times. Bad things happen and there's very little you can do about it." .....
- 3 "It's important to see a problem as both a challenge and an opportunity for success. Difficult experiences can make a person stronger." .....

- C** Complete each description in your own words.

- 1 An easygoing person is someone who .....
- 2 An outgoing person is someone who .....
- 3 A reliable person is someone who .....
- 4 A helpful person is someone who .....

- D** Complete each conversation with one of the words that describe behavior from page 6.

- 1 **A:** Looks like I have to work overtime again tonight. My boss just gave me three projects to complete by the end of the day.  
**B:** You're kidding. He sounds like a real ..... !
- 2 **A:** You know, without Sarah's help, I would never have completed that presentation in time.  
**B:** Tell me about it. She really helped me out with my sales campaign last month. She's such a .....
- 3 **A:** Tom is really a ..... I ran into him in the park last weekend, and he was sitting on a bench and working on that report.  
**B:** Yeah, that's Tom all right. He never stops!
- 4 **A:** I don't think Jill had a very good time at the party—she didn't say a word the whole evening.  
**B:** Well, Jill doesn't feel comfortable in social situations. She's just not a .....

- E** Complete each sentence with one of the adjectives from Word Study on page 11.

- 1 Excellent dental anesthesia today makes almost all dental treatment .....
- 2 Sometimes we feel completely ..... ; there's just nothing we can do to make something happen.
- 3 The Internet can be very ..... in helping us communicate with a large number of people at once.
- 4 I'm ..... about the future. I think things will change for the better.
- 5 Some say the colors of a painting create a more ..... impression than the black and white of a pencil drawing.



## Music and Other Arts

## PREVIEW

## COMMUNICATION GOALS

- 1 Describe how you've been enjoying the arts
- 2 Express a negative opinion politely
- 3 Describe a creative personality
- 4 Discuss the benefits of the arts

**A FRAME YOUR IDEAS** Complete the survey. Then tell a partner about the songs and artists you listed. Explain why each one is memorable for you.

## WRITE ONE OR MORE EXAMPLES OF YOUR MUSICAL MEMORIES

**1** A song with a really danceable beat that made you want to get up and move to the music



**2** A song with a catchy, unforgettable melody that you loved—you couldn't get the music out of your head



**3** A song with an annoying melody that drove you crazy every time you heard it



**4** A song with really moving lyrics—you got emotional every time you heard the words



**5** A song with interesting lyrics that made you really think about the song's meaning



**6** A group or performer with an innovative sound unlike anything you'd heard before



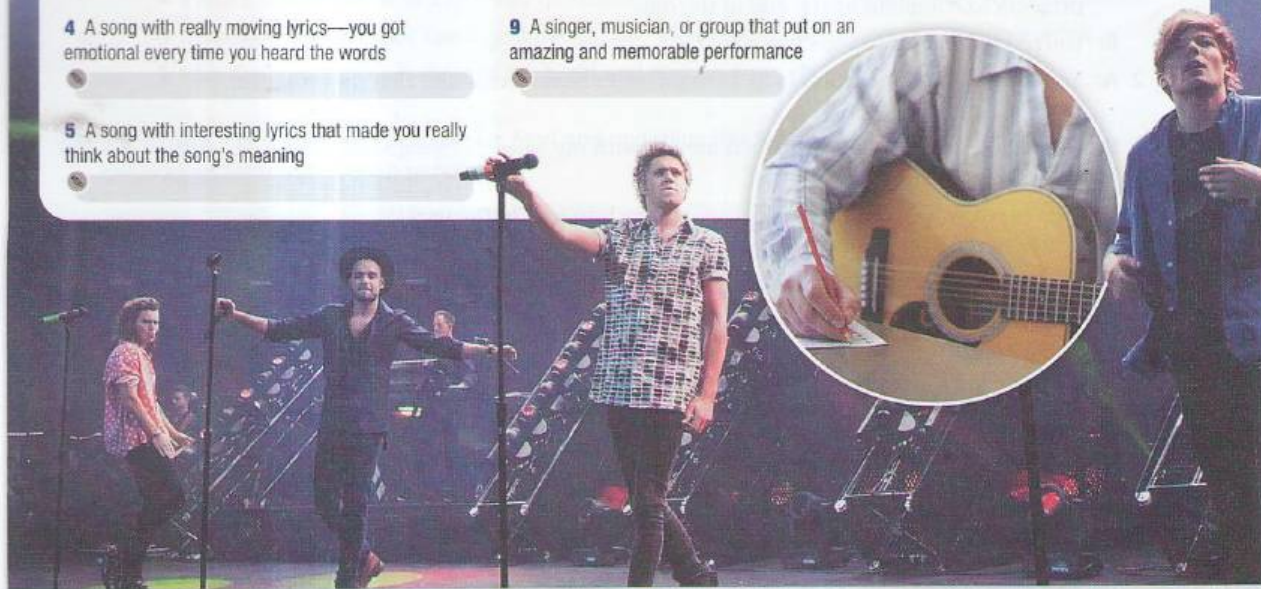
**7** A singer that blew you away with his or her extraordinary singing voice



**8** A top-notch musician you thought was one of the most talented artists ever



**9** A singer, musician, or group that put on an amazing and memorable performance


**STRATEGIES**

**B** **1:14 VOCABULARY ELEMENTS OF MUSIC** Work with a partner to explain the meanings of the words on the right. Use the survey to support your explanation. Then listen and repeat.

a beat	a sound
a melody	a voice
lyrics	a performance

**C PAIR WORK** Tell your partner about the performers you'd like to see, or not like to see, in the future. Explain your reasons.

“I'd love to see Backstreet Boys. They have a really unique sound.”

**D** ▶ 1:15 **SPOTLIGHT** Read and listen to three colleagues discussing what to do after a meeting. Notice the **spotlighted** language.

**Amalia:** Hey, guys, we've got a free evening tonight. Why don't we see if there's anything to do?

**Sandy:** Good idea! Let me see if I can find something online.

**Paul:** **I'm in** ... Check out eTix. They usually have some great deals.

**Sandy:** Let's see ... Hey, *The Phantom of the Opera* is at the Palladium. I saw the movie, but I've never seen it live. What do you think?

**Paul:** I saw it back home in Chicago at least ten years ago. Hasn't that thing been playing for like twenty years now?

**Amalia:** At least! I've actually seen it on stage. But I guess I wouldn't mind seeing it again. The music is awesome.

**Paul:** Yeah, it's got some catchy melodies, but the story's **nothing to write home about**.

**Sandy:** Hey, here's something that might be good! It looks like tickets are still available for *Swan Lake*. That's supposed to be an amazing ballet.

**Paul:** Uh, no offense, but ballet **isn't my thing**.

**Amalia:** I can see Paul's going to be **hard to please**!

**Paul:** Sorry, **I don't mean to be a pain**. I guess I'm not really in the mood for a show tonight. Maybe there's a museum that stays open late.

**Sandy:** Hold on! Here's something that might be **right up your alley**, Paul. There's an exhibit of modern American art at the Grant Gallery. And they're open late on Thursdays.

**Paul:** **Now you're talking!**

**Sandy:** And what I really love is the location. The gallery's right around the corner from here.



**E UNDERSTAND IDIOMS AND EXPRESSIONS** Find these expressions in Spotlight.

Match each with its correct usage.

..... 1 I'm in.

..... 2 It's nothing to write home about.

..... 3 It isn't my thing.

..... 4 He's hard to please.

..... 5 I don't mean to be a pain.

..... 6 It's right up your alley.

..... 7 Now you're talking.

a You think someone will definitely be interested in something.

b You want to apologize for making trouble.

c You think someone has made a good suggestion.

d You think someone is difficult to satisfy.

e You think there's nothing special about something.

f You want to indicate your willingness to participate.

g You indicate that something isn't to your personal taste.

**F THINK AND EXPLAIN** Discuss these questions.

1 Who's willing to see *The Phantom of the Opera* and who's not? Explain each person's point of view.

2 Why do you think Sandy thinks the art exhibit might be just right for Paul?

**SPEAKING PAIR WORK** Rate the events on a scale of 1 to 5 (with 5 being most enjoyable). Then tell your partner about the kinds of events you'd like to attend. Explain your reasons in detail.

“Musicals aren't really my thing. They just seem silly to me. But a pop concert's right up my alley.”

☐ an art exhibit

☐ a pop concert

☐ a comedy show

☐ a modern performance

☐ a classical music concert

☐ a musical

☐ a play

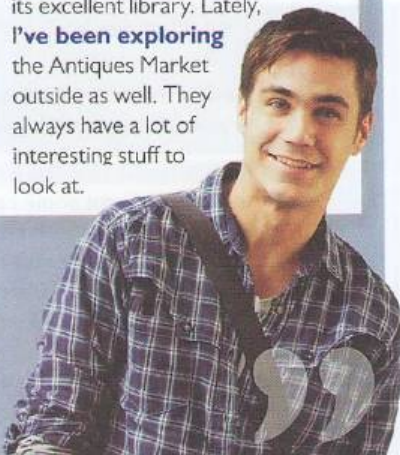
**A** ▶ 1:16 **GRAMMAR SPOTLIGHT** Read the commentaries. Notice the **spotlighted** grammar.

Over the past few years, **I've been going** to see a lot of live theater. I've seen some classic but still-popular shows like *Les Misérables* and *The Phantom of the Opera*. Recently, I booked a trip to New York, and **I've been checking** online to see what's playing. I couldn't go to the Big Apple without seeing a few good shows, right?



Amy Chen, 18 San Francisco, USA

I try to get to MASP—that's the São Paulo Museum of Art—whenever I can. Because it's not far from work, **I've been dropping by** about every month or so to see what's new and visit its excellent library. Lately, **I've been exploring** the Antiques Market outside as well. They always have a lot of interesting stuff to look at.



Fabiano Valle, 22 São Paulo, Brazil

Music plays a pretty big part in my life. Lately **I've been using** music to wake me up in the morning, get me moving at the gym, and help me unwind after work. Speaking of work, **I've been listening** to music more during the day and I've noticed that it actually makes me more productive.



Nicole Clarkson, 34 Chicago, USA

**B** **MAKE PERSONAL COMPARISONS** Which person's tastes, interests, and activities are the most like (or the least like) your own? Explain why.

**DIGITAL  
INDUCTIVE  
ACTIVITY**

**C** **GRAMMAR THE PRESENT PERFECT CONTINUOUS**

Use the present perfect continuous to express a continuing action that began in the past and continues in the present. Depending on the context, the action may continue in the future. Use **have / has + been** and a present participle.

**Statements**

She's **been practicing** piano for years.

I've **been listening** to classical music since I was a kid.

**Questions**

**Have** you **been playing** the piano for a long time?

How long **has** your son **been painting** portraits?

These words and phrases are often used with the present perfect continuous (and the present perfect) when describing continuing actions:

for [two months]	lately	these days
for a while	recently	this [year]
since [2013]	all day	How long ... ?

**Note:** The present perfect continuous, rather than the present perfect, is generally used to describe a recent continuous action, especially when there is visible evidence that the action has just ended.

What's Nora's violin doing on the table? **Has** she **been practicing**?

**Remember:**

The present perfect can also be used to describe a continuing action that began in the past. There is no significant difference in meaning.

She's **practiced** piano for years.

I've **listened** to classical music since I was a kid.

**Have** you **played** the piano for a long time?

How long **has** your son **painted** portraits?

However, use the present perfect, not the present perfect continuous, in sentences with **already**, **yet**, **before**, and **ever**, because they describe finished actions.

She's **already practiced** piano this week.

**Have** you **ever studied** piano?

**GRAMMAR BOOSTER** p. 126

Finished and unfinished actions: summary

**D NOTICE THE GRAMMAR** Find an example of the present perfect continuous in Spotlight on page 15. Does it describe an action that has finished or one that may continue in the future?

**E UNDERSTAND THE GRAMMAR** Check the sentences in which the present perfect continuous can also be used. Then, on a separate sheet of paper, rewrite those sentences in the present perfect continuous.

- |   |   |
|---|---|
| <input type="checkbox"/> 1 He's played with their band for almost ten years.                                      | <input type="checkbox"/> 5 We've gone to a lot of concerts lately.                                    |
| <input type="checkbox"/> 2 Justin Timberlake has already given two concerts in my town.                           | <input type="checkbox"/> 6 Have you ever visited the Museum of Contemporary Art?                      |
| <input type="checkbox"/> 3 She's looked online this morning for a good deal on show tickets.                      | <input type="checkbox"/> 7 How many times have you seen the musical <i>Les Misérables</i> ?           |
| <input type="checkbox"/> 4 Since he got promoted to stage manager, Mark's arrived early at the theater every day. | <input type="checkbox"/> 8 Lately, audiences have asked them to play more songs from their new album. |

**F GRAMMAR PRACTICE** Complete the questions, using the present perfect continuous when possible. Otherwise, use the present perfect.

- 1 A: ..... music videos on my tablet?  
you / watch  
B: Yes, I have. But I'm done.
- 2 A: ..... the musical *Wicked* yet?  
Max / see  
B: No, he hasn't. But he should. It's unforgettable.
- 3 A: ..... ?  
what / you / do  
B: Just now? I've been checking to see if there are any interesting art exhibits this week.
- 4 A: ..... late again?  
Vickie / work  
B: I'm afraid so. But she'll be heading home in a few minutes.
- 5 A: ..... to a Broadway musical?  
Jerry / go  
B: Never. But he's going to his first one tonight.
- 6 A: ..... in line to get in to the concert?  
how long / you / wait  
B: About twenty minutes. But it looks like we're finally moving now.
- PRO NU  
BOOST  
Intonation

**PRO NUNCIATION BOOSTER**

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Intonation patterns

**NOW YOU CAN** Describe how you've been enjoying the arts

**A NOTEPADDING** Write about your experiences with the arts recently. Explain why you've been doing some things and not doing others. Use the present perfect continuous.

Music	Art
I've been listening to a lot of pop these days. It helps me unwind.	I haven't been going to any art exhibits lately. But to tell the truth, it's not really my thing.

Music	Art	Theater

**DIGITAL  
VIDEO**

**B DISCUSSION ACTIVATOR** Discuss the role the arts have been playing in your life recently. Use your notes to discuss what you've been doing (or not doing) lately. Ask your partner questions. Say as much as you can.

“Have you been going to many plays or musicals recently?”

## DIGITAL STRATEGIES

## A ▶ 1:17 VOCABULARY NEGATIVE DESCRIPTIONS OF MUSIC

Read and listen. Then listen again and repeat.



▶ The melody is so **sentimental**.  
(overly emotional or romantic)

▶ Her lyrics are way too **serious**.  
(not fun or happy)

▶ Their music is so **commercial**.  
(of little artistic value; focused on popular success)

▶ His sound is really **dated**.  
(not up-to-date; not modern)

▶ Their songs are kind of **repetitive**.  
(always repeat the same beat, lyrics, or melodies)

**No offense, but I find his songs way too sentimental.**

**Also:**  
annoying  
boring  
depressing  
loud  
offensive  
silly  
weird

## B ▶ 1:18 LISTEN TO ACTIVATE VOCABULARY Listen to each conversation. Then complete the description.

- 1 He finds Sting music way too (repetitive / commercial / sentimental / serious).
- 2 She finds Backstreet Boys very (repetitive / commercial / dated / serious).
- 3 He finds Caetano Veloso a little too (repetitive / sentimental / dated / serious).
- 4 She thinks country music is really (repetitive / sentimental / dated / commercial).
- 5 He thinks Anthony Hopkins's music is too (repetitive / sentimental / dated / serious).

## C APPLY THE VOCABULARY With a partner, describe singers and bands you don't like, using the Vocabulary.

💡 In my opinion, Phil Collins's music is way too commercial. And I hate to say it, but it's pretty dated, too. Do you agree? ??

## DIGITAL INDUCTIVE ACTIVITY

## D GRAMMAR CLEFT SENTENCES WITH WHAT

One way to emphasize the action in a sentence is to use a noun clause with **What** as the subject of the sentence + the verb **be**. Make sure the form of the verb **be** agrees with its complement.

## Cleft sentences

- (I really don't like traditional music.) → **What I really don't like is** traditional music.
- (He doesn't understand latin music.) → **What he doesn't understand is** latin music.
- (They really loved the lyrics.) → **What they really loved were** the lyrics.
- (The melody made everyone cry.) → **What made everyone cry was** the melody.

## GRAMMAR BOOSTER p. 128

- Noun clauses: review and expansion
- Noun clauses as adjective and noun complements

## DIGITAL MORE EXERCISES

E NOTICE THE GRAMMAR Find an example of a cleft sentence with **What** in Spotlight on page 15.

**F GRAMMAR PRACTICE** Rewrite each statement as a cleft sentence with What.

- 1 I can't stand long classical music concerts. .... *What I can't stand are long classical music concerts.*
- 2 I didn't care for Will Young's overly sentimental lyrics. ....
- 3 Jessica doesn't particularly like Ed Sheeran's voice. ....
- 4 I'd really enjoy seeing a live Yanni performance. ....
- 5 The song "Taking Back My Love" by the Enrique really makes me want to perform. ....

**G PAIR WORK** Take turns reading a statement aloud. Your partner restates it as a cleft sentence with What.

- 1 "Pop always puts me to sleep."
- 2 "I can't stand the loud beat in pop."
- 3 "A good melody can make even bad lyrics seem acceptable."
- 4 "Listening to my brother try to sing drives me crazy."
- 5 "I love downloading songs by unknown new artists."

**NOW YOU CAN** Express a negative opinion politely

**A** ▶ 1:19 **CONVERSATION SPOTLIGHT**

Read and listen. Notice the **spotlighted** conversation strategies.

A: Are you as much of a Kenny Rogers fan as I am?

B: Kenny Rogers? **To tell the truth**, I'm not crazy about him.

A: How can you not like Kenny Rogers?

B: **To be honest**, what I don't like is his sound. It's so commercial. But you know who I really like?

A: Who?

B: Sting.

A: Sting? **I hate to say it, but** I find his music a little dated.

**B** ▶ 1:20 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.

**C NOTEPADDING** Write about some of your favorite musical artists and groups. Use cleft sentences with What.

Artists or groups	What I like



**D CONVERSATION ACTIVATOR** Create a conversation similar to the one in Exercise A. Start like this: *Are you as much of a \_\_\_ fan as I am?* Be sure to change roles and then partners.

**DON'T STOP!**

- Discuss other artists you like or don't like.
- Say as much as you can.

## ORIGINAL STRATEGIES

## A ▶ 1:21 VOCABULARY DESCRIBING CREATIVE PERSONALITIES

Read and listen. Then listen again and repeat.

## Positive qualities

<b>gifted</b>	having a natural ability to do one or more things extremely well
<b>energetic</b>	very active, physically and mentally
<b>imaginative</b>	able to think of new and interesting ideas
<b>passionate</b>	showing a strong liking for something and being very dedicated to it

## Negative qualities

<b>eccentric</b>	behaving in an unusual way or appearing different from most people
<b>difficult</b>	never satisfied and hard to please
<b>moody</b>	becoming quickly and easily annoyed or unhappy
<b>egotistical</b>	believing oneself to be better or more important than other people

**B READING WARM-UP** It is often said that gifted people have eccentric, moody, or difficult personalities. Do you agree? Explain.

## ORIGINAL STRATEGIES

**C ▶ 1:22 READING** Read the short biography. What effect did Beethoven's personality have on his life?

## A Passionate Genius

Born in 1770 in Bonn, Germany, Ludwig van Beethoven started playing the piano before he was four years old. Clearly gifted, he had already composed his first piece of music by the time he was twelve. When Beethoven was just sixteen, he went to study in Vienna, Austria, then the center of European cultural life and home to the most brilliant musicians and composers of the period. Beethoven proved to be both a gifted pianist and an imaginative composer. He went on to create his own unique sound and melodies loved by millions.

Beethoven is remembered not only for his great genius, but also for his strong and difficult personality. In one infamous incident, Beethoven became so annoyed with a waiter that he emptied a plate of food over the man's head. He could also be quite egotistical, saying once, "There are and will be thousands of princes. There is only one Beethoven." During concerts, if people talked while he was performing, he would stop and walk out.

Despite this type of behavior, many in musical and aristocratic circles admired Beethoven, and music lovers were always Beethoven's greatest supporters. This fact did not prevent him from losing his temper with one or another of them. However, because of his talent, Beethoven's friends always forgave his insults and moody temperament.

In addition to being difficult, Beethoven was also well-known for his eccentric behavior. He had the odd habit of putting his head in cold water before he composed any music. He often walked through the streets of Vienna muttering to himself and

stamping his feet. He completely neglected his personal appearance; he had wild hair, and his clothes would get so dirty that his friends would come during the night and replace his old clothes with new ones. What amazed his friends was that he never noticed the difference.

Beethoven wrote two famous works, *Moonlight Sonata* and *Für Elise*, for two different women he loved. He was almost always passionately in love, often with a woman who was already married or engaged. Although Beethoven asked several women to marry him, they all rejected him.

The most tragic aspect of Beethoven's life was his gradual loss of hearing, beginning in his late twenties until he became completely deaf in his forties. However, even as his hearing grew worse, Beethoven continued to be energetic and productive; his creative activity remained intense, and audiences were deeply touched by his music. In 1826, Beethoven held his last public performance of his famous *Ninth Symphony*. By this time, the composer was completely deaf. When he was turned around so he could see the roaring applause that he could not hear, Beethoven began to cry.

Beethoven died in Vienna at age fifty-seven. One out of ten people who lived in Vienna came to his funeral. And millions of people all over the world have been enjoying his music ever since.



**D INFER INFORMATION** Infer the information from the Reading. Explain your answers.

- 1 the year Beethoven moved away from Bonn
- 2 Beethoven's age when he gave his last public performance
- 3 the reason he cried
- 4 the year Beethoven died

**E IDENTIFY SUPPORTING DETAILS** On a separate sheet of paper, write examples from the Reading of Beethoven's behavior that illustrate each personality trait. Use your own words. Explain your answers.

- |                           |                          |                           |
|---------------------------|--------------------------|---------------------------|
| 1 that he was gifted      | 4 that he was passionate | 7 that he was moody       |
| 2 that he was energetic   | 5 that he was eccentric  | 8 that he was egotistical |
| 3 that he was imaginative | 6 that he was difficult  |                           |

**F EXPRESS AND SUPPORT AN OPINION** Discuss the questions. Activate the Vocabulary to support your opinion.

- Why do you think every woman that Beethoven asked to marry him rejected him? Do you think they made the right decision?
- Why do you think Beethoven was able to write some of his most popular pieces of music when he could no longer hear?

EXTRA  
CHALLENGE

## NOW YOU CAN Describe a creative personality

**A FRAME YOUR IDEAS** Do you think you have a creative personality? Rate yourself for the qualities below on a scale from 0 to 3. Compare answers with a partner.

“I'm not particularly creative, but I'm very **passionate**. I think it's really important to love what you do. What about you?”

- 0 = not at all  
1 = a little  
2 = somewhat  
3 = extremely

- |                   |                   |
|-------------------|-------------------|
| ..... gifted      | ..... difficult   |
| ..... eccentric   | ..... energetic   |
| ..... passionate  | ..... moody       |
| ..... imaginative | ..... egotistical |

**B DISCUSSION** Provide details to complete the descriptions of these creative personalities, or write complete descriptions of others you find interesting. Be sure to use the Vocabulary and provide examples. Say as much as you can.

Ernest Miller Hemingway was a novelist, short story writer, and journalist from the U.S. But a lot of people found him **eccentric**. For example,...



Frida Kahlo was a famous Mexican painter. They say that, at times, she could be quite **moody**. For example, ...



Christian Bale is a Hollywood actor who is originally from the U.K. He is very talented and is known to be very **passionate** about acting. But it is said that he can be **egotistical** and **difficult** to work with. For example, ...



**OPTIONAL WRITING** Write a biography of a creative person. Present it to the class.

### RECYCLE THIS LANGUAGE

- |                      |                 |
|----------------------|-----------------|
| • a pain in the neck | • a team player |
| • a people person    | • a tyrant      |
| • a sweetheart       | • a workaholic  |

- A LISTENING WARM-UP DISCUSSION** In what ways do you think the arts could be used to help children who are under emotional stress or the elderly with memory problems?

DIGITAL STRATEGIES

- B ▶ 1:23 LISTEN FOR MAIN IDEAS** Listen to the radio program for descriptions of how the arts are used as therapy. Write the type of therapy that is described by each therapist.



Mark Branch

1 .....



Bruce Nelson

2 .....



Carla Burgess

3 .....

- C ▶ 1:24 LISTEN FOR SUPPORTING INFORMATION** Listen to the radio program again and complete each statement. Then explain what the therapist does to achieve each goal.

- 1 Mark Branch uses the arts to help patients with intellectual disabilities improve .....
  - a their schoolwork
  - b their ability to socialize
- 2 Bruce Nelson uses the arts to help troubled teens .....
  - a talk about their problems more easily
  - b socialize with others more easily
- 3 Carla Burgess uses the arts to help the elderly .....
  - a tell others about their problems
  - b socialize with others

- D ▶ 1:25 LISTEN TO TAKE NOTES** Listen to the radio program again. Work with a partner to define these words and phrases.

- 1 an intellectual disability: .....
- 2 a troubled teen: .....
- 3 a senior: .....

- E APPLY IDEAS** Read each situation. Which therapies mentioned in the radio program would you recommend for each situation and why? Compare and discuss your answers with a partner.

- 1** A number of humanitarian organizations have been working with children who were forced to become soldiers and fight in local wars. In many cases these children have participated in violent acts. Their experiences make it hard to sleep or interact normally with others.



- 2** Greenwood Hospital specializes in helping patients who have been in car accidents and sports- or work-related accidents. Patients struggle with physical pain, limited movement in arms and legs, and depression. They need emotional support.



**3** The Walker Institute provides support for adults who have suddenly found themselves without a job or a place to live. As a result, these people feel separated from others socially. Understandably, they feel bad about their current circumstances and worry a lot about the future.



## F WORD STUDY USING PARTICIPIAL ADJECTIVES

The present and past participial forms of many verbs can function as adjectives.

The past participle has a passive meaning. It can usually be restated with a **by** phrase.

The patient is **depressed** [by his life].

I'm **bored** [by this movie].

The present participle does not have a passive meaning. It can usually be restated with an active verb.

That book is **depressing**. [It depresses everyone.]

It's so **boring**. [It bores me.]

### 1:26 Participial adjectives

Verb	Present participle	Past participle
(amaze)	amazing	amazed
(annoy)	annoying	annoyed
(bore)	boring	bored
(depress)	depressing	depressed
(disappoint)	disappointing	disappointed
(entertain)	entertaining	entertained
(excite)	exciting	excited
(interest)	interesting	interested
(please)	pleasing	pleased
(relax)	relaxing	relaxed
(soothe)	soothing	soothed
(stimulate)	stimulating	stimulated
(surprise)	surprising	surprised
(touch)	touching	touched
(trouble)	troubling	troubled

## G WORD STUDY PRACTICE Circle an adjective to complete each sentence.

- 1 Music can make language students feel (**relaxed** / **relaxing**).
- 2 Drawing pictures about their problems can make patients feel less (**depressed** / **depressing**).
- 3 Some patients find movement therapy to be very (**soothed** / **soothing**).
- 4 For patients in physical pain, the benefits of music therapy can be (**surprised** / **surprising**).
- 5 Researchers are (**amazed** / **amazing**) that the results have been so positive.
- 6 Many doctors report they are (**pleased** / **pleasing**) with the progress their patients make.
- 7 Many teen patients feel that drama therapy is (**entertained** / **entertaining**).

## H WORD STUDY PRACTICE With a partner, take turns choosing a present participial adjective from Exercise F and using it in a sentence. Your partner then creates a sentence using the past participial form.

“I think music therapy might be **disappointing**.”

“I think I might be **disappointed** by music therapy.”

## NOW YOU CAN Discuss the benefits of the arts

### A NOTEPADDING What are some benefits that music, art, dance, and theater bring to people's everyday lives? With a partner, make a list and discuss. Use participial adjectives.

Benefits	Examples
Music can be <b>soothing</b> .	Playing music at work <b>relaxes</b> people so they're more productive.

Benefits	Examples

### B GROUP WORK Present your ideas to your class or group. Comment on your classmates' ideas and ask questions.

**A WRITING SKILL** Study the rules.

When listing two or more words in a series, be sure to use parallel structure. All the words, phrases, or clauses should be in the same form. Study the examples.

I like **photographing, painting, and singing**. (All are gerunds.)

I like **to photograph, to paint, and to sing**. (All are infinitives.)

The picture **was painted, framed, and sold**. (All are passives.)

She's a **friendly, helpful, and intelligent** human being. (All are adjectives.)

If you are listing two or more infinitives, either use to with all of them or use it only with the first one.

She wants **to eat, to drink, and to go** to sleep. OR She wants **to eat, drink, and go** to sleep.

With a pair or series of nouns, either use the article with all of them, or use it only with the first one.

I'm **a student, a musician, and a mother**. OR I'm **a student, musician, and mother**.

If another word refers to all of the words in the series, you can use it with all of them or only with the first.

I don't think I'm **very interesting or very smart**. OR I don't think I'm **very interesting** or **smart**.

I prefer people **who make me laugh** and **who like outdoor activities**.

OR I prefer people **who make me laugh** and **like outdoor activities**.

**B ERROR CORRECTION** Find and correct the errors.

**My personality**

Some people think I am moody, a pessimistic person, and cautious, because I sometimes worry about the future. However, this is very surprising to me. What I think is that I have always been a passionate, a positive, and optimistic person. The fact that I love traveling, to meet new people, and learning about new places proves that I don't have a pessimistic outlook. Most of my friends find me to be energetic and imaginative.

**C PRACTICE** On a separate sheet of paper, complete each statement with the words in parentheses, using parallel structure. Then write at least two similar sentences about your own personality and interests.

1 I like (read, listen to music, go to movies).

2 I've been (teacher, stay-at-home mom, office manager).

3 I enjoy (hike, ski, swim in the ocean).

4 (see new places, have new experiences, make new friends) are all reasons I like to travel.

5 Last year I (join the volleyball team, play in ten games, win an award).

6 What energizes and relaxes me is (paint portraits, cook great meals, play my guitar).

**WRITING PROCESS**

**D APPLY THE WRITING SKILL** Write a paragraph describing your interests and personality. Try to include at least one sentence using the present perfect continuous and one using a cleft sentence with What. Use the Vocabulary from Units 1 and 2.

**SELF-CHECK**

- ☐ Does my paragraph have a topic sentence and supporting sentences?
- ☐ Do I have a concluding sentence?
- ☐ Did I use parallel structure?

**A** ▶ 1:27 Listen to the conversations about musical preferences. Check the person who doesn't like the music. Then listen again and write what the person doesn't like about it.

	The man	The woman	What he or she doesn't like
1 Backstreet Boys	<input type="checkbox"/>	<input type="checkbox"/>	.....
2 Vanessa-Mae	<input type="checkbox"/>	<input type="checkbox"/>	.....
3 Josh Groban	<input type="checkbox"/>	<input type="checkbox"/>	.....
4 Tom Chaplin	<input type="checkbox"/>	<input type="checkbox"/>	.....
5 Antonio Carlos Jobim	<input type="checkbox"/>	<input type="checkbox"/>	.....

**B** Complete the statements with an appropriate adjective from the box.

eccentric    egotistical    energetic    gifted    moody    passionate

- Sarah is a very ..... musician. She started playing the piano when she was three.
- My neighbor has thirty cats. You could say he's a bit .....
- Franco is an extremely ..... person. He only thinks of himself.
- Dalia has been so ..... lately. She gets angry at the smallest thing.
- My brother is really ..... He's always doing something productive.
- My boss is so ..... about the products we sell. She really believes in them.

**C** Check the sentences in which the present perfect continuous or present perfect are used correctly. Correct and rewrite the incorrect sentences on a separate sheet of paper.

- ☐ I've already been writing two reports for my boss this month.
- ☐ Kate hasn't seen the movie *Interstellar* yet, but all her friends have been telling her how great it is.
- ☐ They've never been hearing about art therapy before.
- ☐ Most likely, Lance studied late. His bedroom light is still on.
- ☐ We haven't been making reservations for our flight yet.
- ☐ I'll bet you've done the laundry. I can hear the washing machine.

**D** Rewrite each statement as a cleft sentence with What.

- Life without the arts wouldn't be much fun.  
.....
- I don't like a band whose music is really commercial.  
.....
- The beat made everyone feel like performing.  
.....
- I like to listen to music that has fun lyrics and a great melody.  
.....
- They should go see anything that's playing on Broadway.  
.....

