

THIRD EDITION

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SUMMIT 1A

JOAN SASLOW ALLEN ASCHER

with WORKBOOK



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THIRD EDITION

SUMMIT 1A

ENGLISH FOR TODAY'S WORLD
with WORKBOOK

JOAN SASLOW
ALLEN ASCHER



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LEARNING OBJECTIVES

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

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

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

Reference Charts page 122

Grammar Booster page 125

Pronunciation Booster page 141

Test-Taking Skills Booster page 151

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

TO THE TEACHER

What is *Summit*?

Summit is a two-level high-intermediate to advanced communicative course that develops confident, culturally fluent English speakers able to navigate the social, travel, and professional situations they will encounter as they use English in their lives. *Summit* can follow the intermediate level of any communicative series, including the four-level **Top Notch** course.

Summit delivers immediate, demonstrable results in every class session through its proven pedagogy and systematic and intensive recycling of language. Each goal- and achievement-based lesson is tightly correlated to the Can-Do Statements of the Common European Framework of Reference (CEFR). The course is fully benchmarked to the Global Scale of English (GSE).

Each level of *Summit* contains material for 60 to 90 hours of classroom instruction. Its full array of additional print and digital components can extend instruction to 120 hours if desired. Furthermore, the entire *Summit* course can be tailored to blended learning with its integrated online component, *MyEnglishLab*. *Summit* offers more ready-to-use teacher resources than any other course available today.

NEW This third edition represents a major revision of content and has a greatly increased quantity of exercises, both print and digital. Following are some key new features:

- **Conversation Activator Videos** to build communicative competence
- **Discussion Activator Videos** to increase quality and quantity of expression
- A **Test-Taking Skills Booster** (and **Extra Challenge Reading Activities**) to help students succeed in the reading and listening sections of standardized tests
- An **Understand Idioms and Expressions** section in each unit increases the authenticity of student spoken language

Award-Winning Instructional Design*

Demonstrable confirmation of progress

Every two-page lesson has a clearly stated communication goal and culminates in a guided conversation, free discussion, debate, presentation, role play, or project that achieves the goal. Idea framing and notepadding activities lead students to confident spoken expression.

Cultural fluency

Summit audio familiarizes students with a wide variety of native and non-native accents. Discussion activities reflect the topics people of diverse cultural backgrounds talk about in their social and professional lives.

Explicit vocabulary and grammar

Clear captioned illustrations and dictionary-style presentations, all with audio, take the guesswork out of meaning and ensure comprehensible pronunciation. Grammar is embedded in context and presented explicitly for form, meaning, and use. The unique “Recycle this Language” feature encourages active use of newly learned words and grammar during communication practice.

Active listening syllabus

More than 50 listening tasks at each level of *Summit* develop critical thinking and crucial listening comprehension skills such as listen for details, main ideas, confirmation of content, inference, and understand meaning from context.

**Summit* is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

Conversation and Discussion Activators

Memorable conversation models with audio provide appealing natural social language and conversation strategies essential for post-secondary learners. Rigorous Conversation Activator and Discussion Activator activities with video systematically stimulate recycling of social language, ensuring it is not forgotten. A unique Pronunciation Booster provides lessons and interactive practice, with audio, so students can improve their spoken expression.

Systematic writing skills development

Summit teaches the conventions of correct English writing so students will be prepared for standardized tests, academic study, and professional communication. Lessons cover key writing and rhetorical skills such as using parallel structure and avoiding sentence fragments, run-on sentences, and comma splices. Intensive work in paragraph and essay development ensures confident and successful writing.

Reading skills and strategies

Each unit of *Summit* builds critical thinking and key reading skills and strategies such as paraphrasing, drawing conclusions, expressing and supporting an opinion, and activating prior knowledge. Learners develop analytical skills and increase fluency while supporting their answers through speaking.





*We wish you and your students enjoyment and success with **Summit**. We wrote it for you.*

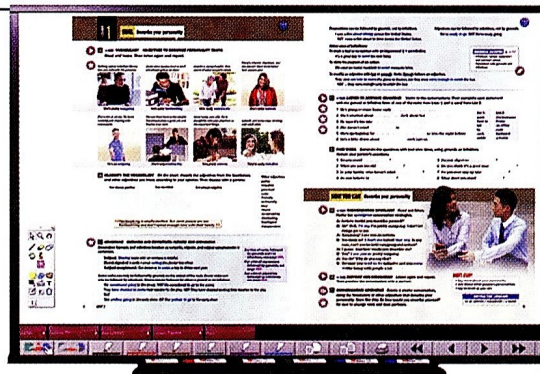
Joan Saslow and Allen Ascher

ActiveTeach


Maximize the impact of your **Summit** lessons. Digital Student's Book pages with access to all audio and video provide an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of easy-to-access digital and printable features.

For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Discussion Activator videos: increase quality and quantity of expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Extra Challenge Reading Activities: help students succeed at standardized proficiency tests.

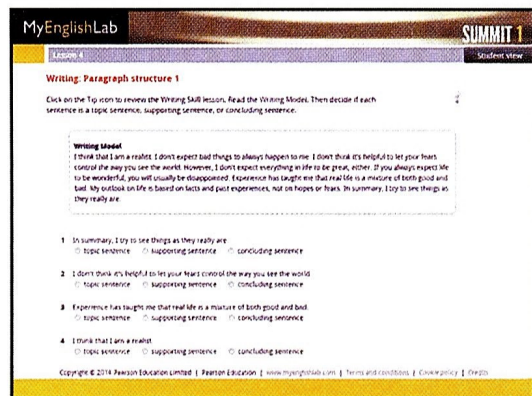


PLUS

- Interactive Whiteboard tools, including zoom, highlight, links, notes, and more.
-  Clickable Audio: instant access to the complete classroom audio program
- *Summit TV* Video Program: fully-revised authentic TV documentaries as well as unscripted on-the-street interviews, featuring a variety of regional and non-native accents

MyEnglishLab

An optional online learning tool



- **NEW** Immediate, meaningful feedback on wrong answers
- **NEW** Remedial grammar exercises
- **NEW** Grammar Coach videos for general reference
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded achievement tests

For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- *Summit TV* teaching notes
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Summit TV* activity worksheets

For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

Ready-made *Summit Web Projects* provide authentic application of lesson language.

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Choose printable or online version

Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- **NEW** The app *Summit Go* allows access anytime, anywhere and lets students practice at their own pace. The entire audio program is also available for students at www.english.com/summit3e.

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in ActiveTeach

For more information: www.pearsonelt.com/summit3e
www.papyruspub.com

ABOUT THE AUTHORS

Joan Saslow

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.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

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UNIT

1

Outlook and Behavior

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

PREVIEW

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?

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.

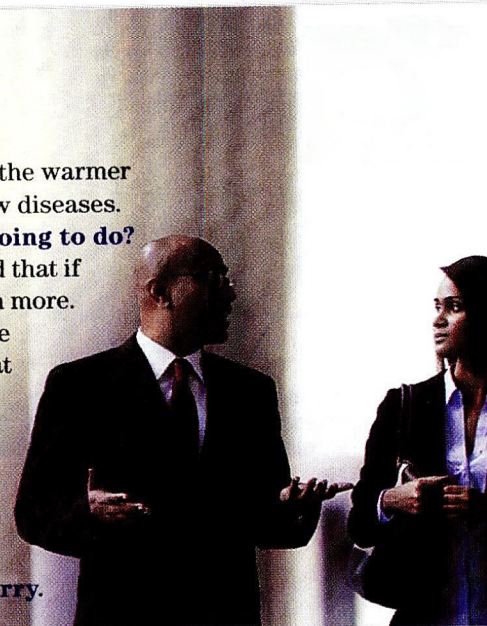
15-18 POINTS
You're a pessimist.
You have a negative outlook and tend to see the glass half empty.

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.

- | | |
|--|---|
| <p>1 It's just a matter of time. a It will take a long time. b It will certainly happen in the future.</p> <p>2 Hey, what are you going to do? a There's nothing anyone can do about it. b What plans do you have?</p> <p>3 This has started getting to me. a This is beginning to bother me. b I'm beginning to get sick.</p> <p>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.</p> | <p>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.</p> <p>6 Better safe than sorry. a It's better to stay safe and have no regrets. b I'm sorry, but I'm sick.</p> |
|--|---|

F COMPARE AND CONTRAST Discuss the questions.

- How would you describe Leo's and Nora's outlooks? How are they different?
- 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. ”

GOAL Describe your personality

DIGITAL STRATEGIES

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.



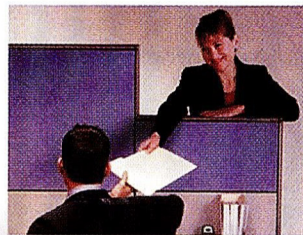
She's quite **modest**.

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



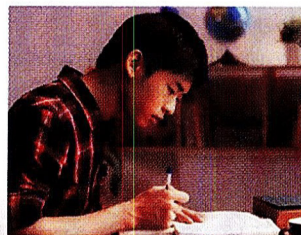
He's so **outgoing**.

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



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

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

DIGITAL INDUCTIVE ACTIVITY

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.

Adjectives can be followed by infinitives, not by gerunds.

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

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

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

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 MORE 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.

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

DIGITAL VIDEO
DIGITAL SPEAKING BOOSTER



GOAL Discuss someone's behavior

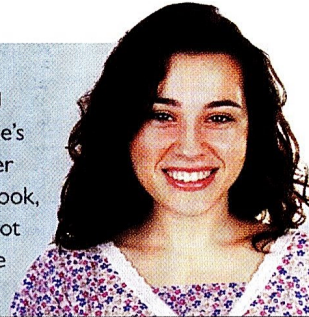
A ▶ 1:07 **GRAMMAR SPOTLIGHT** Read how these four people describe other people's behavior. Notice the spotlighted grammar.



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!



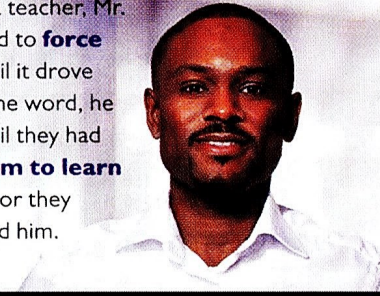
Martina Braun, 21 Frankfurt, Germany



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

DIGITAL 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 INDUCTIVE 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.

GOAL Compare perspectives on world problems

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.



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

Conversation 2

- When the man says, "I think I'm getting a little obsessed," he means,
 - "I'm thinking about this way too much."
 - "I'm afraid I'm getting sick."
- When she says, "Well, I don't think that's crazy," she means
 - he's right to be worried
 - the disease is extremely bad
- When the woman says, "It's even more contagious," she worries
 - it could cause an epidemic
 - 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,
 - "Are you as scared as I am about terrorism?"
 - "I don't know how to stop terrorism. Do you?"
- When the woman says, "Well, that's no way to live," she means,
 - "You are going to die."
 - "It's impossible to live normally with that outlook."
- When she says, "It is what it is," she means,
 - "What is it?"
 - "There's nothing anyone can do about it."
- When the man says, "I guess I'm going a little overboard," he means,
 - "I'm making this too important."
 - "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?

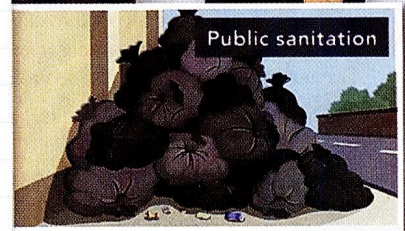
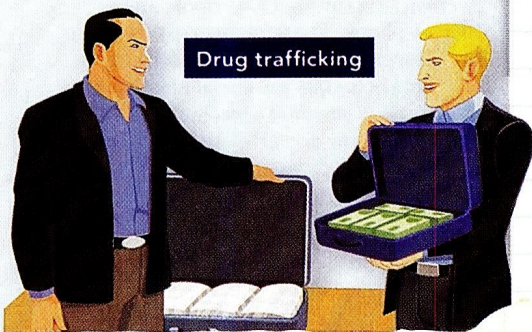
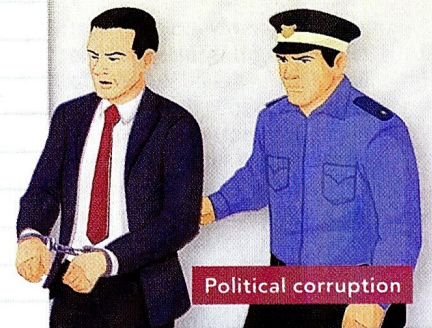
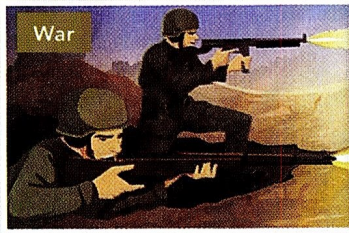
Conversation 3

- 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.



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.



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.

GOAL Discuss creative ways to achieve a goal**A READING WARM-UP** In what ways can a person's attitude help in solving a problem or achieving a goal?**DIGITAL 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

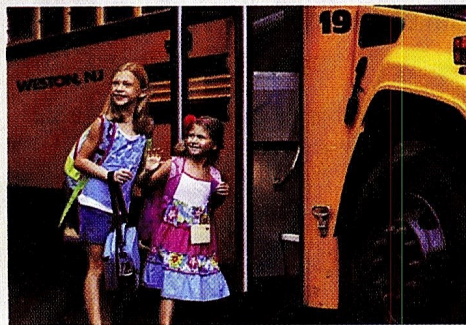
FACEBOOK SAVES THE DAY

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 Secret, 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, Secret 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, Secret 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 Secret, 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 Secret.

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.

- | | | | |
|--|-------------------------------------|--------------------------------------|---------------------------------|
| <input type="checkbox"/> absent-minded | <input type="checkbox"/> hopeless | <input type="checkbox"/> meaningless | <input type="checkbox"/> useful |
| <input type="checkbox"/> affectionate | <input type="checkbox"/> purposeful | <input type="checkbox"/> powerful | |

DIGITAL 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 Secret'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



WRITING Paragraph structure: Review**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.

