

SECOND EDITION

# SUMMIT

1

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eBOOK



# Learning Objectives

| Unit  | Communication Goals  | Vocabulary   | Grammar  |
|---|--|--|--|
| <b>1</b><br><b>New Perspectives</b><br>page 2 | <ul style="list-style-type: none"><li>Suggest ways to enjoy life more</li><li>Describe people's personalities</li><li>Compare perspectives on life</li><li>Share a life-changing experience</li></ul>      | <ul style="list-style-type: none"><li>Personality types</li></ul> <p><b>Word Skill:</b></p> <ul style="list-style-type: none"><li>Classifying by positive and negative meaning</li></ul>   | <ul style="list-style-type: none"><li>Gerunds and infinitives: changes in meaning</li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>Gerunds and infinitives: summary</li><li><b>Grammar for Writing:</b> parallelism with gerunds and infinitives</li></ul>  |
| <b>2</b><br><b>Musical Moods</b><br>page 14   | <ul style="list-style-type: none"><li>Describe the music you listen to</li><li>Explain the role of music in your life</li><li>Describe a creative person</li><li>Discuss the benefits of music</li></ul>   | <ul style="list-style-type: none"><li>Elements of music</li><li>Describing creative personalities</li></ul> <p><b>Word Skill:</b></p> <ul style="list-style-type: none"><li>Using participial adjectives</li></ul>                       | <ul style="list-style-type: none"><li>The present perfect and the present perfect continuous: finished and unfinished actions</li><li>Noun clauses</li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>Finished and unfinished actions: summary</li><li>The past perfect continuous</li><li><b>Grammar for Writing:</b> noun clauses as adjective and noun complements</li></ul> |
| <b>3</b><br><b>Money Matters</b><br>page 26   | <ul style="list-style-type: none"><li>Talk about your financial goals</li><li>Express buyer's remorse</li><li>Describe your spending habits</li><li>Discuss reasons for charitable giving</li></ul>        | <ul style="list-style-type: none"><li>Expressing buyer's remorse</li><li>Describing spending habits</li><li>Charity and investment</li></ul>   | <ul style="list-style-type: none"><li>Future plans and finished future actions</li><li>The past unreal conditional: inverted form</li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>The future continuous</li><li>The future perfect continuous</li></ul>  |
| <b>4</b><br><b>Looking Good</b><br>page 38    | <ul style="list-style-type: none"><li>Discuss appropriate dress</li><li>Comment on fashion and style</li><li>Evaluate ways to change one's appearance</li><li>Discuss appearance and self-esteem</li></ul> | <ul style="list-style-type: none"><li>Describing fashion and style</li></ul> <p><b>Word Skill:</b></p> <ul style="list-style-type: none"><li>Using the prefix <i>self-</i></li></ul>   | <ul style="list-style-type: none"><li>Quantifiers</li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>Quantifiers: review<ul style="list-style-type: none"><li>A few and few, a little and little</li><li>Using <i>of</i></li><li>Without referents</li></ul></li><li><b>Grammar for Writing:</b> subject-verb agreement with quantifiers with <i>of</i></li></ul>               |
| <b>5</b><br><b>Community</b><br>page 50       | <ul style="list-style-type: none"><li>Politely ask someone not to do something</li><li>Complain about public conduct</li><li>Discuss social responsibility</li><li>Identify urban problems</li></ul>       | <ul style="list-style-type: none"><li>Ways to soften an objection</li><li>Ways to perform community service</li></ul> <p><b>Word Skill:</b></p> <ul style="list-style-type: none"><li>Using negative prefixes to form antonyms</li></ul> | <ul style="list-style-type: none"><li>Possessives with gerunds</li><li>Paired conjunctions</li></ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"><li>Conjunctions with <i>so, too, neither, or not either</i></li><li><i>So, too, neither, or not either:</i> short responses</li></ul>  |

| Conversation Strategies  | Listening/<br>Pronunciation  | Reading   | Writing  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>Use <u>Actually</u> to soften a negative response</li> <li>Use <u>I wonder</u> to elicit an opinion politely</li> <li>Use <u>You know</u> to indicate that you are about to offer advice or a suggestion</li> </ul>   | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer point of view</li> <li>Listen for main ideas</li> <li>Understand 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 magazine article about finding balance in life</li> <li>A magazine article about optimism vs. pessimism</li> <li>A survey about perspectives on life</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Relate to personal experience</li> <li>Identify supporting details</li> </ul>   | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe personality types</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Paragraph structure: review</li> </ul>              |
| <ul style="list-style-type: none"> <li>Use <u>So</u> to indicate a desire to begin a conversation</li> <li>Confirm information with <u>right?</u></li> <li>Use <u>You know</u> to introduce information and be less abrupt</li> <li>Begin answers with <u>Well</u> to introduce an opinion</li> </ul>  | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen for supporting 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>Brief CD reviews from a website</li> <li>Interviews: the role of music in one's life</li> <li>A biography of Ludwig van Beethoven</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Make personal comparisons</li> <li>Activate language from a text</li> </ul>  | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe yourself</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Parallel structure</li> </ul>                                |
| <ul style="list-style-type: none"> <li>Use <u>Hey</u> to indicate enthusiasm</li> <li>Use <u>to tell you the truth</u> to introduce an unexpected assertion</li> <li>Ask <u>What do you mean?</u> to clarify</li> <li>Agree informally with <u>You're telling me</u></li> </ul>  | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer reasons</li> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sentence rhythm</li> </ul>   | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Financial tips from a newspaper</li> <li>Interviews: financial goals</li> <li>A magazine article about Paul Newman's philanthropy</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Make personal comparisons</li> <li>Express and support an opinion</li> </ul>   | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Explain your financial goals</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Sequencing events: review</li> </ul>              |
| <ul style="list-style-type: none"> <li>Use <u>Can you believe</u> to indicate disapproval</li> <li>Use <u>Don't you think</u> to promote consensus</li> <li>Begin a response with <u>Well</u> to convey polite disagreement or reservation</li> <li>Stress the main verb to acknowledge only partial agreement</li> </ul>                    | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Infer information</li> <li>Listen to activate vocabulary</li> <li>Listen to summarize</li> <li>Express and support an opinion</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>A newspaper article about casual dress at work</li> <li>A magazine article about how the media affects self-image</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Examine cultural expectations</li> <li>Identify supporting details</li> <li>Apply ideas</li> </ul>   | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Compare two people's tastes in fashion</li> </ul> <p><b>Writing 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 express concern that an intended action may offend</li> <li>Use <u>Actually</u> to object politely</li> <li>Use expressions such as <u>I hope that's not a problem</u> to soften an objection</li> <li>Say <u>Not at all</u> to indicate a willingness to comply</li> </ul> | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to summarize</li> <li>Listen for details</li> <li>Critical thinking</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Unstressed syllables</li> </ul>  | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A graph depicting world population changes</li> <li>Interviews: pet peeves about public conduct</li> <li>An interview about "megacities"</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Interpret data from a graph</li> <li>Express your ideas</li> <li>Confirm content</li> <li>Understand from context</li> <li>Infer information</li> </ul> | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Complain about a problem</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Formal letters: review</li> </ul>                     |

| Unit  | Communication Goals   | Vocabulary   | Grammar   |
|---|---|--|---|
| <b>6</b><br><b>Animals</b><br>page 62                   | <ul style="list-style-type: none"> <li>Exchange opinions about the treatment of animals</li> <li>Discuss the benefits of certain pets</li> <li>Compare animal characters</li> <li>Debate the value of animal conservation</li> </ul>    | <ul style="list-style-type: none"> <li>Ways animals are used or treated</li> <li>Describing pets</li> <li>Describing character traits</li> </ul>   | <ul style="list-style-type: none"> <li>The passive voice with modals</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Modals and modal-like expressions: summary</li> </ul>  |
| <b>7</b><br><b>Advertising and Consumers</b><br>page 74 | <ul style="list-style-type: none"> <li>Give shopping advice</li> <li>Discuss your reactions to ads</li> <li>Persuade someone to buy a product</li> <li>Describe consumer shopping habits</li> </ul>                                     | <ul style="list-style-type: none"> <li>Describing low prices and high prices</li> <li>Shopping expressions</li> <li>Ways to persuade</li> </ul>  | <ul style="list-style-type: none"> <li>Passive forms of gerunds and infinitives</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li><b>Grammar for Writing:</b> past forms of gerunds and infinitives</li> </ul>  |
| <b>8</b><br><b>Family Trends</b><br>page 86             | <ul style="list-style-type: none"> <li>Describe family trends</li> <li>Discuss parent / teen issues</li> <li>Compare generations</li> <li>Describe care for the elderly</li> </ul>  | <ul style="list-style-type: none"> <li>Examples of bad behavior</li> <li>Describing parent and teen behavior</li> </ul> <p><b>Word Skill:</b></p> <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> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Making comparisons: summary</li> <li>Other uses of comparatives, superlatives, and comparisons with <u>as . . . as</u></li> </ul>                                  |
| <b>9</b><br><b>History's Mysteries</b><br>page 98       | <ul style="list-style-type: none"> <li>Speculate about the out-of-the-ordinary</li> <li>Present a theory about a past event</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>Ways to say "I don't know"</li> <li>Ways to express certainty</li> </ul> <p><b>Word Skill:</b></p> <ul style="list-style-type: none"> <li>Using adjectives with the suffix <u>-able</u></li> </ul>        | <ul style="list-style-type: none"> <li>Indirect speech with modals</li> <li>Perfect modals in the passive voice for speculating about the past</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li><b>Say, ask, and tell:</b> summary</li> <li><b>Grammar for Writing:</b> other reporting verbs</li> </ul> |
| <b>10</b><br><b>Your Free Time</b><br>page 110          | <ul style="list-style-type: none"> <li>Explain the benefits of leisure activities</li> <li>Describe hobbies and other interests</li> <li>Compare your use of leisure time</li> <li>Discuss the risk-taking personality</li> </ul>       | <ul style="list-style-type: none"> <li>Ways to express fear and fearlessness</li> </ul> <p><b>Word Skills:</b></p> <ul style="list-style-type: none"> <li>Using collocations for leisure activities</li> <li>Modifying with adverbs</li> </ul>   | <ul style="list-style-type: none"> <li>Order of modifiers</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Adverbs of manner</li> <li>Intensifiers</li> </ul>  |

|   |         |
|---|---------|
| Pronunciation table / Irregular verbs .....   | page A2 |
| Stative verbs / Verbs followed by a gerund / Expressions that can be followed by a gerund .....   | page A3 |
| Verbs followed directly by an infinitive / Verbs followed by an object before an infinitive ..... | page A4 |
| Adjectives followed by an infinitive .....  | page A4 |

| Conversation Strategies   | Listening/<br>Pronunciation  | Reading  | Writing  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Use <u>I've heard</u> to introduce a statement of popular opinion</li> <li>Use <u>for one thing</u> to provide one reason among several in supporting an argument</li> <li>Use <u>believe it or not</u> to introduce surprising information</li> </ul>   | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Express and support an opinion</li> <li>Draw conclusions</li> <li>Make comparisons</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>The Chinese Zodiac</li> <li>A discussion board about the humane 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>Evaluate ideas</li> <li>Understand from context</li> <li>Critical thinking</li> </ul>                          | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Express an opinion on animal treatment</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Persuasion</li> </ul>   |
| <ul style="list-style-type: none"> <li>Soften a wish or a statement of intent with <u>I think I'd like to</u></li> <li>Respond with <u>nothing in particular</u> to indicate indecision or avoid commitment</li> <li>Make a suggestion by saying <u>something would be a good bet</u></li> <li>Say <u>Of course</u> to make an affirmative answer stronger</li> </ul> | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Support reasoning with details</li> <li>Apply ideas</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds</li> </ul>  | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Interviews: reactions to ads</li> <li>A presentation of eight advertising techniques</li> <li>A magazine article about compulsive shopping</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Infer information</li> <li>Relate to personal experience</li> </ul>   | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Explain an article you read</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Summarize and paraphrase another person's ideas</li> </ul>                 |
| <ul style="list-style-type: none"> <li>Use <u>I hate to say it, but</u> to introduce unwelcome information</li> <li>Respond with <u>I suppose</u> to indicate partial agreement</li> <li>Use <u>But</u> to introduce a dissenting opinion</li> </ul>  | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to apply grammar</li> <li>Listen to activate vocabulary</li> <li>Make personal comparisons</li> <li>Listen to summarize</li> <li>Listen for details</li> <li>Compare and contrast</li> <li>Critical thinking</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Stress placement</li> </ul> | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A brochure about falling birthrates</li> <li>A newspaper article about China's elderly population</li> <li>Case studies: aging parents</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Identify cause and effect</li> <li>Summarize</li> <li>Confirm content</li> <li>Draw conclusions</li> </ul> | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe your relationship with a family member</li> </ul> <p><b>Writing 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>Respond with <u>Beats me</u> to admit lack of knowledge</li> <li>Say <u>You're probably right</u> to acknowledge another's encouragement</li> <li>Ask a question with <u>Why else would</u> to confirm one's own opinion</li> </ul>  | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen to summarize</li> <li>Draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Reduction and linking</li> </ul>   | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Encyclopedia entries about well-known mysteries</li> <li>A magazine article about the world's greatest hoaxes</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Activate prior knowledge</li> <li>Confirm facts</li> </ul>  | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a news article</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments</li> </ul>  |
| <ul style="list-style-type: none"> <li>Use <u>kind of like</u> to make a loose comparison</li> <li>Use <u>I hate to say this, but</u> to excuse oneself for disagreeing</li> <li>Use <u>Well, even so</u> to acknowledge someone's point but disagree politely</li> </ul>   | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to define</li> <li>Relate to personal experience</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds</li> </ul>   | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Statistics comparing technological promises vs. reality</li> <li>Message-board posts about unusual hobbies</li> <li>A magazine article about technology and leisure time</li> </ul> <p><b>Skills/strategies:</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Identify supporting details</li> </ul>         | <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Comment on another's point of view</li> </ul> <p><b>Writing Skill:</b></p> <ul style="list-style-type: none"> <li>Expressing and supporting opinions clearly</li> </ul>               |

- Verbs that can be followed by a gerund or an infinitive / Participial adjectives ..... page A4  
 Grammar Booster ..... page G1  
 Pronunciation Booster ..... page P1

- 1 Suggest ways to enjoy life more
- 2 Describe people's personalities
- 3 Compare perspectives on life
- 4 Share a life-changing experience

## Preview

- A Topic Preview.** Look at the map of the world. Where do you think the artist is from?



- B Express Your Ideas.**

1. What is unusual about the way the map depicts the world?
2. What do you think the artist is trying to say with the illustration? Is the artist being serious or funny?

**C**

 **Sound Bites.** Read and listen to a conversation between two colleagues working temporarily in another country.

**GILBERT:** Oh, man! Am I ready to head home!

**ANNA:** Are you kidding? I can't get enough of this place.

**GILBERT:** Well, it's been three weeks, and I think I've had about enough. I'm tired of eating strange food.

**ANNA:** Wow! I feel just the opposite. I can't get over how much I enjoy being here. I love how different the food is.

**GILBERT:** Well, not me. And frankly, it's a pain in the neck having to work so hard to understand what people are saying to me.

**ANNA:** I actually think it's fun trying to figure out how to communicate. Stop complaining! You'll be home before you know it!

**GILBERT:** Fine by me. There's no place like home.

**D**

**Think and Explain.** Read the conversation again.

With a partner, explain the meaning of each of the following statements.

1. "Am I ready to head home!"
2. "I can't get enough of this place."
3. "I think I've had about enough."
4. "I can't get over how much I enjoy being here."
5. "It's a pain in the neck having to work so hard."
6. "There's no place like home."

**E**

**Identify Supporting Details.** Read each statement and with a partner decide who you think said it—Anna or Gilbert. Support your opinion with information from the conversation.

"I'm a little uncomfortable with places that are new to me."

"I love trying new things."

"I want some adventure in my life."

"I prefer to stick closer to home."

**F**

**Compare and Contrast.** Discuss the questions.

1. How would you describe Anna's and Gilbert's personalities? How are they different?
2. Who are you more like, Gilbert or Anna?

## STARTING POINT

**Activate Language from a Text.** Check which of the following statements you think you would make about foreign travel. Then compare and discuss opinions with a partner.

"I can't get enough of visiting new and interesting places."

"I love how different the food is."

"It's a pain in the neck having to figure out what people are saying."

"I think it's fun trying to figure out how to communicate when I don't know the language."

"After a few days I'm ready to head home."

Other: \_\_\_\_\_

*Suggest ways to enjoy life more*

**A Grammar Snapshot.** Read the article and notice the use of forget, stop, and remember.



## Finding Balance

**A**re you burning the candle at both ends? Do you feel you have no time for yourself? Do you **forget to call** family on birthdays or holidays? Have you **stopped going out** with friends because you're too busy? Do you have trouble relaxing and having fun?

If you recognize yourself, you should **remember to slow down** and **take** more time for everything. Living a balanced life is about integrating the many vital areas of your life, including your health, friends, family, work, and romance.

Here are some tips for restoring a healthy perspective. First, **remember to make** time for the important people in your life. **Stop overscheduling** and spend quality time with friends and family. Second, learn to eat, talk, walk, and drive more slowly. And **don't forget to turn** your cell phone **off** sometimes. People who really want to talk to you will call back. Third, learn to live in the present and **stop worrying** about the future. And finally, take it easy and begin enjoying the simple things in life. **Stop to smell** the roses.

**B Relate to Personal Experience.** Discuss the questions.

1. Did you recognize yourself or someone you know in the article? Give examples.
2. Did you find the tips helpful? Why or why not?

## C Grammar. Gerunds and infinitives: changes in meaning

Some verbs are followed by either a gerund or an infinitive with no change in meaning, for example: love, hate, can't stand, like, prefer, begin, start, continue.

Begin **enjoying** the simple things in life. OR Begin to **enjoy** the simple things in life.

Some verbs change meaning, depending on whether they are followed by a gerund or an infinitive.

remember + infinitive = remember to do something

Remember to **make** time for the important people in your life.

I have to **remember to send** an e-mail to my friend.

remember + gerund = remember something that happened in the past

I **remember having** more time for myself.

Do you **remember going** there when you were a kid?

forget + infinitive = forget to do something

Don't **forget to turn** your cell phone off.

He always **forgets to call** on my birthday.

forget + gerund = forget something that happened in the past

I'll never **forget seeing** the mountains for the first time.

Can you ever **forget going** to the beach?

stop + infinitive = stop in order to do something

Stop to **smell** the roses.

Can you **stop to pick up** some chocolates for the party?

stop + gerund = stop an ongoing action

Stop **over-scheduling** and spend quality time with friends and family.

You need to **stop worrying** so much.

### REMEMBER

Some verbs are followed by infinitives.

Learn to live in the present.

Some verbs are followed by gerunds.

I enjoy spending time with my friends.

Some verbs are followed by objects and infinitives.

He reminded me to call my mother.

For a complete list of verbs followed by gerunds, infinitives, and objects and infinitives, see page A3 in the Appendices.

### GRAMMAR BOOSTER

► p. G1

- Gerunds and infinitives: summary
- Parallelism with gerunds and infinitives

## D Grammar Practice.

Complete each sentence with a gerund or an infinitive.

Explain the meaning of each sentence.

1. I'll never forget (travel) ..... abroad for the first time.
2. When I feel stressed out, I remember (put) ..... things in perspective.
3. You need to stop (try) ..... to do everything at once.
4. If I forget (send) ..... a card for a friend's birthday, I try to remember (call) .....
5. We forgot (buy) ..... flowers, so we stopped (pick up) ..... some on the way to the party.
6. I remember (celebrate) ..... holidays with my family when I was young.

"Number 1 is about remembering something that happened in the past."

## NOW YOU CAN Suggest ways to enjoy life more

- A Notepadding.** With a partner, write a list of suggestions for what someone can do to enjoy life more. Use remember, forget, and stop.

Stop worrying about the small things.

- B Use the Grammar.** Share your ideas with your class or group. Using the information on your notepad, create a list of suggestions that everyone agrees with.

## 2

## GOAL

**Describe people's personalities**

A

 **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

- A: Have you had a chance to meet the new manager?
- B: Liz? **Actually**, no. Have you?
- A: Not yet. **I wonder** what she's like.
- B: Well, everyone says she's bad news.
- A: **You know**, you can't believe everything you hear. She might turn out to be a real sweetheart.

B

 **Rhythm and intonation practice**



B

 **Vocabulary. Personality Types.** Listen and practice.

**Positive**

**a sweetheart** someone who is likable and easy to get along with

**a team player** someone who works well with other people so the whole group is successful

**a brain** someone who is intelligent and can solve problems that are difficult for others

**a people person** someone who likes being with and works well with other people

**Negative**

**a tyrant** someone, especially a boss, who makes people work extremely hard

**a workaholic** someone who is always working and does not have time for anything else

**a pain in the neck** someone who complains a lot and often causes problems

**a wise guy** someone who says or does annoying things, especially to make himself or herself seem smarter than other people

C

 **Listening. Infer Point of View.** Listen carefully to the conversations about people's personalities. Infer which expression from the Vocabulary the speaker would use to describe the person.

1. The woman thinks that Shelly is .....  
a. a sweetheart      b. a brain  
c. a pain in the neck
2. The woman thinks that Peter is .....  
a. a workaholic      b. a tyrant  
c. a team player
3. The man thinks that Paul is .....  
a. a team player      b. a people person  
c. a wise guy

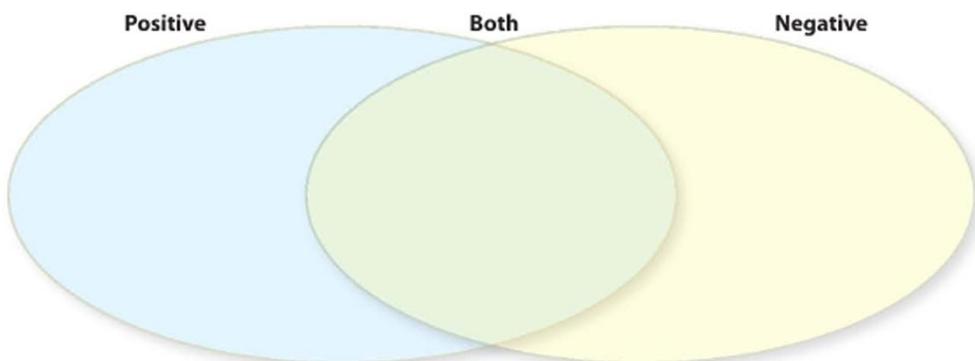
**PRONUNCIATION BOOSTER** ▶ p. P1

- Content words and function words



**D Word Skills. Classifying by Positive and Negative Meaning.** Fill in the diagram with the adjectives in the box. Decide which adjectives describe personalities positively, negatively, or both. Add other adjectives you know.

|           |             |           |              |           |
|-----------|-------------|-----------|--------------|-----------|
| annoying  | funny       | lovable   | outgoing     | silly     |
| easygoing | hardworking | modest    | professional | smart     |
| friendly  | helpful     | nervous   | reliable     | talkative |
| fun       | impolite    | offensive | serious      | unfair    |



**E Associate Words and Ideas.** With a partner, write adjectives from the chart you think match each of the personality types. More than one answer is possible. Explain your choices.

1. a sweetheart .....
2. a team player .....
3. a brain .....
4. a pain in the neck .....
5. a tyrant .....
6. a wise guy .....
7. a people person .....
8. a workaholic .....

## NOW YOU CAN *Describe people's personalities*

**A Use the Vocabulary.** Describe the personalities of people you know. Give specific examples to explain.

"My sister is such a **tyrant**! She makes her kids do all the housework!"

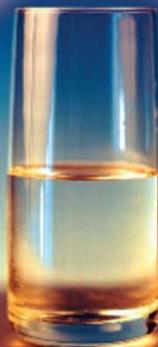
"My friend Hugo is a **real people person**. He's so outgoing and friendly."

### IDEAS

|             |            |
|-------------|------------|
| a boss      | a friend   |
| a co-worker | a neighbor |
| a spouse    | a teacher  |
| a classmate | a relative |

**B Use the Conversation Strategies.** Role-play a conversation about a person you haven't met yet. Use the Conversation Snapshot as a guide. Start like this: "Have you had a chance to meet . . . ?"

## Compare perspectives on life



**A** **Reading Warm-up.** Look at the glass of water. Do you see the glass as half full or half empty? What does that say about your perspective on life?

**B** **Reading.** Read the article about optimism. How do optimists and pessimists respond to problems differently?

### Maintaining a Positive Perspective

by Kali Munro, M.Ed., Psychotherapist

Have you ever wondered why some people feel down and defeated when faced with difficult situations, while others feel challenged and hopeful? These different reactions are due to how people interpret events—whether they think positively, from an optimistic viewpoint, or negatively, from a pessimistic viewpoint.

#### Optimists and Pessimists

The difference between optimists and pessimists isn't a difference in life experiences but rather in how people perceive and respond to problems. For example, an optimist who is going through a hard time feels confident that life will get better, while a pessimist is more cynical and believes life will always be difficult and painful. Pessimists tend to expect the worst and see only problems. Optimists, confronted with the same situations, expect the best. While a pessimist may give up, an optimist will look on the bright side and, instead of seeing a problem, will see a solution.

#### The Pros and Cons

There are pros and cons to both optimism and pessimism. A healthy dose of optimism can be uplifting and hopeful, while a healthy dose of pessimism can be realistic and wise. Achieving a balance of being realistic and hopeful isn't always easy.

#### Staying Optimistic

While we can learn from both optimists and pessimists, most of us need help being optimistic. Maintaining a hopeful, positive, yet realistic perspective in the face of hard times can be a real challenge—one many are facing right now in the world—but it is essential to living peacefully and happily. Just as it is important to recognize what is unjust and unfair in our lives and the world, it is important to see the beauty, love, generosity, and goodness as well.

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Information source: [www.KaliMunro.com](http://www.KaliMunro.com)

**C Relate to Personal Experience.** Discuss the questions.

1. Do you agree with the author that “most of us need help being optimistic”? How do you think people can avoid negative thinking? Describe experiences from your own life.
2. In your opinion, are there times when optimism can be bad, or when pessimism can be good? Explain.

**D Identify Supporting Details.** With a partner, rate these people's optimism on a scale of 1 to 5 (1 being very optimistic and 5 being very pessimistic). Explain your answers, citing information from the article.

I wouldn't say that I'm cynical, but it's important to be realistic. Let's face it—life is hard.



1 2 3 4 5

I think I can keep things in perspective. I try not to think negatively, but I'm realistic about the things I can't change.



1 2 3 4 5

I try to look on the bright side. I think it's better to try to see a solution instead of seeing a problem.



1 2 3 4 5

I find it difficult when things get tough. I sometimes feel completely hopeless. I just don't expect things to get better.



1 2 3 4 5

I've had some bad experiences, but I think they've made me more realistic. It's not always possible to hope for the best, but good things do happen.



1 2 3 4 5

## NOW YOU CAN Compare perspectives on life

### A Frame Your Ideas.

Complete the survey.

#### Do you have a negative or positive perspective?

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

- 1pt "I'm sure it's nothing."
- 2pts "I'll take some medicine."
- 3pts "I think I should go to the doctor."

##### 2. You apply for your "perfect" job, but you don't get it. You think . . .

- 1pt "Never mind. I'll find something else."
- 2pts "That's really unfair."
- 3pts "It figures. I never get the job I want."

##### 3. When you are introduced to someone new, you . . .

- 1pt make friends easily with that person.
- 2pts "warm up" to that person gradually.
- 3pts make that person prove to you that he or she is likable.

##### 4. News about crime or disasters makes you . . .

- 1pt want to do something to help.
- 2pts realize that sometimes bad things happen.
- 3pts feel unsafe and depressed.

##### 5. When a friend feels down, you . . .

- 1pt understand and try to offer support.
- 2pts tell him or her about your problems too.
- 3pts tell him or her how much worse it could be.

##### 6. Your boss asks you out to lunch. You think . . .

- 1pt "I must be getting a raise."
- 2pts "That's really nice."
- 3pts "Oh, no! I'm getting fired!"

##### 7. If someone unexpectedly knocks on your door, you think . . .

- 1pt "I wonder which friend is dropping by."
- 2pts "I wonder who it could be."
- 3pts "I'm not answering. It must be a salesperson."

#### Add up your points.

- |       |   |
|-------|---|
| 7–10  | You're an optimist. You always see the glass half full.             |
| 11–14 | You're a bit of an optimist and a pessimist. You're very realistic. |
| 15–21 | You're a pessimist. You tend to see the glass half empty.           |

### B Draw Conclusions.

With a partner, compare and explain your responses to the survey items. Does your score describe you and your perspective on life? Why or why not?

### C Discussion.

1. In your opinion, in order to succeed, how important is your perspective on life? Do you think it's better to be optimistic, pessimistic, or somewhere in the middle? Explain.
2. Read the quotation by Winston Churchill. Do you agree with him? Why or why not?

*"The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty."*

Winston Churchill,  
British Prime Minister  
(1874–1965)

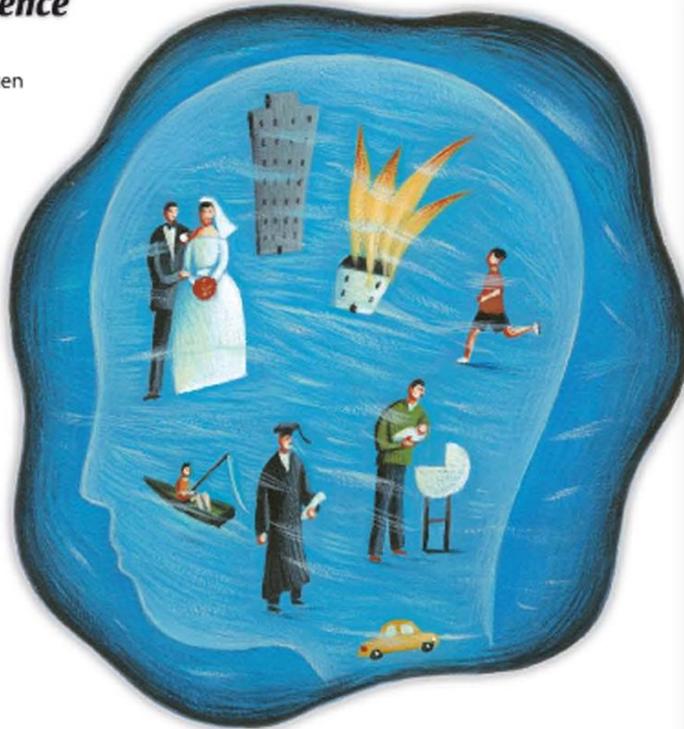


## 4

**GOAL****Share a life-changing experience****A****Listening. Listen for Main Ideas.**

Listen to each person talking about a life-changing experience. Then choose the best answer to complete each statement.

1. The most significant experience of the first speaker's life was when he .....  
 a. became a father  
 b. began working  
 c. traveled to another country  
 d. got married
2. The second speaker's life changed when she .....  
 a. got a full-time job  
 b. had a baby  
 c. got more free time  
 d. got married
3. The third speaker's perspective on life changed when he .....  
 a. lost his home in a fire  
 b. lost his job  
 c. got divorced  
 d. had a serious illness

**B****Listening. Understand from Context.**

Read the statements. Then listen again to infer what each speaker means.

1. When the first speaker says, "I was really able to see other people's points of view," he means that .....  
 a. he could understand how other people feel about things  
 b. he met people of different nationalities
2. When the first speaker says, "It was a real eye-opener for me," he means that .....  
 a. the experience was a bit scary  
 b. the experience taught him a lot
3. When the second speaker says, "It hit me that I was responsible for her," she means that .....  
 a. she realized she had to take care of her baby  
 b. she regretted she had to take care of her baby
4. When the second speaker says, "[It] is definitely a life-altering experience," she means that .....  
 a. the experience is not rewarding  
 b. the experience changes a person
5. When the third speaker says, "That put things in perspective," he means that .....  
 a. he realized some things are not so important  
 b. he had to work day in and day out
6. When the third speaker says, "You start to see the big picture," he means that .....  
 a. he understood what was really important in life  
 b. he realized how much he had lost

**C**

**Summarize.** First, in your own words, summarize each person's life-changing experience. Then discuss which person's experience you identify with the most. Explain why.

## NOW YOU CAN Share a life-changing experience

**A Pair Work.** Explore ideas about experiences that can change a person's perspective on life. Complete the list with your partner.

**B Notepadding.** Think about a life-changing experience you have had. Take notes about it on your notepad.

What was the experience? When did it happen? Where?

[Notebook lines]

Things that can change one's perspective

-the birth of a child  
-a disaster  
-travel

[Notebook lines]

How did the experience change your perspective? How did you feel at the time?

[Notebook lines]

**C Group Work.** Share your life-changing experience with your classmates. Explain how this experience changed your perspective on life.

"Last year my mother had a serious illness. It really put things in perspective for me. All the disagreements we'd had in the past seemed so unimportant."

"A few years ago, I went on vacation to Europe. It hit me how useful it was knowing English. It came in handy in a lot of situations."

**D Presentation.** Write a paragraph about a life-changing experience you have had. Use it to present your story to your class or group.

# Writing: Describe personality types

## Paragraph Structure: Review

A paragraph consists of sentences about one topic. The most important sentence in a paragraph is the **topic sentence**. It is usually the first sentence, and it introduces the topic of a paragraph. For example:

### Workaholics lead unbalanced lives.

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

The last sentence of the paragraph is often a **concluding sentence**. A concluding sentence restates the topic sentence or summarizes the paragraph. A concluding sentence often includes 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.

### A Prewriting. Brainstorming Ideas.

Write a topic sentence for each personality type.

team players    tyrants    wise guys

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

Now choose one of your topic sentences. On a separate sheet of paper, generate ideas you could use to support the topic.

Workaholics lead unbalanced lives.  
-always think about work  
-can't relax

### B Writing.

On a separate sheet of paper, write a paragraph about the personality type you chose in Prewriting. Make sure all the supporting sentences relate to the topic. End with a concluding sentence.

### C Self-Check.

- Does your paragraph have a topic sentence?
- Do the supporting sentences in your paragraph all relate to the topic?
- Do you have a concluding sentence?

**A**

**Listening.** 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. Then it's better just to move on." .....
2. "Life is full of hard times. You just have to accept the fact that bad things happen and know that there's very little you can do about it." .....
3. "It's important to see a problem as both a challenge to be faced and as an opportunity for success. Difficult experiences can make a person stronger." .....

**C**

Complete each conversation with a personality type.

1. **A:** Looks like I have to work overtime again tonight. My supervisor 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 .....
5. **A:** Have you heard the news? My daughter Audrey got a perfect score on her entrance exam to law school.  
**B:** Congratulations! I always knew she would do well in school. She's such a .....
6. **A:** I'm so tired of Ken. The other day I made a mistake at the computer lab at school, and he said something that really made me feel dumb.  
**B:** Don't let it get to you. Everybody knows he's a ..... Just try to ignore him.

**D**

On a separate sheet of paper, write advice for each person. Use the verbs stop, remember, and forget with gerunds or infinitives.

*She should stop working so much.*

1. Samantha has a demanding job and works long hours. When she finally gets home, she's exhausted. She spends all weekend trying to catch up on housework and shopping.
2. Michael spends most of the day at the computer. Some days he doesn't even get outside except to walk to the bus stop. On the weekends, he just watches a lot of TV.
3. Philip is a single father with three kids, and he travels a lot for his company. He feels his kids are growing up so fast that he hardly ever sees them.
4. Marisa has been using her credit cards a lot lately, and she can't keep up with the monthly payments. And now she's having a hard time keeping up with *all* her bills.

- 1 Describe the music you listen to
- 2 Explain the role of music in your life
- 3 Describe a creative person
- 4 Discuss the benefits of music

**A Topic Preview.** Look at the reviews from the music website.  
Are you familiar with any of these artists?

The screenshot shows a music website interface with a navigation bar at the top. The main heading is "TUNE IN" with a volume slider below it. To the right are buttons for "Artist", "Go", and "Search". The main section is titled "Today's Picks" in large blue letters. Below this, there are six review boxes arranged in a grid-like layout:

- LATIN:** Carlos Ponce, Ponce. Puerto Rican singer / songwriter (and TV star) Carlos Ponce delivers a fun mix of romantic ballads and Caribbean-flavored dance grooves. Even if you don't understand Spanish, you can't help but feel the emotion in Ponce's voice, which ranges from a rough growl to a passionate cry.
- JAZZ:** Marcos Ariel, My Only Passion. Another brilliant set from the richly talented Brazilian keyboardist / composer Marcos Ariel. Check out the unpredictable interplay between the group members in "Bahia Suite," where Meia Noite's exciting percussion sets the tempo, while Ariel's piano races in and around Frank Gambale's surprising guitar lines.
- POP:** Andrea Bocelli, Sogno. Sogno finds the classically trained Bocelli moving away from the world of opera with a collection of modern pop ballads. Fans of Bocelli's remarkable voice won't be disappointed. Whether he's singing an Italian pop song or a lovely duet with pop diva Celine Dion, the depth and feeling of his music will touch your soul.
- NEW AGE:** Kitaro, Best of Silk Road. Described as "sound pictures" and "mind music" in his native Japan, Kitaro's electronic music incorporates the sounds of waves, wind, and rain, inspiring listeners to feel and appreciate the natural world. A true masterpiece.
- URBAN DANCE:** Beyoncé, Dangerously in Love. Beyoncé kicks off her solo career and keeps the dance floors crowded with her hit singles on this energetic recording. Hear the red-hot "Crazy in Love" (a duet with rap artist Jay-Z) and the playful "Baby Boy" (with dance-hall star Sean Paul) just once and you'll be humming them in your head all day.
- WORLD:** Muzsikás, The Prisoner's Song. Singing in Hungarian and playing traditional instruments, Muzsikás arranges ten Eastern European folk songs to tell a haunting story of love, desire, and freedom. Add lead singer Mártá Sebestyén's amazing voice, and you've got a sound unlike any you've ever heard.

Information source: [www.allmusic.com](http://www.allmusic.com)

**B Express Your Ideas.**

1. Which reviews did you find the most appealing? Why? Which musical genres in the reviews interest you the most?
2. Can you think of other artists for each genre?



**C Sound Bites.** Read and listen to a conversation between two friends comparing musical tastes.

**TANIA:** Wow! You've got quite a CD collection!

**KEN:** I guess so. Let's put something on.

**TANIA:** Got any jazz?

**KEN:** How about some Gato Barbieri? I've got *Fenix*.

**TANIA:** Actually, his saxophone playing kind of gets on my nerves on that one.

**KEN:** Really? I'm totally into him. *Fenix* is one of my all-time favorites.

**TANIA:** Yeah, but it's pretty hard to dance to.

**KEN:** Well, have you heard some of his later stuff?

**TANIA:** No, what's it like?

**KEN:** It's got more of a Latin feel. It'll definitely get the party started.

**TANIA:** Oh yeah? Let's give it a listen.



**D Think and Explain.** Read the conversation again. With a partner, explain the meaning of each of the following statements or questions.

1. "You've got quite a CD collection."
2. "Let's put something on."
3. "His saxophone playing kind of gets on my nerves on that one."
4. "I'm totally into him."
5. "Have you heard some of his later stuff?"
6. "It'll definitely get the party started."
7. "Let's give it a listen."

## STARTING POINT

**A Frame Your Ideas.** What recordings are your all-time favorites? Complete the chart.

| Title of recording | Artist or group | Genre of music |
|--------------------|-----------------|----------------|
|                    |                 |                |
|                    |                 |                |
|                    |                 |                |

**B Pair Work.** Talk with a partner about the music in your chart. Compare your musical tastes.

"I'm totally into Coldplay.  
That CD is fantastic!"

"Well, rock usually gets on my nerves,  
but maybe I'll give it a listen sometime."

# Describe the music you listen to

**A** **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

- A: So what have you been listening to lately?  
 B: Mostly world music. Ever heard of Youssou N'Dour?  
 A: I think so. He's from Senegal, right?  
 B: That's right.  
 A: You know, I've actually never heard his music.  
 What's he like?  
 B: Well, he's got a terrific voice and a unique sound.  
 I'd be happy to lend you a CD if you'd like.  
 A: All right, thanks. I'll let you know what I think.

**Rhythm and intonation practice**

**B** **Vocabulary. Elements of Music.** Listen and practice.

**beat** the rhythm of a piece of music  
*That song has a great beat you can dance to.*

**lyrics** the words of a song  
*Her catchy lyrics make you want to sing along.*

**melody** the order of notes in a musical piece  
*His song has an unforgettable melody.*

**sound** the particular style or quality of an artist's or group's music

*The band has created a new and exciting sound.*

**voice** the quality of sound produced when one sings

*She has a beautiful soprano voice.*



**C** **Listening. Listen to Activate Vocabulary.** Listen to the pieces of music. With a partner, use the words from the Vocabulary to discuss what you like or don't like about the music.

**PRONUNCIATION BOOSTER** ▶ p. P2

- Intonation patterns

**D** **Grammar. The present perfect and the present perfect continuous: finished and unfinished actions**

**Finished actions**

Use the present perfect, not the present perfect continuous, when an action is completed at an unspecified time in the past. (Remember that actions completed at a specified time in the past require the simple past tense.)

I've already **heard** that CD. I heard it yesterday.

How many times **have** you **seen** Youssou N'Dour in concert?

I've **seen** him twice. As a matter of fact, I just saw him last week.

**Very recently finished actions: an exception**

The present perfect continuous is preferred to describe very recently completed actions when results can still be seen.

They've been **practicing**. I see them putting their instruments away.

**Unfinished or continuing actions**

Use the present perfect OR the present perfect continuous to describe actions that began in the past, continue into the present, and may continue into the future.

Have you **listened** to any jazz lately? OR Have you **been listening** to any jazz lately?

I've **listened** to Beethoven since I was a child. OR I've **been listening** to Beethoven since I was a child.

Words and phrases used with the present perfect for finished actions

already ever never yet once, twice, three times  
How many...?

Words and expressions often used with unfinished actions

for lately these days

since recently for a while

all day this year How long...?

**E Grammar Practice.** Write F if the action is finished. Write U if the action is unfinished or continuing.

1. He's played with their band for almost ten years.
2. Caetano Veloso has made dozens of recordings.
3. They've never heard of Alexandre Pires.
4. We've been listening to that CD all day. Let's play something different.
5. Ladysmith Black Mambazo hasn't been playing many concerts lately.
6. Have you ever gone to a classical concert?
7. How many times have you heard Carmina Burana?
8. They've played Brahms's First Symphony twice this year.

**F Grammar Practice.** Complete the biography of Vanessa-Mae with the simple past tense, the present perfect, or the present perfect continuous. Use the present perfect continuous if the action is unfinished or continuing.

Vanessa-Mae ..... music since she was a little girl.  
(1. perform)

Born in Singapore on October 27, 1978, she ..... her first piano lesson at the age of three. A year later, she ..... (3. start) taking violin lessons, and when she was just ten years old, she

..... her concert debut with the London Philharmonic.  
(4. make)

Since then, Vanessa-Mae ..... numerous classical recordings, but it was in 1994 that she ..... the field of pop music with *The Violin Player*. The album immediately ..... extremely popular with pop and classical music fans.  
(5. make)  
(6. enter)  
(7. become)

In more recent years, she ..... with other pop artists such as Annie Lennox, Janet Jackson, and Prince. Vanessa-Mae ..... her audiences for over a decade,  
(8. play)  
(9. entertain) and she continues to astonish them with her innovative sound.



**NOW YOU CAN** *Describe the music you listen to*

**A Notepadding.** Write some of the musical artists or bands you've been listening to lately.

| Artist or band  | What you like    |
|-----------------|------------------|
| Étoile de Dakar | great dance beat |
| Artist or band  | What you like    |
|                 |                  |

**B Use the Conversation Strategies.** Talk about music you listen to. Use the Vocabulary from page 16 and the Conversation Snapshot as a guide. Start like this: "So what have you been listening to lately?"

## 2

## GOAL

**Explain the role of music in your life**

A

**Grammar Snapshot.** Read the commentaries and notice the noun clauses.

Frankly, I can't imagine what my life would be like without music. It's what gets me through the day. Listening to music is how I get going in the morning. Later, at work, it's how I stay productive. And in the evening, it's what helps me unwind.

Patricia Nichols, 34  
Vancouver, Canada



It's my opinion that music is a kind of international language—a way for people to communicate with whomever they meet. The fact that enjoyment of music is universal makes it an ideal way to bring cultures together. Music can open doors for you everywhere you go in the world.

Santigi Matomi, 27  
Freetown, Sierra Leone



I'm a performer, and music is a part of who I am. It's a way for me to express what's in my heart. The truth is, whether or not I perform is not really a choice—I have to do it. Whatever happens during the day—good or bad—comes out in my music.

Alison Wu, 19  
Shanghai, China

- B Make Personal Comparisons.** Do any of the comments above ring true for you?  
Explain and discuss.

**C Grammar. Noun clauses**

A noun clause can be a subject, a direct object, an indirect object, a subject complement, or the object of a preposition.

Whatever happens during the day comes out in my music. [subject]  
I don't know why I'm so crazy about his music. [direct object]  
I'll give whoever calls first the tickets. [indirect object]  
Music is what helps me unwind. [subject complement]  
Music is a way for people to communicate with whomever\* they meet.  
[object of a preposition]

Indirect speech is expressed using a noun clause.

They asked whether / if we could recommend some good recordings.  
The violinist explained that the concerto was quite difficult to play.

A noun clause can also be introduced by whoever, whomever, or whatever, meaning any person or any thing.

Whoever can combine hip-hop with pop is sure to be a hit.  
The audience always loves whatever they play.

Noun clauses often follow phrases with impersonal it subjects.  
It's my opinion that music is a kind of international language.

In writing, subject noun clauses are often preceded by phrases such as the fact, the idea, etc.

The fact that enjoyment of music is universal is quite interesting.

\*very formal

**REMEMBER**

A noun clause can begin with that, if, whether (or not), or a question word.

I believe that life would be empty without music.

We asked them if they could play the song for us again.

OR We asked them whether (or not) they could play the song for us again. I'm not sure why the band decided to break up.

Do you know which / what instrument she plays? They asked her how she trained her voice to be so beautiful.

When a noun clause is a direct object, the word that may be omitted.

I believe life would be empty without music.

**BE CAREFUL!** Use normal, not inverted, word order in noun clauses beginning with question words.

NOT They asked her how did she train her voice to be so beautiful.

**GRAMMAR BOOSTER**

► p. G4

- Noun clauses as adjective and noun complements

**D Grammar Practice.** Introduce each noun clause with that, if, whether (or not), or a question word.

1. It's his opinion ..... classical music is boring.
2. Buying old records is ..... I spend my Saturday afternoons.
3. I'm having difficulty recalling ..... band played at the dance.
4. ..... I like most is to take a hot bath while I listen to music.
5. Did they tell you ..... the concert would start? I don't want to be late.
6. I can't really tell you ..... I like some pieces of music. Maybe it's because they remind me of songs my mother sang to me when I was a child.
7. Robert asked me ..... I had bought tickets yet.
8. She can't imagine ..... she would do without music.

| Question words |       |
|----------------|-------|
| who            | what  |
| why            | which |
| when           | how   |
| where          |       |

**E Grammar Practice.** Complete each statement with a noun clause that represents each question.

1. I don't know .....  
(Where did Mozart live?)
2. I have no idea .....  
(When did Georges Bizet compose Carmen?)
3. She told me .....  
(Where do the Black Sheep usually perform?)
4. I don't know .....  
(Which genre of music is his favorite?)
5. I'm not sure .....  
(What kind of lyrics does she write?)

## NOW YOU CAN Explain the role of music in your life

**A Analyze the Grammar.** Read the following quotations and underline the noun clauses. Classify each noun clause by its grammatical function within the sentence (subject, direct object, etc.). Then discuss the meaning of each quotation. Restate each in your own words.

*"Music is a gift and a burden I've had since I can remember who I was."*

Nina Simone, U.S. singer and pianist  
1933–2003

*"The audience knows when they're just listening to notes and when they're truly listening to music."*

Sarah Chang, U.S. violinist  
1980–

*"What I have in my heart must come out. This is why I compose music."*

Ludwig van Beethoven, German composer  
1770–1827

**B Use the Grammar.** Discuss the role of music in your life. Do you listen to music at specific times during your day? What sorts of music do you listen to? Use noun clauses to explain your ideas.

Listening to music is . . .  
I can't imagine . . .  
It's my opinion . . .

A

 **Vocabulary. Describing Creative Personalities.** Listen and practice.
**Positive qualities**

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

**Negative qualities**

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

B

**Reading Warm-up.** It is often said that gifted people have eccentric or difficult personalities. Do you agree?

C

 **Reading.** Read the short biography. What effect did Beethoven's personality have on his life?

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

## Ludwig van Beethoven: A Passion for Music

Born in 1770 in Bonn, Germany, Ludwig van Beethoven started playing the piano before he was four years old. By the time he was twelve, this child prodigy had already composed his first piece of music. 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 and passionate musicians and composers of the period. Beethoven proved to be a gifted pianist and an imaginative composer.

Beethoven is remembered for his great genius but also for his strong and difficult personality. In one infamous incident, Beethoven became so upset with a waiter that he emptied a plate of food over the man's head. 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 excused his insults and moody temperament.

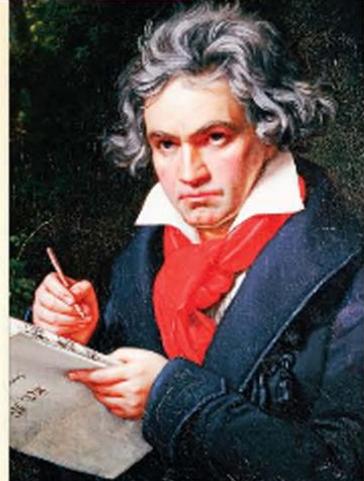
Beethoven was also notorious for his eccentric behavior. He often walked through the streets of Vienna muttering to himself and stamping his feet. He completely neglected his personal appearance; his clothes would get so dirty that his friends would come and take them away during the night. When they replaced the old clothes with new ones, Beethoven never noticed the difference.

Although Beethoven was respected and admired by his audience, he was not concerned with pleasing them. Beethoven could play

the piano so beautifully that some listeners cried; however, when he saw his fans crying, Beethoven only laughed and said they were fools. He was so egotistical that if people talked while he was performing, he would stop and walk away.

Beethoven wrote two famous works, *Moonlight Sonata* and *Für Elise*, for two different women he loved. He was almost always in love, often with a woman who was already married or engaged. Although Beethoven asked several women to marry him, they all rejected him. But the most tragic aspect of Beethoven's life was his gradual loss of hearing, beginning in his late twenties until he was completely deaf. However, even as his hearing grew worse, Beethoven continued to be energetic and productive; his creative activity remained intense, and audiences loved his music. In 1826, Beethoven held his last public performance of his famous Ninth Symphony. By this time, the maestro 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 in 1827 at age fifty-seven. One out of ten people who lived in Vienna came to his funeral.



**D Activate Language from a Text.** Read each fact about Beethoven. Then, with a partner, discuss which adjective from the Vocabulary best completes each statement.

1. Beethoven was already publishing music and earning a salary at the age of twelve. He was very .....
2. Beethoven once told a prince, "There will be thousands of princes. There is only one Beethoven." He could be quite .....
3. Beethoven would work long hours composing and never seemed to tire. He was always ..... when he performed for his audiences.
4. Beethoven had many close friends who tried to help him with his problems. He continually pushed them away and refused their assistance. He was considered to be a person.
5. Beethoven became frustrated when he began to lose his hearing. While socializing with his friends, he would often have sudden bursts of anger. He could be rather .....
6. Beethoven said that his music expressed what was inside of him and that he had no choice but to compose. He was a ..... composer.
7. Beethoven's attention to feeling in his music began a new "style," different in some ways from Baroque music, which was popular at the time. His compositions were .....
8. Beethoven's friends thought he could be ..... at times. For example, when he made coffee, he used to count out exactly sixty beans for each cup.

**NOW YOU CAN** *Describe a creative person*

**A Frame Your Ideas.** Rate your own personality on a scale of 0 to 3. Compare your answers with a partner's. Use the Vocabulary.

| 0 = not at all                  | 1 = a little                    | 2 = somewhat                     | 3 = extremely                     |
|---------------------------------|---------------------------------|----------------------------------|-----------------------------------|
| gifted <input type="radio"/>    | eccentric <input type="radio"/> | passionate <input type="radio"/> | imaginative <input type="radio"/> |
| difficult <input type="radio"/> | energetic <input type="radio"/> | mood <input type="radio"/>       | egotistical <input type="radio"/> |

"I'm an extremely **passionate** person.  
I think it's really important to love what  
you do. What about you?"

**B Discussion.** Read the quotations from three famous musicians. Which one do you find the most interesting? After reading the quotations, how would you describe each musician's personality?

*"Music is nothing separate from me.  
It is me. . . . You'd have to remove  
the music surgically."*



**Ray Charles**, American soul singer, songwriter, and pianist, 1930–2004

*"Music will save the world."*



**Pablo Casals**, Spanish cellist and conductor, 1876–1973

*"I've outdone anyone you can name—Mozart, Beethoven, Bach, Strauss. Irving Berlin, he wrote 1,001 tunes. I wrote 5,500."*



**James Brown**, American R & B singer and songwriter, 1933–2006

**C Project.** Write a brief biography of a creative person you know. Describe his or her personality, creativity, and achievements. Put all the biographies together for a web article about creative people.

## 4

**GOAL*****Discuss the benefits of music*****A**

**Listening. Listen for Main Ideas.** Read the questions. Then listen to Part 1 of a talk about an unusual use of music. Discuss the questions with a partner.

1. What does Dr. Schmidt do?
2. What sorts of people does she work with? Explain how she works with these people.

**B**

**Listening. Listen for Supporting Details.** Read the questions. Then listen to Part 2 of the talk and answer the questions.

1. What are the four benefits Dr. Schmidt talks about?
  - a. ....
  - b. ....
  - c. ....
  - d. ....
2. What is one example of each?
  - a. ....
  - b. ....
  - c. ....
  - d. ....

**C**

**Apply Ideas.** Discuss the questions.

1. Can you think of any other benefits of music therapy?
2. Can you think of anyone who might benefit from music therapy?  
If so, how?



**D** Word Skills. Using Participial Adjectives.

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

**The past participle has a passive meaning. Most sentences using past participles can be restated with a by phrase.**

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

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

**The present participle does not have a passive meaning. Most sentences using present participles can be restated with an active verb.**

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

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

|  Present participles | Past participles |
|---|------------------|
| amazing   | amazed           |
| annoying  | annoyed          |
| boring  | bored            |
| depressing  | depressed        |
| disappointing   | disappointed     |
| entertaining  | entertained      |
| exciting  | excited          |
| interesting   | interested       |
| pleasing  | pleased          |
| relaxing  | relaxed          |
| soothing  | soothed          |
| stimulating   | stimulated       |
| touching  | touched          |

**E** **Word Skills Practice.** Circle an adjective to complete the sentence about music therapy.

1. Music can make patients feel (relaxed / relaxing).
  2. Listening to music makes patients feel less (depressed / depressing).
  3. Patients find some types of music to be very (soothed / soothing).
  4. For patients in physical pain, the benefits of music can be (surprised / surprising).
  5. Studies show that a student's ability to learn is (stimulated / stimulating) by music.
  6. For patients with emotional problems, music can be very (comforted / comforting).
  7. Many doctors report they are (pleased / pleasing) by the effect music has on their patients.
  8. Many patients say that music therapy is (entertained / entertaining).



**NOW YOU CAN** *Discuss the benefits of music*

**A** **Notepadding.** What are some benefits music brings to people's lives? With a partner, make a list and discuss. Use participial adjectives.

| Benefits               | Examples   |
|------------------------|--|
| Music can be soothing. | Playing music at work can relax people so they're more productive. |

| Benefits                    | Examples |
|-----------------------------|----------|
| People are more productive. |          |

**B** **Group Work.** Share your ideas with your class or group. Comment on your classmates' ideas.

# Writing: Describe yourself

## Parallel Structure

In a pair or a series, be sure to use parallel structure. All the words, phrases, or clauses should be in the same form.

| Incorrect  | Correct  |
|--|--|
| He's a composer, singer, and a violinist.<br>(article, no article, article)  | He's <b>a</b> composer, <b>a</b> singer, and <b>a</b> violinist.<br>(article, article, article)<br>OR He's <b>a</b> composer, singer, and violinist.<br>(one article for all three)  |
| I like dancing, painting, and to sing.<br>(gerund, gerund, infinitive)   | I like <b>dancing, painting</b> , and <b>singing</b> .<br>(gerund, gerund, gerund)<br>OR I like <b>to dance, to paint</b> , and <b>to sing</b> .<br>(infinitive, infinitive, infinitive)<br>OR I like <b>to dance, paint</b> , and <b>sing</b> .<br>(one <b>to</b> for all three)    |
| The picture was framed, examined, and they sold it.<br>(passive, passive, active)  | The picture was <b>framed, examined</b> , and <b>sold</b> .<br>(passive, passive, passive)   |
| I like people who have the same interests as I do, make me laugh, or who like outdoor sports.<br>(clause, verb phrase, clause) | I like people <b>who have the same interests as I do, who make me laugh, or who like outdoor sports</b> .<br>(clause, clause, clause)<br>OR I like people <b>have the same interests as I do, make me laugh, or like outdoor sports</b> .<br>(verb phrase, verb phrase, verb phrase) |

## ERROR CORRECTION

Correct the errors.

### A Prewriting. Clustering Ideas.

Look at the idea cluster below. On a separate sheet of paper, create your own idea cluster. Draw a circle and write **ME** inside it. Then write any ideas that come to mind in circles around the main circle. Expand each new idea. Include hobbies, accomplishments, places you have traveled, interests, goals, etc.

#### Example



I have always been a relaxed, passionate, and been a moody person. I love traveling, to meet new people, and learning about new places. I have been to many interesting places; for example, I have been on top of Mount Kilimanjaro, I have gone ice fishing with Eskimos in Alaska, and I rode on a camel in Morocco. These were some of

### B Writing.

On a separate sheet of paper, write a paragraph describing yourself, using the information from your cluster. Make sure to use parallel structure.

### C Self-Check.

- Did you use parallel structure with pairs or series of nouns, adjectives, and adverbs?
- Did you use parallel structure with the clauses, phrases, and tenses?
- Does the topic sentence introduce the topic of the paragraph?



# Review

**A** **Listening.** Listen to the conversations about musical preferences.

Determine if each person likes the artist or group. Check the appropriate box or boxes. Then listen again and write what the person likes (voice, melody, lyrics, beat, or sound).

|                            | the man                  | the woman                | what he or she likes |
|----------------------------|--------------------------|--------------------------|----------------------|
| 1. Andrea Bocelli          | <input type="checkbox"/> | <input type="checkbox"/> | .....                |
| 2. Gato Barbieri           | <input type="checkbox"/> | <input type="checkbox"/> | .....                |
| 3. Ladysmith Black Mambazo | <input type="checkbox"/> | <input type="checkbox"/> | .....                |
| 4. Beyoncé                 | <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

1. Sarah is a very ..... musician. She started playing the piano when she was three.
2. My neighbor has thirty cats. You could say he's a bit .....
3. Franco is an extremely ..... person. He only thinks of himself.
4. Dalia is so ..... lately. She gets angry at the smallest thing.

**C** Circle the correct form of the verb to complete the paragraph.

Sandile Khemese (1. has played / played) the violin since he was a child in Johannesburg, South Africa. In 1989, Sandile (2. formed / has formed) the Soweto String Quartet with his brothers, Reuben and Thami, and their friend, Makhosini Mnguni. The group (3. played / has played) at President Nelson Mandela's inauguration in 1994. The Soweto String Quartet (4. won / has won) many music awards in South Africa, including Best New Artist. They (5. have recorded / have been recording) a number of successful CDs. In recent years, the Quartet (6. has been giving / gave) concerts all around the world.

**D** Underline the noun clause in each sentence. Write whether it is a subject, a direct object, a subject complement, or an object of a preposition.

1. I believe that without music life wouldn't be as much fun. ....
2. Whatever's playing on the radio is fine with me. ....
3. That's why Jorge likes only pop music. ....
4. Do you know where some good music is playing? ....
5. They'll listen to whatever music is playing. ....

- 1 Talk about your financial goals
- 2 Express buyer's remorse
- 3 Describe your spending habits
- 4 Discuss reasons for charitable giving

- A Topic Preview.** Read these financial tips.  
Do you think you have a high financial IQ?

## How to Raise Your Financial IQ

### 1. Save money.

Start saving while you are young. When you have money in your pocket, the impulse to spend it can be very strong. When you get your paycheck, don't run to the mall. If you put away a small amount of money into a savings account each week and earn interest, your money will grow.

### 2. Live within your means.

The secret to financial success is spending less than you earn. If you make a lot of money, but spend it all, you are not really rich or financially secure. If you lose your job, or get seriously ill, you will have nothing to fall back on. People who make less money than you but don't spend it all are actually much wealthier because they are able to handle any emergency that arises. Fortunately, today's technology makes managing your money easier than ever. Financial-planning software can help you keep a budget by adding up your income and expenses and keeping track of your spending.

### 3. Don't go into debt.

It is a lot easier—and sometimes safer—to pay with a credit card than to carry around a lot of cash in your pocket or purse. However, it is easy to get into trouble with credit cards if you use them as a substitute for money you don't have. If you charge so much that you can't keep up with your monthly bills, interest charges will quickly add up. Going into debt because of credit card bills is the surest sign of a low financial IQ.



- B Express Your Ideas.** Which tip do you think is the most important one to follow? Why?  
Can you think of any others?

**C**

**Sound Bites.** Read and listen to a conversation between two friends about saving money.

- DAVID: Hey, a new entertainment system! What did you do—strike it rich?
- JUDY: I wish! No, I saved up for it.
- DAVID: There's no way I could do that. Too many bills.
- JUDY: I know what you mean. My credit card bills used to be totally out of hand.
- DAVID: Really? Then how did you manage to save up all that cash?
- JUDY: Well, I just decided it was time to start living within my means. I cut way back on my spending.
- DAVID: Wasn't that hard?
- JUDY: Kind of. But I'm glad I did it.



a "piggy bank"

**D** **Think and Explain.** With a partner, discuss the questions and support your answers with information from Sound Bites.

1. Do you think Judy makes a lot of money?
2. Do you think David is good with money?
3. What was Judy's financial situation like in the past?
4. What did Judy do to change her financial situation?
5. How would you describe Judy's financial IQ?
6. Are you more like Judy or David?

## STARTING POINT

**A** **Frame Your Ideas.** What's your financial IQ? Choose the statements that best apply to you.

|   |   |
|---|---|
| 1. <input type="checkbox"/> I live within my means.                           | <input type="checkbox"/> I live beyond my means.  |
| 2. <input type="checkbox"/> I keep track of my expenses.                      | <input type="checkbox"/> I don't know where the money goes.                               |
| 3. <input type="checkbox"/> I regularly put something away into savings.      | <input type="checkbox"/> I spend everything I have and never save.                        |
| 4. <input type="checkbox"/> I always try to pay my credit card bills in full. | <input type="checkbox"/> I don't worry about paying my credit card bills off every month. |
| 5. <input type="checkbox"/> I always have enough money for what I need.       | <input type="checkbox"/> I can't make ends meet!  |

**B**

**Pair Work.** Compare your answers with a partner's. Who do you think has the higher financial IQ?

## 1

## GOAL

**Talk about your financial goals**

- A**  **Grammar Snapshot.** Read the interview responses and notice how future plans are expressed.  
**What are your short-term and long-term financial goals?**



I've decided to set a long-term goal for myself—to put aside enough money to buy a new car. **By this time next year, I'll have put away** enough cash for a down payment. My short-term goal is to start living within my means. **Once I've started** sticking to a monthly budget, I think it'll be easy.

David Michaels, 24  
Brisbane, Australia

I find it really helps me to try and picture where I want to be over the next few years. **By next year, I hope to have gotten** a good job as a financial consultant. That's my short-term goal. My long-term goal? **I plan to have reached** real financial independence before I retire.

Su-jin Lee, 29  
Wonju, Korea



My college expenses are going to get me into a lot of debt. **I don't expect to have begun** making payments **by the time I graduate**, but I do have a plan. After I finish school, my short-term goal is to find a job where I can make some good money and begin a payment plan on my loans. Then, I figure that **by the time I'm thirty, I should have paid back** everything I owe.

Robin Kraus, 22  
Boston, USA



My long-term goal is **to have saved** enough money to spend a year traveling. **By the time I'm forty, I'm sure I'll have saved** enough. **After I've seen** some of the world, **I plan to settle down** and buy a house.

Andreas Festring, 33  
Munich, Germany

- B** **Make Personal Comparisons.** Discuss how similar you are to any of the people in the Grammar Snapshot. Do you share any of the goals they mentioned? If not, discuss some of *your* goals.

**C** **Grammar. Future plans and finished future actions**

**Future plans**

Express general future plans with expect, hope, intend, or plan and an infinitive.

We hope to start putting some money away.

I don't plan to be financially dependent for the rest of my life.

Use the perfect form of an infinitive to express that an action will or might take place before a specified time in the future.

By this time next year, I plan **to have saved up** enough cash to buy a new car.

Her goal is **to have paid off** all her debt in five years.

**Finished future actions**

Use the future perfect to indicate an action that will be completed by a specified time in the future.

By next year, I **will have completed** my studies, but I **won't have gotten** married.

How much **will you have saved** by next month?

Use the present perfect in an adverbial clause to distinguish between a completed future action and one that will follow it.

Once **I've completed** my studies, I'll get married.

I'm going shopping **when I've finished** my report.

**BE CAREFUL!** Don't use the future perfect in the adverbial clause.

NOT I'm going shopping when I **will have finished** my report.

**GRAMMAR BOOSTER**

► p. G5

- The future continuous
- The future perfect continuous

**D Grammar Practice.** Complete the paragraph about Ms. Kemper's future plans. Use expect, hope, intend, or plan and an infinitive form of the verb.

Jessica Kemper ..... business school this semester, and then she  
(1. complete) ..... a job in the financial industry. However, Ms. Kemper has a lot of debt  
(2. find) to repay. She's borrowed some money from her parents and some from the bank, but she  
..... everyone back as soon as she can. She ..... a part-time job to  
(3. pay) ..... help make ends meet while she's paying off her debt.  
(4. get)

**E Grammar Practice.** Complete the paragraph about Mr. Randall's future plans. Use expect, hope, intend, or plan and a perfect form of the infinitive.

Paul Randall has been "drowning in debt," so he's decided to make some changes in his financial habits. By the end of this month, he ..... a realistic budget that he can  
(1. create) follow. As a matter of fact, he ..... one of his last credit cards by October.  
(2. pay off) In addition, he ..... putting some money away in savings. If he can stick to his  
(3. begin) budget, he ..... most of his debt within the year.  
(4. pay back)

**F Grammar Practice.** On a separate sheet of paper, use the cues to write sentences with the future perfect.

1. By the end of this month / I / put 10 percent of my paycheck in the bank.
2. By the summer / I / save enough to go to Italy.
3. you / pay off your credit card balance by December?
4. When / they / pay the bill in full?

**PRONUNCIATION BOOSTER ▶ p. P3**  
• Sentence rhythm

## NOW YOU CAN *Talk about your financial goals*

**A Notepadding.** Write your short-term and long-term financial goals on your notepad.

### IDEAS

- be financially independent
- save enough to buy .....
- cut back on expenses
- create a budget
- pay my debts in full
- live within my means

| short-term goals | completion dates       | long-term goals | completion dates       |
|------------------|------------------------|-----------------|------------------------|
| buy a new car    | by this time next year | buy a house     | by the time I'm thirty |
| short-term goals | completion dates       | long-term goals | completion dates       |
|                  |                        |                 |                        |
|                  |                        |                 |                        |

**B Use the Grammar.** Describe your future financial goals to a partner.

"Once I've started working, I plan to put a little something into savings every week."

"By the time I graduate, I hope to have saved enough to buy a new car."

## 2

## GOAL

*Express buyer's remorse***A** **Conversation Snapshot.** Read and listen.

Notice the conversation strategies.

- A:** Hey, I heard you got an E-tec MP3 player. Lucky you!
- B:** Well, **to tell you the truth**, I could kick myself.
- A:** **What do you mean?**
- B:** I had no idea it would be so hard to operate.  
It took me hours to figure out how to download a song.
- A:** What a pain!
- B:** **You're telling me.** Had I known, I would have gotten a different brand.

 **Rhythm and intonation practice****B** **Vocabulary. Expressing Buyer's Remorse.** Listen and practice.

It costs so much to maintain.



It takes up so much room.



It's so hard to operate.



It's so hard to put together.



It just sits around collecting dust.

**C** **Listening. Infer Reasons.** Listen to the conversations in which people regret having bought something. Complete each statement by inferring the reason for buyer's remorse.

1. He's sorry he bought it because .....  
a. it costs so much to maintain      b. it takes up so much room
2. She's sorry she bought it because .....  
a. it's so hard to operate      b. it's so hard to put together
3. She's sorry she bought it because .....  
a. it takes up so much room      b. it just sits around collecting dust
4. He's sorry he bought it because .....  
a. it just sits around collecting dust      b. it's so hard to put together
5. She's sorry she bought it because .....  
a. it costs so much to maintain      b. it's so hard to operate

## D Grammar. The past unreal conditional: inverted form

Past unreal conditionals can be stated without **if**. Invert **had** and the subject.

- |   |  |
|---|--|
| If I had known it would take up so much room,<br>I wouldn't have bought it.                                 | → Had I known it would take up so much room,<br>I wouldn't have bought it.                                   |
| I might have gotten another brand if I had<br>realized it would be so hard to operate.                      | → I might have gotten another brand had I realized<br>it would be so hard to operate.                        |
| If we hadn't been so busy, we could have<br>shopped around.   | → Had we not been so busy, we could have<br>shopped around.  |
| If I'd been told they wouldn't operate without<br>batteries, I would never have considered<br>getting them. | → Had I been told they wouldn't operate without<br>batteries, I would never have considered<br>getting them. |

### REMEMBER

Use the past unreal conditional to describe unreal or untrue conditions and results.

## E Grammar Practice.

On a separate sheet of paper, rewrite the following past unreal conditional sentences, using the inverted form.

1. They would have lent her the money if she had asked.
2. If I had been debt free, I would have considered buying that house.
3. If the Carsons hadn't been able to support their son, he would have had to find a part-time job.
4. Could you have gotten the car if they hadn't raised the price?

## F Integrated Practice.

Make statements of buyer's remorse, using the inverted form of the past unreal conditional and the Vocabulary. Compare statements with a partner.

1. . . . I would never have gotten that espresso maker.
2. . . . we never would have bought such a large sofa.
3. . . . I could have gotten an entertainment center with fewer pieces.
4. . . . we probably would have bought a more economical car.
5. . . . I would have gotten a DVD player with simpler directions.

"**Had I known** it would take up so much room, I would never have gotten that espresso maker."

## NOW YOU CAN Express buyer's remorse

### A Notepadding.

On your notepad, answer the questions about something you regret buying. Tell your partner about it.

### B Use the Conversation Strategies.

Role-play a conversation about the item on your notepad. Use the Conversation Snapshot as a guide. Start like this: "Hey, I heard you got . . ."

What did you buy?

Why did you buy it?

Do you still have it?

If so, where is it?

If not, what did you do with it?

Would you ever buy a similar item again?

Why or why not?

## 3

## GOAL

**Describe your spending habits****A**

-  **Listening.** Listen for Main Ideas. Read the statements. Then listen to a radio call-in show and check True or False.

- Steve finds it hard to save money.
- Steve buys a lot on credit.
- Steve spends less money than he makes.
- Steve has been on a budget for three months.

True

False

**B**

-  **Listening.** Listen for Details. Now listen again. What are the three tips Lara Savino gives the caller?

- .....
- .....
- .....

**C**

- Draw Conclusions.** Discuss the questions.

- Why do you think Steve has a problem with money?
- Which tip do you think is the most useful? Why?

**D**

-  **Vocabulary.** Describing Spending Habits. Listen and practice.

## NOUNS

**a big spender** someone who likes to spend large amounts of money

**a spendthrift** someone who spends money carelessly, especially when he or she doesn't have a lot of it

**a cheapskate / a tightwad** someone who does not like spending money and can be unpleasant about it

## ADJECTIVES

**generous** willing to give more money, time, etc., than is expected

**cheap / stingy** unwilling to spend or give money, even when one has a lot of it

**thrifty / frugal** using money carefully and wisely

**E**

- Vocabulary Practice.** Complete the sentences about people's spending habits.

- Can you believe what ..... Martin is! He refused to leave a tip for the waiter!
- Our grandmother donates to many organizations. She's always been very ..... with her money.
- He's so ..... that he wouldn't even lend his own son money.
- George must be wealthy. He's such ..... He always insists on treating his friends to dinner.
- If you try to be more ..... with your money, you'll have enough when you really need it.
- Unless you stop being such ....., you're going to get deeper in debt.



**"Money Talks"** with Lara Savino

## NOW YOU CAN *Describe your spending habits*

**A Frame Your Ideas.** First circle the letter that best completes the statement for you. Then compare your answers with a partner's. Find out if your spending habits are the same or different.

### Spending Habits Self-Test

1. You hear a great new song on the radio. You ...

- A. buy the CD at the first store you find it in.
- B. shop around until you find the CD on sale.
- C. borrow it from a friend.
- D. other: \_\_\_\_\_

2. You'd love a state-of-the-art big-screen TV but you just don't have the money right now. You ...

- A. use your credit card and hope you get a raise this year.
- B. cut back on other expenses until you've saved enough.
- C. wait until big-screen TVs come down in price.
- D. other: \_\_\_\_\_

3. You have lunch with your two best friends. Your meal was cheaper than theirs. When the bill comes, you ...

- A. offer to pay the entire bill.
- B. suggest splitting the bill equally.
- C. pay only what you owe.
- D. other: \_\_\_\_\_

4. You're invited to a wedding. You ...

- A. spend more on a gift than you can afford.
- B. spend as little on a gift as you can.
- C. don't go so you don't have to buy a gift.
- D. other: \_\_\_\_\_

5. You discover a hole in your favorite jacket. You ...

- A. go out and buy a new jacket.
- B. have the jacket repaired.
- C. wear the jacket—it's no big deal.
- D. other: \_\_\_\_\_

#### Count up your score.

If you circled three or more As:

You can be generous at times, but you're a bit of a spendthrift.  
Your motto is "Easy come, easy go!"

If you circled three or more Bs:

You're usually very careful with your money—even thrifty.  
Your motto is "Everything in moderation."

If you circled three or more Cs:

You hate spending money. Some might say you're a tightwad.  
Your motto is "Money doesn't grow on trees!"

If you circled three or more Ds:

How would you describe your spending habits?

**B Group Work.** Tell your classmates about your spending habits or your partner's. Use the Self-Test and the Vocabulary from page 32.

**C Summarize.** On a separate sheet of paper, describe your spending habits.

*I make a good living, but I have trouble sticking to a budget and*

## 4

## GOAL

**Discuss reasons for charitable giving**

A

**Vocabulary. Charity and Investment.** Listen and practice.

**char-i-ty** /'tʃærəti/ *n. plural charities* **1 [C]** an organization that gives money, goods, or help to people who are poor, sick etc. **2 [U]** charity organizations in general

**con-tri-bu-tion** /kən'trɪ'bjuʃən/ *n. 1 [C]* something that you give or do in order to help something be successful **2 [C]** an amount of money that you give in order to help pay for something

**in-vest-ment** /ɪn'vestmənt/ *n. 1 [C,U]* the money that people or organizations have put into a company, business, or bank, in order to get a profit or to make a business activity successful **2 [C,U]** a large amount of time, energy, emotion etc. that you spend on something

**phi-lan-thro-pist** /fɪ'lænθrɒpɪst/ *n. [C]* a rich person who gives money to help people who are poor or who need money to do useful things

**pro-fit** /'prəfit/ *n. [C,U]* money that you gain by selling things or doing business

Excerpted from *Longman Advanced American Dictionary* © 2007

B

**Reading Warm-up.** What are some reasons people donate money? What kinds of people or organizations get contributions? Why?

C



**Reading.** Read the article. What reasons does Paul Newman give for donating to charity?

On your ActiveBook disc: *Reading Glossary and Extra Reading Comprehension Questions*

## Paul Newman: Actor and Philanthropist

Actor Paul Newman began acting in 1954 and appeared in more than fifty films in his lifetime. He won an Oscar for best actor in 1986 for *The Color of Money*. In 1993, Newman received a special Oscar for humanitarian service. These two awards reflect his dual success as actor and philanthropist.

In 1982, Newman and a friend, A.E. Hotchner, founded Newman's Own, a not-for-profit food products company. The company's first product was a salad dressing that Newman and Hotchner made at home themselves. Newman

was told that the salad dressing would sell only if his face were on the label. Though he didn't want to call attention to himself, Newman agreed because he planned to

donate all profits to charity. The salad dressing was a big success: In the first year, Newman contributed approximately US\$1,000,000 to charitable organizations.

Newman's Own expanded, and the company now makes many other food products. Every year, Newman donated 100% of the profits from the sale of Newman's Own products to thousands of educational and charitable organizations. And since Paul Newman's death in 2008, Newman's Own, Inc. continues this practice and has donated more than US \$295 million to charities in the U.S. and 31 other countries around the world.

One of Newman's special projects was the Hole in the Wall Gang Camps, the world's only network of camps for children with life-threatening illnesses. At these camps, children participate in many outdoor activities where

they can temporarily forget their illnesses. Newman and other generous donors have sponsored over 100,000 children to attend these camps free of charge. When asked why he gave so much to children with illnesses, Newman said, "I've had such a string of good fortune in my life.... Those who are most lucky should hold their hands out to those who aren't."

Paul Newman didn't think that being philanthropic was an exceptional quality. To him, generosity was simply a human trait, a common-sense way of living. "I respect generosity in people. I don't look at it as philanthropy. I see it as an investment in the community. I am not a professional philanthropist," said Newman. "I'm not running for sainthood. I just happen to think that in life we need to be a little like the farmer who puts back into the soil what he takes out."



*"I don't look at it as philanthropy.  
I see it as an investment in the community."*

Information source: [www.newmansown.com](http://www.newmansown.com)

**D Express and Support an Opinion.** Discuss the questions.

1. Why do you think Paul Newman's face has helped to sell his products?
2. Do you think that the work Newman is doing is making a difference?
3. In your opinion, do famous or wealthy people have a responsibility to "give back" or to share what they have with others?

**NOW YOU CAN** *Discuss reasons for charitable giving*

**A Pair Work.** Read the list of possible reasons some people donate money.

In your opinion, which are good reasons? Explain.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• to change society</li><li>• to feel good about themselves</li><li>• to get publicity or advertising</li><li>• to say "thank you" for past help</li><li>• to share what they have with others</li></ul> | <ul style="list-style-type: none"><li>• to give new opportunities to people</li><li>• to satisfy religious beliefs</li><li>• so other people will thank them</li><li>• so other people will admire them</li><li>• other: _____</li></ul> |
|--|--|

**B Notepadding.** On your notepad, check the people or organizations you might consider making a contribution to. List your reasons for giving or not giving.

| People / Organizations                                   | Reasons for giving or not giving |
|--|----------------------------------|
| <input type="checkbox"/> a homeless person               |                                  |
| <input type="checkbox"/> a seriously ill person          |                                  |
| <input type="checkbox"/> a political candidate           |                                  |
| <input type="checkbox"/> a disaster relief agency        |                                  |
| <input type="checkbox"/> a hospital                      |                                  |
| <input type="checkbox"/> a school in a poor neighborhood |                                  |
| <input type="checkbox"/> a theater or a museum           |                                  |
| <input type="checkbox"/> a local charity                 |                                  |
| <input type="checkbox"/> an international charity        |                                  |
| <input type="checkbox"/> a religious institution         |                                  |
| <input type="checkbox"/> other: _____                    |                                  |

**C Discussion.** Talk about the people and organizations you would or would not give money to. Use your notepad. Explain your reasons.

*"I would rather give money to a local charity because they'll use it to help people in my community."*

**D Presentation.** Choose one person, charity, or type of organization people donate money to. Write a paragraph explaining the reasons why people should donate to this cause. Use the Vocabulary from page 34 in your paragraph. Then present your ideas to your class or group.

# Writing: Explain your financial goals

## Sequencing Events: Review

When writing a paragraph, the sentences need to be logically organized. **Time order words** are used to clarify the order of events in someone's life, to present the steps in a process, or to give instructions.

Special time order words and expressions help make sequence clear:

- First,  
First of all,  
To begin with,
- Second,  
Third,
- Next,  
Then,  
Following that,
- After,  
Afterwards,  
After that,
- Finally,  
Lastly,  
In the end,

## WRITING MODEL

I intend to be financially independent by the time I am sixty. How? **To begin with**, I plan to live within my means. I will cut corners where I can and stick to my budget. **Then**, I hope to open up my own business. **Next**, I intend to start putting some money away. **After that**, I plan to make some smart investments. **In the end**, by the time I am sixty, I will have saved up enough to retire and buy a nice weekend house.

### A Prewriting. Listing Ideas.

Choose a topic. Then complete the chart.

Topic: \_\_\_\_\_

#### Topics

- My long-term financial goals
- The steps I need to take in order to buy \_\_\_\_\_

|             | Goal or step | My plan | Completion date |
|-------------|--------------|---------|-----------------|
| First,      |              |         |                 |
| Then,       |              |         |                 |
| After that, |              |         |                 |
| Finally,    |              |         |                 |

### B Writing.

Write a paragraph, using your notes. Use time order words and expressions to organize the sequence of goals or steps in your paragraph. Remember to write a topic sentence.

### C Self-Check.

- Did you use time order words or expressions in the paragraph?
- Does the sequence of events in the paragraph make sense?
- Does the topic sentence introduce the topic of the paragraph?

**A**

**Listening.** Listen to the conversations about money matters. Then decide which statement best summarizes each conversation. Listen again if necessary.

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

- If he'd known it would just sit around collecting dust, he never would have bought it.
- He's too much of a spendthrift. He should be more frugal.
- He's not a spendthrift. He's just feeling generous.
- If he'd known it would be so hard to put together, he never would have bought it.

**B**

Complete the statements with words from the box.

- Steve Gold, an assistant to a big executive at World Corp, saved his company a lot of money by purchasing airplane tickets online from a discount travel website. His boss appreciated his being ..... .
- Bill Gates, founder of the Microsoft Corporation, is not only one of the richest men in the world, but he's also one of the most ..... . The Gates Foundation donates a minimum of US \$1.5 billion each year.
- Dan Fielding expected that his ..... in the ComTech Corporation would result in a nice ..... . However, the business failed and Dan lost all of his money.
- One of the richest women in history, Hetty Green was also notoriously ..... . She once refused to light the candles on her birthday cake so she could return them to the store for a refund. Hetty is considered to be history's greatest ..... .
- Andrew Carnegie was a famous ..... who gave away over US\$350 million to ..... . His largest ..... was for US\$56 million dollars, which was used to build over 2,500 free public libraries around the world.

|                |
|----------------|
| charities      |
| contribution   |
| frugal         |
| generous       |
| investment     |
| philanthropist |
| profit         |
| stingy         |
| tightwad       |

**C**

Write a conditional sentence for each regret below. Begin with an inverted form ("Had I ...").

- a regret about your financial situation
- a regret about something you bought
- a regret about a relationship

**D**

Express your future plans and goals. Use the perfect form of an infinitive or the future perfect.

- Before the end of today, I plan .....
- By next month, I will .....
- By the end of this English course, I expect .....
- By the end of the year, I intend .....
- Within five years, I hope .....

## Preview

GOALS After Unit 4, you will be able to:

- 1 Discuss appropriate dress
- 2 Comment on fashion and style
- 3 Evaluate ways to change one's appearance
- 4 Discuss appearance and self-esteem

- A Topic Preview.** These pictures depict concepts of ideal beauty at different times and in different places. Do you find any of these fashions attractive?



For centuries in Japan, the geisha defined beauty and grace.



Padaung women of Myanmar begin lengthening their necks with gold bands at the age of five or six.



In India, Pakistan, the Middle East, and Africa, women paint their faces and hands with henna for special occasions.



In eighteenth-century Europe, well-to-do men and women wore extravagant wigs and clothing.



In New Zealand, it is traditional for Maori men to decorate their faces and bodies with tattoos.

- B Express Your Ideas.**

1. What things do people do today to make themselves more attractive? Which techniques do you think are the most successful?
2. In your opinion, why do tastes change over time from culture to culture?
3. What do you think this expression means? Do you agree?

*Beauty is in the eye  
of the beholder.\**

\*beholder—the person who is looking

**C**

**Sound Bites.** Read and listen to a conversation between a couple about dressing up and dressing down.



**MARGO:** Don't you think you might be a little overdressed?

**PAUL:** What do you mean?

**MARGO:** Hello! The invitation said casual.

**PAUL:** Oops. I thought we were supposed to get dressed up. Be right back.

**PAUL:** How's this?

**MARGO:** Now that's a little *too* casual.

**PAUL:** Margo! I wish you'd make up your mind.

**MARGO:** And what's with the baggy pants?

**PAUL:** OK. If I change into a polo shirt and a pair of slacks, will that work?

**MARGO:** Perfect.

**D** **Activate Language from a Text.** Use the following words to tell the story of what happened in the conversation.

underdressed

overdressed

formal

casual

### STARTING POINT

**A Apply Ideas.** Look at the pictures. Are the people dressed appropriately for each event? With a partner, use the words from Exercise D to describe how the people are dressed. Then compare your answers with other students'.



**Event:**  
a company picnic



**Event:**  
an outdoor wedding



**Event:**  
a dinner party at a friend's home



**Event:**  
English class

**B Relate to Personal Experience.** Discuss the questions.

- When was the last time you got dressed up? What did you wear?
- Have you ever been underdressed or overdressed for an event? What happened? How did you feel?

## 1

## GOAL

## Discuss appropriate dress

- A** **Grammar Snapshot.** Read the article and notice the quantifiers.

## Dressing Up for Work

Most professionals around the world wear formal business attire to work in company offices. In many countries, there is an unwritten dress code making it mandatory for a man to wear a dark suit and tie and for a woman to wear a skirted suit. But in several countries, more companies are experimenting with casual business dress during working hours.

In Australia, during the hotter summer months, a number of companies are allowing employees to leave their suits at home. And in the United States, a little over half of all office workers are allowed to dress



Formal business attire:  
a thing of the past?

down on Fridays. One third of U.S. companies make the standard business suit optional—allowing casual clothing every day. There is a great deal of interest in a casual dress code because of its attraction to new employees.

However, some critics complain that casual dress in the office causes a lot of problems, among them, less productivity. Each manager needs to decide if "business casual" is right for his or her company. A few experts in the fashion industry claim that the trend toward casual office dress is on the way out. But a recent survey found that a majority of employees say their company dress code is at least as casual or more casual than it was two years ago.



Some complain that business casual leads to less productivity.

- B** **Examine Cultural Expectations.** Discuss the questions.

- How do professionals dress for work in your country? Do people ever wear "business casual"? What kinds of clothing are mandatory?
- Do you think the way a person dresses has an effect on how he or she works? In what way?

**C** **Grammar. Quantifiers**

Some quantifiers can only be used with singular count nouns.

one person      each manager      every employee

Some quantifiers can only be used with plural count nouns.

|                   |                             |                |
|-------------------|-----------------------------|----------------|
| two problems      | a couple of employees       | both companies |
| a few managers    | a number of businesses      | several women  |
| many young people | a majority of professionals |                |

Some quantifiers can only be used with non-count nouns.

|                     |                          |                          |
|---------------------|--------------------------|--------------------------|
| a little conformity | much choice              | a great deal of interest |
| less productivity   | not as much satisfaction |                          |

Some quantifiers can be used with both count and non-count nouns.

|                              |                                  |
|------------------------------|----------------------------------|
| no people                    | no choice                        |
| some / any employees         | some / any conformity            |
| a lot of / lots of companies | a lot of / lots of individuality |
| a third of the companies     | a third of the money             |
| plenty of businesses         | plenty of satisfaction           |
| most managers                | most dissatisfaction             |
| all young people             | all innovation                   |
| more countries               | more interest                    |

**NOTE:** The quantifier a majority of can also be used with singular count nouns that include more than one person. Use a third-person singular verb.

A majority of the class thinks business casual is a good idea.

A majority of the population prefers a strict dress code.

**GRAMMAR BOOSTER**

► p. G6

- Quantifiers: review
- A few and few, a little and little
- Using of
- Used without referents
- Subject-verb agreement with quantifiers with of

**D Grammar Practice.** Circle the correct quantifier. Explain your answer.

1. (Most / Much) businesspeople today prefer to dress casually.
2. (A number of / A great deal of) companies would prefer not to change their dress codes.
3. (All / Every) manager has to decide what is best for the company and its employees.
4. (One / Several) company in New Zealand decided to try a “casual summer” because the summers are always so hot.
5. Research has shown that a business casual dress code has resulted in (less / a few) job dissatisfaction among professionals.
6. (A little / A few) companies are returning to a more formal dress code.

*“Businesspeople is a plural count noun.”*

**E Grammar Practice.** Read the Grammar Snapshot again. On a separate sheet of paper, rewrite the article, using different quantifiers with similar meanings.

**Most** professionals around the world wear formal business attire to work in company offices.

*A majority of professionals around the world wear formal business attire to work in company offices.*

**F** **Listening. Infer Information.** Listen to the conversations about casual and formal dress. Determine how best to complete each statement.

- |                                    |             |               |
|------------------------------------|-------------|---------------|
| 1. He'd prefer to .....            | a. dress up | b. dress down |
| 2. She wants to .....              | a. dress up | b. dress down |
| 3. He's pretty sure a tie is ..... | a. optional | b. mandatory  |
| 4. She thinks a dress is .....     | a. optional | b. mandatory  |

**NOW YOU CAN** *Discuss appropriate dress*

**A Frame Your Ideas.** How do you think people in your country would generally suggest dressing for these events? Discuss appropriate and inappropriate dress for each event.

*“Most people would ..., but a few people ....”*

**Events**

- a business meeting
- dinner at a nice restaurant
- dinner at the home of your friend's parents
- an evening party at a club or restaurant with your classmates
- an in-class party

**B Use the Grammar.** In a group, compare your classmates' opinions. Use quantifiers to summarize your classmates' ideas.

*“A majority of the class said ....”*

*“A few students said ....”*

**C Discussion.**

1. Do you think it's important to dress according to social conventions? Explain.
2. How does what people wear affect how others perceive them?

**Comment on fashion and style**

**A** **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

- A: Check out that guy over there.  
 B: Which guy?  
 A: The one on the cell phone. **Can you believe** what he's wearing?  
 B: What do you mean?  
 A: **Don't you think** that shirt's a little flashy?  
 B: **Well**, the colors **ARE** pretty loud, but that's what's in style.

**Rhythm and intonation practice**

**B** **Vocabulary. Describing Fashion and Style.**  
Listen and practice.

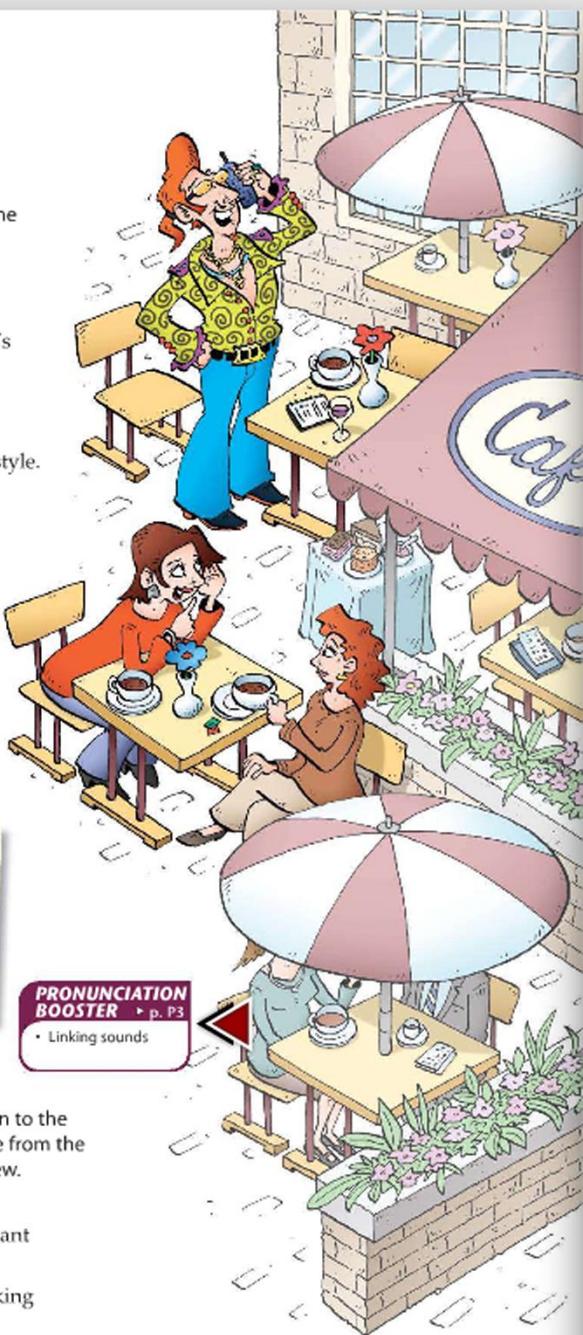
**Attractive**

|                          |                     |
|--------------------------|---------------------|
| fashionable / stylish    | modern              |
| in style / trendy / hot* | temporarily popular |
| elegant / chic           | in good taste       |
| striking                 | attention-getting   |

**Unattractive**

|                              |                   |
|------------------------------|-------------------|
| old-fashioned / out of style | no longer popular |
| tacky*                       | in poor taste     |
| flashy*                      | attention-getting |
| shocking                     | offensive         |

\*informal



**PRONUNCIATION BOOSTER** ▶ p. P3

- Linking sounds

**C** **Listening. Listen to Activate Vocabulary.** Listen to the conversations about fashion and style. Choose the adjective from the Vocabulary that best summarizes each speaker's point of view.

- They think the purses in the magazine are .....  
 a. hot      b. flashy      c. elegant
- He thinks the jacket Carl is wearing is .....  
 a. stylish      b. flashy      c. striking
- They think the girl's hairstyle is .....  
 a. striking      b. old-fashioned      c. shocking
- He thinks the dress the salesperson is suggesting is .....  
 a. elegant      b. striking      c. trendy
- She thinks the blouse her friend's holding is .....  
 a. out of style      b. tacky      c. chic

**D Vocabulary Practice.** What do you and your partner think of these fashions and hairstyles? Use the adjectives from the Vocabulary to describe them in your own way.



**E Think and Explain.** With a partner, read and match each quote with a person in the photos in Exercise D. Explain your answers. Which quote sounds the most like you?

1. "Clothing should express your individuality. I don't want to conform to how other people look or what they wear—I prefer to stand out in a crowd."

2. "What I wear may not be the most trendy—but I like it that way. I'd rather be comfortable than fashionable."

3. "The way you dress affects how people perceive you, so it's important to dress well. I always choose designer labels—they're the best."

4. "I draw the line at wild and crazy clothes. I just don't like to attract attention to myself. I'm a lot more comfortable in subdued colors and classic styles."

5. "I prefer a look that isn't just a fad that won't be in style for very long. I prefer clothes that are well made—they may cost a bit more, but they last longer."

## NOW YOU CAN Comment on fashion and style

**A Frame Your Ideas.** Complete each statement about fashions in your own way. Use these words and expressions.

I prefer clothes that . . .

I don't like to . . .

I dislike it when women wear clothes that . . .

I dislike it when men wear clothes that . . .

conform  
stand out  
attract attention  
express one's individuality

old-fashioned  
out of style  
tacky  
flashy  
shocking

well made  
comfortable  
wild and crazy  
classic  
subdued  
fashionable  
stylish  
elegant  
striking  
trendy

**B Use the Conversation Strategies.** Explain why you find some fashions attractive and some unattractive. Refer to the photos on this page or bring in others. Use the Vocabulary from page 42 and the Conversation Snapshot as a guide. Start with one of the following expressions:

"Check out . . ."

"Can you believe . . .?"

## 3

**GOAL****Evaluate ways to change one's appearance****A**

**Listening. Infer Information.** Listen to Part 1 of a radio program about men's hairstyles. Then read the statements and listen again. Complete the statements, according to the information in the program.

1. In the eighteenth century, wigs were considered .....  
a. chic      b. tacky      c. out of style
2. In the nineteenth century, wigs were considered .....  
a. in style      b. old-fashioned      c. striking
3. Before the twentieth century, short hair would not have been considered .....  
a. stylish      b. out of style      c. shocking

a goatee

**B**

**Listening. Listen to Summarize.** Now listen to Part 2. What generally happened to men's hairstyles in the mid-twentieth century?

**C**

**Listening. Infer Information.** Read the following statements and listen to Part 2 again. Complete the statements, according to the information in the program.

1. Men changed their hairstyles in the 1960s as a ..... statement.  
a. fashion      b. social and political      c. religious and moral
2. Twenty years ago, the bald look would have been considered .....  
a. eccentric      b. stylish      c. old-fashioned
3. Young people who dye their hair want to .....  
a. be stylish      b. conform      c. express their individuality

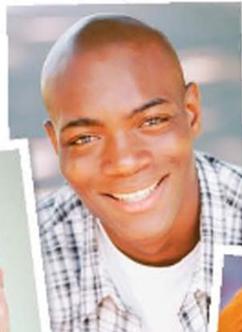


sideburns

**D**

**Express and Support an Opinion.** Do you agree with the hair stylist that "anything goes" today for men's hairstyles? Are there any hairstyles that you really don't like on a man? Do you think men's hairstyles have improved or gotten worse in recent times?

a buzz cut

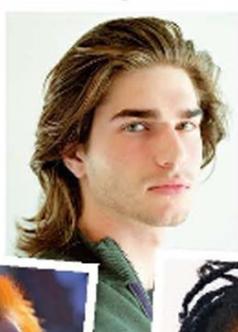


bald

dyed



long hair



highlights



braids

## NOW YOU CAN Evaluate ways to change one's appearance

A **Frame Your Ideas.** Discuss and complete the checklist with a partner.

### Ways people spend time and money to make themselves more attractive

Which do you think are good ideas for women? How about for men? Which do you think are good for both? Check the appropriate box.

|                  | men                      | women                    |                    | men                      | women                    |
|------------------|--------------------------|--------------------------|--------------------|--------------------------|--------------------------|
| skin lightening  | <input type="checkbox"/> | <input type="checkbox"/> | contact lenses     | <input type="checkbox"/> | <input type="checkbox"/> |
| skin tanning     | <input type="checkbox"/> | <input type="checkbox"/> | false eyelashes    | <input type="checkbox"/> | <input type="checkbox"/> |
| body piercing    | <input type="checkbox"/> | <input type="checkbox"/> | makeup             | <input type="checkbox"/> | <input type="checkbox"/> |
| tattoos          | <input type="checkbox"/> | <input type="checkbox"/> | hair coloring      | <input type="checkbox"/> | <input type="checkbox"/> |
| facials          | <input type="checkbox"/> | <input type="checkbox"/> | permanents (perms) | <input type="checkbox"/> | <input type="checkbox"/> |
| manicures        | <input type="checkbox"/> | <input type="checkbox"/> | hair transplants   | <input type="checkbox"/> | <input type="checkbox"/> |
| nail extensions  | <input type="checkbox"/> | <input type="checkbox"/> | wigs               | <input type="checkbox"/> | <input type="checkbox"/> |
| nail polishing   | <input type="checkbox"/> | <input type="checkbox"/> | hair removal       | <input type="checkbox"/> | <input type="checkbox"/> |
| cosmetic surgery | <input type="checkbox"/> | <input type="checkbox"/> | other              | <input type="checkbox"/> | <input type="checkbox"/> |



### B Discussion.

1. Who do you think should spend more time making themselves attractive—men or women? Why?
2. Can people do too much to try to make themselves attractive? If so, what do you think is “too much”?

**A** **Word Skills. Using the Prefix Self.** Use a dictionary to find other words with the prefix self.

## NOUNS

**self-confidence** the belief that one has the ability to do things well

*Parents can build their children's self-confidence by praising their accomplishments.*

**self-esteem** the attitude of acceptance and approval of oneself

*High self-esteem can help a person succeed, and low self-esteem can be damaging.*

**self-image** the opinion one has about one's own abilities, appearance, and character

*Mark's self-image improved after he started his new job.*

**self-pity** the feeling of being sorry for oneself

*It's easy to indulge in self-pity when you're faced with problems.*

## ADJECTIVES

**self-centered** interested only in oneself

*Children are naturally self-centered, but they usually learn to be more interested in others as they grow up.*

**self-confident** sure of oneself; not shy or nervous in social situations

*Janet is a very self-confident young woman. She'll do well at the university.*

**self-conscious** worried about what one looks like or what other people think of one's appearance

*Everyone at the meeting was dressed casually, so I felt self-conscious in my suit.*

**self-critical** tending to find fault with oneself

*Paul is too self-critical. He always focuses on his mistakes rather than his accomplishments.*

**B** **Reading Warm-up.** Do you think most people are self-conscious about how they look?

**C** **Reading.** Read the article about female body image. What do you think is expressed in the song lyrics?



## WHO DEFINES BEAUTY?

**W**hat makes a girl beautiful? The lines above are from the song "Not Pretty Enough," written and performed by Kasey Chambers, an Australian folk-rock singer and songwriter. The words tell us a lot about what it's like to be female in a society in which media such as television, movies, and magazines define what it means to be beautiful.

In cultures where success and happiness are equated with being thin and attractive "just like models or movie stars," many young women are left feeling either invisible or fat and unaccepted.

It might not surprise you to read that 75 percent of women in the United States think that they are "too fat." But many people do not realize how these ideas about body image have affected teenagers and children. You don't have to look much farther than a billboard sign, magazine advertisement, or popular television show to see how girls and women are being presented and to understand how it affects them.

"Am I not pretty enough?  
Is my heart too broken?"

"...  
Why do you see right  
through me?"

On average, U.S. children age eight or older spend almost seven hours a day watching television, playing video games, or reading magazines. Studies have revealed these trends:

- If they had just one wish, girls ages eleven to seventeen say they would wish to be thinner.
- Between the ages of ten and fourteen, the percentage of girls who are "happy with the way I am" drops from 60% to 29%.
- 80% of ten-year-old girls are on diets.
- Between 5 and 10 million teenage girls and young women have an eating disorder—extreme dieting—that can be dangerous to their health.
- Teenage cosmetic surgeries more than doubled in the last decade and are growing at an alarming rate.
- 70% of girls say they have wanted to look like an actress. About 30% have actually tried to.

Young people can benefit from realizing how much they are being targeted as a consumer group and how media messages are used to either sell them products or convey messages about body image, self-esteem, social values, and behavior.

The average fashion model is 5 feet, 11 inches (1.83 meters) tall and weighs 117 pounds (53 kilograms). The average woman is 5 feet, 4 inches (1.65 meters) tall and weighs 140 pounds (63.5 kilograms).

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Information source: [www.riverdeep.net](http://www.riverdeep.net)

**D Identify Supporting Details.** Complete each statement, according to "Who Defines Beauty?" Then support your answers, using information from the article.

1. The media can be damaging to young people's .....  
a. self-image      b. high self-esteem      c. self-pity
2. If girls had more ..... , they would not want to look like fashion models.  
a. self-pity      b. self-confidence      c. self-image
3. Before the age of ten, most girls are .....  
a. self-conscious      b. self-confident      c. self-critical
4. After the age of ten, a lot of teenage girls suffer from .....  
a. too much self-confidence      b. high self-esteem      c. low self-esteem

**E Apply Ideas.** Discuss the questions.

1. Are girls and women in your country affected by images in the media?  
Are boys and men also affected? How?
2. What do you think young people can do to avoid being affected by the messages they get from advertising, TV, and the movies? What can they do to be more satisfied with the way they look and to develop their self-esteem?

## NOW YOU CAN *Discuss appearance and self-esteem*

**A Frame Your Ideas.** Take the survey. Then compare and explain your choices with a partner.

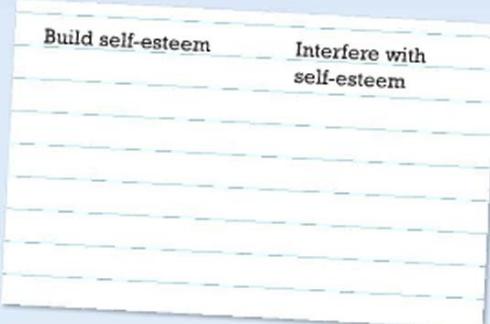
### How much do you agree with each statement about men and women in your country?

|   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Most women are self-conscious about their bodies.      | 1 | 2 | 3 | 4 | 5 |
| 2. Most men are self-conscious about their bodies.        | 1 | 2 | 3 | 4 | 5 |
| 3. Most women are self-conscious about their faces.       | 1 | 2 | 3 | 4 | 5 |
| 4. Most men are self-conscious about their faces.         | 1 | 2 | 3 | 4 | 5 |
| 5. Most women want to look more like people in the media. | 1 | 2 | 3 | 4 | 5 |
| 6. Most men want to look more like people in the media.   | 1 | 2 | 3 | 4 | 5 |
| 7. Most women think beauty is not important.              | 1 | 2 | 3 | 4 | 5 |
| 8. Most men think beauty is not important.                | 1 | 2 | 3 | 4 | 5 |

**B Notepadding.** Make a list of factors that affect self-esteem.

**C Discussion.**

1. Do you think life is easier for people who are attractive? Why or why not?
2. Do you think people should just accept the way they look or try to change their appearances?
3. In an ideal world, what should one's self-esteem be based on?



## Writing: Compare two people's tastes in fashion

### Compare and Contrast: Review

| Compare (show similarities)   | Contrast (show differences)   |
|---|---|
| <b>like</b><br>Like Sylvia, I wear jeans all the time.  | <b>unlike</b><br>Unlike her sister, Wendy wears great clothes.<br>OR Wendy wears great clothes, unlike her sister.  |
| <b>similarly</b><br>I grew up paying little attention to fashion.<br><b>Similarly</b> , Mel was not very interested in clothes.<br>OR I grew up paying little attention to fashion;<br><b>similarly</b> , Mel was not very interested in clothes. | <b>in contrast</b><br>I've always liked body piercings and tattoos.<br><b>In contrast</b> , my boyfriend thinks they're ugly.<br>OR I've always liked body piercings and tattoos;<br><b>in contrast</b> , my boyfriend thinks they're ugly.       |
| <b>likewise</b><br>My mother always liked elegant clothes.<br><b>Likewise</b> , her two sisters did too.<br>OR My mother always liked elegant clothes;<br><b>likewise</b> , her two sisters did too.  | <b>however</b><br>Lily had to wear a uniform when she was in school.<br><b>However</b> , I was able to wear anything I wanted.<br>OR Lily had to wear a uniform when she was in school;<br><b>however</b> , I was able to wear anything I wanted. |
| <b>as well / not either</b><br>Many people spend too much money on clothes.<br>They spend too much on shoes <b>as well</b> .<br>Our parents' generation didn't worry so much<br>about fashion. Their own parents <b>didn't either</b> .           | <b>whereas / while</b><br>Sam spends a lot of money on clothes, <b>whereas</b><br>Jeff shops in thrift stores.<br>OR Sam spends a lot of money on clothes, <b>while</b><br>Jeff shops in thrift stores.   |

### A Prewriting. Organizing Ideas.

Choose a topic and draw a diagram similar to the one on the right. Label the circles with the topics you are comparing and write **Both** in the middle. List the differences in each circle and the similarities in the middle.

### B Writing.

Write two paragraphs comparing and contrasting ideas, referring to the notes in your diagram. In your first paragraph, write about the differences. In your second paragraph, write about the similarities. Use connecting words and include a topic sentence for each paragraph.

### C Self-Check.

- Did you correctly use connecting words for comparing?
- Did you correctly use connecting words for contrasting?
- Does each paragraph have a topic sentence?



#### Topics

- Compare and contrast your fashion style with that of someone you know.
- Compare and contrast fashion today with fashion five, ten, or twenty years ago.

**A**

**Listening.** Listen carefully to the conversations about tastes in fashion.  
Infer which adjective best describes what each person thinks.

1. The man thinks the suit is .....  
**a.** stylish      **b.** out of style      **c.** tacky
2. The woman thinks the dress is .....  
**a.** chic      **b.** old-fashioned      **c.** flashy
3. The man thinks the tie is .....  
**a.** fashionable      **b.** out of style      **c.** shocking
4. The woman thinks the shoes are .....  
**a.** out of style      **b.** in style      **c.** striking

**B**

Complete each statement with an appropriate word or phrase.

1. A set of rules for how to dress in a particular situation is a dress .....
2. In the United States and Canada, many companies allow their employees to wear "business ....." on Fridays—they don't have to wear suits, skirts, or ties.
3. Some companies allow employees to dress ..... for some business meetings where the focus is on getting to know each other in a more casual setting.
4. When a fashion is ..... style, people no longer wear that fashion. When a fashion is ..... style, everyone wants to wear it.

**C**

Cross out the one quantifier that *cannot* be used in each sentence.

1. (Every / A few / Most) older people find today's fashions pretty shocking.
2. Our company says that it will allow us to dress down (one / a couple of / a few) days a week.
3. (Most / Many / Every) young girls aren't worried about the way they look.
4. (Much / A majority of / A number of) researchers are concerned about the effect the media has on young boys as well.
5. (Many / Most / Much) men wore their hair very short in the 1930s.
6. I'd say your sister could use (some / a little / a few) fashion help.
7. There are (several / most / many) reasons why so many people have eating disorders.
8. A new study says that (most / many / every) children who watch TV for more than six hours a day may have problems with self-esteem as teenagers.

**D**

Write a paragraph explaining your opinion about one of these expressions.  
Give concrete examples from your life.

"Beauty is only skin-deep."

"Beauty is in the eye of the beholder."

## Preview

**GOALS**

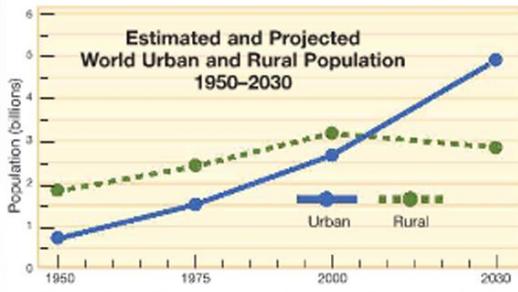
After Unit 5, you will be able to:

- 1 Politely ask someone not to do something
- 2 Complain about public conduct
- 3 Discuss social responsibility
- 4 Identify urban problems

- A Topic Preview.** Look at the graph and photos. Where do most people live in your country—in rural or urban areas?

### Experts predict major changes in the distribution of the world's population in the 21st century

Throughout human history, most people have lived in rural areas.



In 1950, only 29% of the world's population lived in towns and cities. Now in the twenty-first century—for the first time in human history—more than half of the world's population lives in urban areas.

Source: United Nations Population Division, 2000



In the late twentieth century, rural populations began to migrate in great numbers to urban areas.



In many developed countries, there has also been a migration—but from urban areas to the suburbs.



- B Interpret Data from a Graph.** With a partner, answer the questions, according to the information in the graph.

1. Approximately how many people in the world will be living in urban areas in 2030? How about in rural areas?
2. In what year did the world's urban population surpass the world's rural population?

- C Express Your Ideas.** Is there much migration in your country? What are some reasons people migrate?



**D Sound Bites.** Read and listen to a conversation about city life.

**DON:** Hey, Kyle! So how's the big city treating you?

**KYLE:** Funny you should ask. Not great.

**DON:** What do you mean?

**KYLE:** Well, on my way here, I'm crossing the street and this guy in an SUV turns the corner and almost runs me over.

**DON:** Are you serious?

**KYLE:** Yeah. The driver was in such a big hurry he didn't even notice. I just can't keep up with the pace here.

**DON:** Well, you *do* have to learn to stay on your toes in the city.

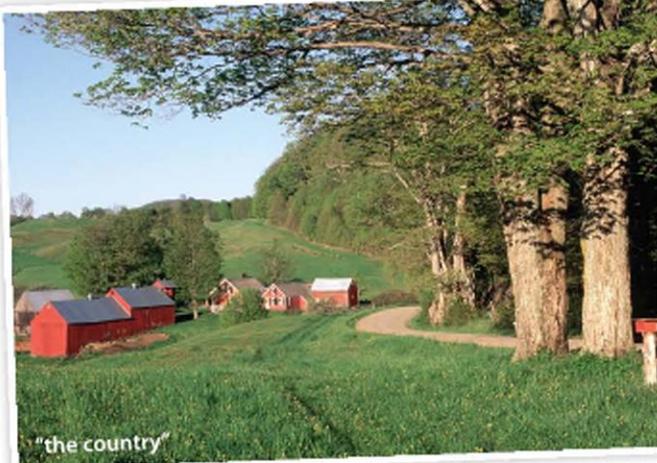
**KYLE:** It really gets to me sometimes. I don't think I'll ever get used to it. I guess I'm just a country boy at heart.



**E Think and Explain.** Read the conversation again.

With a partner, explain the meaning of each of the following statements or questions.

1. "So how's the big city treating you?"
2. "I just can't keep up with the pace here."
3. "You do have to learn to stay on your toes."
4. "It really gets to me sometimes."
5. "I'm just a country boy at heart."



## STARTING POINT

**A Frame Your Ideas.** What are some advantages and disadvantages of living in each type of place? Write them in the chart.

|             | Advantages | Disadvantages |
|-------------|------------|---------------|
| the country |            |               |
| the city    |            |               |
| the suburbs |            |               |

**B Discussion.** Where would you prefer to live—in the country, the city, or the suburbs? Why?

## Politely ask someone not to do something

**A**

### Conversation Snapshot.

Read and listen.  
Notice the conversation strategies.

- A: Do you mind my smoking here?  
 B: Actually, smoking kind of bothers me.  
     I hope that's not a problem.  
 A: Not at all. I can step outside.  
 B: That's very considerate of you. Thanks for asking.



### Rhythm and intonation practice

Ways to soften an objection  
 I hope that's not a problem.  
 I hope you don't mind.  
 I hope it's OK / all right.  
 I don't mean to inconvenience you.

**B**

### Grammar. Possessives with gerunds

You can use a possessive before a gerund when you want to indicate the performer of the action.

- The kids' singing was too loud.  
 Your constant arguing is getting on my nerves.  
 I didn't like their talking during the movie.  
 You should complain about Sam's cutting in line.  
 The thing that bothers me is her smoking.

In informal spoken English, a noun or an object pronoun is often used instead of a possessive.

- I can understand John being annoyed. (instead of "John's being annoyed")  
 I can't accept them ignoring me. (instead of "their ignoring me")

**C**

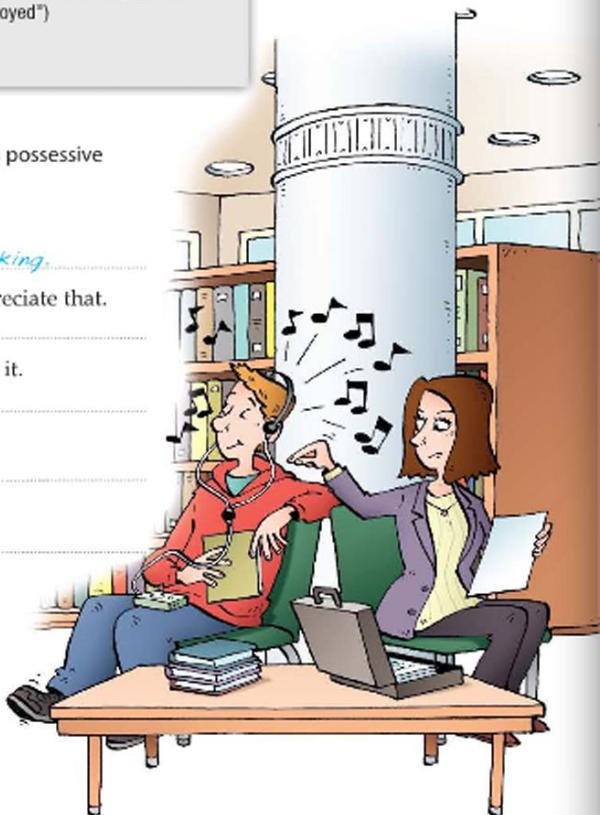
### Grammar Practice.

Combine the two statements, using a possessive with a gerund.

**Example:** They allow smoking. I'm not in favor of it.

*I'm not in favor of their allowing smoking.*

1. He plays his MP3 player in the library. I don't appreciate that.
2. They smoke cigars in the car. My mother objects to it.
3. She's talking on her cell phone. We don't mind it.
4. My brother litters. I'm really annoyed by it.





## D Word Skills. Using Negative Prefixes to Form Antonyms.

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. acceptable → unacceptable   | 4. proper → improper           |
| 2. considerate → inconsiderate | 5. respectful → disrespectful  |
| 3. polite → impolite           | 6. responsible → irresponsible |

### Negative prefixes

dis-      ir-  
im-      un-  
in-

### PRONUNCIATION BOOSTER ▶ p. P4

• Unstressed syllables

- E Word Skills Practice.** Use a dictionary to find antonyms for the following words. What other adjectives can you find with negative prefixes?

- |                  |               |
|------------------|---------------|
| 1. appropriate → | 5. honest →   |
| 2. courteous →   | 6. pleasant → |
| 3. excusable →   | 7. rational → |
| 4. imaginable →  | 8. mature →   |

- F Activate Word Skills.** Write your own examples of inappropriate behavior. Use the adjectives from Exercises D and E.

Example: *It's inconsiderate to play loud music on a bus.*

1. ....
2. ....
3. ....
4. ....
5. ....

## NOW YOU CAN Polite ask someone not to do something

- A Notepadding.** Discuss situations in which you would probably ask for permission to do something. Make a list on your notepad.

smoking in a restaurant  
turning on the TV in a doctor's waiting room  
making a call on my cell phone in public

Your list:

|  |
|--|
|  |
|  |
|  |
|  |
|  |

- B Use the Conversation Strategies.** Role-play a conversation asking for permission to do something. Your partner politely asks you not to do it. Use the Conversation Snapshot as a guide. Start like this: "Do you mind my..."

"Do you mind  
my smoking?"

"Do you mind my  
making a quick call  
on my cell phone?"

## 2

## GOAL

*Complain about public conduct*

A

**Grammar Snapshot.** Read the interview responses and notice the paired conjunctions.Wendy Kwon, 23  
Chicago, USA

What ticks me off? Well, I can't understand why people litter. Who do they think is going to clean up after them? **Either** they should throw their garbage in a trash can **or** hold on to it till they find one. I think it's great that people have to pay a fine for littering. Maybe they'll think twice before doing it again.

Dana Fraser, 36  
Toronto, Canada

You know what gets to me? Smoking. It's such an inconsiderate habit. Secondhand cigarette smoke is **neither** good for you **nor** pleasant to be around. I'd like to see smoking banned from more public places. Don't non-smokers have rights too?

Yuan Yong Jing, 28  
Beijing, China

It really bugs me when people spit on the street. **Not only** do I find it disgusting, **but it's also** unhygienic. It's important to think about other people's feelings and public health.

Jorge Santos, 31  
São Paulo, Brazil

Here's something that gets on my nerves: I hate it when people use their cell phones in public places. They annoy other people, **not only** on trains and buses **but also** in theaters. They should have the courtesy to **either** turn their phones off **or** to leave them at home. It really makes me angry. I guess it's kind of my pet peeve.

B

**Express Your Ideas.** Do any of the behaviors described in the interview responses "tick you off"? With a partner, discuss and rate each of them as follows:

extremely annoying

somewhat annoying

not annoying at all

C

**Grammar. Paired conjunctions**

You can connect related ideas with paired conjunctions.

**either . . . or****Either** smoke outside **or** don't smoke at all.Cell phones should **either** be turned off **or** left at home.**neither . . . nor**I would allow **neither** spitting **nor** littering on the street.**Neither** eating **nor** chewing gum is acceptable in class.**not only . . . but (also)****Not only** CD players **but also** cell phones should be banned from trains.**GRAMMAR BOOSTER**

► p. G9

- Conjunctions with **so, too, neither, or not either**
- So, too, neither, or not either:** short responses

**BE CAREFUL!** When **not only . . . but (also)** joins two clauses, notice the subject-verb position in the first clause of the sentence.

**Not only did they forget** to turn off their cell phones, **but** they **also** talked loudly during the concert.

**Not only are they** noisy, **but** they're rude.

**Verb agreement with paired conjunctions**

When joining two subjects, make sure the verb agrees with the subject closer to the verb.

**Either** the mayor **or** local businesspeople **need** to decide.

**Either** local businesspeople **or** the mayor **needs** to decide.

**D Grammar Practice.** On a separate sheet of paper, combine the sentences with the paired conjunction indicated. Use or, nor, or but (also).

1. My uncle isn't willing to give up smoking. My grandparents aren't willing to give up smoking. (neither)
2. People should speak up about what bothers them. They should just learn to live with other people's habits. (either)
3. I don't like it when people use cell phones in theaters. I don't like it when they use them on buses. (not only)
4. The smell of the smoke bothers me. The danger to my health bothers me. (not only)

## NOW YOU CAN Complain about public conduct

**A Notepadding.** Make a list of some of the things that really get on your nerves in public places. Then write sentences with paired conjunctions to express your opinion. Use some of the adjectives with negative prefixes.

In restaurants: talking on cell phones  
It's not only annoying, but it's also very impolite.

In restaurants:

In stores:

On buses and trains:

On the street:

In offices:

In movie theaters:

Other:

**IDEAS**

- cutting in line
- graffiti on walls
- talking in theaters
- strong perfumes
- gossiping

**Adjectives with negative prefixes**

disrespectful  
immature  
impolite  
inconsiderate  
inexcusable  
irresponsible  
unacceptable  
unpleasant

**B Use the Grammar.** One student is an "on-the-street interviewer" and asks the other students about what gets on their nerves. Use the sentences with paired conjunctions from your notepad in your responses.

What really ticks me off is ...

I'll tell you what really gets on my nerves....

I can't understand why ...

You want to know what really bugs me?

**C Discussion.**

1. In your opinion, how should people behave in public places? Do you think it's important to speak up when people behave inconsiderately in public?
2. Do you ever do things that annoy other people? Explain.

## 3

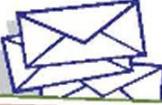
**GOAL****Discuss social responsibility****A****Vocabulary. Ways to Perform Community Service.** Listen and practice.

**GET INVOLVED WITH YOUR COMMUNITY!**



- Beautify your town**  
Plant flowers or trees where there aren't any.  

- Clean up litter**  
Pick up trash from parks, playgrounds, or the street.  

- Donate your time**  
Mail letters, make phone calls, raise money, or collect signatures for a community service organization.  

- Volunteer**  
Work without pay in the fire department, a hospital, or a school.  

- Donate your organs**  
Save someone's life by making arrangements now to give your heart, lungs, and other organs after you die to someone who needs them.  


**B**

**Vocabulary Practice.** Would you ever consider doing any of the community service activities in the Vocabulary? With a partner, explain why you would or would not.

*"I would never consider **donating my organs** because it's against my beliefs."*

**C**

**Listening. Listen to Summarize.** Read the questions and listen to Part 1 of the story about Nicholas Green and his family. Take notes on your notepad. Then summarize the first part of the story with your partner.

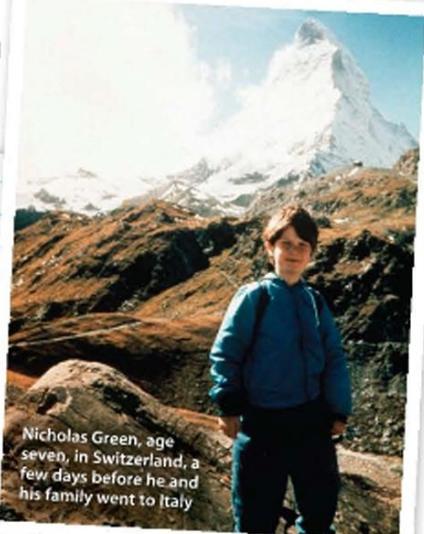
Where were the Greens from?

What were they doing in Italy?

What happened to Nicholas?

What decision did his parents make?

How did the Italian people react?

**D**

**Listening. Listen for Details.** Read the questions and listen to Part 2. Discuss your answers with a partner.

1. What changes occurred in Italy after the Greens made their decision?  
What is "The Nicholas Effect"?
2. How many people received one of Nicholas's organs? What effect did his gift have on their lives?
3. As a result of this incident, what are the Greens doing today?

**E Critical Thinking.** Discuss the questions, using information from the listening passage and your own ideas.

1. Do you think you would have made the same decision the Greens did if you had been in their situation? Why or why not?
2. Why do you think people responded so strongly to this story?

## NOW YOU CAN *Discuss social responsibility*

**A Frame Your Ideas.** Consider each situation and discuss what you might do. Based on your answers, how strong do you think your "sense of community" is? Compare ideas with a partner.

**1** There has been a terrible storm, and many homes have been destroyed. You're asked to let a family live with you until their home is fixed.

*"My first responsibility is to my family. I can't imagine doing this for a total stranger."*

*"I'd be happy to donate money to help a stranger. People should help each other."*

**What would you do if they were ...**

- a. your relatives?
- b. your neighbors?
- c. your colleague's family?
- d. complete strangers?

**2** Someone needs a new liver to survive. Doctors say that they can use a piece of your liver to save that person's life.

**What would you do if the person were ...**

- a. a family member?
- b. your neighbor?
- c. your classmate?
- d. a complete stranger?

**3** Developers plan to destroy a well-known historical monument so they can build a new office building. You're asked to donate your time to help save that monument.

**What would you do if the monument were ...**

- a. in your neighborhood?
- b. in another part of the city?
- c. in another city in your country?
- d. in another country?

**B Discussion.** Have you or someone you know ever volunteered for some kind of community service? How important is it for a person to be active in his or her community? Explain.

## Identify urban problems

**A** **Reading Warm-up.** What problems do you think cities of 10 million or more people might share?

**B**  **Reading.** Read the interview. Do you agree with Dr. Perlman's views?

# The Advent of the Megacity

Following is an interview with Dr. Janice Perlman, founder and president of Mega-Cities Project, Inc. Her organization attempts to make cities worldwide more livable places by taking good ideas from one place and trying to make them work in another.

**Q.** How do you define "megacity"?

**A.** We define megacities in our work as cities that have reached populations of 10 million or more. The majority of these are in developing countries. Migration to the city is the route for many people to greater choice, opportunity, and well-being. By coming to settle in the city, they have in effect "voted with their feet."

**Q.** Why are these places going to be very important in the next hundred years?

**A.** The 21st century won't be a century of rural areas and small towns but of giant cities that will set the standard of how we live, how our environment is preserved (or not preserved), how our economies work, and what kind of civil society we develop.



**Tokyo**  
over 28 million (2005)

**Mexico City,**  
over 18 million (2005)



**Q.** Do megacities in the developed and developing world differ, or are they linked by certain similarities?

**A.** These large cities have a lot more in common with each other than they do with the small towns and villages in their own countries. For example, every megacity struggles with a widening gap between rich and poor. Every "first-world" city, such as Los Angeles, New York, London, or Tokyo, has within it a "third-world" city of poverty and deprivation. And every third-world city, such as Calcutta, Cairo, or Mexico City, has within it a first-world city of high culture, technology, fashion, and finance.

In addition, all megacities share the problems of providing jobs and economic opportunities, and making housing, education, and health care available. They deal with crime and violence, as well as basic infrastructure such as water, sanitation, and public transportation. This is no easy task. The leaders of these cities recognize that they have similar problems, and they would like to learn more from other cities, particularly about successful solutions.

If we are going to create livable cities for the next century, we will need to be clever enough to do it through collaboration and cooperation. That is why the Mega-Cities Project works to share experiences that work across boundaries of culture and geography.

**Q.** Is the solution to urban problems strict central planning?

**A.** Absolutely not. We need decentralized planning that includes local citizens. In my view, attempts to create planned cities or communities—like Brasilia or Chandigarh—are too sterile and miss the spontaneity of cities that grew organically, like Rio de Janeiro, Bombay, or even New York City. The best example of urban planning I've seen recently is in Curitiba, Brazil, which set up a brilliant public transportation system in anticipation of population growth. The historic areas of cities like Siena, Paris, or Barcelona all have elements of planning that led to buildings of similar heights and architecture, but they were not centrally planned. There is a lot of diversity within the design, and people love to go to those cities.

Megacities are really very exciting places. The truth is, I've never met a megacity that I didn't like!

|    | The World's Ten Largest Urban Areas | Population (millions) in 1996 | Population (millions) in 2015 | Rank in 2015 |
|----|-------------------------------------|-------------------------------|-------------------------------|--------------|
| 1  | Tokyo, Japan                        | 27.2                          | 28.9                          | 1            |
| 2  | Mexico City, Mexico                 | 16.9                          | 19.2                          | 7            |
| 3  | São Paulo, Brazil                   | 16.8                          | 20.3                          | 4            |
| 4  | New York, United States             | 16.4                          | 17.6                          | 9            |
| 5  | Mumbai (Bombay), India              | 15.7                          | 26.2                          | 2            |
| 6  | Shanghai, China                     | 13.7                          | 18                            | 8            |
| 7  | Los Angeles, United States          | 12.6                          | 14.2                          | 15           |
| 8  | Kolkata (Calcutta), India           | 12.1                          | 17.3                          | 10           |
| 9  | Buenos Aires, Argentina             | 11.9                          | 13.9                          | 17           |
| 10 | Seoul, Korea                        | 11.8                          | 13                            | 19           |

On your ActiveBook disc: *Reading Glossary* and  
*Extra Reading Comprehension Questions*

Source: U.N. Department of Economic and Social Affairs Population Division

Information source: [www.megacitiesproject.org](http://www.megacitiesproject.org)

**C Confirm Content.** Check the types of urban problems Dr. Perlman mentions or suggests in the interview.

- poverty       pollution       unemployment       inadequate public  
 lack of housing       disease       discrimination       transportation  
 crowding       crime       corruption

**D Understand from Context.** Read each statement from the interview.

Choose the sentence closest to what Dr. Perlman means. Use information from the article to explain your answers.

1. "By coming to settle in the city, they have in effect 'voted with their feet.'"
  - a. People are making it clear which kind of life they prefer.
  - b. People would rather live in the country than live in the city.
  - c. People don't have as much opportunity in the city as they do in the country.
2. "Every 'first-world' city . . . has within it a 'third-world' city of poverty and deprivation. And every third-world city . . . has within it a first-world city of high culture, technology, fashion, and finance."
  - a. Some megacities have more poverty than others.
  - b. All megacities have both poverty and wealth.
  - c. Some megacities have more wealth than others.
3. "The Mega-Cities Project works to share experiences that work across boundaries of culture and geography."
  - a. The Mega-Cities Project helps megacities communicate their success stories to the people who live in that city.
  - b. The Mega-Cities Project helps megacities communicate their success stories to other cities in that country.
  - c. The Mega-Cities Project helps megacities communicate their success stories to megacities in other countries.

**E Infer Information.** Discuss the questions. Support your opinion with information from the article.

1. Why does Dr. Perlman say she prefers cities that are *not* planned over planned cities?
2. Why do you think Dr. Perlman thinks megacities are exciting? Do you agree?
3. Do you live in a megacity, or have you ever visited one? What are the pros and cons of living in a megacity?
4. Do you think life in megacities will improve in the future or get worse? Why?

## NOW YOU CAN *Identify urban problems*

**A Frame Your Ideas.** Check which urban problems you think exist in your area. Discuss with a partner and provide examples.

- |   |  |
|---|--|
| <input type="checkbox"/> poverty                          | <input type="checkbox"/> pollution       |
| <input type="checkbox"/> crime                            | <input type="checkbox"/> corruption      |
| <input type="checkbox"/> crowding                         | <input type="checkbox"/> lack of housing |
| <input type="checkbox"/> disease                          | <input type="checkbox"/> discrimination  |
| <input type="checkbox"/> inadequate public transportation | <input type="checkbox"/> unemployment    |
| <input type="checkbox"/> other: _____                     |  |

**B Discussion.** Talk about the problems you've identified. As a group, discuss at least five ways to make improvements in your town or city.

**C Project.** Choose several social problems that exist in your town or city.

Write letters to a local newspaper suggesting possible solutions.

# Writing: Complain about a problem

## Formal Letters: Review

When writing to a friend or family member, an informal tone, casual language, and abbreviations are acceptable. However, when writing to the head of a company, a boss, or someone you don't know, standard formal language should be used, and regular spelling and punctuation rules apply. Formal letters are usually typewritten, not handwritten. The following salutations and closings are appropriate for formal letters:

| Formal salutations                             | Formal closings             |
|--|-----------------------------|
| Dear Mr. / Mrs. / Ms. / Dr. / Professor [Lee]: | Sincerely (yours),          |
| Dear Sir or Madam:                             | Respectfully (yours),       |
| To whom it may concern:                        | Best regards,<br>Cordially, |

## Letters of Complaint

When writing a formal letter of complaint, first state the reason why you are writing and the problem. Then inform whomever you are writing what you would like him or her to do about it, or what you plan to do.

## WRITING MODEL

your address  
date

Red Maple Café  
708 West Pine Street  
Philadelphia, Pennsylvania 19102

Dear Sir or Madam:

I live a few blocks from your restaurant. For the past several months, I have noticed that in the evenings there is a lot of trash on the side of your building. Cats in the neighborhood turn over the garbage cans, and the trash goes everywhere. This is not only unpleasant to look at, but it is also a health hazard.

Could you please make sure that when the trash is put out, the garbage cans are closed? Your helping keep our neighborhood clean and beautiful would be greatly appreciated.

Respectfully,

*Olivia Krum*

signature

- A** **Prewriting. Listing Ideas.** Think of a problem in your community that you would like to complain about. List the reasons why it is a problem.

Problem: *trash on side of building*

Reasons: *-unpleasant to look at  
-health hazard*

Problem:

Reasons:

- B** **Writing.** On a separate sheet of paper, use your notes to write a letter of complaint. State what you intend to do or what you would like to see done. Remember to use the appropriate level of formality.

## C Self-Check.

- Did you use the proper salutation and closing?
- Are the tone and language in the letter appropriate for the audience?
- Did you use regular spelling and punctuation and avoid abbreviations?

- D** **Peer Response.** Exchange letters with a partner. Write an appropriate response to your partner's letter, as if you were the person to whom it was addressed.



- A** **Listening.** Listen carefully to the conversations about cities. Check the adjectives that are closest in meaning to what the people say about each place. Listen again if necessary.

|                | rich                  | poor                             | clean                 | polluted              | safe                  | dangerous             | polite people         | rude people           | interesting           | boring                |
|----------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. rural China | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 2. Los Angeles | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 3. Singapore   | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 4. Paris       | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |

- B** Respond to each question in your own way.

1. "Do you mind if I call someone on my cell phone?"

**YOU**

2. "Would you mind not smoking in here?"

**YOU**

3. "What bugs you about living in your town?"

**YOU**

4. "Who do you know that really gets on your nerves?"

**YOU**

- C** Make each sentence logical by attaching a negative prefix to one of the adjectives. Use a dictionary if necessary.

1. Painting graffiti on public buses and trains is really excusable.
2. I believe littering and spitting on the street are responsible behaviors.
3. Young people who play loud music without consideration for the people around them are exhibiting really proper behavior.
4. I think it's very appropriate for people to scream into their cell phones in theaters.
5. When a salesperson is rude, I find it not only respectful but also annoying.
6. I should warn you that the air pollution downtown is really pleasant.
7. I think politicians who are honest and corrupt should be punished.
8. It doesn't help when people are courteous to each other.

- D** Combine the sentences with the paired conjunction indicated. Use or, nor, or but (also).

1. Restaurants shouldn't allow smoking. Theaters shouldn't allow smoking. (neither)
2. Smoking should be banned. It should be restricted. (either)
3. Littering doesn't offend me. Spitting doesn't offend me. (neither)
4. I think loud music is rude. I think loud people are rude. (not only)

- 1 Exchange opinions about the treatment of animals
- 2 Discuss the benefits of certain pets
- 3 Compare animal characters
- 4 Debate the value of animal conservation

**A Topic Preview.** Find your birth year on the Chinese Zodiac.  
What's your animal sign?



Information source: [silverdragonstudio.com](http://silverdragonstudio.com)

**B Express Your Ideas.**

1. How well do the adjectives for your sign describe your personality? How are you different from the description?
2. Do you think the descriptions match the animals in any way? Why or why not?



**C Sound Bites.** Read and listen to a conversation between two friends at the zoo.

**ALICIA:** I can't believe I let you talk me into coming here. I really have a problem with zoos.

**BEN:** C'mon. These guys have got it made. They're well-cared for. They're healthy. They've got plenty of food.

**ALICIA:** You could say the same thing about people in prisons. What about freedom? I hate seeing animals cooped up in cages.

**BEN:** You think animals are any happier in the wild? Always hungry? Running from some bigger animal that's trying to eat them?

**ALICIA:** I don't know. Maybe not.

**BEN:** Just look at that tiger over there. Where else could you see such a beautiful animal up close?

**ALICIA:** You're right about that. He is magnificent.

**D Think and Explain.** With a partner, discuss the questions and support your answers with information from Sound Bites.

1. What is Alicia's objection to zoos?
2. How is Ben's attitude different from Alicia's?
3. What does Ben mean when he says, "These guys have got it made"?
4. What do Alicia and Ben agree on about zoos?



### STARTING POINT

**Associate Ideas.** What adjectives do you associate with different animals? With a partner, choose five adjectives and discuss an animal you think each adjective describes.

frightening

unusual  
fun

friendly

calm

irritating

loving

| ADJECTIVE | ANIMAL |
|-----------|--------|
| 1.        |        |
| 2.        |        |
| 3.        |        |
| 4.        |        |
| 5.        |        |

unfriendly

independent

disgusting

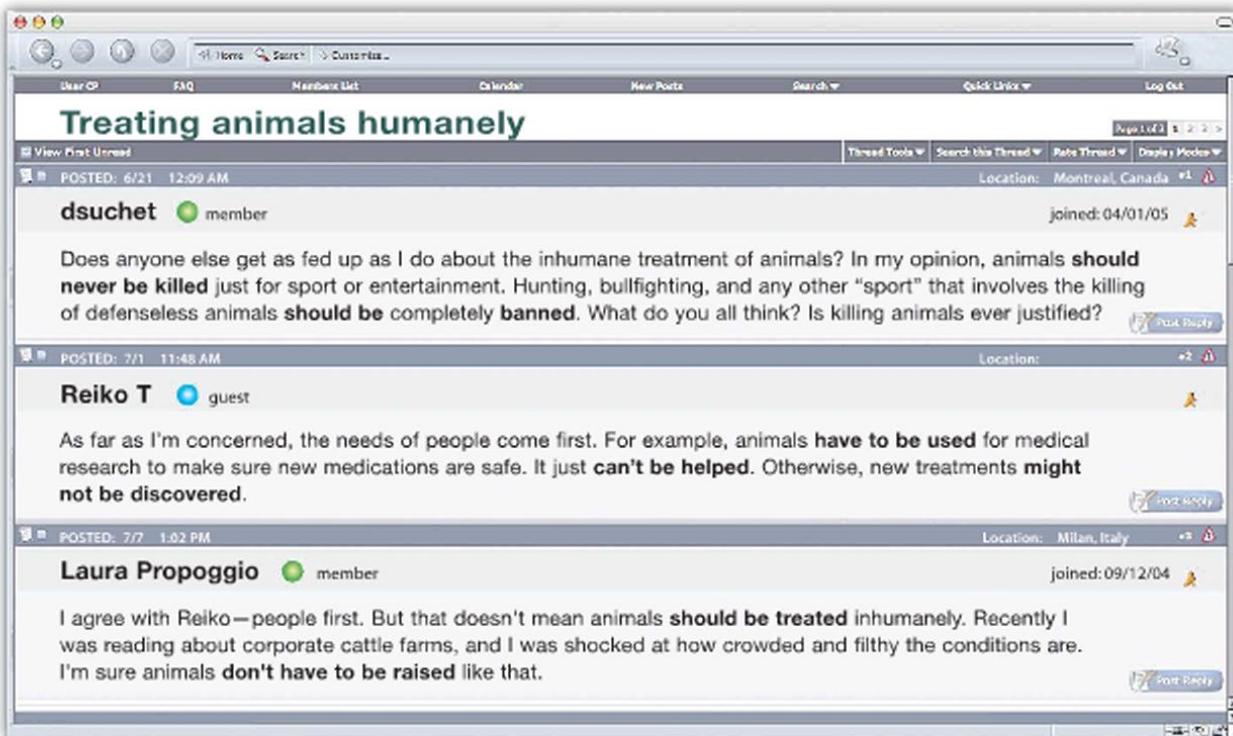
hardworking

quiet

## 1

**GOAL****Exchange opinions about the treatment of animals**

- A**  **Grammar Snapshot.** Read the posts on a discussion board and notice the passive modals.



**dsuchet** member  
POSTED: 6/21 12:09 AM  
Does anyone else get as fed up as I do about the inhumane treatment of animals? In my opinion, animals **should never be killed** just for sport or entertainment. Hunting, bullfighting, and any other "sport" that involves the killing of defenseless animals **should be completely banned**. What do you all think? Is killing animals ever justified?

**Reiko T** guest  
POSTED: 7/1 11:48 AM  
As far as I'm concerned, the needs of people come first. For example, animals **have to be used** for medical research to make sure new medications are safe. It just **can't be helped**. Otherwise, new treatments **might not be discovered**.

**Laura Propoggio** member  
POSTED: 7/7 1:02 PM  
I agree with Reiko—people first. But that doesn't mean animals **should be treated** inhumanely. Recently I was reading about corporate cattle farms, and I was shocked at how crowded and filthy the conditions are. I'm sure animals **don't have to be raised** like that.

- B Evaluate Ideas.** Do you agree with any of the opinions expressed on the discussion board? Why or why not?

**C Grammar. The passive voice with modals**

Can for present possibility or ability

Alternatives **can be found** for medical research on animals.

Might (not) and could for present or future possibility

New medicines **might be discovered** through animal testing.

Cattle **might not be mistreated** if people knew about the conditions.

A lot **could be done** to improve conditions.

Couldn't and can't for present impossibility

Research **couldn't be done** today without animals.

Sometimes testing on animals **can't be helped**.

Should and shouldn't for advisability

Corporate chicken farms **should be shut down**. People **shouldn't be prohibited** from hunting.

Have to and must for necessity

Some animals **have to be killed**.

Traditions like bullfighting **must be preserved**.

**NOTE:** **Must** is rarely used in informal English.

**GRAMMAR BOOSTER**  
► p. G10

- Modals and modal-like expressions: summary

**Yes / no questions**

Can other types of research **be found**?

Should factory farms **be shut down**?

Must animals **be used** for research?

Do animals **have to be used** for research?

**Information questions**

How **can** animals **be trained** to help humans?

What **could be done** to improve conditions?

Why **must** their lives **be respected**?

Why **do** their lives **have to be respected**?

**BE CAREFUL!** Don't **have to** / **doesn't have to** expresses a lack of necessity, but **must not** expresses prohibition.

Animals **don't have to be killed** for research.  
[= it is not necessary]

Animals **must not be killed** for research.  
[= it should be prohibited]

**D Grammar Practice.** Write sentences using modals and the correct form of the passive voice.

1. People / should / allow to hunt deer.
2. Alternatives to animal research / might / discover.
3. Wild animals / shouldn't / keep as pets.
4. Fox hunting / should / ban.
5. The treatment of animals / could / improve.

**E**  **Vocabulary. Ways Animals Are Used or Treated.** Listen and practice.



They're **kept in zoos**.



They're **used for medical research**.



They're **trained to perform in circuses**.



They're **raised for fighting**.



They're **trained to help people with disabilities**.



They're **slaughtered for food**.



They're **used for racing**.

**F Integrated Practice.** On a separate sheet of paper, write your opinion about each of the ways animals are used or treated. Use the passive voice with modals.

*Animals should be kept in zoos so people can enjoy them.*

**NOW YOU CAN Exchange opinions about the treatment of animals**

**A Use the Grammar.** Exchange opinions with a partner about the ways animals are used or treated. Ask and answer questions, using passive modals.

"**Animals have to be used** for medical research. We can't experiment on humans, can we?"

"Actually, I don't think animals **should be treated** that way. I think it's morally wrong."

**Expressing an opinion**

I think / believe / feel ...  
it's morally wrong.  
it's OK under some circumstances.  
it's wrong no matter what.  
I'm in favor of .....  
I'm opposed to .....

**Disagreeing**

I see what you mean, but .....  
That's one way to look at it, but .....  
On the one hand ...., but on the other hand .....  
I completely disagree.

**Agreeing**

I couldn't agree with you more,  
I completely agree.  
You're so right.

**B Discussion.** Compare your classmates' opinions on the treatment of animals. Does the majority of the class feel the same way?

## 2

## GOAL

**Discuss the benefits of certain pets**

- A** **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

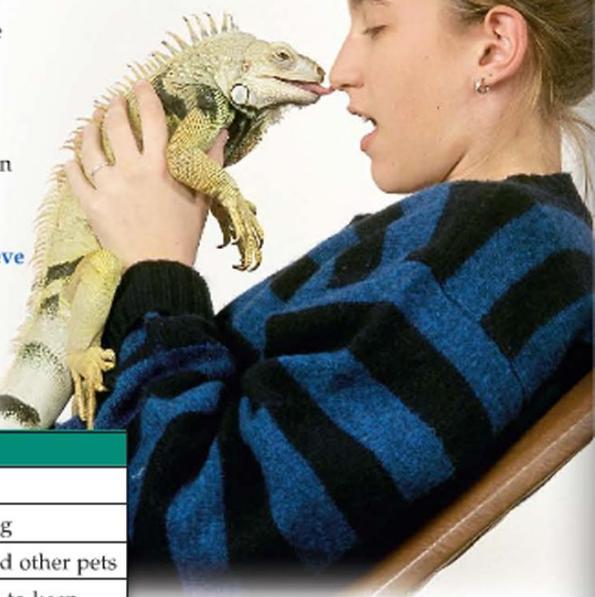
A: I've been considering getting an iguana for a pet.  
 B: Are you out of your mind? **I've heard** they're filthy.  
 A: Actually, that's a misconception. Iguanas are very clean and make great pets.  
 B: In what way?  
 A: Well, **for one thing**, they're very intelligent. And **believe it or not**, I find them beautiful.

**Rhythm and intonation practice**

- B** **Vocabulary. Describing Pets.** Listen and practice.

**Positive traits**

|                              |  |
|------------------------------|--|
| <b>adorable</b>              | cute and charming                          |
| <b>affectionate</b>          | exceptionally friendly and loving          |
| <b>gentle / good-natured</b> | easygoing; good with people and other pets |
| <b>low maintenance</b>       | easy to care for and inexpensive to keep   |
| <b>loyal / devoted</b>       | attentive to its owner; reliable           |



**Negative traits**

|                         |                                       |
|-------------------------|---------------------------------------|
| <b>aggressive</b>       | violent; sometimes dangerous          |
| <b>costly</b>           | expensive to buy and to take care of  |
| <b>destructive</b>      | harmful to furniture and other things |
| <b>filthy</b>           | unclean; makes a mess                 |
| <b>high maintenance</b> | time-consuming to take care of        |

- C** **Listening. Listen to Activate Vocabulary.** Listen to the conversations about pets. Then listen again and complete the chart. Use adjectives you know that best describe the advantages and disadvantages the people talk about. Discuss if you think the people will get the pet.

| Pet            | Advantages | Disadvantages |
|----------------|------------|---------------|
| Conversation 1 |            |               |
| Conversation 2 |            |               |
| Conversation 3 |            |               |
| Conversation 4 |            |               |