UNIT 1

Describing Ourselves and Others

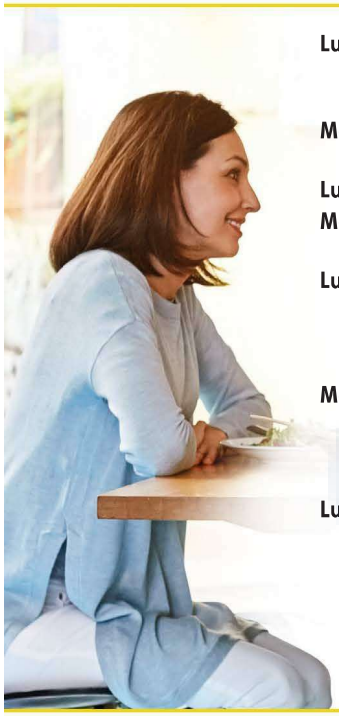


PREVIEW

A THE BEHAVIOR OF OTHERS | Listen to a conversation. What do the two women think of Elaine's behavior? Discuss with a partner.

B ZOOM-IN | Read and listen to a married couple discuss the first day at a new job. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Lucy = American English (regional)
Mark = American English (standard)



Lucy: So, tomorrow's the big day! If I know you, you've already got butterflies in your stomach. Do you?

Mark: I guess. I'm always a little nervous about new situations.

Lucy: What's worrying you the most?

Mark: Silly things, like what if the people aren't friendly?

Lucy: But didn't you tell me your new boss walked you around to introduce you to the other managers? You said everyone was so nice.

Mark: They were. But now I'm starting to think this is a big step up. What if I don't do well? You know me. I'm just a worrywart.

Lucy: Listen. We've been together a long time. I don't think you're a pessimist deep down. I think you just imagine the worst to protect yourself if things don't work out the way you want. It's just the way you cope with the stress.

Mark: You think so?

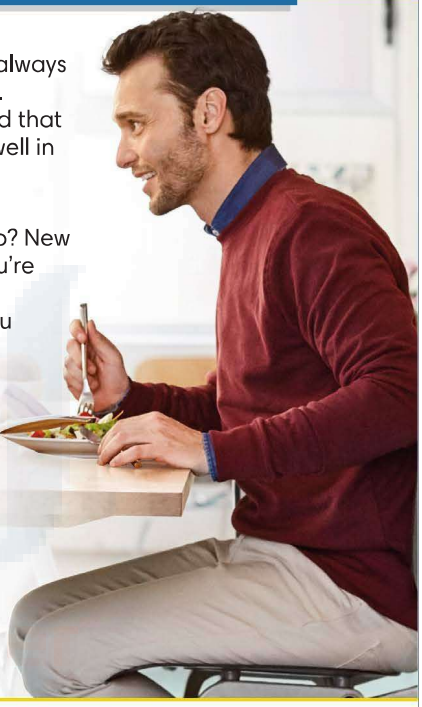
Lucy: I do. But remember that you've always been able to roll with the punches. Remember that time when you had that unfair boss? You managed to do well in spite of him.

Mark: I suppose . . .

Lucy: But hey, what are you gonna* do? New jobs are stressful, for everyone. You're being too hard on yourself. Try to cut yourself some slack, OK? You always rise to the occasion. That's one of your strengths.

Mark: Thanks, but I wish I were more like you. You just naturally look on the bright side of things.

Lucy: Well, they say opposites attract. That's why the two of us are a great pair! . . . And take it from me: tomorrow's gonna be a piece of cake!



* **gonna** = common spoken pronunciation of "going to."

C UNDERSTAND FROM CONTEXT | With a partner, paraphrase the meaning of these featured words or phrases from Zoom-In. Then use each one in your own sentence.

> "I get butterflies in my stomach when I have to get on a plane."

1 get butterflies in your stomach *get nervous*
2 be a worrywart .....
3 roll with the punches .....
4 cut yourself some slack .....
5 look on the bright side of things .....
6 opposites attract .....
7 a piece of cake .....

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

E GROUP WORK | Complete the chart about scary situations and then compare with your classmates.

other: *an exam at school* | *I might not do well.* | *I study and get a good night's sleep!*

	What's scary about it?	How do I cope or prepare?
a long trip away from home		
a job interview		
a new academic year		
a medical or dental appointment		
other:		

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F TALKING POINTS | Take a quiz about your outlook. Write your points in the circles. Then calculate your score.



1 You submit a story to a magazine for publication. They reject it. You think . . .

"I guess I sent it to the wrong magazine. Let me send it somewhere else."	1 point
"Oh, well. You win some and you lose some. It's not the end of the world."	2 points
"Maybe I should just quit writing. I'll never be a success."	3 points



2 You wake up at 3:00 a.m. with nausea and a stomachache. Your first thought is . . .

"I think I ate something for dinner that didn't agree with me. I'll just go back to sleep. I'll feel better in the morning."	1 point
"It's probably nothing serious. I'll just take some medicine."	2 points
"This could be really serious. I'd better go to the emergency room."	3 points



3 Your boss invites you to lunch at a nice restaurant. You say to yourself . . .

"I must be getting a promotion or a raise."	1 point
"My boss must like to socialize with everyone."	2 points
"Uh-oh! Maybe there's something wrong with my work."	3 points



4 You are at home and someone unexpectedly rings your doorbell. You think . . .

"Great! It's probably a friend stopping by."	1 point
"I wonder who that could be. I'll go and find out."	2 points
"I'm not answering that. It could be a salesperson, or even a burglar."	3 points



5 You see a headline about a local disaster. You . . .

start thinking about how you can help.	1 point
realize that bad things sometimes happen to good people.	2 points
feel very unsafe and worry this might happen to you.	3 points



6 You are introduced to someone new. You . . .

assume that person is a nice person.	1 point
keep an open mind about whether you'll like each other.	2 points
assume that person won't like or respect you.	3 points

CALCULATE YOUR SCORE _____ points

6–9 points	YOU'RE AN OPTIMIST.	You have a positive outlook and look on the bright side of things.
10–14 points	YOU'RE A REALIST.	You see the world as it is and can roll with the punches.
15–18 points	YOU'RE A PESSIMIST.	You tend to be somewhat of a worrywart and can have a negative outlook.

START TALKING

GROUP WORK Compare and discuss answers and scores with your classmates. Then calculate the average score for your class. On average, how optimistic, realistic, or pessimistic is your class?

ROLE PLAY Take turns responding to the following pessimistic statements. Use your own words and language from Exercise C in your responses.

> "I just had an interview for my dream job, but I'll never get it! I'm not good at interviews."

> "I want to get married, but my fiancé[e] and I are so different. I'm afraid we'll never get along."

> "I got up with a really bad headache. Maybe it's something really serious."

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1 COMMUNICATION GOAL Talk about your personality and character

A VOCABULARY | Adjectives to describe personality and character traits | Read and listen. Then listen again and repeat.

Leo's goal is to be company president as soon as possible.



He's **ambitious.**

Alex likes to laugh and clown around. Everyone loves to be with her.



She's **fun-loving.**

They're great at working together and they get things done in half the time.



They're **collaborative.**

Violet's aware of other people's needs and helps out when she can.



She's **considerate.**

Craig wins every race, but he doesn't think he's better than anyone else.



He's **modest.**

Kelly rarely acts silly. She always pays attention to what's important.



She's **serious.**

Lisa and Greg love to spend their time chatting with each other.



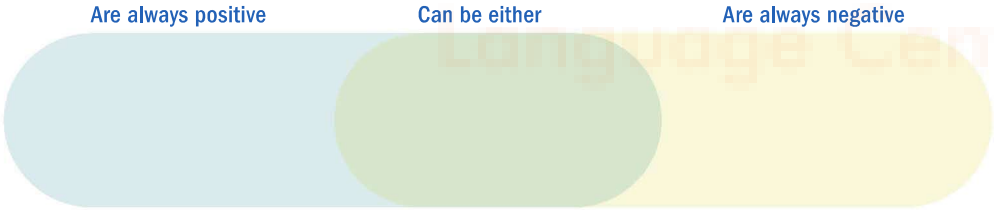
They're **talkative.**

If you give Josh a job to do, you can count on him to do it well and on time.



He's **trustworthy.**

B ACTIVATE VOCABULARY | Classify the Vocabulary and other adjectives on the Venn diagram, according to your personal opinion. Then discuss with a partner.



> "Serious can be either. Seriousness is usually a positive trait, but some serious people can be boring."

Other adjectives

polite	independent
Impolite	relaxed
punctual	boring
rude	funny
friendly	honest
unfriendly	dishonest
outgoing	reliable
liberal	unreliable
conservative	loyal
radical	disloyal
interesting	fair
intelligent	unfair

C GRAMMAR | Gerunds and infinitives: review and expansion

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

Subject: Collaborating with colleagues helps get jobs done fast, and it's more fun than working alone.

Direct object of a verb: I avoid making friends with people who are too talkative. I prefer to spend time with quiet people.

Subject complement: Our goal is to find a trustworthy travel agent to advise us on travel to Africa.

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

We considered inviting the boss to the party. NOT We considered ~~to invite~~ the boss to the party.

They've decided to reserve a room for the night. NOT They've decided ~~reserving~~ a room for the night.

She prefers going alone. She's very independent. OR She prefers to go alone. She's very independent.

For lists of verbs followed by gerunds and / or infinitives, see pages 113-114.

For a list of expressions followed by gerunds, see page 113.

For a list of adjectives followed by infinitives, see page 114.

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Prepositions can be followed by gerunds, not by infinitives.
I read a book **about developing** a positive outlook.
NOT I read a book about ~~to develop~~ a positive outlook.

Adjectives can be followed by infinitives, not by gerunds.
We're **excited to go** to Gina and Andy's wedding.
NOT We're excited ~~going~~ to Gina and Andy's wedding.

Other uses of infinitives

To state a fact or an opinion with an impersonal it.
It's a good day **to meet** your new colleagues.

To state the purpose of an action.
I got a good night's sleep **to prepare** for my first day on the new job.

To modify an adjective with too or enough. Note: Enough follows an adjective.
They were **too late to make** the meeting, but they were **early enough to participate** on Boom.
NOT . . . they were ~~enough early to participate~~ on Boom.

GRAMMAR EXPANDER p. 115
- Infinitives: review, expansion, and common errors
- Parallelism with gerunds and infinitives

D LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations. Then complete each statement with the gerund or infinitive form of a verb from List 1 and a word from List 2.

List 1	List 2
paint	the kitchen
have to	responsibilities
tell	home
be	considerate
stay	accident
log on	the webinar

1 He's apologizing for not .... to Laura the day before.
2 Katherine's worried about ..... Mack about her ..... .
3 José's staying home this weekend ....
4 She's upset because it's too late ..... to ..... .
5 Elliot doesn't mind .... with Theresa.
6 Veronica's a little down about ..... change ..... .

E PAIR WORK | Complete the questions with your own ideas, using gerunds and infinitives. Then answer your partner's questions.

When's a person too old to drive? That depends on the person.

1 When is a person too old ..... ?
2 Do you object to ..... ?
3 In your family, does anyone mind ..... ?
4 What don't your friends like ..... ?
5 Do you think it's a good time ..... ?
6 When are you usually ready ..... ?

COMMUNICATION ACTIVATOR

Now let's talk about our personality and character.



A CONVERSATION MODEL | Read and listen.

A: So how would you describe yourself?
B: Me? Well, I'd say I'm pretty serious. I spend way too much time working.
A: Serious? I see you as more fun-loving.
B: You do? I don't think of myself that way. But, in any case, can't a person be both serious and fun-loving?
A: I suppose. And how would you describe me?
B: You? I see you as pretty outgoing.
A: Really? Why do you say that?
B: Because you tend to be talkative and you seem to like being with people a lot.

Social language
Ways to describe personality and character

I don't think of [you] that way.	I'd say [you're] . . .
[I tend] to . . .	I see [her] as . . .
[You seem] to . . .	

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create a similar conversation, using the Vocabulary and other adjectives for personality or character. Start like this: *So how would you describe yourself?* Be sure to change roles. Then change partners. (Option: Use the Unit 1 Energizer Worksheet.)

KEEP TALKING!
- **Say more about yourself.**
- **Provide examples that explain the adjectives you used.**
- **Say as much as you can.**

Watch the video for ideas!

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2 COMMUNICATION GOAL Describe how people behave

A GRAMMAR | Verbs that require a noun or pronoun before an infinitive

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

Passive voice		Active voice
(They were ordered to leave the building.)	→	She **ordered them to leave** the building.
(Drivers were warned not to park.)	→	The sign **warned drivers not to park**.
(She was told to be on time.)	→	I **told her to be** on time.
(I was taught to swim last summer.)	→	Jen **taught me to swim** last summer.

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

Without an object	With an object
I'd like to improve my English.	I'd like **my children to improve** their English, too.
Matt **wants to buy** a new house.	Matt **wants his parents to buy** a new house.
She **asked to speak** to the manager.	She **asked me to speak** to the manager.

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

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

Negative infinitives
To make an infinitive negative, place not before the infinitive:
They advised us **not to come** late to the meeting.

Remember: To make a gerund negative, also place not before the gerund:
They complained about **not having** enough time.

For a list of verbs that can be followed directly by an infinitive in the active voice, see page 114.

B UNDERSTAND THE GRAMMAR | On a separate sheet of paper, change each sentence to the active voice.

The rental agency required rental customers to return cars with a full tank of gas.

1 Rental customers were required (by the rental agency) to return cars with a full tank of gas.
2 Spouses of teachers were invited (by the administration) to attend the graduation.
3 People who bought those sandals have been told (by the manufacturer) to return the shoes for a refund.
4 Rachel was advised (by the nurse) to get her flu shot early in the season.
5 We were encouraged (by the invitation) to arrive at the wedding ceremony before 4:00.

C GRAMMAR PRACTICE | Complete the sentences with your own ideas, using an object and an infinitive.

1 The news about the forest fires persuaded ..... to ..... .
2 Should they remind ..... to ..... ?
3 The gorgeous weather today has convinced ..... to ..... .
4 Why doesn't she pay ..... to ..... ?
5 The change in the schedule caused ..... to ..... .
6 The announcement from the health department warned ..... to ..... .

D PAIR WORK | Take turns answering the questions, using the cues provided.

1 **A:** Is Cleo bringing the sandwiches for the office party?
B: No, Cleo ..... them. (expect / us / bring)

2 **A:** Have you called the manufacturer about the missing parts?
B: No. I ..... to them about it. (ask / my husband / speak)

3 **A:** Who's going to choose the speakers for the wedding dinner?
B: Actually, I ..... all of them. (would like / the bride and groom / choose)

4 **A:** Do you want me to send e-mail thank-you notes for the kids' gifts?
B: Maybe not. I think I ..... real handwritten cards themselves. (want / them / write)

5 **A:** Didn't you want to drive Paul to the sales meeting?
B: Actually, I ..... him because my husband is using the car. (want / Evelyn / drive)

PRONUNCIATION LESSON p. 131
Content words and function words

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E GRAMMAR CLOSE-UP | Read what four people say about Doris Hays, owner and operator of Trustworthy, a private air taxi company. Notice the featured grammar.



DORIS HAYS, CEO
Trustworthy Aviation



Glen Richards, technician

"I thank my lucky stars every day that I'm able to work for Doris. She's nothing like our former boss. He was a tyrant who ran the office like a dictatorship, ordering us to work nights and weekends. I mean, just because he was a miserable workaholic with no home life didn't mean we had to be workaholics like him. He was a total pain in the neck to us all!"



Lucille Cornish, bookkeeper

"Doris is a sweetheart—she'd give you the shirt off her back. She's a total people person who reminds us to value customers because our relationships with them are the key driver of our success. And even though Doris is the boss, she's a team player. In this company, all staff members are urged to collaborate to solve problems."



Agatha Smythe, pilot

"A few years back, during the pandemic, we weren't allowed to carry passengers in our air taxis, and we were forced to think of other ways to stay in business. Doris encouraged every employee to brainstorm solutions, no matter how impossible the ideas might seem. One of us came up with the idea to create a new role for Trustworthy: personalized air taxi service for packages and other small items."



Elliot Cooper, customer relations manager

"Today, thanks to Doris's leadership and other qualities, we've grown and thrived. Customers trust us to taxi their things with the same care we've always given customers themselves, and they've continued to be loyal to Trustworthy. This has persuaded me to look on the bright side, even in dark times, and it has taught me to value my boss and colleagues more than ever."

F RELATE TO PERSONAL EXPERIENCE | Look at the list of words and phrases from Grammar Close-Up that describe styles of behavior. With a partner, talk about people you know who can be described by them. Provide examples of what they do or have done.

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

G LISTEN TO INFER | Listen to people describe other people's behavior. Notice how they use noun and pronoun objects with infinitives. Infer each person's style, according to the opinions expressed.

1 Margaret is: ☐ a workaholic ☐ a pain in the neck ☐ a team player
2 Peter is: ☐ a people person ☐ a tyrant ☐ a sweetheart
3 Tim is: ☐ a tyrant ☐ a pain in the neck ☐ a workaholic

COMMUNICATION ACTIVATOR

Now let's describe how people behave.

A TALKING POINTS | Choose two people you know. Make two statements about each person's personality, character, and behavior.

Person 1
1 My colleague Lea is a sweetheart, kind to all. She's a real team player too.

Person 1	Person 2
1	1
2	2

B DISCUSSION | Discuss the people you wrote about in Talking Points. Say as much as you can about them.

KEEP TALKING!

- Say more about the person's life, family, and work.
- Tell your partner something that person did or something that happened to him or her.

Watch the video for ideas!

RECYCLE THIS LANGUAGE

adjectives
ambitious, collaborative, considerate, fun-loving, modest, serious, talkative, trustworthy

nouns
an optimist, a pain in the neck, a people person, a pessimist, a realist, a sweetheart, a team player, a tyrant, a workaholic, a worrywart

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3 COMMUNICATION GOAL Discuss how we respond to others' conduct

A VOCABULARY | Attitudes towards others' conduct | Read and listen. Then listen again and repeat.

be open-minded accept the opinions and actions of others before deciding whether they are right or wrong

be empathetic be sensitive to and caring about the feelings of others; be able to "put oneself in someone else's shoes"

be judgmental have the habit of being automatically critical of the actions and opinions of others

be indifferent have no opinion about how other people behave

B ACTIVATE VOCABULARY | Take turns making comments about the conduct of the people in the pictures. Your partner says whether your comment is open-minded, judgmental, empathetic, or indifferent.





C RELATE TO PERSONAL EXPERIENCE | In a small group, describe what kind of attitude you generally have about other people's conduct. Provide examples.

D LISTEN TO CONFIRM CONTENT | Listen to three people talk about other people's behavior. Write T (true), F (false), or NM (not mentioned).

1

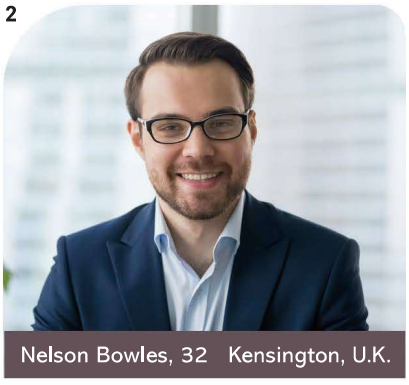


Emilie Jenkins, 18 St. Louis, U.S.A.

..... **a** She wanted Justin to apologize to Taylor.

..... **b** She asked the other kids to help Taylor.

2



Nelson Bowles, 32 Kensington, U.K.

..... **a** Nelson and Shellie have a good marriage.

..... **b** Their friend Joe is open-minded.

3



Lyn Fazio, 58 New Haven, U.S.A.

..... **a** The children's mother left the wrappers on the ground.

..... **b** Lyn thinks children need to learn to be responsible.

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E LISTEN TO INFER | Listen again and choose the adjective that in your opinion describes each person. Then write a sentence supporting your choice.

1 Emilie is (indifferent / empathetic / open-minded). .....

2 Nelson is (open-minded / judgmental / indifferent). .....

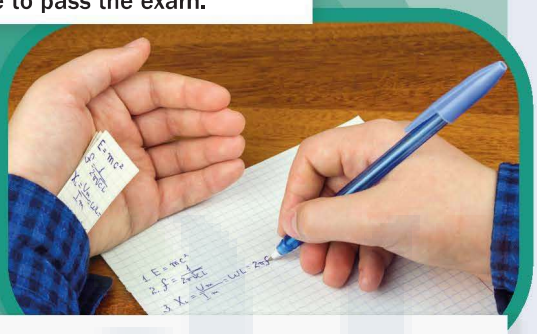
3 Lyn is (empathetic / judgmental / indifferent). .....

COMMUNICATION ACTIVATOR

Now let's discuss how we respond to others' conduct.

A TALKING POINTS | Imagine you witnessed each of the four situations. Write notes about how you think you would react to each one.

Mark was worried he might not be able to pass the exam.



A woman was shoplifting merchandise in a store.





Violet pulled hard on her dog's leash because the dog refused to go for a walk with her.

The basketball team decided to "decorate" the coach's house with toilet paper while he was asleep.



B DISCUSSION | In small groups, compare what you think you would (or a person could or should) do in each situation in Talking Points. (Option: Use the Unit 1 Soft Skills Booster, p. 151.)

I'm actually not sure what I would do if I saw someone hurting an animal. I don't think I'd say anything because I'd be afraid this person could be violent. But I'd feel very guilty about not acting.

Cut yourself some slack. I think *most* people would be afraid to speak up in this situation. Personally, I think I'd try to get a group of people to say something to that person. It's just awful when people are cruel to animals.

RECYCLE THIS LANGUAGE

- see the bright side of things
- roll with the punches
- I suppose . . .
- Piece of cake!
- I'd [convince / persuade / advise / force / encourage] ___ to . . .

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A READING | Read about nonverbal communication. How do nonverbal signals influence our perception of others?

Communication is about more than what we say …

Universally recognized facial expressions



happiness sadness anger fear

It's widely believed that a large portion of communication between humans is nonverbal. In fact, research conducted by Dr. Albert Mehrabian, author of *Silent Messages*, found that 55% of communication is based on nonverbal elements instead of words.

What are the nonverbal components of communication? One basic yet powerful one is facial expression—how we move and arrange the features on our face. Interestingly, while many other nonverbal signals are culture-specific, four basic facial expressions are believed to be universal across cultures.

Posture and gestures provide clues to what we are feeling or thinking. Standing tall and straight conveys a positive image almost anywhere in the world, while a slumped posture with rounded shoulders can provide an impression of pessimism or sadness. Standing with one's hands on one's hips or across one's chest can be considered aggressive or defensive body language in some places. Gestures, unlike facial expressions and posture, however, tend to be very culture-bound. For example, a "thumbs-up" gesture can mean "Way to go!" in one culture but can be extremely offensive elsewhere.

Certain aspects of communication can also transmit messages. Loudness, pitch (whether the tone is high or low), and speed comprise one category of nonverbal cues. The mere sound of speech can affect the way we convey and perceive meaning, indicating whether we or someone else is interested or friendly, angry or nervous, and so on. Another aspect of nonverbal communication relates to touching. Whether and how we touch others can be meaningful in many cultures. Similarly, the amount of personal space we maintain between ourselves and others (or "interpersonal space") is also meaningful, yet also nonverbal.

One of the most interesting components of nonverbal communication is gaze, or what we do with our eyes when interacting with others. Almost all people and cultures assign powerful meanings to where we place our gaze. The etiquette of eye contact—whether you look directly into another person's eyes when you talk or listen—depends almost entirely on the customs of your location. In many cultures, eye contact is considered respectful because it signals that you're paying attention. Yet some cultures consider making direct eye contact aggressive, even rude, and view it as a lack of respect. In still other cultures, and in some religious groups, eye contact between men and women can be seen as inappropriate, while intense eye contact between two people of the same gender can indicate truthfulness.





When we grow up in one culture, we tend to think its customs are "natural" or "universal" and are surprised when we learn that that's not necessarily so. As we grow and mature, it's important for us to become aware of the diversity of cultural traditions. Understanding that communication isn't just a matter of vocabulary and grammar is essential as we begin to use English as a common language with people from unfamiliar cultures. In today's world, understanding the power of nonverbal communication can determine the success of relationships and help us avoid unnecessary misunderstandings.

B RECOGNIZE MAIN IDEA | Which of the following statements expresses the main idea of the article?

- ☐ It is believed that facial expressions are universal and don't differ from culture to culture.
- ☐ Eye contact can signal different things in different cultures.
- ☐ Developing an awareness of culturally specific nonverbal communication is an important part of successful social interaction.

C UNDERSTAND FROM CONTEXT | Complete each statement about words and phrases in the article.

1 ..... communication isn't based on spoken words.
   a "Culture-bound" b "Nonverbal"
2 Behavior that's "universal" is ..... .
   a shared by people of all cultures
   b typical of only one culture
3 A person's "posture" is the way he or she ..... .
   a sits or stands b gestures
4 A "clue" is something that helps ..... something you observe.
   a create b explain
5 "Transmitting" a message is ..... a message.
   a changing b sending

D PAIR WORK | Discuss the questions. Support your answer with information from the article.

1 What's the difference between a "facial expression" and a "gesture"?
2 In what way does posture affect the way people perceive us?
3 Why, in your opinion, are facial expressions universal yet gestures are not?
4 How can the "sounds" of one's speech affect the way we receive a spoken message?
5 Why does the author suggest that communication isn't just a matter of words?

COMMUNICATION ACTIVATOR

Now let's talk about nonverbal communication and culture.

A TALKING POINTS | According to the article, certain aspects of nonverbal communication are very culture-bound. Write some do's or don'ts for each one that would be important for a visitor to your country to know. Compare charts with a partner.

gestures	**interpersonal space**
sounds of speech	**touching**
posture/body language	**gaze**

B ROLE PLAY | Role-play a discussion with a visitor to your country. Ask and answer questions about nonverbal communication one should be aware of when visiting this country. Use your notes from Talking Points for support.

How far away should I stand when I'm having a conversation with someone?

It depends. If the person is a close friend or a relative, you can stand very close. If not, you should stand an arm's length away.

C PROJECT (OPTIONAL) | With a small group, choose one of the countries on the list (or another country you aren't familiar with) and do research about the customs you described in Talking Points. Present the information (with or without posters) to the class.

U.S.	Canada
Trinidad	Thailand
Japan	Senegal

WRITING HANDBOOK p. 141
- **Skill** Paragraph structure: review
- **Task** Write a short article about nonverbal communication

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Talk about my personality and character.
- ☐ Describe how people behave.
- ☐ Discuss how we respond to others' conduct.
- ☐ Talk about nonverbal communication and culture.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

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