UNIT 10

The Kind of People We Are

PREVIEW

A STRESSES OF WORK | Listen to a man and woman discuss a phone call. Why doesn't the woman answer the phone? Do you think it's a good reason?

B ZOOM-IN | Read and listen to two friends discuss stress. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Jin = Korean
Aysun = Turkish



Jin: Hello, Aysun?

Aysun: Jin! I was just thinking about you. How are you?

Jin: I'm fine! Aysun, where on earth have you been? No one's seen you in ages. Is everything all right?

Aysun: Yes, everything's fine. It's just that I've been studying for my Boards.

Jin: You mean the medical specialty thing?

Aysun: Yup. And I'm really sweating it.

Jin: Oh, don't be a defeatist. You're the smartest person I know.

Aysun: Aw, thanks. But these exams are no joke. Someone I know failed three times. She finally just gave up.

Jin: Wow. That's a bummer.

Aysun: And—I don't advertise this—I've already failed once. I just couldn't bear it if it happened again.

Jin: Oh . . . that must have been terrible, but it might have been just a fluke. Maybe you were just having a bad day.

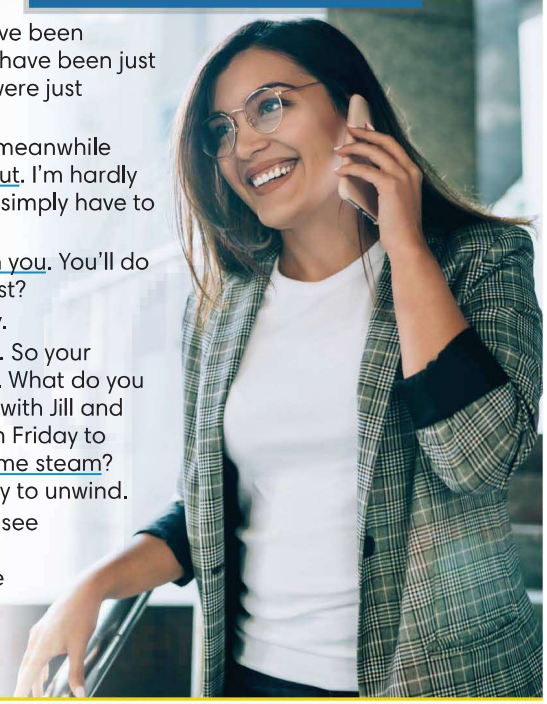
Aysun: Who knows. But meanwhile I'm totally stressed out. I'm hardly eating or sleeping. I simply have to pass this time.

Jin: Well, my money's on you. You'll do great. When's this test?

Aysun: Next Wednesday.

Jin: Just one more week. So your misery's almost over. What do you say we get together with Jill and Lea for a long run on Friday to help you blow off some steam? That'd give you a day to unwind.

Aysun: Thanks, Jin. Let's see how the test goes first! But I appreciate the invitation.



C UNDERSTAND FROM CONTEXT | Complete each statement with featured words or phrases from Zoom-In.

1 If you haven't done something in a long time, you can say you haven't done it "..... ."
2 When you're really nervous, you can say "....." or "..... ."
3 If you say "..... ," you mean it would be terrible for you.
4 If you want to express empathy about someone's bad experience, you can say "..... ."
5 If you want to suggest that something is unlikely to happen again, you can say it was "..... ."
6 Another way to say "unwind after a stressful experience" is to "..... ."
7 If you want to let someone know you'd bet they'll succeed, you can tell him or her "..... ."

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.

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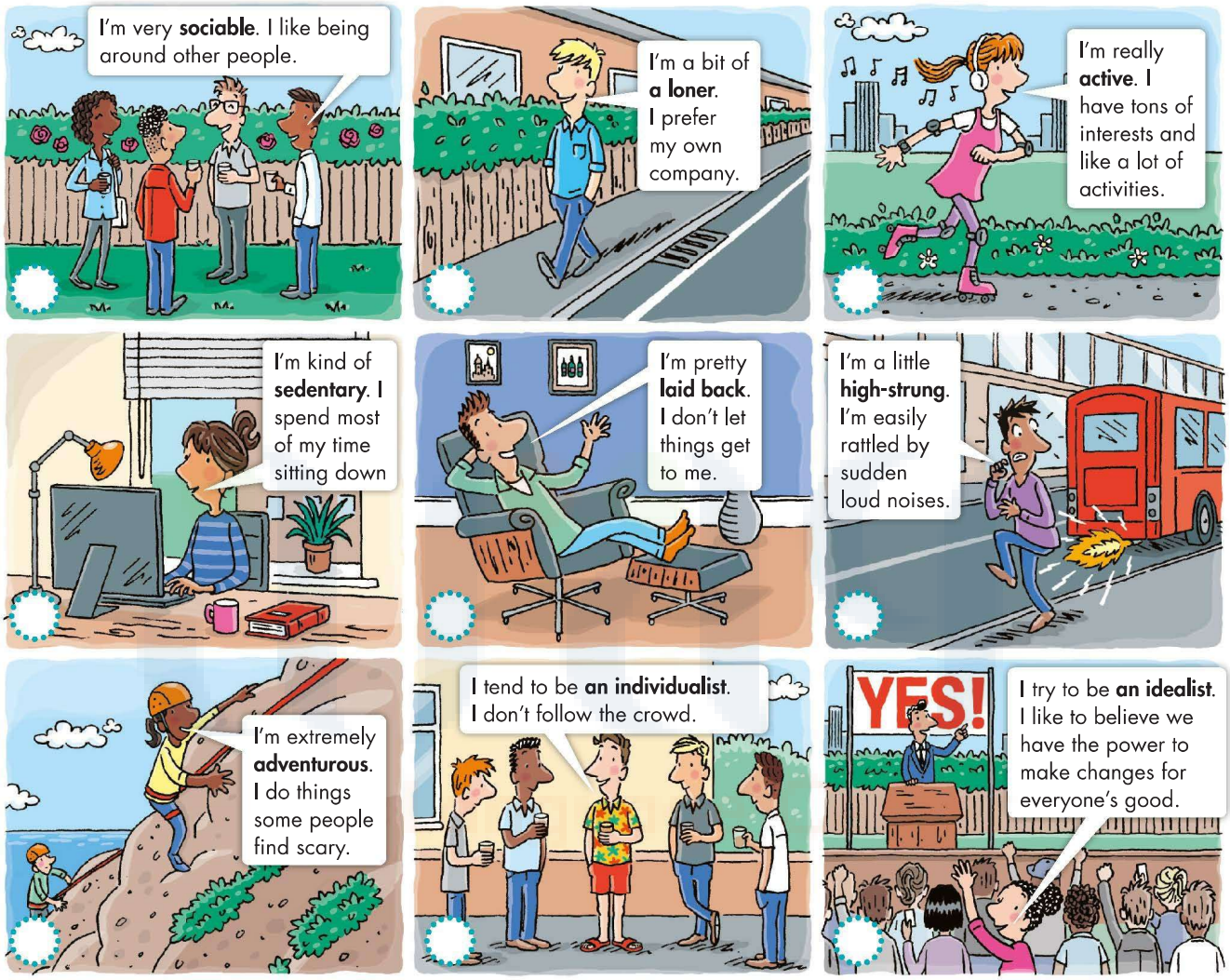
E THINK AND EXPLAIN | With a partner, answer each question.

1 What does Aysun mean when she says the Board exams are "no joke"?
2 Why is Aysun so worried about the Board exams?
3 Why does Jin say that Aysun's "misery's almost over"?
4 Why does Jin tell Aysun not to be a "defeatist"?

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Lesson 1 Describe enjoyable activities of the past
Lesson 2 Suggest ways to cope with stress
Lesson 3 Discuss how to be more active
Lesson 4 Compare attitudes about taking risks

F TALKING POINTS | Take the self-test to identify some of your personal qualities. Check all the words and phrases that describe you.



G VOCABULARY | Personal qualities | Listen and repeat. Tell your partner which of the personal qualities most closely describe you.

START TALKING

PAIR WORK Complete the chart with the names of people you know. Include yourself if you'd like. Write notes to support your opinion. Then discuss examples with your partner.

Someone I know who . . .	Who is it?	Examples
is totally stressed out	*my dad*	*He works 7 days a week!*

Someone I know who . . .	Who is it?	Examples
is totally stressed out		
is high-strung		
is laid back		
is sociable		
is a loner		
is adventurous		
needs to blow off some steam		

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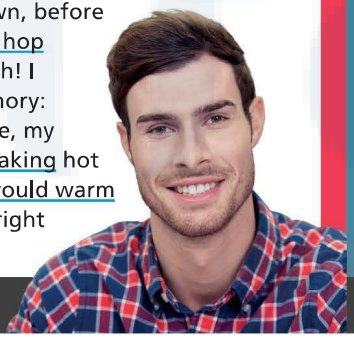
1 COMMUNICATION GOAL Describe enjoyable activities of the past

A GRAMMAR CLOSE-UP | Read how these people remember their school vacations from long ago. Notice the featured grammar.

Q: What did you do on school vacations when you were a kid?



A: Where I grew up, winters were cold and snowy and lasted from December through March. On our December school vacation, there was only one thing I wanted to do: go snowmobiling! I'm a bit of a loner, so as soon as I was old enough to go snowmobiling without an adult, I'd wake up at the crack of dawn, before the sun came up, and hop on my snowmobile. Oh! I just had a happy memory: When I got back home, my mother was always making hot chocolate for me. It would warm me up enough to go right out again.



ERIC BECKER, 28



A: My parents were both teachers, so when we had those long summer vacations, they did too. We would rent an RV and hit the road. We were always looking for new places to go. This was back in the days before everyone had smart phones and GPS so we learned to read a traditional road map. Our parents would make us map out the routes and estimate driving times. They would encourage my sister and me to choose the daily activities. I used to choose national parks so we could go hiking. My sister was less adventurous, and she was always choosing something like a museum visit. All in all, though, we would always have a good time.



JOY WEAVER, 30

B PAIR WORK | Compare favorite school vacations with a partner.

> "One time our family went to the Pantanal in Brazil. We took pictures of animals. We used to take great vacations."

C GRAMMAR | Describing past repeated or habitual actions

GRAMMAR EXPANDER p. 129
Would: review

You can use would + a base form to describe past repeated or habitual actions.

When I was a kid, my dad **would take** me to the amusement park as soon as it opened.
We**'d go** on the rides again and again all day long.

You can also use the past continuous with the frequency adverb always to describe past habitual actions.

Our family **was always looking** for a good place to go hiking.
We **were always taking** music lessons of some kind.

Remember: Use to / used to + a base form also describes past repeated or habitual actions, but it almost always describes something that is no longer true. When would + a base form describes a past action, it has the same meaning as use to / used to. However, it may or may not still be true.

When I was twenty, I **would play** tennis every day. (I still do. OR I don't anymore.)
I **used to play** tennis every day. (But I don't anymore.)

Be careful!
With non-action verbs that don't describe repeated actions, use use to / used to, not would.

I **used to have** a snowmobile.
NOT I ~~would have~~ a snowmobile.
She **didn't use to be** a teacher.
NOT She ~~wouldn't be~~ a teacher.
We **used to live** on the other side of town.
NOT We ~~would live~~ on the other side of town.

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D GRAMMAR PRACTICE | Write an X next to the statements that cannot be rewritten using would for past repeated or habitual actions. Explain your decision for each item.

> In item 1, like is a non-action verb. You can't use would with non-action verbs that don't describe repeated actions.

- ☐ 1 I used to like every kind of winter sport.
- ☐ 2 My father used to work at home on Fridays when we were little.
- ☐ 3 They used to look for historic sites to visit on summer vacations.
- ☐ 4 The price of a new snowmobile used to be reasonable.
- ☐ 5 Our next-door neighbors used to have an RV that they used on weekends.
- ☐ 6 When Aysun was studying for the Boards the last time around, she used to study only in the morning.
- ☐ 7 When I was a teenager, I used to be a loner.

E GRAMMAR PRACTICE | On a separate sheet of paper, rewrite each statement from Exercise D that can be rewritten with would.

> My mother would work at home on Fridays when we were little.

F PAIR WORK | With a partner, take turns changing each statement from Exercise E, using the past continuous with always.

G PERSONALIZE THE GRAMMAR | Complete each statement with real information about your childhood, using would for past repeated or habitual actions.

1 When I was five years old, ...
2 When it was time for dinner, ...
3 When I got up in the morning, ...
4 On weekdays, when I got home from school, ...
5 On most school vacations, ...

COMMUNICATION ACTIVATOR

Now let's describe enjoyable activities of the past.

A TALKING POINTS | Interview a relative or friend about his or her favorite childhood leisure or vacation activities. Write notes about what you learned.

Did you and your family use to leave home on vacations?
If so, what are some of the places you traveled to?
Did your family ever take a staycation?
If you did, what are some of the activities you habitually did at or near home?
What were some of your usual activities after school and on weekends?
What activities do you wish you had been able to do more of?
How have your free-time activity tastes changed over time?

B DISCUSSION | Tell your partner about the relative or friend you interviewed. Use your notes from Talking Points to guide your discussion.

KEEP TALKING! ●●●

- Expand your discussion to compare yourself with the relative or friend.
- Say how you're similar and how you're different.
- Ask your partner questions.
- Say as much as you can.

Watch the video for ideas!

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2 COMMUNICATION GOAL Suggest ways to cope with stress

A VOCABULARY | Ways to cope with stress | Read and listen. Then listen again and repeat.

1. **TAKE A BREATHER.** Stop what you're doing from time to time. Take a rest or get some exercise.
2. **SLOW DOWN.** Don't do everything so fast. Take time to think about what you're doing and do it right.
3. **LAUGH THINGS OFF.** Stop taking things so seriously. Remember to see the humor in everything.
4. **SET ASIDE SOME DOWN TIME.** Schedule time that's just for you so you can focus on relaxing.
5. **SET LIMITS.** Learn to draw the line and say no to others' demands on your private time.
6. **TAKE UP A HOBBY.** Start doing something you'd enjoy doing in your free time, such as making, collecting, fixing, or taking care of things.

B LISTEN TO ACTIVATE VOCABULARY | Read the suggestions. Then listen to six people's complaints. Write the number of the speaker next to the suggestion you could give her or him.

- ☐ "If I were you, I'd take a breather every few hours."
- ☐ "You should set aside some down time each week."
- ☐ "Slow down a bit so you can do the job right."
- ☐ "If I were you, I'd try to set some limits."
- ☐ "Why don't you try to laugh things off at work?"
- ☐ "I think you should take up a hobby."

C GRAMMAR | Expressing an expectation or mild obligation with be supposed to

Use be supposed to + a base form to express an expected, but not a required, action. The degree of obligation is weaker than with have to or must.

We're supposed to stay at the office until the boss goes home. (= mild obligation)
Students are supposed to walk, not run, in the hallways of the school. (= mild obligation)

Use be supposed to to report that something is planned or expected to occur.

Class is supposed to end early today. (= a plan)
Tomorrow it's supposed to rain. (= an expectation)

Use a present form of be for present or future obligations and expectations. Use a past form of be for past obligations or expectations.

Everyone is supposed to wear appropriate clothes to the office. [present]
The weather is supposed to get more extreme with global warming. [future]
John was supposed to take a professional exam last month, but he postponed it. [past]

Negative statements

They aren't supposed to know about the new policy.
They weren't supposed to arrive so early.

Yes / no questions

Is Debbie supposed to make the opening remarks at the meeting tomorrow? (Yes, she is. / No, she isn't.)
Wasn't the school supposed to refund your tuition when they cancelled the class? (Yes, they were. / No, they weren't.)

Be careful!
Don't use auxiliary verbs or modals with be supposed to.
Don't say: The weather ~~will be~~ supposed to get more extreme.
Don't confuse be supposed to with the verb suppose.
I **suppose** I should call her. (= I assume I should.)
What **do** you **suppose** is wrong? (= What do you guess is wrong?)

Information questions

When were we supposed to finish that report?
Who's supposed to get the promotion?

GRAMMAR EXPANDER p. 130
Be supposed to: expansion

D UNDERSTAND THE GRAMMAR | Speculate about who might have an expectation.

1. Ken is supposed to bring home some take-out food for dinner.
2. The school is supposed to post exam grades tomorrow.
3. People are supposed to wait in line to board the bus.

"His kids might expect it."

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E ERROR CORRECTION | **On a separate sheet of paper, rewrite these sentences correctly.**

1 When will she be supposed to let her manager know she's taking some vacation time?
2 Wasn't he suppose to turn off his phone after the presentation began?
3 What we suppose to wear at the company meeting next week?
4 Matt and Laura didn't supposed to park in the company garage yesterday.
5 We don't suppose to ask our manager for instructions for every little thing.

PRONUNCIATION LESSON p. 140
Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

F GRAMMAR PRACTICE | **Rewrite each instruction, expressing it as a statement with be supposed to. Make any necessary changes for logic.**

1 "Please complete your sales reports by the end of the week."
(we / complete) .....
2 "Please ask Emmet to return the book he borrowed from the company library by tomorrow morning."
(Emmet / return) .....
3 "Please tell the managers they need to reserve the conference room a day in advance."
(the managers / reserve) .....
4 "Don't tip people for their service when you're traveling in Japan."
(you / tip) .....
5 "Our tour guides should speak English when they're conducting a tour."
(our tour guides / speak) .....
6 "Don't tell Paula about the award she's going to get at the dinner tomorrow."
(I / tell) .....

COMMUNICATION ACTIVATOR

Now let's suggest ways to cope with stress.



A CONVERSATION MODEL | **Read and listen.**

A: Uh-oh. I really messed up. I just realized I was supposed to sign up for the oral exam by yesterday. I missed the deadline.
B: Ooh. I'm sorry. How did that happen?
A: It just completely slipped my mind. But no wonder.
B: What do you mean?
A: I've been totally stressed out. Between my job and my studies, it just fell through the cracks.
B: Would you like some friendly advice?
A: Sure.
B: It's time for you to slow down. Maybe you could work fewer hours.
A: Well, I don't know . . .
B: Frankly, I don't think you have much of a choice.

Social language
Introduce an inconvenient truth
Frankly, . . .
I hate to tell you this, but . . .
The painful fact is . . .
There are no two ways about it: . . .
To tell you the truth, . . .

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

C IN YOUR OWN WORDS | **Create your own conversation about coping with stress. Start like this: *Uh-oh. I really messed up.* Be sure to change roles and then partners. (Option: Use the Unit 10 Energizer Worksheet.)**

KEEP TALKING!
- **Suggest and discuss other ways to reduce stress.**
- **Say as much as you can.**

Watch the video for ideas!

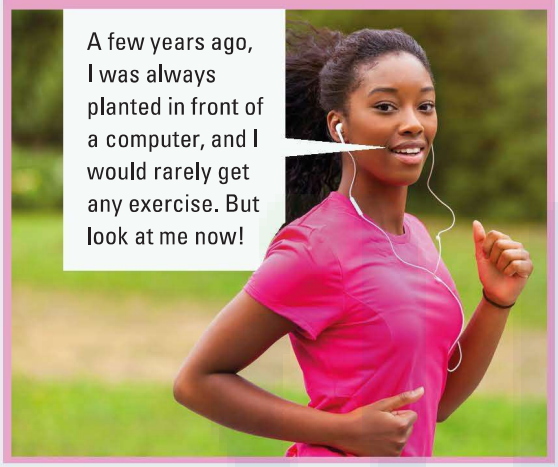
Some ideas
You were supposed to . . .
- call someone
- pick someone up
- do an errand for someone
- finish a report or homework
- be at a meeting
- your own idea:

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3 COMMUNICATION GOAL Discuss how to be more active

A READING | Read the article. What are the negative effects of a sedentary lifestyle?

Get off that sofa and get MOVING!



Did you know that one in four people in the world today put their physical health in danger from sitting all day? It's true. Most medical professionals agree that doing nothing at all is just as bad for our health as maintaining an unhealthy weight. We're on our computers at home and at work. We're commuting by car, bus, or train. And we're on the sofa watching TV or playing video games. In other words, many of us may be too laid back for our own good.

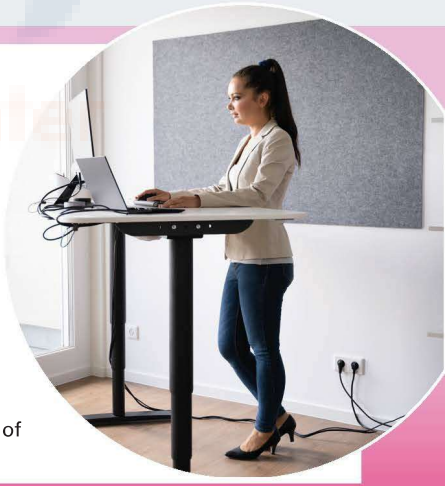
Unfortunately, being sedentary for long periods can result in unwanted (and unhealthy) weight gain. Spending hours on the sofa can actually cause anxiety. And anxiety often causes us to eat more. Moreover, a sedentary lifestyle can result in a lot more than simply causing one to gain weight. Being sedentary can also lead to increased stress and even disease. Research has found that sitting at work for six hours or more can cause fatigue and even depression. Other studies have shown an increased risk for several types of cancer.

In contrast, people with active lifestyles generally feel happier and experience better moods. Even including something as simple as a daily walk can boost your mood. And active people do better during the night too—they fall asleep more easily and stay asleep longer, which, surprisingly, helps control weight. Furthermore, being active is good for the brain. At any age, short walks, dancing, or even yoga can improve memory and enhance critical thinking skills. When we push our bodies to do more physically, we also exercise our brains.

OK. We all know we're supposed to make sure we're getting enough exercise. But how much is enough? Doctors recommend 150 minutes of a mixture of moderate cardiovascular exercise, such as walking or running, and resistance training, such as lifting weights (even light ones!) every week. It's tough to change bad habits, but here are some simple ideas to help you make a start:



- If you drive to work, park your car farther away from your destination. You'll have to walk a bit more, but it's worth it.
- If you usually take an elevator, take the stairs instead. Try to squeeze out every minute of extra exercise that you can.
- Instead of sitting, chatting, and maybe snacking with a friend, take a walk together and talk.
- Try to take 10,000 steps every day. That may sound like a lot, but it's easier than you think. A fitness tracker or smart watch and many smart phones can count your steps for you.
- If you need to work or study at a desk, get a standing desk. Alternate between sitting and standing every thirty or sixty minutes.
- Watch TV or movies on a tablet or smart phone—standing up of course. Take short breaks to walk around too.



So here's to the new you! Remember how you would spend every evening sitting in front of the TV? Not anymore, right?

B IDENTIFY SUPPORTING DETAILS | Complete the statements, supporting your choices with details from the article.

1 ..... of the people in today's world lead a sedentary lifestyle.
   a Most b Forty percent c A quarter

2 Being overweight is ..... being sedentary.
   a worse than b as bad for you as c better for you than

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3 Anxiety can lead to ..... .
   a increased eating b a sedentary lifestyle c better sleep

4 People who stay active ..... .
   a have trouble sleeping b have less fatigue c have an increased risk of disease

5 The article suggests ..... in order to improve one's well-being.
   a being more active b being more laid back c losing weight

C **RECOGNIZE CAUSE AND EFFECT | Match the activities with the results, according to the article. Explain your choices.**

.....	1 It improves memory.	a	Sleeping longer
.....	2 It helps prevent weight gain.	b	Watching TV
.....	3 It's a simple way to get more exercise.	c	Taking the stairs
.....	4 It ensures that you're active enough.	d	Dancing regularly
.....	5 It can lead to depression.	e	Getting 150 minutes of exercise per week
.....	6 It can contribute to weight gain.	f	Sitting at a computer at work

D **RELATE TO PERSONAL EXPERIENCE | Discuss the questions with a partner.**

1 Does the description of a sedentary lifestyle in the article describe how you live? In what ways?
2 Do you already follow any of the suggestions in the article? If not, why not? If so, how do they make you feel?

COMMUNICATION ACTIVATOR

Now let's discuss how to be more active.

A **TALKING POINTS | Complete the survey. Then, in a small group, compare and discuss your responses.**

Do you think some people are naturally active or sedentary, or are those lifestyle habits learned?

Why do you think being sedentary is appealing to so many people?

Why do you think it can be so difficult for people to change their sedentary habits?

Do you think all sedentary people should change, or is a sedentary lifestyle a good choice for some? Explain.

Do you think it's important for people to become more active? Why or why not?



B **PRESENTATION | With your same small group, use your Talking Points to prepare and deliver a presentation that includes these topics:**

a why so many people prefer being sedentary
b the upsides and / or downsides of a sedentary lifestyle
c tips for how to make changes to one's habitual behavior

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4 COMMUNICATION GOAL Compare attitudes about taking risks

A WORD STUDY | Adverbs of manner

Use an adverb of manner to modify a verb or adjective.

Activities that are **physically** dangerous can seem very exciting.
[The adverb modifies an adjective: describes the way they are dangerous.]

Risky activities often challenge you both **physically** and **mentally**.
[The adverbs modify a verb: describe the way they challenge you.]

Some adverbs such as luckily, fortunately, unfortunately, and sadly are generally placed at the beginning or end of a sentence to express the speaker's attitude.

Luckily, no one was hurt.
I wasn't really frightened, **fortunately**.

GRAMMAR EXPANDER p. 130
Placement of adverbs of manner

Most adverbs of manner are formed by adding -ly to an adjective. Listen and repeat.

adjective		adverb
actual	→	actually
confident	→	confidently
emotional	→	emotionally
nervous	→	nervously
physical	→	physically
quick	→	quickly
quiet	→	quietly
safe	→	safely

Exceptions: If an adjective ends in . . .
-y, change to -ily. (noisy → noisily)
-ble, change to -bly. (comfortable → comfortably)

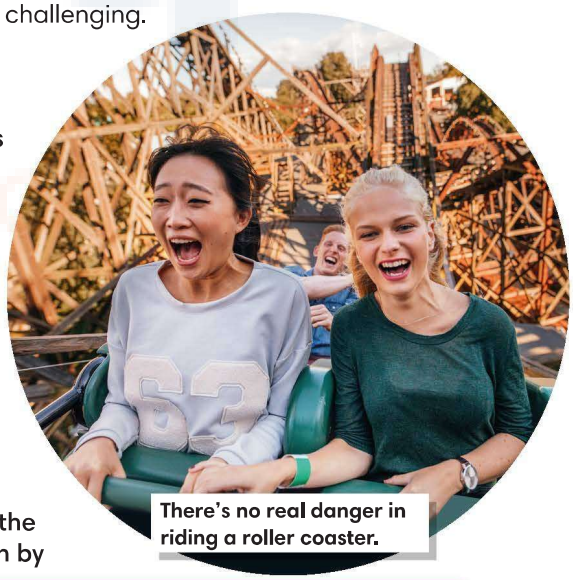
B IDENTIFY ADVERBS OF MANNER | Look at the article on page 106. How many adverbs of manner can you find?

C WORD STUDY PRACTICE | Complete each statement, using an adverb of manner.

1 (dangerous) People who seek excitement in their lives like to live ..... .
2 (fortunate) One of the most exciting things I ever did was to climb a live volcano. ..... , nothing bad happened!
3 (bad) Mike was ..... injured when he went rock climbing last year.
4 (easy) I don't like taking risks when I'm driving. Someone could ..... get hurt.
5 (extreme) The hike we took through the desert was ..... challenging.
6 (accidental) I ..... walked into a car door.

D LISTEN FOR MAIN IDEAS | Listen to the interview. Then listen again and write a description for each of the two personality types the psychologist describes.

What is a "big T" personality?	What is a "small t" personality?


There's no real danger in riding a roller coaster.

E LISTEN FOR SUPPORTING DETAILS | Read each summary of some of the psychologist's main points. Listen again, and complete each explanation by providing details from the interview.

	Details from the interview
1 She explains that one cannot simply classify people's personalities as either 100% "big T" or "small t."	
2 She explains that a "big T" personality isn't always a positive trait.	
3 She explains that even if you're willing to ride on a roller coaster, you don't necessarily have a "big T" personality.	

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F UNDERSTAND FROM CONTEXT | Listen to each of the following comments from the interview and complete the statements.

1 If you are "faint of heart," you are more of a risk-(taker / avoider).
2 A person who chooses to "live on the edge" is more of a risk-(taker / avoider).
3 If you feel an "adrenaline rush" from doing something dangerous, you are more of a risk-(taker / avoider).

G RELATE TO PERSONAL EXPERIENCE | Where do you fit in on the risk-taking continuum? Explain your reasons.



COMMUNICATION ACTIVATOR

Now let's compare attitudes about taking risks.

A TALKING POINTS | Interview a partner about the riskiest thing he or she has ever done. Take notes. Use adverbs of manner if you can.

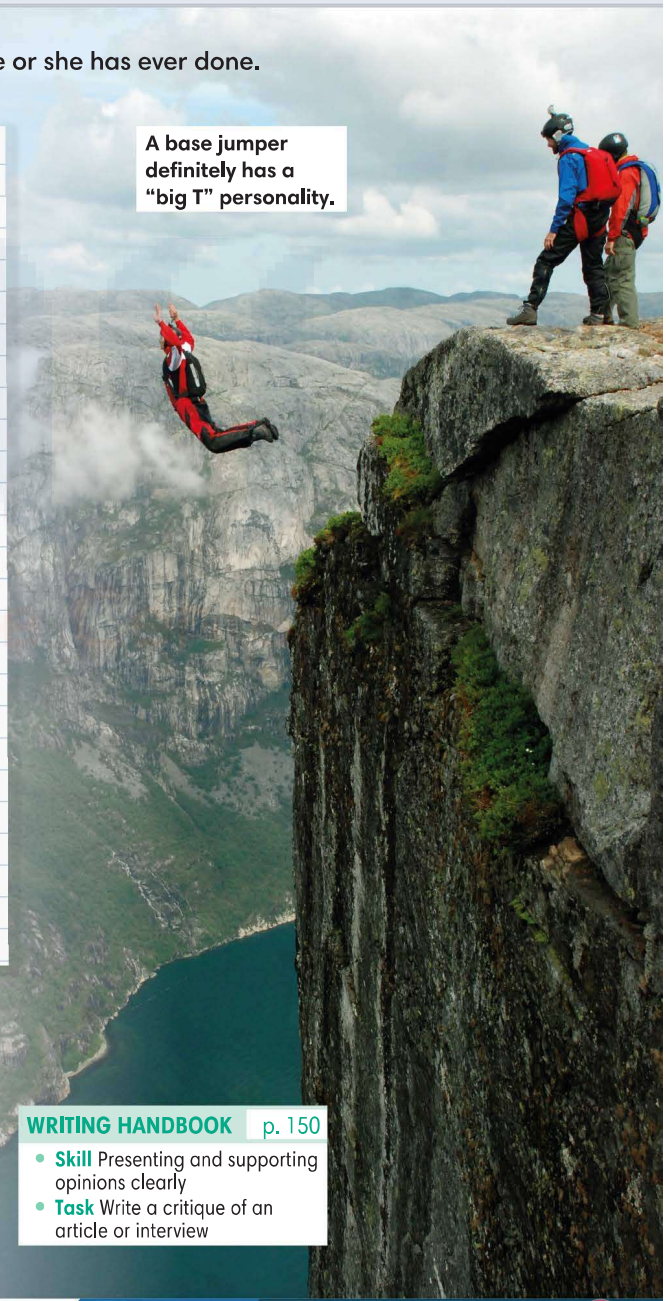
Name

What happened?

When did your partner do this?

Where did your partner take this risk?

Is this person a risk-taker or risk-avoider? Explain your reasons.



B DISCUSSION | In small groups, tell your classmates what you found out about your partner in Talking Points. You and your classmates then decide who the biggest risk-taker in the class is. (Option: Use the Unit 10 Soft Skills Booster, p 160.)

WRITING HANDBOOK p. 150
- **Skill** Presenting and supporting opinions clearly
- **Task** Write a critique of an article or interview

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe enjoyable activities of the past.
- ☐ Suggest ways to cope with stress.
- ☐ Discuss how to be more active.
- ☐ Compare attitudes about taking risks.

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

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