

CAMBRIDGE

VIEWPOINT

STUDENT'S BOOK

1

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University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9780521131865

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First published 2012

40 39 38 37 36 35 34 33 32 31 30 29

Printed in Great Britain by CPI Group (UK) Ltd, Croydon CRO 4YY

A catalog record for this publication is available from the British Library

ISBN 978-0-521-13186-5 Student's Book 1

ISBN 978-1-107-60151-2 Student's Book 1A

ISBN 978-1-107-60152-9 Student's Book 1B

ISBN 978-1-107-60277-9 Workbook 1

ISBN 978-1-107-60278-6 Workbook 1A

ISBN 978-1-107-60279-3 Workbook 1B

ISBN 978-1-107-60153-6 Teacher's Edition 1

ISBN 978-1-107-63988-1 Classroom Audio 1

ISBN 978-1-107-62978-3 Classware 1

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Cover and interior design: Page 2, LLC

Layout/design services and photo research: Cenveo Publisher Services/Nesbitt Graphics, Inc.

Audio production: New York Audio Productions

Authors' acknowledgements

The authors would like to thank the entire team of professionals who have contributed their expertise to creating *Viewpoint 1*. We appreciate you all, including those we have not met. Here we would like to thank the people with whom we have had the most personal, day-to-day contact through the project. In particular, Bryan Fletcher for his incredible vision, publishing ability, and drive – we deeply appreciate his confidence in us and our work; Sarah Cole, for her extraordinary editorial flair, market knowledge, technical skills, and superb direction of the project; Mary Vaughn for her usual outstandingly perceptive comments on our drafts and her excellent contributions to the material; Desmond O'Sullivan for his skills in managing the project successfully with unfailing good humor; Karen Davy for her tireless attention to detail; Catherine Black for her invaluable and timely help in the proofing stages; Graham Skerrett and Sabina Sahni for their detailed editorial comments; Dawn Elwell for her flawless design and production skills and especially her never-ending patience; Ellen Shaw for sharing her expertise so generously and for her continued support, which we value; Lorraine Poulter for her assiduous and supportive role in the creation of the Workbook; Sue Aldcorn for her work on creating the Teacher's Edition; Peter Satchell for his careful editorial support; Lisa Hutchins for making the audio program happen; Rachel Sinden for her role in setting up the online component. Carol-June Cassidy for her meticulous work with the wordlists; Tyler Heacock and Kathleen Corley, and their friends and family for the recordings they made, which fed into the materials; Ann Fiddes and Claire Dembry for their corpus support; Andrew Caines for corpus research support; Mike Boyle for contributing the articles in Units 4 and 7; Melissa Good for arranging access to the English Profile wordlists; Jenna Leonard, Sarah Quayle, and Helen Morris for making all kinds of things happen; Dr. Leo Cheng and Mercy Ships for the interview and photographs in Unit 5; Chris Waddell for the interview and photographs in Unit 12.

We would also like to express our appreciation to Hanri Pieterse and Janet Aitchison for their continued support.

Finally, we would like to thank each other for getting through another project together! In addition, Helen

Sandiford would like to thank her husband, Bryan, and her daughters, Teia and Eryn, for their unwavering support.

In addition, a great number of people contributed to the research and development of *Viewpoint*. The authors and publishers would like to extend their particular thanks to the following for their valuable insights and suggestions.

Reviewers and consultants:

Elisa Borges and Samara Camilo Tomé Costa from **Instituto Brasil-Estados Unidos**, Rio de Janeiro, Brazil; Deborah Iddon from **Harmon Hall** Cuajimalpa, México; and Chris Sol Cruz from **Suncross Media LLC**. Special thanks to Sedat Cilingir, Didem Mutçaloğlu, and Burcu Tezvan from **İstanbul Bilgi Üniversitesi**, İstanbul, Turkey for their invaluable input in reviewing both the Student's Book and Workbook.

The authors and publishers would also like to thank additional members of the editorial team: John Hicks, Lori Solbakken, and our **design** and **production** teams at Nesbitt Graphics, Inc., Page 2, LLC and New York Audio Productions.

Thank you to the models as well as all those who allowed us to use their homes and businesses for our Lesson C photographs, especially Nina Hefez; Tokyo Eat, the restaurant at the Palais de Tokyo, Paris, France; Panam Café, Paris, France; Thanksgiving grocery store, Paris, France; and Majestic Bastille Cinéma, Paris, France. Special thanks to the photographer, Fabrice Malzieu, for his skill, direction and good humor.

And these Cambridge University Press staff and advisors:

Mary Lousie Baez, Jeff Chen, Seil Choi, Vincent Di Blasi, Julian Eynon, Maiza Fatureto, Keiko Hirano, Chris Hughes, Peter Holly, Tomomi Katsuki, Jeff Krum, Christine Lee, John Letcher, Vicky Lin, Hugo Loyola, Joao Madureira, Alejandro Martinez, Mary McKeon, Daniela A. Meyer, Devrim Ozdemir, Jinhee Park, Gabriela Perez, Panthipa Rojanasuworapong, Luiz Rose, Howard Siegelman, Satoko Shimoyama, Ian Sutherland, Alicione Soares Tavares, Frank Vargas, Julie Watson, Irene Yang, Jess Zhou, Frank Zhu.

Viewpoint Level 1 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 1 Social networks pages 10–19	<ul style="list-style-type: none"> Ask questions to get to know someone Talk about friends and social networking habits 	<ul style="list-style-type: none"> Use the present tense, <i>tend</i>, and <i>will</i> to talk about habits 	<ul style="list-style-type: none"> Personality traits (e.g. <i>open-minded</i>, <i>pushy</i>, <i>talkative</i>) Formal verbs (<i>obtain</i>, <i>withhold</i>, <i>accuse</i>) 	<ul style="list-style-type: none"> Ask questions to find out or check information Use <i>And</i>, <i>But</i>, and <i>So</i> to start questions which link back to what the previous speaker said 	<ul style="list-style-type: none"> Questions with answers <i>page 138</i>
Unit 2 The media pages 20–29	<ul style="list-style-type: none"> Talk about the influence of the media and celebrities Share views on the impact of TV, online videos, and video games 	<ul style="list-style-type: none"> Use defining and non-defining relative clauses to give and add information Use <i>that</i> clauses to link ideas 	<ul style="list-style-type: none"> Nouns and prepositions (<i>increase in</i>, <i>impact on</i>) Formal expressions (<i>complex issue</i>) 	<ul style="list-style-type: none"> Use <i>which</i> clauses to comment on your own and others' statements Use <i>You know what . . . ?</i> to introduce a comment on what you're going to say 	<ul style="list-style-type: none"> <i>which</i> clauses <i>page 138</i>
Unit 3 Stories pages 30–39	<ul style="list-style-type: none"> Talk about life lessons and experiences Tell stories about your childhood 	<ul style="list-style-type: none"> Use the past tense and present perfect forms Use the simple past, past perfect, and past perfect continuous 	<ul style="list-style-type: none"> Expressions for school-related experiences (<i>count toward a grade</i>) Verbs (<i>slip</i>, <i>tug</i>, etc.) 	<ul style="list-style-type: none"> Interrupt a story you are telling to make a comment and then come back to it Use (<i>It's no wonder</i>) to say something is not surprising 	<ul style="list-style-type: none"> Auxiliary verbs <i>page 139</i>
Checkpoint 1 Units 1–3 pages 40–41					
Unit 4 Working lives pages 42–51	<ul style="list-style-type: none"> Discuss and give advice on finding and changing jobs Share opinions about perks and benefits offered by employers Discuss and prepare to answer interview questions 	<ul style="list-style-type: none"> Use countable and uncountable nouns Generalize and specify using definite and indefinite articles 	<ul style="list-style-type: none"> Verb + noun collocations on the topic of finding a job (<i>achieve a goal</i>) Word families (<i>solve – solution</i>) 	<ul style="list-style-type: none"> Show your attitude toward what you say with <i>-ly</i> adverbs Use <i>As a matter of fact</i> or <i>In fact</i> to give new information that you want to emphasize, or to correct what someone assumes or expects 	<ul style="list-style-type: none"> Word stress <i>page 139</i>

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Reasons for ending friendships</i></p> <ul style="list-style-type: none"> • Four people talk about solutions to relationship problems <p><i>But is it fair?</i></p> <ul style="list-style-type: none"> • Two students debate whether it is fair for employers to check out job applicants online 	<p><i>Future college students and employees, beware!</i></p> <ul style="list-style-type: none"> • An article about the importance of posting only appropriate content online 	<ul style="list-style-type: none"> • Write a script for a debate over whether or not employers should judge applicants by their online profile • Plan an argument • Contrast ideas and arguments • Avoid errors with <i>whereas</i> 	<p><i>The right choice!</i></p> <ul style="list-style-type: none"> • Identify new vocabulary as formal or informal 	<ul style="list-style-type: none"> • Questions • Frequency expressions • State verbs pages 144–145
<p><i>It's really interesting that . . .</i></p> <ul style="list-style-type: none"> • Five people discuss the effects of TV on young people <p><i>They're just games</i></p> <ul style="list-style-type: none"> • A professor delivers a lecture on violence and the media 	<p><i>Not just a game</i></p> <ul style="list-style-type: none"> • An article about the impact of violent video games on young people 	<ul style="list-style-type: none"> • Write a paragraph in an essay about whether songs with violent lyrics should be banned • Use topic sentences • List ideas • Avoid errors with listing expressions 	<p><i>What an effect!</i></p> <ul style="list-style-type: none"> • When you learn a new noun, find out what prepositions are used with it 	<ul style="list-style-type: none"> • Verbs in subject and object relative clauses • Using <i>that</i> clauses • <i>what</i> clauses pages 146–147
<p><i>It just goes to show . . .</i></p> <ul style="list-style-type: none"> • Three conversations about life lessons <p><i>How friendly are people?</i></p> <ul style="list-style-type: none"> • Three students describe the people in their cities 	<p><i>Saturday</i></p> <ul style="list-style-type: none"> • A short story about a woman who suddenly feels invisible 	<ul style="list-style-type: none"> • Write a narrative article about a positive or negative experience with people • Brainstorm and plan • Use verbs to structure an article • Avoid errors with the past perfect 	<p><i>Catch up!</i></p> <ul style="list-style-type: none"> • Write a definition to help you remember a new expression 	<ul style="list-style-type: none"> • Time expressions with the simple past and present perfect • Time expressions with the past perfect pages 148–149
Checkpoint 1 Units 1–3 pages 40–41				

<p><i>The best perks</i></p> <ul style="list-style-type: none"> • Five people discuss and give examples of perks and benefits offered to employees <p><i>Interview rules</i></p> <ul style="list-style-type: none"> • Five applicants are interviewed for a job 	<p><i>Career help: What questions should I ask at a job interview?</i></p> <ul style="list-style-type: none"> • An article outlining questions a job applicant should and shouldn't ask during an interview 	<ul style="list-style-type: none"> • Write a personal statement for an application form • Use nouns in formal writing • Avoid errors with uncountable nouns 	<p><i>Meet that deadline!</i></p> <ul style="list-style-type: none"> • When you learn a new word, write down its collocations 	<ul style="list-style-type: none"> • Making uncountable nouns countable • More about uncountable nouns • More about the definite article pages 150–151
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	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 5 Challenges pages 52–61	<ul style="list-style-type: none"> • Talk about world issues and ways to help • Share wishes, hopes, and regrets about the world • Hypothesize on making the world a better place 	<ul style="list-style-type: none"> • Use conditional sentences to talk about hypothetical events in the present or past • Use <i>wish</i> and <i>hope</i> to talk about wishes, hopes, and regrets 	<ul style="list-style-type: none"> • World problems and solutions (<i>eradicate poverty</i>) • Word building (<i>devastate, devastation, devastated</i>) 	<ul style="list-style-type: none"> • Suggest possible scenarios or ideas with <i>What if . . . ?</i>, <i>suppose</i>, and <i>imagine</i> • Use <i>I suppose</i> to show that you're not 100 percent sure 	<ul style="list-style-type: none"> • Shifting word stress page 140
Unit 6 Into the future pages 62–71	<ul style="list-style-type: none"> • Talk about the future of money, technology, clothing, travel, entertainment, and everyday life • Give a presentation 	<ul style="list-style-type: none"> • Describe future events with <i>be going to</i>, <i>will</i>, <i>may</i>, <i>might</i>, and the present • Use modal verbs for expectations, guesses, offers, necessity, requests, etc. 	<ul style="list-style-type: none"> • Expressions used in giving presentations (<i>As you'll see on the slide.</i>) • Nouns for people (<i>climatologists</i>) 	<ul style="list-style-type: none"> • Use <i>would</i> or <i>'d</i> to soften your opinions • Respond with expressions such as <i>I think so</i>, <i>I don't think so</i>, and <i>I guess not</i> 	<ul style="list-style-type: none"> • Silent consonants page 140

Checkpoint 2 Units 4–6 pages 72–73

Unit 7 Getting along pages 74–83	<ul style="list-style-type: none"> • Talk about getting along with friends and family • Compare experiences of growing up in different types of families • Share views on dealing with difficult friends 	<ul style="list-style-type: none"> • Use phrasal verbs • Use infinitives and <i>-ing</i> forms after adjectives, nouns, and pronouns 	<ul style="list-style-type: none"> • Phrasal verbs on the topic of house rules (<i>have friends over</i>) • Idiomatic expressions (<i>drive your friends away, tag along with someone</i>) 	<ul style="list-style-type: none"> • Make your meaning clear with expressions like <i>What I'm saying is</i> and <i>I mean</i> • Use expressions such as <i>I have to say</i> to show that you want to make a strong point 	<ul style="list-style-type: none"> • Conversational expressions page 141
Unit 8 Food science pages 84–93	<ul style="list-style-type: none"> • Talk about farming, food, and nutrition • Share ideas for eating a healthy diet • React to statistics 	<ul style="list-style-type: none"> • Use the passive to focus on information when talking about the past, present, and future • Use complements of verbs that describe causes and effects 	<ul style="list-style-type: none"> • Human body parts and processes (<i>heart, metabolism</i>) • Noun and verb forms of the same root (<i>discovery, discover</i>) 	<ul style="list-style-type: none"> • Use rhetorical questions to make a point • Give examples with expressions such as <i>such as</i>, <i>like</i>, <i>take</i>, and <i>for instance</i> 	<ul style="list-style-type: none"> • Strong and weak forms of prepositions page 141

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>What would you give away?</i></p> <ul style="list-style-type: none"> • Three people talk about ways to help others <p><i>Inspiring people</i></p> <ul style="list-style-type: none"> • An interview with a doctor about his work with the charitable organization Mercy Ships 	<p><i>On the Mercy Ships</i></p> <ul style="list-style-type: none"> • An interview with Dr. Leo Cheng, whose volunteer work with Mercy Ships changes lives in developing countries 	<ul style="list-style-type: none"> • Write an email inquiry about volunteering • Use <i>it</i> as subject and object • Avoid errors with verb forms 	<p><i>Wealthy = rich</i></p> <ul style="list-style-type: none"> • When you learn a new word, write down its synonyms or a paraphrase of it 	<ul style="list-style-type: none"> • Continuous forms for conditions • <i>even if</i> and <i>unless</i> to talk about conditions • Use of <i>wish</i> with <i>would</i> • Strong wishes with <i>If only</i> <p>pages 152–153</p>
<p><i>Going cashless – the pros and cons!</i></p> <ul style="list-style-type: none"> • Two friends discuss the advantages and disadvantages of a cashless society <p><i>Future entertainment</i></p> <ul style="list-style-type: none"> • Four conversations about entertainment in the future 	<p><i>What does the future look like?</i></p> <ul style="list-style-type: none"> • Four short news articles about developments and changes that could occur in the future 	<ul style="list-style-type: none"> • Write a one-paragraph article about how our everyday life will be different in the future • Use modal verbs with adverbs • Structure a paragraph with topic, supporting, and concluding sentences • Avoid errors with adverbs 	<p><i>Present yourself!</i></p> <ul style="list-style-type: none"> • Create an “idea string” for a new expression by thinking of different ways you can use it 	<ul style="list-style-type: none"> • Plans and intentions with <i>be going to</i> and <i>will</i> • Present forms in clauses that refer to the future • More on necessity modals • Possibility modals in the affirmative and negative <p>pages 154–155</p>

Checkpoint 2 Units 4–6 pages 72–73

<p><i>My worst roommate</i></p> <ul style="list-style-type: none"> • Four people talk about their negative experiences with roommates <p><i>“Boomerang” kids</i></p> <ul style="list-style-type: none"> • Two parents talk about their “boomerang” children – grown children who move back home 	<p><i>Now That I’ve Driven All My Friends Away, I Finally Have Time For Me!</i></p> <ul style="list-style-type: none"> • A satirical article with suggestions for ways to get rid of friends and make time for yourself 	<ul style="list-style-type: none"> • Write an introduction to an essay about whether family relationships are more important than friendships • Use a thesis statement • Use <i>what</i> clauses to give the most important information • Avoid errors with subjects 	<p><i>Look forward to it!</i></p> <ul style="list-style-type: none"> • When you learn a new expression, use it in a true sentence about someone you know 	<ul style="list-style-type: none"> • Objects with separable phrasal verbs • Phrasal verbs followed by the <i>-ing</i> form of the verb • More patterns with infinitives and <i>it</i> clauses <p>pages 156–157</p>
<p><i>A food revolution!</i></p> <ul style="list-style-type: none"> • Two radio show hosts and five listeners talk about the British chef Jamie Oliver <p><i>Backyard beekeeping</i></p> <ul style="list-style-type: none"> • A man talks to an interviewer about his unusual hobby – beekeeping 	<p><i>Where did all the bees go?</i></p> <ul style="list-style-type: none"> • An article about “colony-collapse disorder” and why the disappearance of bees is a serious threat to the world’s food supply 	<ul style="list-style-type: none"> • Write a report about trends, using information in graphs and charts • Use prepositions after verbs and nouns • Use expressions for approximate numbers • Avoid errors with <i>fall</i>, <i>rise</i> and <i>grow</i> 	<p><i>Picture this!</i></p> <ul style="list-style-type: none"> • Create a picture dictionary on your computer 	<ul style="list-style-type: none"> • Question forms in the passive • Verb + object + infinitive • More verb patterns <p>pages 158–159</p>

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 9 Success and happiness pages 94–103	<ul style="list-style-type: none"> Define and discuss success and happiness Share stories about happy moments and times when things went wrong 	<ul style="list-style-type: none"> Use the determiners <i>all, both, each, every, neither, none of, no</i> Use <i>-ing</i> forms as reduced relative clauses, to describe simultaneous events, and as subjects and objects 	<ul style="list-style-type: none"> Expressions with <i>get</i> (<i>get off the ground, get under way, get off to a good start</i>) Synonyms (<i>study</i> = <i>analyze</i>) 	<ul style="list-style-type: none"> Use expressions like <i>As far as (success) is concerned</i> to focus in on a topic Use expressions like <i>As far as I'm concerned / can tell</i> to give and soften opinions 	<ul style="list-style-type: none"> Stress in expressions page 142
Checkpoint 3 Units 7–9 pages 104–105					

Unit 10 Going places pages 106–115	<ul style="list-style-type: none"> Describe travel and vacation experiences Report conversations Share views on what to take on trips Discuss the effects of tourism 	<ul style="list-style-type: none"> Use reported speech to report statements Use reported speech to report questions and instructions 	<ul style="list-style-type: none"> Adjectives ending <i>-ed</i> and <i>-ing</i> (<i>amazed, amazing</i>) Synonyms (<i>industries, businesses</i>) 	<ul style="list-style-type: none"> Use expressions such as <i>you mean, so what you're saying is, and so I guess</i> when drawing conclusions Ask for more details about someone's ideas or opinions, using <i>In what way?</i> 	<ul style="list-style-type: none"> Silent vowels page 142
Unit 11 Culture pages 116–125	<ul style="list-style-type: none"> Talk about weddings, gifts, and other traditions Discuss the positive and negative aspects of globalization 	<ul style="list-style-type: none"> Use relative clauses with <i>when, where, and whose</i> Use verbs with direct and indirect objects 	<ul style="list-style-type: none"> Expressions to describe wedding customs (<i>bride, walk down the aisle</i>) Opposites (<i>loss</i> ≠ <i>preservation</i>) 	<ul style="list-style-type: none"> Soften your comments with expressions like <i>kind of, a little, and not really</i> Use <i>Yeah, no</i> to agree with someone and then make a comment of your own 	<ul style="list-style-type: none"> Consonant groups page 143
Unit 12 Ability pages 126–135	<ul style="list-style-type: none"> Talk about intelligence, skills, and abilities Discuss views on parents' and teachers' roles in developing children's talents 	<ul style="list-style-type: none"> Use adverbs before adjectives and adverbs Use <i>as . . . as</i> and comparative and superlative adjectives and adverbs 	<ul style="list-style-type: none"> Expressions to describe types of intelligence and abilities (<i>linguistic, articulate</i>) Collocations (<i>raise awareness</i>) 	<ul style="list-style-type: none"> Use vague expressions like <i>and that kind of thing</i> when you don't need to be precise Show that you strongly agree with someone, using <i>No doubt</i> 	<ul style="list-style-type: none"> Stress and intonation page 143
Checkpoint 4 Units 10–12 pages 136–137					

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Happy moments gone wrong!</i></p> <ul style="list-style-type: none"> • Three people talk about happy occasions and the things that went wrong <p><i>Happiness and the community</i></p> <ul style="list-style-type: none"> • A sociology professor lectures on policies that can make communities happier 	<p><i>Unhappy? Maybe you're not in the right country!</i></p> <ul style="list-style-type: none"> • An article describing ways that governments can take responsibility for their citizens' happiness 	<ul style="list-style-type: none"> • Write a paragraph for an essay about whether governments are responsible for citizens' happiness • Use expressions to add ideas • Avoid errors with <i>in addition to</i>, etc. 	<p><i>Get started!</i></p> <ul style="list-style-type: none"> • When you learn a new expression, imagine using it in an everyday situation. Write the situation and what you would say 	<ul style="list-style-type: none"> • Singular or plural verbs with determiners • Determiners with and without <i>of</i> • Verbs followed by an <i>-ing</i> form or an infinitive • Verbs of perception + object + base form or <i>-ing</i> form <p>pages 160–161</p>
Checkpoint 3 Units 7–9 pages 104–105				

<p><i>More adventures in Bolivia</i></p> <ul style="list-style-type: none"> • A woman tells a friend about her plans for a trip to Bolivia <p><i>Responsible tourism</i></p> <ul style="list-style-type: none"> • An eco-tour guide discusses things people can do to be responsible tourists 	<p><i>The tourist threat</i></p> <ul style="list-style-type: none"> • An article about the benefits and dangers of the tourist industry 	<ul style="list-style-type: none"> • Write a survey article for a student magazine • Contrast ideas • Avoid errors with <i>although</i> 	<p><i>So amazing!</i></p> <ul style="list-style-type: none"> • When you learn a new word, make word forks with other words in the same family 	<ul style="list-style-type: none"> • Reported speech: verbs and pronouns • Reported speech: time and place expressions • Other reporting verbs • Reporting verb forms <p>pages 162–163</p>
<p><i>Gift giving around the world</i></p> <ul style="list-style-type: none"> • An interview about certain gifts in different cultures <p><i>Reviving a dying language</i></p> <ul style="list-style-type: none"> • Students and their professor discuss ideas for saving endangered languages 	<p><i>Are we losing our culture?</i></p> <ul style="list-style-type: none"> • An article discussing the different aspects of culture and things that can threaten it 	<ul style="list-style-type: none"> • Write a concluding paragraph in an essay about the effects of globalization on culture • Explain cause and effect • Avoid errors with <i>due to</i> 	<p><i>Wedding bells!</i></p> <ul style="list-style-type: none"> • Write new vocabulary on word webs 	<ul style="list-style-type: none"> • More on relative clauses • Prepositions in relative clauses • More on verb + direct object + prepositional phrase • Passive sentences <p>pages 164–165</p>
<p><i>Minds for the future</i></p> <ul style="list-style-type: none"> • Two friends discuss an article about the five minds that Howard Gardner identified <p><i>The genius in all of us</i></p> <ul style="list-style-type: none"> • Two radio show hosts talk about natural talent and giftedness 	<p><i>Seeing things in a completely different way . . .</i></p> <ul style="list-style-type: none"> • An interview with Chris Waddell, whose disability didn't stop him from becoming a world champion skier 	<ul style="list-style-type: none"> • Write an essay about someone you admire • Brainstorm, then plan an essay • Explain purpose and intention • Avoid errors with <i>so that</i> 	<p><i>It's just the opposite!</i></p> <ul style="list-style-type: none"> • When you learn a new adjective or descriptive expression, find out how to express the opposite meaning 	<ul style="list-style-type: none"> • <i>well</i> + adjective • Adverb and adjective collocations • Patterns with comparatives <p>pages 166–167</p>
Checkpoint 4 Units 10–12 pages 136–137				

Social networks

In Unit 1, you . . .

- talk about friends and social networking.
- use the present tense, *tend*, and *will* to talk about habits.
- ask questions to find out or check information.
- use *And*, *But*, and *So* in follow-up questions.



Lesson A Speed-friending

1 Getting to know each other

- A** CD 1.02 Read the article. Why do people go to speed-friending events? What happens at this kind of event?



Make New Friends and Network Fast!

These days we live life in the fast lane. We insist on fast food, quick service, high-speed downloads, instant messaging, and immediate responses. So why should we spend time making new friends? At a speed-friending event, you have just a few minutes to ask and answer questions before moving on to the next

person. If you find people you'd like to get to know better, you can contact them after the event. Here are the kinds of questions that people ask.

- | | |
|---|--|
| 1 How do you like to spend your free time? | 5 When did you last stay out after midnight? Where were you? |
| 2 What music are you listening to these days? | 6 Who's your favorite celebrity? |
| 3 What was your most valuable possession as a child? And now? | 7 Have you ever won a prize or a contest? |
| 4 Can you say no to chocolate? | 8 What word describes you best? |



About you


- B Pair work** Take turns asking and answering the questions in the article.

- C** Write six interesting questions you'd like to ask at a speed-friending event. (For help with questions, see page 144.)

How often do you go out with your friends?

- D Class activity** Hold a speed-friending event in class. You have two minutes to ask each person your questions.

2 Vocabulary in context

A  CD 1.03 Listen. Tanya is describing people she met at a speed-friending event. Who do you think she will get in touch with again? Who won't she contact? Say why.



What can I say? Greg wasn't very **talkative**, and when he did talk, he seemed kind of **narrow-minded**.

Lauren was very **intelligent**, but she seemed kind of **eccentric** – you know, a little **weird**, but fun.

I thought Kayla was kind of **aggressive** – you know, a little too **pushy** for me. I bet she can be **a pain** at times.

Rickie seemed really **sweet** and **thoughtful** – but a little too **sensitive**, maybe? He got a little **touchy** about some of the questions.

Victor sounded really, you know, **self-confident** but in a nice way – not at all **arrogant**. And he was interested in my answers.

Emma was very **open-minded** and **relaxed** about things – pretty **laid-back**. And she had a good sense of humor. We laughed a lot.

Word
sort

B Complete the chart with personality traits from Tanya's descriptions. Add more ideas.

I like people who are ...	I don't like people who are ...	I don't mind people who are ...
open-minded		



See page 19.

About
you

C **Pair work** Do you know anyone with the personality traits in your chart? Take turns asking and answering questions.

A Do you know anyone who is open-minded?

B Actually, my sister is very open-minded. She always listens to new ideas.

3 Viewpoint What makes a good friend?

Group work Discuss the questions. Do you share the same views on friendship?

- Think of three good friends. How would you describe them?
- Are there things about your friends or people you know that you don't like?
- How do friendships differ? Is it possible to be equally close to everyone?
- Would all your friends get along if they met one another?
- What do you think about speed-friending as a way to make new friends?

"Well, ... my friend Martha is really sweet. She ..."

In conversation ...

You can use *Well, ...* to take time to think.



Lesson B Networking


1 Grammar in context

- A Class survey** Read the information. What percentage of your class uses these methods of communication every day? Vote on the methods you use, and complete the chart.

How do you keep in touch?

Most people use several different ways to keep in touch. Here are the percentages of young people who use these methods of communication every day.

The percentage of young people who ...		Your class
talk on a cell phone	70%	
send text messages	60%	
use instant messaging	54%	
use social networks	47%	
talk on a landline	46%	
send email	22%	

- B**  CD 1.04 Listen. Four people talk about how they communicate. What methods of communication do they use?

We asked four people how they like to communicate. Here's what they said.

Jeff Gordon, 25

"I go on my social networking site five or six times a day. I'll log in when I'm taking a break. I like to check out my friends' pages and see what they're up to."



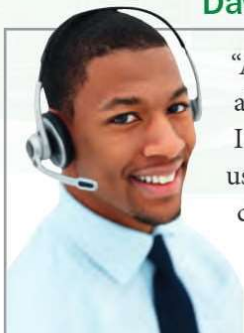
Victoria Garza, 40

"Personally I use email, but my kids are constantly texting. Occasionally my son will email someone like my sister, but with friends he tends to text."



David Smith, 31

"At work I'm on the phone all the time, but when I'm traveling, I normally use my laptop to make calls over the Internet. It doesn't cost anything, so . . ."



Sarah Wang, 19

"Every once in a while, I'll instant message with a friend. Some of my friends don't use IM, so mostly I just call on my cell to catch up with them."



About you

- C Pair work** Find things in the interviews that you do and don't do. Tell a partner.

"I go on my social networking site a lot, like Jeff. And I . . ."

2 Grammar Talking about habits

Figure
it out

A Find sentences in the interviews with a similar meaning to the ones below. Rewrite the sentences, changing the words in bold. Then read the grammar chart.

1. With friends he **usually texts**.
2. Every once in a while, I **instant message**.
3. My kids **text all the time**.
4. When I **travel**, I normally use my laptop.

The present tense, *tend*, and *will*

Grammar extra
See page 145.

To talk about habits, you can use the simple present, the verb *tend*, or the modal verb *will*. Here, *will* does not have future meaning.

Mostly I **call** on my cell. I **'m** on the phone all the time. My friends **don't use** IM.

My son **tends to** text. He **doesn't use** IM. Occasionally he **'ll email** someone.

You can use the present continuous for a "longer" activity that happens at the same time as another habit. When I **'m traveling**, I normally use my laptop to make calls.

You can use *always* and *constantly* with the present continuous for a habit that is noticeable or more frequent than is usual.

My kids **are constantly texting**.

In conversation ...

People often use *will* / *'ll* in statements to talk about their habits. Questions and the negative forms *will not* / *won't* are rarely used in this meaning.

B Complete the conversations with a correct form of the verbs given. Then practice.

1. A How do you normally catch up with your friends? By phone?
B Yeah. I _____ (tend / call) them when I'm taking my lunch break.
A Yeah? I _____ (not call) my friends much. We _____ always _____ (email) each other, so . . .
2. A How much time do you spend on your social networking site?
B I _____ probably _____ (will / spend) a few hours a day on it. I _____ (tend / use) it to make plans with friends. Mostly I _____ (check out) my friends' photos and stuff.
A Yeah? I'm not on one. But occasionally I _____ (will / get) invites from people. But I _____ (not reply) to them.
3. A What do you mostly use your cell phone for? Texting?
B Yeah. I _____ constantly _____ (text) my kids to find out where they are.
A That's funny. In my family, we _____ (not text) a lot. We _____ (tend / talk).
Like, my sister regularly _____ (call) me after dinner when she _____ (watch) TV.

About
you

C Pair work Write your own answers to the questions in Exercise B. Then take turns asking the questions and giving your own answers.

D Group work Prepare a short presentation about your family's communication habits to give to your group. Listen to your classmates' presentations, and ask questions.

"Mostly I text my friends and family. My dad'll text me when he's working, and . . ."

3 Speaking naturally Questions with answers See page 138.

Lesson C *And why's that?*

1 Conversation strategy Finding out or checking information


- A** How would you feel if someone “unfriended” you (removed you from their list of friends on a social networking site)? Would you take it personally and be offended?
- B**  CD 1.07 Listen. What does Stan think about “unfriending” someone? How do you think Alexa feels about it?



Stan I ran into Tammy today. She's really upset.
Alexa Oh, yeah? And why's that?
Stan Because I “unfriended” her.
Alexa Oh, that's awkward. How did she find out?
Stan I'm not sure, actually.
Alexa Huh. So why did you “unfriend” her?
Stan Well, it was nothing personal. It's just that every once in a while, you know, when I'm updating my profile, I'll remove people – if we haven't been in touch for some time.
Alexa But you emailed her, right? I mean, you let her know?
Stan No. I didn't think she'd be offended.
Alexa So you just delete people that you're not in touch with?
Stan Yeah. It's no big deal.

- C** **Notice** how Alexa asks some questions to find out new information. She asks other questions in the form of statements to check information or her understanding of what was said or done. Find examples of both types of questions in the conversation.

“And why's that?”
“But you emailed her, right?”

- D**  CD 1.08 Complete the rest of Stan and Alexa's conversation with the questions in the box. Then listen and check. Practice with a partner.

Alexa So has anyone ever “unfriended” you?
Stan You mean, taken me off their friends list?
I don't think so.
Alexa _____ It wouldn't bother you?
Stan No. I wouldn't mind at all. _____
Alexa It's not *bad*. It's just Tammy didn't do anything wrong.
Stan _____
Alexa Well, if they post obnoxious comments, for example.
Stan Hmm. _____
Alexa Well, yeah. That's probably a good reason, too.
Stan Right. _____
Alexa I don't know. Just make sure you never “unfriend” me! OK?

- a. So you think it's bad, then?
- b. And it's OK when you stop dating?
- ✓ c. So has anyone ever “unfriended” you?
- d. But you'd be fine with it if they did?
- e. So when *is* it OK, do you think?
- f. But what should I do about Tammy?

2 Strategy plus Linking with *And*, *But*, and *So*

🔊 CD 1.09 You can start questions with **And**, **But**, or **So** to link back to things the previous speaker said. It makes the conversation "flow."

She's really upset.

And why's that?



A 🔊 CD 1.10 **Underline the best question to continue each conversation. Then listen and check your answers. Practice with a partner.**

1. A Have you ever removed someone from your list of friends online?
B Actually, I don't have one. I'm not on a social networking site.
A **And you just tend to add people?** / So how do you keep in touch with people?
2. A Do you think it's OK to "unfriend" people?
B Oh, yeah. People do it all the time, I'm sure.
A **Yeah. But why do they do it?** / So they never remove anyone?
3. A What would you do if someone deleted you from their friends list?
B It depends. I probably wouldn't say anything.
A **But you'd say something if it was a good friend?** / And you'd call them, right?

About you

B Pair work Ask and answer the questions. Can you continue each conversation?

3 Listening and strategies Reasons for ending friendships

A 🔊 CD 1.11 Listen to the first part of four conversations. What would each person say the problem is with his or her friendship? Number the issues 1–4. There are two extras.

- | | |
|--|---|
| _____ We've lost touch. | _____ My friend is two-faced. |
| _____ My friend is too serious. | _____ We can't agree on things. |
| _____ My friend posts annoying stuff on my wall. | _____ We don't like each other's friends. |

B 🔊 CD 1.12 Listen again. Circle the best question to continue each conversation.

- | | |
|---|---|
| 1. a. So you don't agree on <i>anything</i> ? | 3. a. But why does she do that? |
| b. But do you agree on politics? | b. So does she talk about you behind your back? |
| 2. a. But she never posts photos, right? | 4. a. So you mostly call each other? |
| b. And does she post obnoxious comments, too? | b. So she just dropped you? |

C 🔊 CD 1.13 Listen to the complete conversations. Check your answers. What solutions do the speakers have for their friendship problems?

About you

D Pair work Agree on six good reasons for ending a friendship and the best ways to do it.

- A Well, if you don't agree on anything, it's probably a good reason to end a friendship.
- B But do you only want friends who agree with you on everything?

Good reasons to end friendships

1. You don't agree on important issues.

The best ways to do it . . .

Lesson D Online footprints

1 Reading

A Prepare Guess the meanings of *online footprint* and *digital dirt*. Then scan the article and find the explanations.

B  **Read for main ideas** Read the article. What examples of digital dirt can you find?



Future college students and employees, beware! **Clean up that digital dirt – now!**

When student-teacher Ms. S. posted a photo from a party on the wall of her social networking site, she had no idea of the consequences. Just weeks away from obtaining a teaching degree, Ms. S.'s diploma was withheld after school administrators viewed the photo and accused her of promoting underage drinking – a charge that she denied. Her case is not an isolated one. Increasingly, employees are being fired from their jobs and students are having their college applications rejected because of “digital dirt,” or inappropriate online content.

These cases highlight the need to be careful about the type of content you post online. Each time you post a photo or comment, or write a profile online, you create an image, or “online footprint,” of yourself that is difficult to erase. If you think your friends are the only ones checking your profile, think again. It's increasingly common for colleges and employers to look closely at the online pictures and profiles of actual and prospective students and employees. A survey conducted by ExecuNet reported that 83 percent of job recruiters regularly use Internet searches to find out more about candidates. Nearly half said they will reject candidates based on the “digital dirt” they find.

How can you still have fun online without making a bad impression on future college admissions officers and employers? Here are five basic steps you can follow.

1. **Check what's online already.** Type your name into several search engines to see your digital footprint. Then check all of your privacy settings, and remove anything you don't want others to see. If you have “friends” who are always posting off-color jokes or rude comments about you on your wall, then block their comments.
2. **Avoid writing anything you might regret later.** Don't badmouth a current or previous employer online. The same applies to teachers, professors, classmates, or co-workers.
3. **Create a positive online image.** The Internet is the perfect place to showcase your talents and skills. Use a blog or website to promote your work, research, and interests.
4. **Use a professional email address.** An employer or a college admissions officer is more likely to contact annsmith@cup.com than smoothiefan@cup.com.
5. **Join online groups selectively.** Instead of joining groups and campaigns with names like “Sleeping in class,” connect to a professional organization. When it comes time to apply for a job or place in college, you'll be glad you did.

Reading tip

Writers often begin an article with an example to illustrate their argument.

C Check your understanding Are the sentences true (T) or false (F)? Write T or F. Correct the false sentences.

1. Ms. S. was unable to graduate from college. ____
2. Her school said she was encouraging young people to drink. ____
3. It's becoming more common for employers to check people out online. ____
4. Eighty-three percent of job recruiters reject candidates with “digital dirt.” ____
5. The article recommends “unfriending” people who post rude comments. ____
6. The article suggests that you shouldn't join social network campaigns. ____

About
you

D React Pair work What do you think of Ms. S.'s story? Have you heard of similar cases? Which advice in the article do you intend to follow?



2 Focus on vocabulary Formal verbs

A Find the verbs in bold below in the article. Match the two parts of the sentences to find the meanings. Write the letters a–g.

- | | |
|---|--|
| 1. If you obtain something, you _____ | a. say it is a good thing. |
| 2. If you withhold something (from someone), you _____ | b. say you didn't do it. |
| 3. If people accuse you of (doing) something, they _____ | c. don't want that person. |
| 4. If you promote something, you _____ | d. are sorry that you did it. |
| 5. If you deny (doing) something, you _____ | e. keep it and don't give it to that person. |
| 6. If employers reject a job applicant, they _____ | f. say you did something bad or wrong. |
| 7. If you regret (doing) something, you _____ | g. get or achieve it. |

B **Pair work** Take turns using the verbs above to ask questions about Ms. S.'s story.

"What happened before Ms. S. obtained her teaching degree?"

3 Listening and speaking But is it fair?

A **Pair work** Read the question below. How many reasons can you think of to support a "yes" and a "no" answer? Make two lists.

Today's online debate: Is it fair for employers to check out job applicants online?

B  CD 1.14 Listen to two people debate the question above. Who answers, "Yes, it's fair" and "No, it's not fair" to the question? Which of the reasons in your lists did they use?



Rosa says _____



Daniel says _____

C  CD 1.15 Listen again and write the two missing words in each sentence.

- a. On the one hand, Rosa believes that what you do online shows your _____.

b. On the other hand, Daniel argues that your online profile is _____.
- a. Rosa says online profiles tell you what you won't see in _____.

b. Daniel thinks social networking sites don't tell you what a person is like _____.
- a. Rosa argues that it's _____ to recruit and train new staff.

b. Daniel believes that everyone has a right to _____ in his or her free time.
- a. Rosa says companies want people who will fit in and _____ with other people.

b. Daniel argues that people behave in a different way _____.

About
you

D **Class debate** Prepare a response to the debate question with a partner, and then present your arguments to the class. How many people answer "yes"? How many answer "no"?

Writing Making judgments

In this lesson, you ...

- plan an argument.
- contrast ideas.
- avoid errors with *whereas*.

Task Write a script for an online debate.

Should employers judge applicants by their online profiles?

A Brainstorm Read the question above. Write three reasons to answer “yes” and three reasons to answer “no.”

B Look at a model Read the debate script. Circle three more expressions that contrast ideas.

Many employers check the Internet for information about job applicants. However, this is not a fair way to judge a person. On the one hand, employers need people who will fit into the company. An online profile gives information that employers will not see on a résumé – for example, if the person is aggressive or has extreme views. On the other hand, an online profile is for friends, whereas a résumé is for employers. A résumé provides the most relevant details about qualifications and work experience. An online profile may contain information that employers should not use to judge an applicant, such as age or religion. In conclusion, while there are good reasons to check an applicant’s online profile, it is not a professional document. For this reason, it is not fair, in my opinion, to judge candidates by their personal online profiles.

C Focus on language Read the grammar chart. Then use your ideas from Exercise A to complete the sentences below.

Contrast ideas in writing

On the one hand, employers need workers who will fit into the company.

On the other hand, an online profile is for friends.

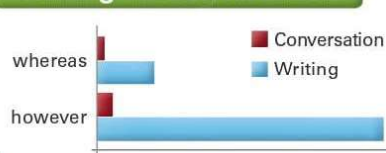
A résumé is for employers. **However**, an online profile is for friends.

A résumé is for employers, **while/whereas/but** an online profile is for friends.

While there are reasons to check an online profile, it is not fair to do this.

- Introduction: Many employers _____. Some people think _____. However, _____.
- Say why it is fair: On the one hand, an online profile _____, whereas a résumé _____.
- Say why it is not fair: On the other hand, an online profile _____.
- Conclusion: In conclusion, while _____. In my opinion, _____.

Writing vs. Conversation



D Write and check Now write your own script for the debate. Then check for errors.

Common errors

Do not start a sentence with *Whereas* to contrast ideas with a previous sentence.
An online profile is for friends. **However**, a résumé is for employers. (NOT ~~Whereas~~ . . .)