

# 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!

**T**hese 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."



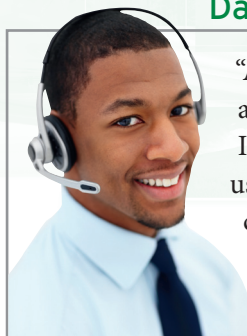
### Victoria Garza, 40

"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.

- 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?**
- 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?**
- 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> ?<br>b. But do you agree on politics?         | 3. a. But why does she do that?<br>b. So does she talk about you behind your back? |
| 2. a. But she never posts photos, right?<br>b. And does she post obnoxious comments, too? | 4. a. So you mostly call each other?<br>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](mailto:annsmith@cup.com) than [smoothiefan@cup.com](mailto: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.

- If you **obtain** something, you \_\_\_\_\_
- If you **withhold** something (**from** someone), you \_\_\_\_\_
- If people **accuse** you **of** (**doing**) something, they \_\_\_\_\_
- If you **promote** something, you \_\_\_\_\_
- If you **deny** (**doing**) something, you \_\_\_\_\_
- If employers **reject** a job applicant, they \_\_\_\_\_
- If you **regret** (**doing**) something, you \_\_\_\_\_

- say it is a good thing.
- say you didn't do it.
- don't want that person.
- are sorry that you did it.
- keep it and don't give it to that person.
- say you did something bad or wrong.
- 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.

- On the one hand, Rosa believes that what you do online shows your \_\_\_\_\_.
  - On the other hand, Daniel argues that your online profile is \_\_\_\_\_.
- Rosa says online profiles tell you what you won't see in \_\_\_\_\_.
  - Daniel thinks social networking sites don't tell you what a person is like \_\_\_\_\_.
- Rosa argues that it's \_\_\_\_\_ to recruit and train new staff.
  - Daniel believes that everyone has a right to \_\_\_\_\_ in his or her free time.
- Rosa says companies want people who will fit in and \_\_\_\_\_ with other people.
  - 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.

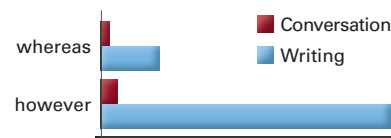
A résumé is for employers. **However**, an online profile is for friends.

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.

1. Introduction: Many employers \_\_\_\_\_. Some people think \_\_\_\_\_. However, \_\_\_\_\_.
2. Say why it is fair: *On the one hand*, an online profile \_\_\_\_\_, whereas a résumé \_\_\_\_\_.
3. Say why it is not fair: *On the other hand*, an online profile \_\_\_\_\_.
4. 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~~ . . .)

# Vocabulary notebook *The right choice!*

## Learning tip Formal or informal?

When you learn informal vocabulary, write down a more formal equivalent. Don't use informal words in formal writing.

weird (informal) = odd, strange, or eccentric  
touchy (informal) = sensitive, easily upset

## Dictionary tip

Dictionaries often label extremely informal words as *informal*, *slang*, *colloquial*, *rude*, or *taboo*.

## A Match the spoken sentences on the left with the more formal written sentences on the right.

One of my classmates is . . .

1. a bit of a pain.

2. very chatty.

3. pretty pushy.

4. kind of touchy.

5. really weird.

a. He's talkative.

b. She's sensitive.

c. She can be annoying.

d. He's very eccentric.

e. She's very relaxed about things.

f. He's very aggressive.

## B Think of three people you know. Describe each person informally and more formally.

Person	Informal	More formal
1. _____	" _____ "	_____
2. _____	" _____ "	_____
3. _____	" _____ "	_____

## C Word builder Find the meanings of the verbs below. Match the informal and more formal verbs. Then use each verb to say and write something true about people you know.

### Informal

badmouth      bug      chill out (with)  
get a kick out of (doing)      hang out (with)

### More formal

annoy      criticize      enjoy (doing)  
relax (with)      socialize (with)

One guy in my class is always badmouthing other people.

One of my classmates is always criticizing other people.

## On your own

brainy = intelligent

Make a dictionary of informal expressions. Write down an informal word or expression and a more formal synonym that you can use in writing or formal speech.