

Unit 1 Social networks

Lesson A Speed-friending

Grammar extra Questions

(See Student's Book p. 144.)

Lesson A does not include a grammar chart. Instead, Ss are referred to Grammar Extra, which provides review and practice of basic question forms and meanings.

Vocabulary Personality traits

(See Student's Book p. 11.)

- This lesson presents a number of useful expressions for describing people's personality traits.

Vocabulary notebook The right choice!

(See Student's Book p. 19.)

The Learning Tip tells Ss that when they learn a new, informal expression, they should find out its more formal equivalent.

- There is a mix of informal expressions and more neutral expressions that can be used in speaking or writing. The Vocabulary notebook picks up formality issues.

She's a bit of a pain. = *She can be annoying.*

Lesson B Networking

Grammar Talking about habits

(See Student's Book p. 13.)

Simple present, present continuous, the verb *tend*, and the modal verb *will* can be used to talk about current habits.

Use

- Simple present
Ss have learned to use the simple present for things that are true "all the time" and to describe regular activities – in this lesson, habits.
Mostly, I call on my cell.
My friends don't use IM.
- The verb *tend* (to)
I tend to walk everywhere. = *I usually walk everywhere.*
My son tends to text.
- Present continuous for longer activities
The present continuous can be used in subordinate clauses for a "longer activity" that happens at the same time as another activity.
When I'm traveling, I normally use my laptop.
- Present continuous with *always* and *constantly*
The present continuous with *always* or *constantly* can be used for habits that are noticeable or more frequent than usual.
My kids are constantly texting.
- Frequency expressions to talk about habits
mostly, occasionally, normally, (five or six) times a day, always, constantly, all the time

Grammar extra Frequency expressions; State verbs

(See Student's Book p. 145.)

Grammar Extra provides more information and practice with frequency expressions and their placement. It also reviews and practices state verbs (e.g., *believe, know*) in present tense.



Corpus information

Talking about habits

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

When *tend* is used in negative statements, *not* has two possible positions:

I tend not to text.

I don't tend to text.

Speaking naturally Questions with answers

(See Student's Book p. 138.)

- This section gives Ss practice in using rising intonation when they suggest one or more short answers to their own information questions.

When do you update your profile? At night? On weekends?

Lesson C *And why's that?*

Conversation strategy *Finding out or checking information*

(See Student's Book p. 14.)

- In this lesson, Ss use questions or statement questions (declarative questions) to find out and check information. People often ask questions using question word order to find out new information that they need to fully understand a situation (e.g., *And why's that?*).
- *Statement questions* are questions that use the word order of statements. Statement questions are usually, but not always, follow-up questions. People often add a checking expression such as *right?* or *huh?* to the end of a statement question.

But you emailed her, right?

Lesson D *Online footprints*

Reading tip *Use an example to illustrate an argument*

(See Student's Book p. 16.)

The Reading Tip shows how writers often begin an article with an example to illustrate an argument. An example captures the reader's interest. In addition, the reader's reaction to the example will help him or her start thinking about which side to support. These things encourage the reader to feel engaged with the article.

Writing *Making judgments*

(See Student's Book p. 18.)

This lesson presents planning an argument and expressions for contrasting ideas in writing. Contrasting expressions such as *on the other hand*, *however*, and *while* are practiced.

- Planning an argument

The lesson shows brainstorming reasons for and against an argument. It also outlines a four-stage argument: Stage 1: Introduction; Stage 2: Reasons "for"; Stage 3: Reasons "against"; Stage 4: Conclusion.

The stages are combined within one paragraph, but they could equally well make up a four-paragraph essay.

- Contrast ideas in writing

The expressions *on the one hand* / *on the other hand*, *while*, and *whereas* contrast ideas that are not contradictory. (This use of *while* does not refer to time.) Clauses with *while* and *whereas* can come first or second in a sentence. The use of *however* taught here is to show a contrast with an idea in a previous sentence.

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

(See Student's Book p. 15.)

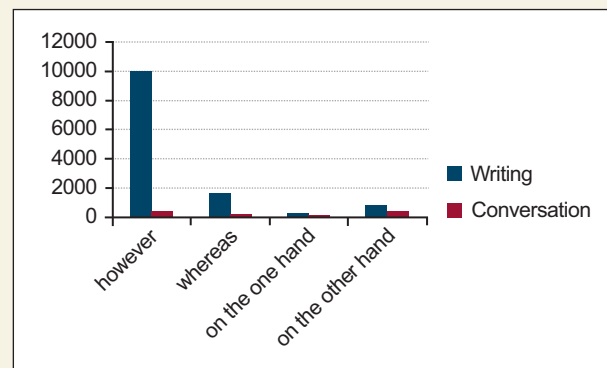
Follow-up questions often begin with *And*, *But*, or *So* in order to link them what the previous speaker said. This helps the conversation flow more smoothly.



Corpus information

Contrast words in writing and conversation

The graph below shows the relative frequency of the expressions *however*, *whereas*, *on the one hand*, and *on the other hand* in writing and in informal conversation. They are generally more frequent in writing, although in different ratios. *However* is over 20 times more frequent in writing than in conversation; *on the other hand*, which is a fairly common conversational expression, or chunk, is only twice as frequent in writing.



Common errors

Clauses that begin with *whereas* or *while* are subordinate, or dependent clauses. They need to be accompanied by a main (or independent) clause to make a grammatically correct sentence. The *whereas* clause can come at the start of the sentence, but a main clause that states the contrasting idea must follow in the same sentence. *However* is used to contrast an idea in one sentence with an idea in the previous sentence.

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.

Social networks

Introduce the theme of the unit Tell Ss that in Unit 1 they'll talk about social networks and ways to network. Check that Ss know what a *network* is [a group of people who know each other]. Say, "There are business networks and social networks. What kinds of social networks do people have?" Have Ss call out their ideas (e.g., *school friends, co-workers, online friends*). Have individual Ss each read a lesson aim aloud. Ss listen and read along.

Lesson A Speed-friending

1 Getting to know each other

- **Set the scene** Say, "Imagine that you have just moved to a new city and you want to meet people who could become new friends. What are some ways to do that?" Get ideas from the class (e.g., *take a class, join a gym or a sports team, invite a classmate or co-worker for coffee*).

A CD1, Track 2

- **Preview the task** Books closed. Ask, "What is speed-dating?" [An event where single people meet each other; they speak with each other for a few minutes and then move on to speak to someone else. If they meet anyone they like, they can contact them later for a date.] Write on the board:

Speed-friending

- Ask, "What do you think speed-friending is?" Call on several Ss to give their ideas.
- **Do the task** Books open. Read the title of the magazine article aloud. Read the instructions aloud. Say, "Read the article for the answers."
- **Play the recording** Have Ss read and listen. Check answers with the class. Ask, "Why do people go to speed-friending events?" [They are looking for a quick way to make new friends and network.] Ask, "What happens at this kind of event?" [You have just a few minutes to ask and answer questions with each person. You decide which people you want to contact after the event.]
- **Play the recording again** Say, "Underline any vocabulary that you don't understand."
- Ask Ss to call out their underlined words, and write them on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed.

About you

B Pair work

- **Preview the task** Read the instructions aloud.
- **Do the task** Pairs interview each other. Go around the class, and help as needed.
- **Follow-up** Ask several Ss to report something interesting they learned from their partner.

- **Preview the task** Say, "You are writing questions for a speed-friending event." Point out the example question and read it aloud. Ask, "What other kinds of information would you like to get?" Call on several Ss for topic ideas, and write them on the board (e.g., *job, career plans, family, background, achievements, interests: books, movies, music, shopping, sports, video games*).

- If needed, share some example questions with the class (e.g., *Where did you grow up? What do you do for a living? / What line of work are you in? How do you like to spend your weekends? What do you usually do in the evening? What are your hobbies?*).
- Say, "Now write six questions." Go around the class, and help as needed. If Ss are having difficulty with basic question formation, the Grammar Extra for this unit will help. This can be set as homework for students. However, if the class generally has problems with this, you might want to teach the page before proceeding to Exercise D.

D Class activity

- **Preview and do the task** Say, "Now we're going to have our own speed-friending event. Half of you will stay seated and answer questions. The other half will move around the room to ask their questions. The movers have two minutes to ask their questions. Try to talk to classmates you don't know well."
- Divide the class into "sitters" and "movers." Explain that you will call "Move!" when each two-minute period is up. Each "mover" will then go to a different "sitter" and ask the questions again.
- Reverse the roles and repeat the activity. (Note: Depending on the size of the class and the amount of time you can allot to the activity, you may have to arrange several different groups of movers and sitters.)
- **Follow-up** Have several Ss report some of the interesting or surprising facts they learned about a classmate.

Extra activity – groups / class

In groups, Ss discuss which of their questions were most successful for learning about a classmate in a short time. Groups decide on their three most useful / revealing questions and report to the class.

The class decides on six questions for a speed-friending event.

Extra activity – groups

Write on the board:

1. *Do you think speed-friending is a useful idea?*
2. *Do you think speed-friending would work for you?*
3. *What do you like / not like about speed-friending?*

Group members answer the questions and discuss the concept of speed-friending. Have groups report to the class.

2 Vocabulary in context

A CD1, Track 3

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and read along. Ask Ss to call out any vocabulary they don't understand. Have other Ss try to provide definitions. Help with definitions as needed.
- **Do the task** Say, "Which of these people do you think Tanya will get in touch with again? Who won't she contact? Why?" Have Ss discuss with a partner.
- **Follow-up** Have several pairs report to the class.

Possible answers

I think Tanya might get in touch with Victor. He seemed to like Tanya and was interested in her answers. She might contact Lauren. Tanya thought she was fun. Or she may want to get in touch with Emma. They seemed to get along really well, and they laughed a lot. So they probably had a lot in common. I don't think Tanya will contact Greg because she said he was kind of narrow-minded. And she thought Kayla was kind of aggressive, so she probably won't get in touch with her again. I'm not sure about Rickie. She said he was sweet and thoughtful, so she might want to get to know him better.

Extra activity – pairs

Ss decide which of the people Tanya met they would contact again. Partners tell each other whom they would contact and why.

Word sort

- ### B
- **Preview the task** Read the instructions aloud. Ask a S to read the example aloud. Have Ss complete the task and then compare their charts in pairs. Check answers with the class. Ask several Ss to read the traits in their columns aloud.

3 Viewpoint

Group work

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read one of the discussion questions aloud.
- **Present In Conversation** Read the information aloud. Read the example sentence aloud and point out that *Well, . . .* was used to start the answer. Say, "The speaker is answering the first question. What do you think the speaker needed time to think about?" (e.g., *which friend to talk about; which personality trait to talk about, an example of the trait*)

Answers

Answers will vary.

- **Follow-up** Say, "What other personality traits do you think you might notice at a speed-friending event?" Have Ss call out their ideas and write them on the board (e.g., *funny, impatient, nervous, stressed [out], rude, shy*). Tell Ss to add them to their charts. Ask a few Ss to say which column they added them to.

Tell Ss to turn to Vocabulary Notebook on p. 19 of the Student's Book. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-19.)



About you

C Pair work

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task.

Extra activity – pairs


Ss imagine they have just come from a speed-friending event where they met three people. Write on the board:

Henry, Janet, Danny

Pairs write these names and three personality traits for each name on a piece of paper. They exchange their list of names and traits with another pair. Pairs decide which of the three people from the event they would or wouldn't contact in the future. Pairs share their decisions with the other pair.

- Say, "When you show you need time to think, other speakers will wait for you to speak so you won't lose your turn in the conversation."
- **Do the task** Have groups discuss the questions. Remind Ss to use *Well, . . .* to show they need time to think. Walk around the class, giving help as necessary.
- **Follow-up** Have groups report some of the interesting answers they received.

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		

 **Vocabulary notebook**

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."



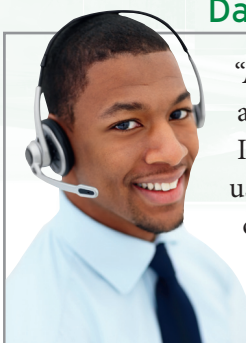
Victoria Garza, 40

"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 . . ."

Lesson B Networking

1 Grammar in context

- **Set the scene** Say, “How do you contact or stay in touch with people every day?” Call on several Ss for ideas (e.g., *cell phone, text messages, instant messaging*).

A Class survey

- **Preview the task** Ask a S to read aloud the section *How do you keep in touch?* Read the methods mentioned in the chart and write them on the board. Ask Ss to write a guess about what percentage of the students in the class uses each one every day.
- **Do the task** Ask about cell phones. Say, “How many of you talk on a cell phone every day? Raise your hand if you do.” Count the hands and write the number on the board beside *cell phone*.
- Assign two Ss to complete the chart with the class. One asks about each remaining method in the chart. The other counts hands and writes the total for each method on the board.
- Have the class figure out the approximate percentages for each method. Write them beside the totals on the board. Ss complete their charts.

Extra activity – pairs

Pairs compare the class percentages with the percentages presented in their book. Write on the board:

How similar are the totals for each method?
Where is the biggest difference?
Where is the smallest difference?

Ss discuss the questions and think of reasons for the differences and similarities.

Extra activity – groups

Write on the board:

1. *How many of your guesses were close?*
2. *Did any of the results surprise you? Why or why not?*
3. *Do you use any method(s) of communication not listed in the chart? What are they?*
4. *Which method do you use most often?*

Groups discuss the results and report to the class.

B CD1, Track 4

- **Preview the task** Books closed. Write on the board:
Jeff Gordon David Smith
Victoria Garza Sarah Wang
- Say, “These people are talking about how they like to communicate. What methods of communication do they use? Write the methods for each person.” Point out to students that most people refer to their social network site by name, e.g., Facebook.
- **Play the recording** Ss listen and write. Replay the recording if necessary. Check answers with the class. [Jeff: social networking sites; Victoria: email; Victoria’s kids: texting, occasional email; David: phone and Internet calls; Sarah: instant messaging (IM) and cell phone]
- **Play the recording again** Books open. Ss listen and read along. Ask Ss to call out any vocabulary they didn’t know. Write the words on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed.

About you

C Pair work

- **Preview the task** Read the instructions aloud. Ask a S to read the example aloud. Call on a few Ss to say how they would complete the example sentence (e.g., *text my friends, call on my cell*).
- **Do the task** Pairs complete the task.
- **Follow-up** Have several pairs report to the class about the methods their partners use (e.g., *[Name] is like Victoria’s kids. He / She is constantly texting, but not during class, of course.*).

2 Grammar

Figure it out

A  www.cambridge.org/viewpoint/audio

- **Preview the task** Ask, "What are habits?" [things you do frequently or all the time.] Write on the board, underlined as shown:

With friends he usually texts.

Say, "Look at the interviews again. Find a sentence with a similar meaning." [. . . with friends he tends to text.] Write the answer on the board. Underline *tends to text*.

- Ask, "How are they different?" [*usually texts* was changed to *tends to text*]
- Say, "Now find sentences in the interviews that are similar to sentences 2, 3, and 4. Rewrite the sentences, changing the words in bold."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer aloud.

Answers

1. With friends he tends to text.
2. Every once in a while, I'll instant message.
3. My kids are constantly texting.
4. When I'm traveling, I normally use my laptop.

- **Focus on the use** Say, "Look at the sentences in the activity. What verb form was used in all four sentences? Why?" [the simple present; because that form is used to talk about "all the time."]
- Write the new sentences on the board, underlined as shown in the Answers box above. Go through the sentences and elicit answers to the following:
 1. What modal verb was added to sentence 2? [will]
 2. In sentence 3, what did *text all the time* change to? [are constantly texting]
 3. In sentence 4, what verb form did *travel* change to? [am traveling]
- **Present the grammar chart** Books open. Read the information in the chart aloud. Ss listen and read along. (Note: If desired, play the downloaded recording. Ss listen and repeat the examples.)
- **Understand the grammar** Say, "The chart shows different ways to talk about habits." Have Ss look at the first section of the chart. Ask, "What time expressions show that the sentences are about habitual actions?" [mostly, all the time, occasionally] Point out that *tends* is followed by *to*. Ask, "How do you know that *will* doesn't have future meaning in the last sentence?" [the frequency expression *occasionally*]
- Ask Ss to look at the second section of the chart. Ask, "What is the meaning of *when* in this sentence?" [whenever / at any time / if] Ask, "What word means *usually*? [normally] Say, "In this example, *when* and

normally tell us it's a habit. You could use simple present in both clauses, but present continuous emphasizes the longer background activity."

- Ask Ss to look at the third section. Remind Ss that present continuous is often used for activities in progress at the time of speaking, or in the present time "around now." However, using frequency expressions like *constantly* or *always* with this form suggests a habit that is more noticeable or frequent. (If Ss need extra help with frequency expressions, go to Grammar Extra, p. 145.)
- **Present In Conversation** Ask a S to read the information aloud. Write on the board:

When I'm away, I normally _____ my friend, but occasionally I'll _____.

Ask several Ss to complete the sentence with true information (e.g., *text*; *email*).

- B • **Preview and do the task** Say, "Complete the conversations with a correct form of the verbs given." Have Ss complete the task. Check answers with the class. Have individual pairs each read a conversation aloud.

Answers

1. B I tend to call.
A I don't call; 're; emailing.
2. B I'll; spend; I tend to use; check out.
A I'll get; don't reply.
3. B I'm, texting.
A don't text; tend to talk. calls; 's watching.

- Have Ss practice the conversations in pairs, taking turns playing each role.

About you

C Pair work

- **Preview and do the task** Say, "Write your own answers to the questions, using the grammar chart to help you." Have Ss complete the task. Go around the class, giving help as needed.
- Say, "Now take turns asking and answering the questions with a partner."

D Group work

- **Preview and do the task** Read the instructions aloud. Call on a few Ss to say how they would complete the example sentence (e.g., *my friends text me all the time*). Have Ss prepare their presentations. Go around the class, giving help as needed.
- When Ss have finished preparing their presentations, say, "Now listen to your classmates' presentations and ask questions." Elicit examples of questions and write them on the board (e.g., *How many text messages do you think you send every day? Does everyone in the family have a cell phone? Does anyone in your family still use a landline?*). Have groups complete the task. Group members report any interesting information from the presentations.

3 Speaking naturally

- Tell Ss to turn to Speaking Naturally on p. 138. (See the teaching notes on p. T-138.)

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?

Lesson C And why's that?

1 Conversation strategy

Why ask questions to find out or check information?

People often ask questions to find out new information that they need in order to fully understand a situation (e.g., *And why's that?*). They also use statement questions – questions that have the word order of statements, or direct word order – as a way to check that they have understood something that was said or done (e.g., *But you emailed her, right?*).

- **Set the scene** Write on the board:

How many friends do you have on your social networking site?

Do you agree to every request from people who want to be your friend? Why or why not?

Do you stay in contact with all of them?

How often do you edit your list and “unfriend” people?

Have a short class discussion to answer these questions.

- A** • **Preview and do the task** Write on the board:

How would you feel if someone “unfriended” you? (e.g., angry, hurt, insulted, upset, relieved, wouldn't care, depends who did it)

Would you take it personally?

Would you be offended?

- Call on several Ss to answer each question (e.g., *I wouldn't really mind; I don't go on social networking sites much anymore, so I wouldn't take it personally if someone took me off their list; Well, it depends. If a close friend “unfriended” me, I'd probably feel upset; it would be hard not to take it personally.*).
- After each question, have Ss raise their hands to show how they would feel. Record the numbers on the board. How does the class feel about being “unfriended”?

- B**  **CD1, Track 7**

- **Preview the task** Books closed. Read the instructions aloud. Tell Ss to write the answers.
- **Play the recording** Ss listen and write the answers. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss listen, read along, and check their answers. Check answers with the class. [Stan thinks it's no big deal. Alexa thinks you should let people know.]

- C** • **Present Notice** Say, “Notice how Alexa asks questions to find out new information, for example, *And why's that?* Find two more examples in the conversation.” [How did she find out? So why did you “unfriend” her?]
- Read aloud the information about statement questions from the *Notice* box. Explain that a statement question is a question in the form of a statement. Say, “One example is *But you emailed her, right?*” Point out the word order in the example. Say, “Find two more

examples in the conversation.” [I mean, you let her know? So you just delete people you're not in touch with?]

- D**  **CD1, Track 8**

- **Preview the task** Read the instructions aloud. Point out the example answer. Advise Ss to read through the conversation and the questions before they begin.
- **Do the task** Have Ss complete the task and then check their answers in pairs.
- **Play the recording** Ss listen and check their answers.

Answers

Alexa So, has anyone ever “unfriended” you?

Stan You mean, taken me off their friends list? I don't think so.

Alexa But you'd be fine with it if they did? It wouldn't bother you?

Stan No, I wouldn't mind at all. So you think it's bad, then?

Alexa It's not bad. It's just that Tammy didn't do anything wrong.

Stan So when is it OK, do you think?

Alexa Well, if they post obnoxious comments, for example.

Stan Hmm. And it's OK when you stop dating?

Alexa Well, yeah. That's probably a good reason, too.

Stan Right. But what should I do about Tammy?

Alexa I don't know. Just make sure you never “unfriend” me! OK?

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

Extra activity – groups

Write these questions on the board:

1. Should you tell people you are going to “unfriend” them?
2. What are some reasons to “unfriend” people?
3. If someone “unfriended” you, would you want to know the reason?

Group members discuss the questions and share their opinions of “unfriending.” Have groups report their opinions to the class.

2 Strategy plus

For information on the use of the Strategy Plus see Language notes at the beginning of the unit.

 CD1, Track 9

- **Play the recording** Books open. Ss listen and read along.

A  CD1, Track 10

- **Preview and do the task** Say, “Read the conversations. Underline the best question to continue each conversation.” Have Ss complete the task and then compare their answers in pairs.
- **Play the recording** Ss listen, read along, and review their answers. Check answers with the class.

Answers

1. So how do you keep in touch with people?
2. Yeah. But why do they do it?
3. But you’d say something if it was a good friend?

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

About you

B Pair work

- **Preview and do the task** Read the instructions aloud. Remind Ss to use questions and statement questions and to begin them with *And*, *But*, or *So* where appropriate. Call on a few Ss to suggest ways to continue the first conversation (e.g., *I text a lot. But do you use a social networking site?*). Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Have several pairs present one of their conversations to the class.

3 Listening and strategies

A  CD1, Track 11

- **Preview the task** Read the instructions aloud. Tell Ss to read the sentences before listening. Check that they understand them. Ask, “What does *my wall* mean? [a public space in the speaker’s personal social network profile] “What does *two-faced* mean?” [hypocritical or insincere, saying one thing to you and something else to other people]
- **Play the recording** **Audio script p. T-266** Ss listen and number the issues.
- **Play the recording again** Ss listen again and review their answers. Have Ss compare their answers in pairs. Check answers with the class.

Answers

1. We can’t agree on things.
2. My friend posts annoying stuff on my wall.
3. My friend is two-faced.
4. We’ve lost touch.

B  CD1, Track 12

- **Preview the task** Read the instructions aloud. Have Ss read the questions before they listen. Check that they understand the meaning of each one.
- **Play the recording** **Audio script p. T-266** Ss listen and circle the best question. Have Ss compare their answers in pairs. (Answers will be checked in Exercise C.)

C  CD1, Track 13

- **Preview the task** Say, “Now listen to the complete conversations and review your answers to Exercise B. Listen also to the solutions the speakers have for their friendship problems.”
- **Play the recording** **Audio script p. T-266** Ss listen and review their answers. Check answers with the class.

Answers

1. a; 2. b; 3. a; 4. b.

- **Play the recording again** Say, “Listen again. Write the important words of the solution you hear for each problem.” Ss listen and write.
- Have Ss discuss their answers in pairs and write a sentence for each solution. Check answers with the class: Have individual Ss each read a solution.

Possible Answers

1. He thinks he and his girlfriend should just stop talking about stuff that’s important.
2. He thinks he should text his friend and ask her to stop uploading silly photos.
3. She thinks she should probably ignore her friend.
4. She thinks she should call her friend and say she misses her.

About you

D Pair work

- **Preview the task** Read the instructions aloud. Point out the example reason for ending a friendship. Say, “You want to end a friendship because you don’t agree on important issues. What’s the best way to do it?” Elicit ideas. Ask, “What are some other possible reasons for ending a friendship?” (e.g., *the person posted private information about you, you’ve lost touch*).
- **Do the task** Have pairs write six reasons for ending a friendship—and for each reason, the best way to end it.
- Have several pairs report one of their reasons and the way they would end the friendship.

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?



Lesson D Online footprints

1 Reading

- **Set the scene** Books closed. Say, "Do you or your friends use a social networking site?" Have Ss raise their hands if they do. Ask, "Do you ever worry about the things you post on your wall? Raise your hand if you do."

A Prepare

- **Preview the task** Books open. Ask, "What is an *online footprint*?" Have Ss call out their guesses (e.g., *an impression people get of you from online content*). Ask, "What is *digital dirt*?" Have Ss call out their guesses (e.g., *online material that doesn't have good content*).
- Read the instructions aloud. Review the meaning of *scan*: Say, "Read quickly to find a particular piece of information – in this case, the meanings of *online footprint* and *digital dirt*. Don't read each word and don't stop to check your dictionary."
- **Do the task** Have Ss scan the article and find the explanations. Tell Ss to underline the explanations when they find them. Check answers with the class. [*online footprint*: an image of a person based on online content (para. 2); *digital dirt*: inappropriate online content (para. 1)] Elicit examples of inappropriate online content (e.g., *gossip, obnoxious remarks about someone, photos of you or people you know drinking, etc.*).

B www.cambridge.org/viewpoint/audio

Read for main ideas

- **Preview the reading** Read the title of the article aloud. Have Ss look at the pictures above the article. Say, "Look at the man. How many think the picture is appropriate to post online? Raise your hand." Count hands. Say, "How many think it's inappropriate?" Count hands. Ask a few Ss to give reasons for their choices (e.g., *Appropriate: Friends will think it's funny; Inappropriate: Parents, an employer, or a teacher might see it*).
- Say, "Look at the woman. How many think the picture is appropriate to post online? Raise your hand." Count hands. Say, "How many think it's inappropriate?" Count hands. Ask a few Ss to give reasons for their choices (e.g., *Appropriate: She's just having a good time; Inappropriate: She doesn't look like a responsible person*).
- **Do the reading** Say, "Read the article for the main ideas. Don't stop to check vocabulary." Ss read the article.
- Say, "Read the article again. What examples of digital dirt can you find? Write short answers." Have Ss complete the task. Check answers with the class. [*inappropriate photos (underage drinking) (para. 1); off-color (rude, offensive, nasty) jokes (Step 1); rude comments (Step 1); badmouthing (criticizing, saying bad things about) employers, teachers, etc. (Step 2); an unprofessional email address (Step 4); memberships in inappropriate online groups (Step 5)*]
- **Present Reading tip** Read the information aloud. Say, "Look at the first paragraph. What example

does the writer give?" [Ms. S. couldn't get her diploma because of pictures she posted on her social networking site.] Ask, "How does it illustrate the writer's argument?" [It shows what can happen when people have "digital dirt" online.]

C Check your understanding

- **Preview the task** Read the instructions aloud. Say, "Read each sentence and think about its main idea. Scan the article for a similar idea. When you find it, read the section carefully. Then write T or F. Remember to correct the sentences that are false."
- **Do the task** Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. T
2. T
3. T
4. F Eighty-three percent of job recruiters check candidates out online; half of these reject candidates based on digital dirt.
5. F The article recommends blocking comments from people who post rude things on your wall.
6. F The article suggests that you shouldn't join groups or campaigns that sound unprofessional.

About you

D React Pair work

- **Preview the task** Ask, "What do you think of Ms. S.'s story?" Remind Ss that this is a good opportunity to use *Well, . . . if they need time to think*. Write on the board:
Well, . . . I think it's . . .
Elicit ideas from the class to complete the sentence (e.g., *surprising, not surprising, unfair, common practice, typical*).
- Read the remaining questions aloud. Say, "Discuss these three questions with your partner. Remember to use questions and statement questions to find out or check information or opinions."
- **Do the task** Have Ss discuss the questions in pairs. Go around the class, giving help as needed.
- **Follow-up** Have a few pairs present their answers to the class.

Extra activity – groups

Write these questions on the board:

*Do you think that what happened to Ms. S. was fair?
Why or why not?*

*What kinds of things should be considered "digital dirt"?
What kinds of things shouldn't be?*

Groups discuss the questions and give their ideas. Groups report their ideas to the class.

2 Focus on vocabulary

- A**
- **Preview the task** Say, "The verbs in bold in these sentences are formal verbs used in the article." Read the instructions aloud. Say, "Scan the article and find the verb *obtain*. Carefully read the sentence where you found it. Now read the list of possible meanings. When you think you've found the meaning, read the sentence in the article again. Does the meaning you chose make sense in the context of the sentence? If it does, write the letter. If not, try another meaning." Ask, "Which letter will you write for sentence 1?" [g]
 - **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. g; 2. e; 3. f; 4. a; 5. b; 6. c; 7. d.

About you

B Pair work

- **Preview the task** Read the instructions and the example question aloud. Tell Ss to write their questions.
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Call on a few pairs to read aloud their questions for each verb.

Extra activity – pairs

Each pair joins another pair and takes turns asking and answering the questions they wrote for Exercise B.

3 Listening and speaking

A Pair work

Culture note:

During a debate, two teams (*for* and *against*) present oral arguments about, for example, an issue or a belief. For an online debate, an individual goes to a debate website and can either present a topic or respond to one. In addition, people can upload videos of themselves to the debate site.

- **Preview the task** Write *Yes* and *No* on the board as column headings. Read the online topic aloud. Ask, "How many reasons can you think of to support a *yes* answer? What about a *no* answer?" Elicit ideas from the class and write them under the appropriate heading (e.g., *Yes: Employers need to see what people are really like. It's public information. It helps employers decide if someone is a good fit for their company. No: It's personal information. People should be allowed to have a private life. It doesn't really show what a person would be like at work. It could give an employer the wrong impression.*).
- **Do the task** Say, "Make a list of *yes* answers and a list of *no* answers. We'll look at your reasons in the next exercise."

B CD1, Track 14

- **Preview the task** Read the instructions aloud.
- **Play the recording** **Audio script p. T-266** Say, "Listen and write *yes* or *no* under the correct picture." Check the answers with the class. [Rosa: Yes; Daniel: No]
- **Play the recording again** Say, "Read over your lists of reasons. Listen and check (✓) any reasons in your lists that Rosa and Daniel mention."
- Ss listen and check (✓). Have several Ss report to the class which of their reasons were used.

C CD1, Track 15

- **Preview the task** Read the instructions aloud. Say, "Read each sentence for the main idea. Notice the key words near the empty lines. Try to predict the missing words. You can test yourself by writing your guess beside the sentences before we listen." Give Ss time to read over the sentences.
- **Play the recording** **Audio script p. T-266** Ss listen and write.
- **Play the recording again** Ss listen, read along, and review their answers. Check answers with the class: Have individual Ss each read a complete sentence aloud.

Answers

- | | |
|------------------------|----------------------|
| 1. a. true personality | 3. a. very expensive |
| b. private information | b. have fun |
| 2. a. an interview | 4. a. work well |
| b. at work | b. with friends |

About you

D Class debate

- **Preview and do the task** Say, "Find a partner who has the same response as you to the debate question. Write as many reasons as you can think of to support your position."
- Pairs take turns presenting their arguments. The class votes *yes* or *no* on the topic.

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.

Writing vs. Conversation



- 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*, _____.

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~~ . . .)

Writing Making judgments

In this lesson

- Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Ask, “What is an argument?” [giving your opinion and your reason for it] Tell Ss to scan p. 18 to find the three aims. Call on individual Ss to tell the class. [plan an argument: Exercises A and C; contrast ideas: Exercise C; avoid errors with *whereas*: Exercise D (Common errors)]
- **Preview the writing** Say, “After working with the lesson aims, you’ll use them to write a script for an online debate.” Point out the task and read it aloud.

A Brainstorm

- **Preview and do the task** Read the instructions aloud. Elicit a few “yes” answers from the class (e.g., *They can see what the applicant’s private / social life is like. They can find out the applicants’ attitudes toward topics.*). Elicit a few “no” answers from the class (e.g., *A person’s work life can be very different from their social life. People have a right to privacy.*).
- Have Ss complete the task.

B Look at a model

- **Preview and do the task** Tell Ss to read the model debate script.
- Say, “When you contrast ideas, you show how they are different.” Ask, “In spoken English, what common word is used to contrast ideas?” [*but*] Point out *However* and *On the one hand*. Say, “These expressions are used to contrast ideas. Read the script again and find three more expressions.”
- Have Ss complete the task. Check answers with the class. [On the other hand; whereas; while]

C www.cambridge.org/viewpoint/audio

Focus on language

- **Present the grammar for writing chart** Read the information in the chart aloud, or play the recording.
- **Understand the grammar for writing** Have a S read the first two sentences aloud. Say, “These ideas are in contrast to each other. They are opposite views of how online profiles should be used.”
- Ask a S to read the next two sentences. Point out that *however* begins a sentence and is followed by a comma. Say, “*However* signals that a contrasting idea, or opposing view, is coming. The sentence with *however* always follows the idea it contrasts.”
- Say, “Look at the sentence that uses *while* / *whereas* / *but* to contrast ideas. Ask, “How is it different from the contrast that uses *however*?” [It’s a single sentence with two clauses separated by a comma.] Say, “The clause that begins with *while*, *whereas*, or *but* can come first or second. A comma must always come between the two clauses.”
- **Present Writing vs. Conversation** Have Ss look at the information in the box. Ask a S to explain it. [*However* and *whereas* are used more often in writing

than in conversation. *However* is more frequent in conversation than *whereas*.] (For more information, see Language Notes at the beginning of this unit.)

- **Preview and do the task** Say, “Review the ideas you wrote in Exercise A. Use them to complete the four sentences.” Point out *while* in #4. Ask, “How many clauses do you need to complete the sentence?” [two] Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read an answer.

D Write and check

- **Preview the task** Say, “Now write your own script for the debate. Look at numbers 1 to 4 in Activity C. What does each number represent?” [an argument]
- Say, “When you plan your arguments for the debate, write your *yes* reasons and your *no* reasons. Use these to help write your introduction. Then, explain each set of reasons. Write a concluding statement. Be sure to use expressions that contrast ideas.”
- **Present Common Errors** Read the information aloud.
- **Do the task** Have Ss complete the task.

Extra activity

Ss leave their paragraph on their desk for classmates to read. Ss go around the class reading five other Ss’ paragraphs. Ss count the contrasting expressions. Which was used most often? Which was used least often?

Vocabulary notebook *The right choice!*

If done for homework

Briefly present the *Learning Tip* and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning Tip*** Read the information aloud. Say, “In formal writing, such as school essays or business letters, use formal English. When writing informally to friends or family, informal English is fine. Always consider who will be reading what you write before you write it.”
- Say, “Look at the example. What are more formal ways to say *My neighbor is weird?*” [My neighbor is odd / strange / eccentric.] Ask, “How about, *My sister is touchy?*” [My sister is sensitive / easily upset.]
- **Present *Dictionary Tip*** Read the information aloud. Read the full form of each type of informal English aloud. Explain that *slang* means very informal, *colloquial* means that it is spoken more than it is written, and *taboo* means that it shouldn’t be said or written.

- A** • **Preview and do the task** Read the instructions aloud. Point out that the first answer has been done for them. Have Ss complete the task. Check answers with the class.

Answers

1. c; 2. a; 3. f; 4. b; 5. d.

- B** • **Preview and do the task** Read the instructions aloud. Tell Ss that they can invent a name or use a description, such as Friend A, grandmother, cousin, etc. Have Ss complete the task.
- Have a few Ss give the class their formal and informal descriptions.

C Word builder

- **Preview the Word Builder task** Say, “This Word Builder task presents some new formal and informal ways to talk about people. It will give you practice choosing the right words for formal and informal writing.”
- Tell Ss to find the meanings of the verbs in the boxes and then to match the formal and informal verbs.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

badmouth – criticize

bug – annoy

chill out (with) – relax (with)

get a kick out of (doing) – enjoy (doing)

hang out (with) – socialize (with)

- Say, “Now use each verb to say and write something true about people you know.” Have a S read the examples aloud. Ask, “What other change was made

to make the sentence more formal?” [One guy was changed to *One of my classmates.*]

- Have Ss complete the task. Have several Ss read one of their pairs of sentences aloud.

Extra activity – pairs

Student A writes the informal expressions from the page on separate slips of paper. Student B writes the more formal expressions. Pairs put their slips face-down on the table in two piles. Ss take turns turning over a slip from each pile. When they find a match, they keep both slips. The S with the most slips wins.

On your own

- **Present *On Your Own*** Read the instructions aloud. Ask Ss to use a small notebook to write down new words. Tell them to use alphabetical order – it will be easier to find the words later. Say, “Write three new informal words. Then find out what they are in formal English and write those down.”
- **Follow-up** At the start of the next class, have Ss report their new sets of words to the class. Classmates add them to their notebooks.

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.