

Unit 2 The media

Lesson A Celebrity culture

Grammar Adding information

(See Student's Book p. 21.)

The lesson reviews subject and object relative clauses and looks at their use as defining or non-defining clauses. (See also Grammar Extra on p. 146 for more information about relative clauses.)

Form

• Relative clauses

Many relative clauses start with a relative pronoun, but not all relative clauses need a relative pronoun. (See Object relative clauses, below.) The relative pronouns *that* and *who* are used to refer to people. The relative pronouns *that* and *which* are used to refer to things.

• Subject relative clauses

In subject relative clauses, the relative pronoun is the subject of the verb in the clause.

*There are TV shows **that / which** pay for plastic surgery.*

• Object relative clauses

In object relative clauses, the relative pronoun is the object of the verb in the clause. In these clauses, the relative pronoun is often left out.

*The celebrity gossip (**that / which**) you read often isn't true.*

• Which clauses that refer to a previous clause

A *which* clause can be a subject or an object relative clause. *Which* takes a singular verb when it is the subject.

Use

• Defining clause

A defining relative clause (sometimes called a *restrictive* relative clause) is used to identify the person or thing that is being talked about. It defines, identifies, or gives essential information about the noun.

*There are shows **that / which** pay for plastic surgery.*

*We love to read about the people (**who / that**) celebrities date.*

• Non-defining clause

A non-defining relative clause (sometimes called a *non-restrictive* relative clause) is not used to identify the person or thing that is being talked about. It gives extra information about the noun. A non-defining clause cannot begin with *that*. It is set off by commas.

*Reality shows, **which** make ordinary people famous, get millions of viewers every week.*

*Some like reading about celebrities' kids, **who** are usually kept away from the public.*

• Which

A *which* clause is used to add information about or comment on a previous clause. It is separated from the clause it is commenting on by a comma.

*Obsession with celebrity is normal, **which** is reassuring.*

*Some reality shows make people do dangerous things, **which** I think is silly.*



Corpus information

Who, that, and which

In subject relative clauses, *who* is more common than *that* to refer to people, and *that* is more common than *which* for things. In object relative clauses, *which* is not very frequent.

That is more common than *which* in defining relative clauses.

Non-defining and *which* clauses often give opinions as well as information.

Common errors

Do not use *which* for people, or *what* in relative clauses.

Grammar extra

(See Student's Book p. 146.)

Ss review relative clauses, relative pronouns, and the choice of singular or plural verb in a relative clause.



Corpus information

I mean

I mean is one of the top fifteen conversational expressions. It is the third most frequent two-word expression (after *you know* and *I think*).

Speaking naturally Which clauses

(See Student's Book p. 138.)

This section gives Ss practice in using *which* clauses in spoken English. *Which* clauses are usually separated from the main clause by a short pause. In addition, they often have a falling intonation.

Lesson B The impact of TV

Vocabulary in context Describing research

(See Student's Book p. 22.)

This lesson presents a number of useful noun and preposition combinations. Sometimes, more than one preposition can be used, but with a difference in meaning (e.g., *impact of*, *impact on*).

Vocabulary notebook What an effect!

(See Student's Book p. 29.)

The Learning Tip suggests that Ss find out what prepositions (if any) are used with a noun. Ss are encouraged to write a sample sentence to illustrate each possible noun + preposition combination.

Grammar Linking ideas

(See Student's Book p. 23.)

That clauses enable you to link ideas. For example, *that* can be used to connect these sentences: *It's clear. TV is central to our lives.* *That* clauses are usually objects or complements, but in academic writing can be subjects. (*That TV is central to our lives is clear.*) However, this use as subjects is not taught in this lesson. (See Grammar Extra on p. 147 for more information about *that* and *what* clauses.)

Form

That clauses are used after these structures:

- noun + *be*
*The big **problem is** that kids don't get enough exercise.*
- *be* + adjective
*It's **possible** that TV has a negative effect on reading skills.*
- *What's* + adjective + *be*
***What's disturbing is** that children see so much violence.*
- reporting verbs, e.g., *know*, *think*, *say*, *show*
*Experts **think** that there's a link between TV and poor test scores.*

Use

The structures listed above can introduce ideas such as opinions, facts, problems, etc. within the following *that* clause. The choice of the noun, adjective, or verb used with the structure can tell the listener how the speaker feels about the problem or fact. It can also tell the listener if another person's belief or opinion is being reported.

Grammar extra

(See Student's Book p. 147.)

Ss review and practice *that* clauses and *what* clauses.

Lesson C You know what gets me?

Conversation strategy Adding comments

(See Student's Book p. 24.)

A *which* clause can be used to comment on one's own statement or someone else's. In addition to keeping the conversation going and showing interest, these *which* clauses often add information or give an opinion on what was said.

- Commenting on one's own statement
I don't usually watch video clips, which is unusual, I guess.
I subscribe to a few websites, which is a great way to find new bands.
- Commenting on another's statement
A People do really dangerous things and video it.
B Which is stupid, I know.

Strategy plus You know what . . . ?

(See Student's Book p. 25.)

In conversations, *You know what . . . ?* is very useful for introducing a comment for two reasons. First, it gets the listener's attention. It suggests that the listener is going to hear new or surprising information. Second, it gives the listener an idea about how the speaker considers or feels about the information.

- *You know what . . .* + *be* + adjective
You know what's amazing / interesting / terrible?
- *You know what . . .* as subject
You know what gets me / bugs me / surprises me?
- *You know what . . .* + clause
You know what I don't like / love / heard?

Lesson D A bad influence

Reading

(See Student's Book p. 26.)

The Reading Tip explains that when building an argument, writers often ask a question and then answer it. The question can appear in the introduction or in the body of the argument.

Writing A one-paragraph essay

(See Student's Book p. 28.)

This lesson includes writing a one-paragraph opinion essay. It includes topic sentences, a technique for listing ideas, and

it points out a common error with the listing words *First* and *Lastly*.

- Topic sentences
Ss are given a model for topic sentences and learn that a topic sentence contains the main idea of a paragraph.
- Listing ideas
First, *Second*, *Third*, and *Finally* / *Lastly* are presented.
- Common error with listing words
The difference between *First* and *At first*, and between *Lastly* and *At last* is pointed out.

The media

In Unit 2, you . . .

- talk about the influence of the media and celebrities.
- add information with relative clauses.
- link ideas with *that* clauses.
- make comments with *which* clauses.
- use *You know what . . . ?* to introduce what you say.



Lesson A Celebrity culture

1 Grammar in context

A Who are the most popular celebrities in the news? Why are they famous? How do people follow the news about them?

B **CD 1.16** Listen to the podcast. Why is it normal to be interested in celebrities?



ONE-MINUTE PODCASTS



Everywhere we look these days, we see images of celebrities. Celebrity magazines, which outnumber news magazines, are on every newsstand. We love to read about the people that celebrities date, the clothes they wear, and especially their problems, which the media will often invent. Then there's reality TV. Millions of viewers avidly follow reality and talent shows, which make ordinary people into instant celebrities. There are even shows that pay for plastic surgery, so people can look like their favorite celebrity. So, why *are* we so obsessed?

Celebrity obsession is normal!

Well, there's a simple scientific reason for it, which might make you feel better about your own interest in celebrity gossip. Psychologists say it's natural for us to talk about or imitate the people who are the most successful in our society. In ancient times, people gossiped about kings and leaders, who were the celebrities of their day. Nowadays, it's actors, musicians, or athletes. And with TV and the Internet, they come right into our homes, which almost makes them part of the family.

So our obsession with celebrity is perfectly normal, which is reassuring – don't you think?

About you

C Pair work Answer the questions about the podcast. Then give your own view and add more information on each answer.

1. Which are more popular – celebrity magazines or news magazines?
2. Why can't we always believe celebrity gossip?
3. What do some people do to look like their favorite celebrities?
4. Why are celebrities so familiar to us?

The media

Introduce the theme of the unit Tell Ss that in this unit they'll be exploring the impacts of media. Elicit forms of media they encounter every day (e.g., *television, Internet, newspapers*). Read the unit aims aloud.

Culture note

The three celebrities pictured are Lady Gaga (an American pop singer, famous for her distinctive costumes and catchy pop tunes), Jay-Z (an American rapper and record producer), and Shakira (a Colombian pop star who sings in English and Spanish).

Lesson A Celebrity culture

1 Grammar in context

- **Set the scene** Say, "Write the names of three famous living people." Call on several Ss to say the names they wrote. Tell Ss to raise their hands if they have heard of the person. If several Ss raise their hands, write the name on the board.

- A** • **Preview and do the task** Books open. Say, "Most of you recognized the names on the board. These people are all celebrities."

- Ask, "Who are the most popular celebrities in the news?" Ss call out names. Ask, "Why are they famous?"

B  **CD1, Track 16**

- **Preview the task** Books closed. Read the title of the podcast aloud. Check that Ss understand the meanings of *obsession* (someone or something a person thinks about all the time) and *obsessed with* (unable to stop thinking or looking for information about someone or something).
- Write *image*, *invent problems*, and *imitate people* on the board. Elicit or explain the meanings (*image*: photo or picture; *invent problems*: make up stories; *imitate people*: do the same things as they do).
- Say, "Listen to the podcast about celebrity culture. Why is it normal for people to be interested in celebrities? Write an answer."
- **Play the recording** Ss listen and write. Replay the recording if necessary. Check the answer with the class. [Psychologists say it's natural to talk about or imitate the people who are the most successful.]
- **Play the recording again** Books open. Ss listen and read along. Say, "As you read and listen, 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 remaining vocabulary.

About you

C Pair work

- **Preview the task** Say, "Answer the questions using the information in the podcast. Then compare your answers with your partner."
- **Do the task** Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer.

Answers

1. Celebrity magazines.
2. Because the media often invent stories about celebrities and their problems.
3. Get plastic surgery.
4. Their images are everywhere.

- Tell pairs to give their own view and additional information on each answer. Get ideas from the class.
- **Follow-up** Call on several pairs to share their views.

Extra activity – groups

Write these questions on the board:

1. *When the media invent stories about celebrities, should the celebrities take legal action?*
2. *Should plastic surgeons agree to help someone look like a celebrity?*
3. *How much privacy should celebrities receive?*

Group members discuss the questions and share their opinions. Have a few groups report their ideas to the class.

2 Grammar

Figure it out

A  www.cambridge.org/viewpoint/audio

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answer in pairs. Check the answer with the class. [Sentence 1.]
- **Focus on the form and use** Underline the relative clauses on the board as shown:
 1. *We love to read about celebrities' problems, which the media will often invent.*
 2. *There are even shows that pay for plastic surgery.*
- Say, "The underlined sections of these sentences are *relative clauses*." Ask, "What is a relative clause used for?" [to give more information about a person or a thing] Point out sentence 1. Say, "In sentence 1, the relative clause gives extra information about the noun *problems*. The clause in sentence 1 is a *non-defining* relative clause." Write *non-defining* on the board next to sentence 1.
- Point out sentence 2. Say, "In sentence 2, the relative clause gives information that is necessary to explain the noun *shows*. The clause in sentence 2 is a *defining* relative clause." Write *defining* on the board next to sentence 2.
- **Present the grammar chart** Books open. Read the information in the chart aloud. Ss read along and repeat the examples. If desired, play the downloadable recording.
- **Understand the grammar** Have Ss look at the section on defining relative clauses. Ask, "Why are the clauses in bold *defining* relative clauses?" [They identify or define which nouns we are talking about. They give us essential information.]
- Have Ss look at the section on non-defining relative clauses. Ask, "Why are the clauses in bold *non-defining* relative clauses?" [They give extra information about the noun. If you remove them, the sentence still has a complete meaning.]
- Have Ss look at the first four example sentences. Ask, "When do you use the relative pronouns *that* and

which?" [to refer to things] Ask, "What words do you use in a relative clause to refer to people?" [*who* or *that*]

- Have Ss look at the defining relatives clauses. Ask, "In the second sentence, why are there parentheses around *who* and *that*?" [In a defining relative clause, when the relative pronoun is the object, the pronoun can be left out.]
- Have Ss look at the section on *which* clauses. Say, "Look at the two sentences. What do these *which* clauses do?" [They give opinions.] Ask, "Do they add an opinion about a noun or about the clause (the part of the sentence) before them?" [They add an opinion about the clause before them.] (For more information, see Language Notes at the beginning of this unit. For extra help with relative clauses, go to Grammar Extra p. 146.)
- **Present In Conversation** Read the information aloud.
- **Present Common Errors** Read the information aloud. Write on the board:

We love to read about the people which celebrities date.

It's natural to talk about celebrities, what we see as successful people.

Put an X next to each sentence and say, "These sentences are incorrect. What are the two mistakes? Check your grammar charts." [Sentence 1 uses *which* for people; Sentence 2 uses *what* in a relative clause.]

- B**
- **Preview the task** Read the instructions aloud.
 - **Do the task** Have Ss complete the task and then compare answers in pairs. Check answers with the class: Have individual Ss each read an extract.

Answers

1. (that / which); which; which
2. who / that; who; which
3. which; which; who
4. who; which

3 Viewpoint

Class activity

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read aloud one of the discussion questions.
- **Present In Conversation** Read the information aloud. Point out that *I mean* is used in the example sentence. Read the sentence aloud.
- **Do the task** Give Ss a chance to make some notes on the questions. Have Ss walk around the room asking

and answering the questions. Have several Ss report the answers they received.

Extra activity – pairs

Each pair writes the first part of five sentences about celebrities or obsession on a piece of paper (e.g., *The paparazzi are always following celebrities . . .*). Pairs exchange papers, read the sentences, and complete each one with a *which* clause (e.g., *which is their job, I guess*).

4 Speaking naturally

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

2 Grammar Adding information

Figure
it out

A Check (✓) the sentence that has a complete meaning if you remove the words in bold. Then read the grammar chart.

1. We love to read about celebrities' problems, **which the media will often invent**. ☐
2. There are even shows **that pay for plastic surgery**. ☐

Defining and non-defining relative clauses

Grammar extra
See page 146.

Defining relative clauses define, identify, or give essential information about a noun.

*There are shows **that/which pay for plastic surgery**.*

*We love to read about the people **(who/that) celebrities date** and the clothes **(that) they wear**.*

Non-defining relative clauses give extra information about a noun.

They do not begin with *that*. Notice the use of commas.

*Celebrity magazines, **which outnumber news magazines**, are everywhere.*

*It's natural to talk about celebrities, **who we see as successful people**.*

A *which* clause can add information or a comment to the clause before it.

*This obsession is normal, **which is reassuring**.*

*Celebrities come into our homes, **which almost makes them family**.*

In conversation ...

That is more common than *which* in defining relative clauses.
Non-defining and *which* clauses often give opinions as well as information.

Common errors

Do not use *which* for people, or *what* in relative clauses.

B Complete the interview extracts with *who*, *that*, or *which*. If you can leave them out, write parentheses () around them. Sometimes there is more than one correct answer.

1. **Miki** I like to read about the problems (+L+A+) celebrities are having, _____ makes me feel better about *my* problems. I don't want to know all the details of their marriages, _____ should be private, but . . . just a few things.
2. **Tariq** I'm interested in celebrities _____ can do other things. For example, there's Natalie Portman, _____'s a scientist. She's published in journals, _____ is interesting.
3. **Miguel** Well, I'll occasionally read the gossip in magazines, _____ is probably all untrue anyway. It's a distraction from work, _____ I think we all need. And it gives me something to talk about with my co-worker Jo, _____'s really into celebrity gossip and stuff.
4. **Salwa** Actually, I'm not interested in celebrities, _____ I feel set a bad example. You know, they often think they can do anything just because they're famous, _____ is ridiculous, really.

3 Viewpoint Who's into celebrity gossip?

Class activity Ask your classmates the questions. Are you a celebrity-obsessed class?

- Are you interested in celebrities? If so, what interests you about them?
- How closely do you follow celebrity gossip? Which celebrities are in the news at the moment?
- What other celebrity gossip have you heard about in the last year?

"I'm interested in the clothes that celebrities wear. I mean, they wear some weird things, which is always fun."

In conversation ...

Use *I mean*, . . . to repeat your ideas or say more.

4 Speaking naturally *which* clauses See page 138.

Lesson B *The impact of TV*

1 Vocabulary in context

A  CD 1.19 Read the article. Which research did you already know?

The problem with TV

Young people tune into TV for over four and a half hours every single day. That's an **increase in** TV viewing **of** 40 minutes a day compared to a few years ago. But it's not surprising that we're watching more TV. With all the latest technology, TV is now viewed online, on mobile devices such as phones and tablets, or on digital video recorders (DVRs). What's clear is that TV is central to our lives. But what kind of **impact** does it have **on** us?



1 Language development There is a lot of **research on** TV and its effects on children. What is most disturbing is that TV may have a negative **effect on** children's language development. While the results of studies vary, the opinion of most experts is that children under two should not watch TV.

2 Obesity An average teenager sees 6,000 food commercials a year, and most are **advertisements for** fast foods, candy, and sugary cereals. It is also likely that increased TV-viewing time contributes to inactivity. Experts claim that these are two of the main **reasons for the rise in** obesity among young people.

3 Literacy One **problem with** TV is that it reduces the time that students spend reading. Research shows that there is a direct **link between** reading and good test scores, and it's possible that TV viewing is one **cause of** poor test results.

4 Social skills There is also some **concern about** TV and its **influence on** behavior. In one survey, teachers complained that some shows encourage their students to behave badly. Other reports suggest that there is a **relationship between** watching too much TV and bullying.

B Complete the questions with prepositions. Use the article to help you. Then ask and answer the questions with a partner.

1. What's one reason _____ the increase _____ TV viewing over the last few years?
2. What does the article say about the effects of TV _____ children under two?
3. What foods are most food advertisements _____? Is there a problem _____ this?
4. What's another cause _____ the rise _____ obesity levels among young people?
5. What's the link _____ watching TV and reading? Why is there concern _____ this?
6. What impact does TV have _____ students' behavior?

Word
sort

C Which nouns in the article are followed by these prepositions? Write them in the chart. Some nouns take more than one preposition.

_____ about	_____ between	_____ for	<u>increase</u> in
	_____	_____	_____
_____ of	_____ on	_____ with	
_____	_____		



See page 29.

Lesson B *The impact of TV*

1 Vocabulary in context

- **Set the scene** Books closed. Say, "I want you to think about TV viewing. What are some good things and some bad things about television?" Write *Good* and *Bad* on the board as column headings. As Ss call out their ideas, write them under the appropriate heading (e.g., *Good: you can get national and world news, entertainment news; it's a good way to relax; you can watch your favorite shows; Bad: people watch too much; you don't get enough physical activity; some shows are just silly and mindless; some shows are too violent*).
- Say, "Too much TV viewing may cause problems." Write on the board:

obesity

literacy

Elicit definitions or explain these terms (obesity: being dangerously overweight; literacy: the ability to read).

A CD1, Track 19

- **Preview the task** Books open. Say, "Read the article about the problem with TV. Don't stop to check the meaning of new vocabulary. Just read for the main ideas. Underline any words you don't know."
- **Do the task** Ss read and underline. Say, "Look at your underlined words. Read the paragraphs they appear in. Try to guess the general meaning from the context." Give Ss a few minutes, then have Ss call out their underlined words. Have classmates give definitions or explanations of words they know. Help with any remaining vocabulary as needed.
- Ask, "Which information did you know, and which was new to you?" Have Ss discuss the article in small groups. Have groups report to the class.

- B** **Preview and do the task** Say, "Complete the questions with prepositions. Use the article to help you." Have Ss complete the task. Check answers with the class.

Answers

1. reason for; increase in
2. effects of TV on children
3. advertisements for; problem with
4. cause of; rise in
5. link between; concern about
6. impact . . . on

- Say, "Now ask and answer the questions with a partner. Use the article to help you, but don't read an answer directly from the article. You can review the information, but use your own words." Have a S read the first question aloud, and elicit ideas from the class (e.g., *People watch more TV now because technology makes it easier – you can watch shows online, on DVRs, or on cell phones*). Have Ss work with their partner to ask and answer the questions. Have a few pairs share their responses with the class.

- **Follow-up** Write on the board:

What do you think about this issue?

Do you agree that it's as bad as the article says, or do you disagree?

Do you see this issue in your own environment?

Ask four Ss each to use these questions to lead a discussion on each of the four issues raised in the article.

Word sort

- C** • **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

concern about
link between; relationship between
advertisements for; reasons for
cause of
increase in; rise in
problem with:
effects on; impact on; influence on; research on

Extra activity – pairs

Pairs develop rules designed to reduce the impact of TV on children. The rules should offer solutions for all four issues mentioned in the article (e.g., *TV on the weekend only, compulsory reading, and exercise times*). Several pairs present their rules to the class. The class votes on the best rules.

Tell Ss to turn to Vocabulary Notebook on p. 29 of the Student's Book. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-29.)



2 Grammar

Figure it out

A  www.cambridge.org/viewpoint/audio

- **Preview the task** Write on the board:
Children under two should not watch TV. This is the opinion of most experts.
- Ask a S to read the sentences aloud. Say, "Find a sentence in the article that links the two ideas." [While the results of studies vary, the opinion of most experts is that children under two should not watch TV.] Write on the board:
The opinion of most experts is that children under two should not watch TV.
Ask, "What words have been added?" [is that]
Ask, "What words have been deleted?" [This is]
- **Do the task** Say, "Rewrite each pair of sentences as one sentence. Use the article on page 22 to help you." Have Ss complete the task and then compare answers in pairs. Check answers with the class. Write the answers on the board. Underline the *that* clauses.

Answers

1. The opinion of most experts is that children under two should not watch TV.
2. It's not surprising that we're watching more TV.
3. It's clear that TV is central to our lives.
4. Research shows that there is a direct link between reading and good test scores.

- **Focus on the use** Elicit answers to the following:
 1. What is the opinion of most experts? [that children under two should not watch TV]
 2. What's not surprising? [that we're watching more TV]
 3. What's clear? [that TV is central to our lives]
 4. What does research show? [that there is a direct link between reading and good test scores]

- **Present the grammar chart** Books open. Read the information in the chart aloud. Ss read along and repeat the examples. If desired, play the downloadable recording.
- **Understand the grammar** Ask Ss to look at *that* in the four patterns in the chart. Say, "People often leave out *that* when they link ideas." Have individual Ss read a sentence from the chart, omitting *that*. (For more information, see Language Notes at the beginning of this unit. For extra help with *that* clauses, go to Grammar Extra p. 147.)
- **Present In Conversation** Read the information aloud. Say, "Write a statement to give your view on the article on p. 22. Use one of the expressions from the box."

- B**
- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. say / think / know / show that people who watch TV spend more on consumer goods.
2. that the majority of families . . .
3. is that most people multitask . . .
4. shows that young people who watch a lot of TV . . .
5. is that it's not good for anyone . . .
6. is that TV is a good thing because . . .
7. is that there are too many commercials . . .
8. that children are watching . . .

About you

C Pair work

- **Preview and do the task** Read the instructions and the example aloud. Point out the *that* clauses. Encourage Ss to use them in their discussions. Have Ss complete the task.

3 Listening and speaking

A  CD1, Track 20

- **Preview and do the task** Read the instructions aloud.
- **Play the recording** Audio script p. T-266 Ss listen and write the letters. Check answers with the class.

Answers

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

B  CD1, Track 21

- **Preview the task** Read the instructions aloud. Say, "Listen and write a couple of words to help you remember the alternative views – don't write complete sentences."
- **Play the recording** Audio script p. T-266 Ss listen and make notes.
- **Play the recording again** Ss listen and review their answers, then write the reasons as complete sentences.

Possible answers

1. Maggie says one good thing about TV is that there are a lot of good educational programs.
2. Howard says what's important is that kids are not just sitting and watching TV. They're playing games and sports on TV, too.
3. Daniela says it's likely that when kids watch TV with their parents, they learn more vocabulary and language skills.
4. Isabel says it's unlikely that TV is the only reason for bad behavior. She says family has a big effect on kids and their behavior.
5. Tony says it's good that there is a lot of effort to help kids get out and play and make healthy choices.

About you

C Pair work

- **Preview and do the task** Read the instructions and have pairs complete the task.
- **Follow-up** Call on individual Ss to report their answers.

2 Grammar Linking ideas

Figure
it out

A Rewrite each pair of sentences as one sentence. Use the article on page 22 to help you. Then read the grammar chart.

- Children under two should not watch TV. This is the opinion of most experts.
- We're watching more TV. It's not surprising.
- TV is central to our lives. It's clear.
- There is a direct link between reading and good test scores. Research shows this link.

that clauses

Grammar extra
See page 147.

You can use a *that* clause after these structures. In conversation people often leave out the word *that*.

noun + <i>be</i>	<i>One problem with TV is (that) it reduces students' reading time.</i>
<i>be</i> + adjective	<i>It's clear (that) TV viewing contributes to inactivity.</i>
<i>What's</i> + adjective + <i>be</i>	<i>What's disturbing is (that) TV may have an effect on language development.</i>
verbs, e.g., <i>know, think, say, show</i>	<i>Experts claim (that) watching TV is one cause of obesity.</i>

In conversation . . .

Common expressions with *that* clauses:

The thing / problem / point is that . . .

What I'm saying is that . . .

My feeling / opinion is that . . .

B Rewrite the sentences using a *that* clause. Start with the words given, and add a verb when necessary.

- People who watch TV spend more on consumer goods. *Experts . . .*
- The majority of families have TV on during mealtimes. *It's disturbing . . .*
- Most people multitask and do other things while watching TV. *What's interesting . . .*
- Young people who watch a lot of TV are not very happy with their lives. *One recent study . . .*
- It's not good for anyone to have a TV in the bedroom. *My feeling . . .*
- TV is a good thing because there are lots of good educational programs. *My opinion . . .*
- There are too many commercials and not enough good shows. *The problem with TV . . .*
- Children are watching so much TV these days. *Teachers are concerned . . .*

About
you

C Pair work Discuss your reactions to the sentences in Exercise B.

"I'm not surprised that there's a link between spending and watching TV. What I'm saying is that . . ."

3 Listening and speaking It's really interesting that . . .

A  CD 1.20 Listen. Five people are reacting to information from the article on page 22. Which topic does each person talk about? Write the letters a, b, c, or d.

- | | |
|------------------|-------------------------|
| 1. Maggie _____ | a. Language development |
| 2. Howard _____ | b. Obesity |
| 3. Daniela _____ | c. Literacy |
| 4. Isabel _____ | d. Social skills |
| 5. Tony _____ | |

B  CD 1.21 Listen again. Write the alternative opinion each person gives.

- Maggie says one good thing about TV is that . . .

About
you

C Pair work Discuss your sentences in Exercise B. Do you agree with the points each person makes?

"I think Maggie is right. What's interesting is that people never talk about how good TV can be."

Lesson C *You know what gets me?*

1 Conversation strategy Adding comments

A How often do you watch online video clips? What different kinds of clips are there?
Do you watch movies online, too?

B  CD 1.22 Listen. What does Anna think about video clips? How about Pedro?



Anna Did you see that video clip I emailed you?

Pedro Um, no. I don't generally tend to watch them, which is unusual, I guess. What was it?

Anna Oh, it's a couple of talking cats. It's hilarious.

Pedro Yeah? I don't mind the funny ones. You know what I don't like? People do really dangerous things and video it – like riding bikes off walls.

Anna Which is stupid, I know.

Pedro You know what gets me, too? Some of the home videos people post. They're so boring.

Anna That's true. But you know what's amazing? The number of hits they can get. I mean, they get millions.

Pedro Which is incredible. I just don't get it.



C **Notice** how Anna and Pedro use relative clauses with *which* to comment on their own and each other's statements. Find more examples in the conversation.

"People do really dangerous things and video it . . ."

"Which is stupid, I know."

D  CD 1.23 Complete the conversations with the comments in the box. Then listen and check. Practice with a partner.

- A** What kinds of video clips do you tend to watch?
B Mostly music. I subscribe to a few websites, _____.
- A** Do you ever watch those video debates on news sites?
B Yeah, they're good. People have very different views on things.
A _____. I like to hear different opinions – it makes you think.
- A** Do you ever upload your own videos online?
B My brother does. He'll video anything – even the wall – _____.
- A** Do you email video clips to your friends all the time?
B No. It's a pain. I have a friend who's *always* sending clips, _____.
I'll only send one if it's really interesting or funny.
A _____.

- which is kind of weird
- which is a great way to find new bands
- Which is interesting
- Which is fine
- which is really annoying

About
you

E **Pair work** Ask the questions in Exercise D, and give your own answers. Add comments with *which* . . . where possible.

Lesson C You know what gets me?

1 Conversation strategy

Why add comments in a conversation?

In conversation, people often use a *which* clause to comment on their own statement or on another speaker's. Adding a comment to another person's statements in a conversation shows interest and active listening.

- A**
- **Set the scene** Books closed. Ask, "How often do you watch online video clips?" Call on several Ss. Ask, "What different kinds of clips are there?" Have several Ss answer (e.g., *music, politics, TV commercials, comedy, funny pets, and animals*). Write their answers on the board. Say, "Look at the kinds of video clips. Which ones do you enjoy? Are there any that don't interest you at all?" Have several Ss tell the class.
 - Ask, "Do you watch movies online, too?" Find out how many Ss watch movies online and why.
 - Preview vocabulary with the class. Write on the board:
dangerous / hilarious / hits
 1. *This site is really popular. It gets a lot of _____.*
 2. *That's _____. You could really hurt yourself.*
 3. *That video's _____. I couldn't stop laughing.*

Have Ss call out the correct word to complete each sentence.

B CD1, Track 22

- **Preview the task** Books closed. Say, "Listen to Anna and Pedro's conversation. What does Anna think about video clips? How about Pedro? Write the answers." Tell Ss that Pedro mentions three things.
- **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 review their answers. Check answers with the class. [Anna likes them. Pedro doesn't tend to watch them, but he doesn't mind the funny ones. He doesn't like it when people do really dangerous things and video it. Also, he doesn't like people's home videos because they're boring.]

- C**
- **Present Notice** Read the information aloud. Have a pair of Ss read the example aloud. Say, "Read the conversation and find the other comments that are relative clauses with *which*." [which is unusual, which is incredible]
 - **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D CD1, Track 23

- **Preview and do the task** Say, "Complete the conversations with the comments in the box." Have Ss complete the task and then compare their answers in pairs.
- **Play the recording** Say, "Now listen and check your answers." Check answers with the class.

Answers

1. b; 2. c; 3. a; 4. e; d.

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

About you

E Pair work

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Walk around the class, giving help as necessary.
- **Follow-up** Ask a few pairs to read one of their new conversations aloud.

Extra activity – pairs

Pairs write a conversation similar to Anna and Pedro's using ideas from Parts D and E. They can choose types of video clips from the list on the board or choose their own. Pairs present their conversation to another pair. A few pairs present their conversation to the class.

2 Strategy plus

You know what . . . ? can be used to introduce a comment on what the speaker is going to say. It's useful because it gives an idea about the speaker's feelings and it focuses the listener.

 CD1, Track 24

- **Present Strategy Plus** Have Ss cover the information box at the top of the page. Tell Ss to look back at the conversation on p. 24 and find examples of *You know what . . . ?* [You know what I don't like?; You know what gets me, too?; But you know what's amazing?]
- Ss uncover the Strategy Plus box. Read the information and the examples in Strategy Plus aloud. Ask, "Are the examples commenting on something that someone just said, or are they introducing a new comment?" [introducing a new comment]

- A** • **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class: Have individual Ss each read an answer aloud.

3 Strategies

- A** • **Preview the task** Say, "Complete the *You know what . . . ?* expressions with your own ideas. Then circle the best *which . . .* comments."
- **Do the task** Have Ss complete the task. Check answers with the class. Have a pair of Ss each read a conversation aloud. After each conversation, ask individual Ss to say how they completed the *You know what . . . ?* expression.

Possible answers

1. A It's good that you can watch movie trailers online before you see a movie.
B But you know what gets me? The trailers always look exciting. But then, when you see the movie, it's often not that good, which is a pain.
2. A We usually watch movies on DVD. But you know what annoys me? They often get stuck – like right at the best part . . .
B Which is really annoying. The problem is that they get scratched.
3. A You know what's interesting? Even though you can watch movies online and everything, the research shows that people still like to go to movie theaters.
B Which isn't surprising, really. It's more fun to watch on a big screen.
4. A I hate it when people tell you how a movie ends before you watch it.
B Yeah. But you know what frustrates me? Some people tell you every detail, which is just so boring.

Answers

1. You know what interests me? We like to watch people's home videos – why is that?
2. You know what's amazing? People waste so much time watching this stuff.
3. You know what I like? Anyone can be creative and make a video to upload.
4. You know what gets me? People upload videos of their friends without their permission.
5. You know what scares me? I might be on an embarrassing video and not know.
6. You know what's fun? Some of the ads. They can be hilarious.

About you

B Pair work

- **Preview and do the task** Read the instructions aloud. Ask a pair of Ss to read the example conversation aloud. Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** For each expression, have a S tell the class his or her *You know what . . . ?* statement. Call on several Ss to reply to it.

- B** • **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss work individually to write answers to the questions. Then have Ss walk around the class and ask several classmates the questions.
 - **Follow up** Ask Ss to call out answers. On the board, make a list of good things and bad things about online movies and videos.

Extra activity – individuals / groups


Write on the board:

people who are obsessed by celebrities
celebrity gossip
violent TV shows / video clips
families that eat dinner in front of the TV

Ss write a few sentences about one of these topics or choose one of their own. Ss identify the topic and give an opinion. Remind Ss to use a *which* clause and *You know what . . . ?* with their opinions (e.g., *You know what drives me crazy? People who are obsessed by celebrities. They know every little fact about these people. It's all they can talk about, which can be really boring.*).

Ss each read their sentences in small groups. Group members respond to each opinion.

2 Strategy plus *You know what . . . ?*

 CD 1.24 You can use ***You know what . . . ?*** to introduce a comment on what you are going to say.

You know what's *amazing?*

You know what *gets me?*

You know what *I don't like?*

But you know what's *amazing?* The number of hits they can get.



A Circle the best option to complete the ***You know what . . . ?*** expression. Compare with a partner.

1. You know what **interests me** / **I hate**? We like to watch people's home videos – why is that?
2. You know what's **amazing** / **so nice**? People waste so much time watching this stuff.
3. You know what's **bad** / **I like**? Anyone can be creative and make a video to upload.
4. You know what's **great** / **gets me**? People upload videos of their friends without permission.
5. You know what **scares me** / **I love**? I might be on an embarrassing video and not know.
6. You know what's **fun** / **annoying**? Some of the ads. They can be hilarious.

About
you

B **Pair work** Start conversations with six of the ***You know what . . . ?*** expressions in Exercise A. Do you agree with each other's views?

A *You know what I hate? All those advertisements that come on before the videos.*

B *I know. They can be annoying. But they're not before every video.*

3 Strategies Watching movies

A Complete the ***You know what . . . ?*** expressions with your own ideas, and circle the best ***which . . .*** comments. Then practice the conversations with a partner.

1. A It's good that you can watch movie trailers online before you see a movie.
B But you know what _____? The trailers always look exciting. But then, when you see the movie, it's often not that good, which is **fun** / **a pain**.
2. A We usually watch movies on DVD. But you know what _____?
They often get stuck – like right at the best part . . .
B Which is really **annoying** / **nice**. The problem is they get scratched.
3. A You know what _____? Even though you can watch movies online and everything, the research shows that people still like to go to movie theaters.
B Which is **terrible** / **isn't surprising**, really. It's more fun to watch on a big screen.
4. A I hate it when people tell you how a movie ends before you watch it.
B Yeah. But you know what _____? When people tell you every detail about a movie they've just seen, which is just so **exciting** / **boring**.

About
you

B **Class activity** Prepare answers to the questions. Give reasons. Then survey the class. What is the consensus?

- What do you think about online movies and videos?
- Do you have any concerns about their content?
- What are the good things about them? What are the problems?

A *Well, one problem with some of the music videos is that they can be offensive.*

B *I agree. You know what gets me? All that bad language, which is just awful.*

Lesson D *A bad influence?*

1 Reading

A Prepare Which of these statements about violence in the media do you agree with?

1. It can make people aggressive.
2. It's just harmless entertainment.
3. It's harmful to children.
4. It should be banned.

B  **Understanding viewpoints** Read the article. Which of the statements in Exercise A would the writer agree with? Find reasons for your answers in the article.

NOT JUST A GAME



¹ Whether we like it or not, violence is part of all mass media. It's on TV and the Internet, in movies, music, and the video games people play. What is most disturbing perhaps is that it's not just in adult entertainment. On a typical Saturday morning, children's television shows up to 25 acts of violence per hour, which means that by the age of 18, the average person has witnessed around 200,000 violent acts. [1 ____]

² What kind of impact does this have on young people? Over 25 years ago, psychologists found that elementary-school children who watched many hours of violence on television had more aggressive behavior as teenagers. In recent years, however, researchers have turned their attention to the problem of violence in video games, which are now a more popular form of entertainment than movies.

³ One disturbing trend in video-game design is the number of games that include extreme violence and killing. Critics of video games are concerned about the impact that these types of video games can have, especially on young people. Violent games are often blamed for aggressive behavior on school playgrounds and, in extreme cases, for the rise in school shootings.

⁴ However, are violent video games the cause of violent behavior? [2 ____]

⁵ Psychologists claim that there is evidence to suggest that playing violent video games really does make people feel, think, and behave more aggressively.

[3 ____] The research also suggests that video games have a greater influence than television because they are interactive and players identify with and take on the role of the killers in the games.

⁶ There are games that reward players for positive, pro-social behaviors such as cooperating or sharing. However, children tend to prefer games that require them to be aggressive, violent, or competitive in order to win. One point that critics of violent video games make is that these games are regularly used as part of military training, where the aim is to desensitize the players to killing. The same seems to be happening to young people, they say.

⁷ [4 ____] In one study, 80 percent of junior high school students said they were familiar with a particular violent computer game, but fewer than 5 percent of parents had even heard of it, which proves how little parents are engaging with this complex issue.

⁸ Isn't it time for us all to take more interest in the effect that media violence has on us, and do something about it?

Reading tip

Writers often ask a question and then answer it to build their argument. (See paragraphs 2 and 4.)

C Read for detail Where do these sentences fit in the article? Write the correct letters in the spaces. There is one extra sentence.

- a. Furthermore, children who enjoy aggressive video and computer games show less pro-social behavior, such as helping people.
- b. Parents need to be more aware of the violent games that their children are playing.
- c. Parents of teenagers are also concerned about violent music lyrics.
- d. By the age of 11, a U.S. child will typically have seen 8,000 murders on TV.
- e. The short answer seems to be "yes."

Lesson D *A bad influence?*

1 Reading

- **Set the scene** Read the title of the lesson aloud. Ask, “What is a bad influence?” [A *bad influence* is something that sets a bad example. It could cause someone to act in a way that isn’t good for them.] Ask, “What are some things that can be a bad influence?” Have Ss call out their ideas (e.g., *seeing people smoking, TV ads for junk food, extreme sports*).

A Prepare

- **Preview and do the task** Read the instructions aloud. Ask, “Where do we find violence in the media?” Ss call out their ideas (e.g., *song lyrics, comic books / manga, cartoons, TV shows, Internet videos, video games*).
- Ask a S to read the four statements aloud. Say, “Raise your hand if you agree with the statement. You can agree with more than one statement.” For each statement, ask a few Ss why they agree or disagree.

B www.cambridge.org/viewpoint/audio

Understanding viewpoints

- **Preview the reading** Write on the board, underlined as shown:
The video clip is short. It’s just 3 minutes.
CDs usually cost \$20, but this one’s just \$5.
Ask “Why is *just* used in these sentences?” [It makes the length of time and the cost seem small or unimportant.]
- Write the title of the article on the board and read it aloud. Tell Ss to look at the picture beside the title. Ask, “What are they doing?” [playing a video game] Ask “How do you think they feel?” Call on several Ss to answer (e.g., *really into it, determined, they’re concentrating / obsessed*).
- Point to the title on the board. Underline *not just*. Ask, “What do you think it means when something is *not just a game*?” Have Ss call out their ideas (e.g., *It’s not a small thing, it’s important*).
- Explain that in this article, *not just a game* means “not only harmless entertainment, but something more, which may not be good.”
- **Do the reading** Say, “Read the article for the main ideas. Don’t stop to check vocabulary.” Ss read the article. (Note: If desired, play the downloadable recording.)
- Say, “Read the article again. Which of the statements in Exercise A would the writer agree with? Circle the number of the statements. Find reasons for your answers in the article. Write the numbers of the paragraphs where you find the reasons.”
- Check answers with the class. [The writer would agree with statements 1 and 3. (The writer may also agree with statement 4; however, the article does not state this explicitly.)]
- Have Ss call out the numbers of the paragraphs where they found the reasons for their answer choices. [Statement 1: paragraph 5; Statement 3: paragraphs 2, 3, 6, and 7.]

- **Present Reading Tip** Read the information aloud. Say, “Look at paragraph 2. What question does the writer ask?” [What kind of impact does this have on young people?] Ask, “What is the question in paragraph 4?” [However, are violent video games the cause of violent behavior?]
- Ask, “When you see a question in an article or other formal writing, what can you predict?” Elicit ideas from Ss. Say, “A question gives you an idea about what you will read next – the answer to the question and an important part of the writer’s argument.”

C Read for detail

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. d; 2. e; 3. a; 4. b.
Sentence c is the extra sentence.

Extra activity – groups

Write these questions on the board:

Which is more likely to cause aggressive behavior in children and teens – violent song lyrics or violent video games?

What are some solutions for the problem of violence in the media?

Groups discuss the questions and give their ideas. When Ss finish their conversations, they report their ideas to the class.

2 Focus on vocabulary

- A**
- **Preview the task** Read the instructions aloud. Read sentence 1 aloud. Point out the underlined idea and the formal expression. Have a S read sentence 1, substituting the formal expression. Ask, “How many words are in the expression?” [four] Point out the number 4 in parentheses. Point out the paragraph number where the expression can be found.
 - **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read a sentence.

Answers

1. turned their attention to
2. extreme
3. Critics of
4. identify with
5. were familiar with
6. complex issue

About you

B Pair work

- **Preview the task** Ask, “What new facts did you learn from the article? How did the information affect your views on violence in the media?” Ask a S to read the example answer aloud. Say, “Scan the article to refresh your memory about a fact or facts that you’d like to talk about. Then discuss with a partner.”
- **Do the task** Have Ss complete the task. Go around the class, and help as needed.
- **Follow-up** Call on several Ss to report an interesting aspect of their discussion.

Extra activity – groups

Student A reads one of the underlined expressions from Exercise A aloud. With book closed, Student B says the more formal expression. Partners take turns reading and responding.

3 Listening and speaking

A CD1, Track 25

- **Preview the task** Read the instructions aloud. Read the three choices.
- **Play the recording** **Audio script p. T-267** Ss listen and circle their choice. Check the answer with the class. [b]

B CD1, Track 26

- **Preview the task** Read the instructions and the five statements aloud.
- **Play the recording** **Audio script p. T-267** Ss listen and circle their choice.
- **Play the recording again** Ss listen and review their answers. Check the answers with the class: Have individual Ss each read an answers aloud.

Answers

1. The speaker does not agree that violent entertainment makes people aggressive.
2. Over the last 25 years, there has been a drop in violent youth crime.
3. Around 90 percent of boys and 40 percent of girls play video games.
4. He says that people can tell the difference between fact and fiction.
5. He claims that there is no evidence that games turn people into killers.

About you

C Group work

- **Preview the task** Read the instructions aloud. Tell Ss to read the discussion questions. If necessary, replay the recording for Part B. Remind Ss to use the conversation strategies in Lesson C (e.g., *You know what surprised me? Crime statistics. It’s interesting that they’ve gone down. Those video games probably only influence people who are already aggressive, which makes total sense.*).
- **Do the task** Have Ss discuss the statements. Go around the class, and help as necessary.
- **Follow-up** Have groups report on an interesting point raised in their discussions.

Extra activity – class

Divide the class into two teams. One team prepares statements that support banning the sale of violent video games. The other team prepares statements that oppose it. Teams should also make a list of questions to ask the opposing team. (Note: If the class is large, divide it into groups of five or six Ss.) The class (or groups) then has a short debate. Ss from each side present their arguments and then take turns asking and answering their questions. At the end, the class takes a vote on banning the sale of violent video games.

2 Focus on vocabulary Formal expressions

A Find more formal ways in the article of expressing the underlined ideas. Write the number of words indicated.

turned their attention to

1. Researchers have started looking at video games. (4 words: para. 2)
2. Some games have really bad violence and killing. (1 word: para. 3)
3. People who don't like video games say they are harmful. (2 words: para. 3)
4. Players think they are like the characters in the games. (2 words: para. 5)
5. Children knew about games that their parents hadn't heard of. (3 words: para. 7)
6. Violence in video games is a very difficult subject. (2 words: para. 7)

About
you

B Pair work What new facts did you learn from the article? How did the information affect your views on violence in the media? Discuss with a partner.

"I think it's interesting that the average person sees 200,000 violent acts by the age of 18. That has to have an effect on you . . ."

3 Listening and speaking They're just games!

A  CD 1.25 Listen to part of a lecture about violence and the media. Choose the best phrase to complete the summary of the speaker's argument.

There _____ between violence in the media and crime.

- a. is a clear link b. is no proof of a link c. are a number of links

B  CD 1.26 Listen again. Circle the correct option to complete the information about the lecture.

1. The speaker **agrees** / **does not agree** that violent entertainment makes people aggressive.
2. Over the last 25 years, there has been a **rise** / **drop** in violent youth crime.
3. Around 90 percent of boys and **14** / **40** percent of girls play video games.
4. He says that people **can** / **can't** tell the difference between fact and fiction.
5. He claims that there is **some** / **no** evidence that games turn people into killers.

About
you

C Group work Discuss the questions. Give reasons for your answers.

1. Were you surprised by anything the speaker said?
What did you find most interesting?
2. Do you think there is too much violence in the media?
3. Do you know people who enjoy violent entertainment?
Do they tend to be more aggressive?
4. Should we have the right to choose what we watch and play?
5. Is it possible to stop children from seeing extreme violence? If so, how?



Writing *Should it be banned?*

In this lesson, you ...

- use topic sentences.
- list ideas.
- avoid errors with listing expressions.

Task Write a paragraph.

Songs with violent lyrics make people more violent and should be banned. Do you agree or disagree?

- A Look at a model** Read the paragraph from an essay. Check (✓) the two good topic sentences below, and choose one to write in the space.

While many people feel that music with violent lyrics should be banned, we need to look closely at this argument. _____ First, the main problem with banning this music is that it becomes more attractive, especially to young people. People who did not listen to it before might become interested in it, which may make it even more popular. Second, there is no proof that this music makes people violent. A lot of people enjoy it, which does not mean that they are violent people. Finally, people can find all kinds of music on the Internet, which means that a ban will not work.

Topic sentences

A topic sentence gives the main idea or topic of a paragraph. The other sentences should support the main idea.

- ☐ a. Music is something that everyone loves.
- ☐ b. I like this type of music.
- ☐ c. It is unlikely that a ban will work for several reasons.
- ☐ d. This music does not make people more violent.
- ☐ e. There are at least three problems with banning this type of music.

- B Focus on language** Circle two more expressions in the paragraph in Exercise A that organize the ideas. Then read the grammar chart.

Listing ideas in writing



*There are at least three problems with banning this music. **First**, it may become more attractive to young people. **Second**, ... **Third**, ... **Finally**, / **Lastly**, people can find all kinds of music on the Internet.*

Writing vs. Conversation

- *First*, *Second*, *Finally*, and *Lastly* are much more common in writing.
- *First of all* is more common in conversation.

- C Brainstorm** What's your answer to the essay question? Think of three reasons to support your answer. Complete the sentences with your ideas. Then compare with a partner.

1. Say if you agree or disagree: *I agree/disagree with the statement that* _____
2. Give reason 1: *First*, _____
3. Give reason 2: *Second*, _____
4. Give reason 3: *Finally*, _____

- D Write and check** Now write a paragraph that gives your answer to the essay question and the reasons for it. Include a clear topic sentence. Then check for errors.

Common errors

Use *First* and *Lastly* when you list ideas.

There are two reasons for this.

First, this music is ... (NOT *At first*, ...)

Lastly, the Internet has ... (NOT *At last*, ...)

Writing *Should it be banned?*

In this lesson

- Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Tell Ss to scan p. 28 to find the three aims. Call on individual Ss to tell the class. [use topic sentences: Exercise A; list ideas: Exercise B; avoid errors with listing expressions: Exercise D (Common Errors)]
- **Preview the writing** Say, “In this lesson, we are going to look at a one-paragraph essay that gives reasons for an opinion.” Point out the essay question and read it aloud. Explain that they will write a one-paragraph essay on this topic to practice the three aims presented in this lesson.

A Look at a model

- **Preview the task** Have Ss read the paragraph. Ask, “Does the writer think songs with violent lyrics should be banned?” [no]
- Say, “Notice that there is a missing sentence. What do you think the writer might put in this sentence?” [his/her opinion; the answer to the question; an introduction to the reasons; a main idea]
- **Present Topic Sentences** Explain, “The missing sentence is the main idea of the paragraph. This is sometimes called a *topic sentence*.” Read the information in the box aloud.
- Say, “Paragraphs sometimes have topic sentences. It’s a good idea to have a strong topic sentence in each paragraph in formal writing because it helps the reader understand your point. It’s also useful for structuring the points you want to make.” Remind Ss that a one-paragraph essay requires a topic sentence.
- **Do the task** Have Ss complete the task. Check answers with the class. [sentences c and e]
- **Follow-up** Ask, “Why are sentences c and e good topic sentences?” [They introduce the main idea of the paragraph and give reasons that a ban won’t work.]

B www.cambridge.org/viewpoint/audio

Focus on language

- **Preview and do the task** Have Ss look at the paragraph again. Point out that *first* is circled. Say, “Read the paragraph again and circle two more expressions that organize ideas.” Have Ss complete the task. Check answers with the class. [Second, Finally]
- **Present the grammar for writing chart** Read the information in the chart aloud. (Note: If desired, play the downloadable recording.)
- **Understand the grammar for writing** Write the two correct topic sentences from part A on the board:

It is unlikely that a ban will work for several reasons.

There are at least three problems with banning this type of music.

Ask, “What do we know about the paragraph after reading these topic sentences?” [The writer doesn’t think a ban will work and is going to list the reasons or ideas.]

- Say, “Either of these topic sentences tells the reader what to expect in the paragraph. Using list words like *first*, *second*, *third*, and *finally* or *lastly* keeps your ideas clear and organized. If you have only two reasons, do not use *finally* or *lastly*.”
- **Present Writing vs. Conversation** Have a S read the information in the box.

C Brainstorm

- **Preview and do the task** Say, “What’s your answer to the essay question? Think of three reasons to support your answer. Then complete the chart.” Have Ss complete the task.
- Have Ss compare their charts in pairs. Say, “If you have any comments or suggestions, tell your partner.” Ask several Ss to read their reasons.

D Write and check

- **Preview the task** Read the instructions aloud.
- **Present Common Errors** Read the information aloud.
- **Do the task** Have Ss complete the task.

Extra activity

Ss leave their paragraphs on their desk for classmates to read. Ss go around the class reading each other’s paragraphs. Ss find other ideas that support their opinion. Several Ss report an idea they liked to the class. The class votes on the best idea with a show of hands.

Vocabulary notebook *What an effect!*

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, “When you write down a new noun, make a note of the preposition that follows it. Then use the noun + preposition in an example sentence. It’s a good idea to review and revise your lists regularly because some nouns can be followed by different prepositions.”

- A** • **Preview and do the task** Say, “Complete the notes and sentences with the correct prepositions.” Read the example aloud. Have Ss complete the task. Check answers with the class.

Answers

- | | |
|-----------------------------|--------------------------------|
| 1. advertisement <u>for</u> | 7. link <u>between</u> |
| 2. cause <u>of</u> | 8. problem <u>with</u> |
| 3. concern <u>about</u> | 9. relationship <u>between</u> |
| 4. effect <u>on</u> | 10. reason <u>for</u> |
| 5. influence <u>on</u> | 11. research <u>on</u> |
| 6. impact <u>on</u> | 12. rise <u>in</u> |

- Say, “Now add an idea to each sentence to replace the words in bold. Read the example aloud. Have Ss complete the task. Check answers with the class: Have several Ss each read out one of their new sentences.

- B** • **Preview the Word Builder task** Say, “This Word Builder task will help you learn and remember noun and preposition combinations.” Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

- | | |
|------------------------------|----------------------------------|
| 1. attitude <u>toward</u> | 3. information <u>about / on</u> |
| 2. connection <u>between</u> | 4. need <u>for</u> |

- Say, “Now use your own ideas to write one more sentence for each noun and preposition.” Have Ss complete the task. Have several Ss read one of their sentences aloud.

On your own

- **Present *On Your Own*** Read the instructions aloud. Have Ss create their own flip pads for five items they want to review.
- **Follow-up** At the start of the next class, Ss work in small groups to read their five sentences and copy examples they like from their classmates.

Vocabulary notebook *What an effect!*

Learning tip

Nouns and prepositions

When you write down a new noun, find out what prepositions (if any) are used with it. Write a short sentence and complete it with two or more ideas.

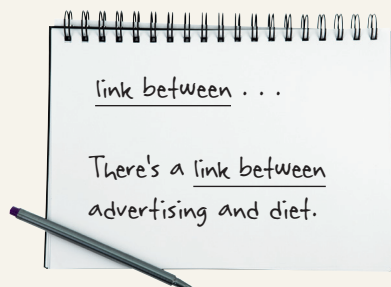
concern about
There is concern about obesity.
advertising.
television.

A Complete the notes and sentences with prepositions. Then add another idea that could replace the bold words in each sentence.

1. advertisement for _____ There are a lot of advertisements for ^{children's toys} **fast food** on television.
2. cause _____ One cause _____ low test scores may be **TV viewing**.
3. concern _____ There is a lot of concern _____ **childhood obesity**.
4. effect _____ Advertising may have an effect _____ **children's diets**.
5. influence _____ TV has a big influence _____ **children's behavior**.
6. impact _____ Television has an impact _____ **young children**.
7. link _____ There is a link _____ TV viewing and **language development**.
8. problem _____ One problem _____ television is **the number of commercials**.
9. relationship _____ There's a relationship _____ reading and **test scores**.
10. reason _____ What are the reasons _____ **obesity**?
11. research _____ The research _____ **TV viewing** is very clear.
12. rise _____ There has been a rise _____ **bullying in schools**.

B Word builder Find out which prepositions you can use with these nouns, and complete the sentences. Then use your own ideas to write one more sentence for each noun + preposition.

1. attitude _____ We should change our attitude _____ television and what it can offer.
2. connection _____ There seems to be a connection _____ the amount of television kids watch and their ability to pay attention.
3. information _____ We need more information _____ the effects of bullying.
4. need _____ There's a need _____ better programming on TV.



On your own

Make a flip pad of nouns and prepositions. Write a different noun on every page.