

# VIEWPOINT

TEACHER'S EDITION

2

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CAMBRIDGE  
UNIVERSITY PRESS

Cambridge University Press  
978-1-107-60156-7 - Viewpoint Teacher's Edition 2  
Michael McCarthy, Jeanne McCarten and Helen Sandiford  
Frontmatter  
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## CAMBRIDGE UNIVERSITY PRESS

32 Avenue of the Americas, New York, NY 10013-2473, USA

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[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781107601567](http://www.cambridge.org/9781107601567)

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First published 2014

Printed in Hong Kong, China, by Golden Cup Printing Company Limited

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

ISBN 978-0-521-13189-6 Student's Book

ISBN 978-1-107-60631-9 Workbook

ISBN 978-1-107-60156-7 Teacher's Edition with Assessment CD/CD-ROM

ISBN 978-1-107-66132-5 Class Audio CDs (4)

ISBN 978-1-107-67577-3 Presentation Plus

ISBN 978-1-107-65967-4 Blended Online Pack (Student's Book + Online Workbook)

Additional resources for this publication at [www.cambridge.org/viewpoint](http://www.cambridge.org/viewpoint)

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# Introduction

*Viewpoint* is an innovative new series for adult and young adult learners of English. It is a corpus-informed course, drawing on extensive research into the corpus of North American English in the Cambridge English Corpus – a large database of everyday conversations and texts that show how people actually use English. The database also includes the multimillion-word Cambridge Learner Corpus, which shows us how learners at different levels use English, what problems they have, and what the most common errors are at each level.

Corpus research ensures that learners using *Viewpoint* will encounter the most useful and widely-used words, phrases, and grammar in a range of everyday situations. The research also makes possible the introduction of the important syllabus area of conversation management strategies – for example, how to comment on one's own and others' statements, how to soften opinions, and how to build an argument or avoid topics of conversation. The result is a groundbreaking course of language and skills development that helps learners communicate naturally and effectively.

Easy and enjoyable to teach, *Viewpoint* is full of new and exciting ideas, offering a fresh approach to the teaching and learning of English. Here are some answers to the questions that people have asked us about the *Viewpoint* series.

## **Viewpoint is a corpus-informed course. What is a corpus exactly?**

A corpus is a database of spoken and / or written English. The texts in a corpus can be collected from a variety of sources. For example, texts in a written corpus may come from newspapers, magazines, books, or the Internet, while “texts” in a spoken corpus may come from everyday conversations between friends and family, strangers, coworkers, etc. *Viewpoint* was written using the corpus of North American English in the *Cambridge English Corpus* – a database that currently holds more than a billion words from spoken and written texts.

## **What kinds of information can you learn from a corpus?**

With computer software to analyze a corpus, we can find out the most commonly-used English words and expressions. The use of a corpus is a major innovation that makes it possible to develop an exciting new approach to learning English.

We used the Corpus to answer questions like these:

**What are the most frequent words and phrases in English?** By analyzing the Corpus, we can identify the most frequent words and expressions in everyday conversation. For example, we can find the top 50, 500, 1,000, or 5,000 words in the spoken Corpus and see how these are different from the most frequent words in the written Corpus. This ensures that students learn the most useful conversational words right from the beginning.

**Which English words are most likely to occur together?** We can find typical collocations, or words frequently used together, by looking at all the examples of an individual word and seeing what words most often precede or follow it. For example, we can identify the nouns that are most frequently used after the phrasal verb *run out of*. We learn that the top four are *time, money, space, and breath*. Another example is adjectives that are modified by *not quite* (*sure, right, true, clear, and certain*). This kind of information helps us present phrasal verbs, as well as other words and phrases, in natural and useful collocations.

**What are the most common meanings and uses of a particular grammar structure?** By using the Corpus, we can search for sophisticated grammatical patterns – for example, the future perfect continuous form – to see exactly when and how they are used and their most common meanings and contexts. We can also find out which adverbs are most commonly used with modal verbs. We can see which structures are more common in speaking than in writing and vice versa. Such information enables us to foreground the patterns and usage that are most frequent and appropriate.

**How do people manage conversations effectively?** By reading the multitude of conversations in the Corpus, we can see how people interact in real-life situations. For example, we see that people often signal their attitude to what they're saying by using *-ly* adverbs such as *seriously*, *clearly*, *luckily*, or *surprisingly*; they soften what they say by using *would* in expressions such as *I would think*, *I'd say*. We can also see different types of responses people make, for example, *I suppose*, *I think so*, *I guess not*. We see how people use rhetorical questions to make a point as well as how people add to or repeat their ideas with expressions like *What I'm saying is, . . .* or *I don't mean . . .* In sum, we learn how people use their grammar and vocabulary resources to create and maintain good relations with their conversational partners. Identifying these conversation strategies has made it possible in *Viewpoint* to teach students useful skills for managing their own conversations in English.

**What are the most typical contexts for specific vocabulary and grammar structures?** Searching the Corpus helps us find typical situations for using specific grammar structures and vocabulary so that we can present new language in natural contexts. For example, we can see that *be going to* is generally followed by a continuous verb in spoken rather than written English and that the relative pronoun *whom* is over 15 times more frequent in written English than in conversation. Therefore we are able to determine the best contexts, spoken or written, for presentation of structures. The articles, podcasts, conversations, interviews, and listening and reading material that students encounter in the series are constructed in ways that reflect the character and content of the material in the Corpus.

**What errors do students make most frequently with grammar or vocabulary?** Searching the Learner Corpus helps us find the most frequent and persistent errors that learners typically make. Examples include the uncountable nouns that students have the most problems with or using verbs with two objects correctly. This information from the Learner Corpus enables us to target such problem areas and alert students to them as points to watch out for.

## How does this corpus-informed approach help me and my students?

By identifying what language is essential to basic communication and what language allows us to speak and write clearly and precisely, corpus-informed materials can take learners to their goals more quickly and efficiently.

In addition, a study of a spoken corpus teaches us important things about social communication. As a result, activities based on corpus-informed materials can focus on the most important features of listening and speaking skills, making students more effective listeners and communicators. Successful spoken interaction is often called “the fifth skill.”

## Do I need to know a lot about the Corpus to be able to teach with *Viewpoint*?

Not at all. You don't need any special knowledge of the Corpus to use the course successfully. But you can feel assured that we, as authors, have checked the Corpus carefully to ensure that the language we teach is frequent, natural, and useful, and that the statements we make about language are accurate.

As you teach from *Viewpoint*, you and your students will learn many interesting facts about language coming from our corpus research. Throughout the Student's Books you will see *In conversation* panels, which give useful information about spoken grammar and vocabulary or differences between informal and formal spoken English. There are also *Writing vs. conversation* panels, which point to differences between written and spoken English. On many of the *Vocabulary notebook* pages you will find fun facts about vocabulary, such as the most frequent adjectives that start with *self-*. The *Common errors* panels give useful advice on the common errors to avoid with a particular language item. In the Teacher's Edition we provide additional information about grammar and vocabulary that we feel will be of particular interest to you as a teacher. See pages xviii–xxi in this Teacher's Edition for a list of the 500 words used most frequently in conversation.

## What methodology will I be using in *Viewpoint*?

*Viewpoint* merges the best features of proven and familiar communicative methodologies while, at the same time, offering stimulating activities carefully crafted to focus on the learning process. The *Viewpoint* philosophy maintains that a successful course meets all of the following goals:

- 1. It is interaction-based.** An important learning aim in every lesson is to get students talking to each other. This strong emphasis on spoken interaction enables students to use new language immediately in order to communicate with their classmates. In addition, *Viewpoint* devotes a full lesson in every unit to the teaching of conversation strategies so that students can learn the skills needed for effective spoken communication.
- 2. It personalizes the learning experience.** *Viewpoint* offers engaging activities that encourage students to talk about their own lives and ideas as they discuss topics relevant to their interests and experiences. Students will enjoy talking about topics such as social networks, life in the future, world issues, getting along with friends and family, nature, and travel. The *About you* icon points out some of these opportunities.
- 3. It promotes noticing and inductive learning.** Throughout the series students complete tasks that actively involve them in the learning process. Students are also challenged to notice and figure out (inductive learning) grammar structures or English usage. Solving a problem or figuring something out for oneself is a powerful aid to understanding, and research shows that activities that have students notice and figure things out result in successful learning. *Figure it out* tasks challenge students to think about how target grammar structures are formed and used before they are formally introduced. *Notice* tasks in the *Conversation strategy* lessons encourage students to think about how people manage conversations effectively. *Word sort* tasks and *Vocabulary notebook* pages get students to actively learn new vocabulary.

Clear learning aims at the start of each unit and *Progress checks* at the end of each Workbook unit enable students to monitor their own learning. Each Teacher's Edition provides a testing program that gives you and your students another valuable tool for assessing progress.

- 4. It recognizes the importance of review and recycling.** Language students need constant review, and *Viewpoint* systematically recycles and reviews target language in several sections of the Student's Book – in *Conversation strategy*, *Reading and Listening*, *Vocabulary notebook*, and *Checkpoint*, as well as in the Workbook. Grammar, vocabulary, and conversation strategies taught in earlier units are recycled in later units. *Recycle* icons throughout the Teacher's Edition point out these and other opportunities for review and recycling.

**5. It offers flexibility to meet the needs of specific classes.** *Viewpoint* can be used with large and small classes. Activities can be done in pairs, groups, or as a whole class, depending on your particular needs. *Viewpoint* can also be adapted to varying course lengths. For shorter courses, the *Vocabulary notebook* pages and many of the *Reading* and *Writing* tasks can be assigned for homework. For longer courses, the Workbook provides additional learning tasks. The Teacher's Edition offers a variety of extra classroom activities to reinforce learning when time allows.

## Can I teach the lessons in a unit out of order?

It is highly recommended that Lessons A, B, C, D, and Writing are taught in order. This is because the new structures and vocabulary taught in the earlier lessons are generally recycled and reused in the later lessons. Each lesson in a unit assumes that students have learned the language of the previous lesson(s).

## A special thank-you from the authors . . .

We would like to extend a very personal thank-you to all the teachers and students who have provided so many constructive comments during the development of *Viewpoint*. We sincerely hope that you will enjoy using *Viewpoint* and that it will contribute to the success of your English classes. We welcome your feedback and look forward to hearing from you.

With our very best wishes,

Mike McCarthy  
Jeanne McCarten  
Helen Sandiford



## Course components

Each level of *Viewpoint* consists of a Student's Book, a Workbook, a Teacher's Edition with Assessment Audio CD / CD-ROM for the quizzes and tests, and the Class Audio CDs. In addition, teachers can download recordings of grammar charts and readings from the *Viewpoint* website.

### Student's Book

There are 12 units in each Student's Book. Each unit consists of:

- four two-page lessons (Lessons A, B, C, and D) that present grammar, vocabulary, and conversation strategies, and include listening, speaking, and reading practice
- a single-page lesson that teaches the language and skills of writing including a special grammar chart about the grammar of writing
- a *Vocabulary notebook* page with practical learning tips to help students catalog new vocabulary, reinforce collocations, and further develop their vocabulary-building skills
- two *Grammar extra* pages at the back of the book that contain additional information and practice exercises on the target grammar of each A and B lesson
- a *Speaking naturally* activity at the back of the book that presents and practices a feature of pronunciation, linked to the language of the unit

Four *Checkpoint* lessons review the language taught in the previous three units.

Unique features of the Student's Book include:

- the *Conversation strategy* lesson, which covers the important syllabus area of conversation management techniques
- the *Vocabulary notebook*, which systematically covers vocabulary-building strategies to ensure effective learning
- *Figure it out* tasks, which involve students in figuring out how target structures are formed and used
- *Word sort* tasks, which encourage students to take an active role in learning new vocabulary
- information panels about differences between conversation and writing

### Workbook

The Workbook is a natural extension of the Student's Book, providing reinforcement and consolidation of the material in the Student's Book. There are two pages of activities to practice the grammar from Lessons A and B, a page of vocabulary activities, a page of conversation strategy practice, two pages of reading, and a page of writing practice. In addition, there is an extra page of listening – *Listening extra*. The Workbook provides:

- thorough consolidation and practice of the vocabulary, grammar, and conversation strategies taught in the Student's Book
- extra reading, writing, and listening activities to reinforce these important skills
- a wide variety of activity types, with photos and illustrations to provide context and keep students motivated
- a *Progress check* at the end of the book to help students plan further independent study

### Teacher's Edition with Assessment Audio CD / CD-ROM

The interleaved Teacher's Edition contains practical, step-by-step teaching notes for each page of the Student's Book. It also offers:

- *Language notes* that not only provide an overview of the language presented in each unit but also give useful information, drawn from the Corpus, on the frequency of grammatical forms, words, and expressions



- a wide variety of optional interactive classroom tasks geared to both small and large classes
- a photocopiable testing package containing general, writing, and speaking quizzes for every unit, along with answer keys and scripts
- audio scripts for all recorded material from the Student's Book and Workbook
- unit-by-unit language summaries that include the unit vocabulary and expressions
- the Workbook answer key

An Assessment Audio CD / CD-ROM bound into the Teacher's Edition contains:

- general, speaking, and writing tests – one test of each type for Units 1–6, one for Units 7–12, and one for Units 1–12. All tests are available as both PDFs and Word documents.
- PDFs and Word documents of all the general, speaking, and writing quizzes (also available in the printed Teacher's Edition)
- audio recordings, answer keys, and scripts for the *Viewpoint* testing program

## Class Audio Program

The Class Audio CDs and downloadable recordings provide students with natural models for speaking and pronunciation as well as the opportunity to listen to a variety of voices and accents. The Class Audio CDs contain all the material for the presentation and listening activities. The grammar charts and the Lesson D reading texts are available as downloadable recordings from [www.cambridge.org/viewpoint/audio](http://www.cambridge.org/viewpoint/audio)

## Presentation Plus

*Viewpoint* Presentation Plus allows you to present the contents of *Viewpoint* in a more lively, interactive way by conveniently bringing the following materials together in one place in front of the classroom:

- Student's Book
- Class Audio
- Workbook
- Video Activity Worksheets
- Video Program
- Cambridge Dictionaries Online

## Video and Video Resource Book

The *Viewpoint* video, available on DVD, provides video conversations that accompany the Student's Book. The *Video Resource Book* offers video worksheets for each unit. These can be used in class as extension activities.

## Online Workbook

The Online Workbook provides the Workbook content as interactive activities. Students complete the activities online and have their answers automatically marked. Teachers can look at scores for the class and for each student.

## Online Course

The Online Course uses the same syllabus and learning outcomes as the Student's Book. The material has been carefully adapted and extended to take students through a fully-supported learning program, which can be used to create a wide range of blended learning solutions – from 100 percent classroom learning to 100 percent online learning or anywhere in between.

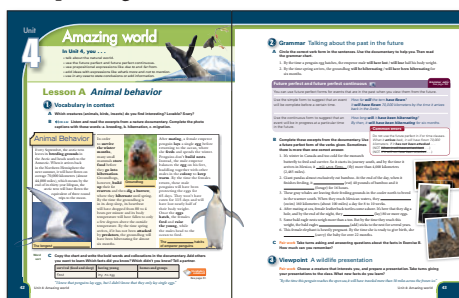
The Online Course includes newly-created multimedia presentation and personalized, interactive practice. It offers original activities, engaging video clips, and opportunities for students to record their voice, post blogs, write wikis, and leave spoken messages.

For more information about these components, see: [www.cambridge.org/viewpoint](http://www.cambridge.org/viewpoint)

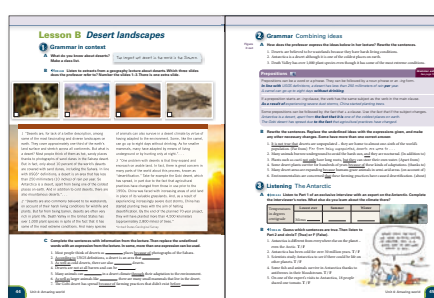
# Structure of the units in the Student's Book

All units contain the following basic structure. It is important to note that lessons should be taught in A, B, C, D, Writing order. There may be some variety from unit to unit in the exact position of vocabulary, pronunciation, listening, and speaking activities. Below is a typical unit.

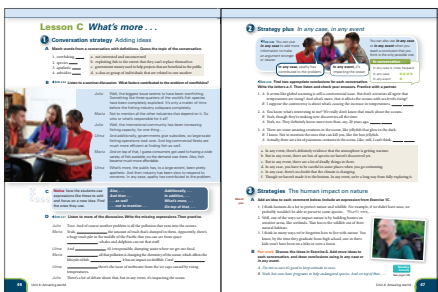
## Lesson A – Vocabulary, grammar, and speaking



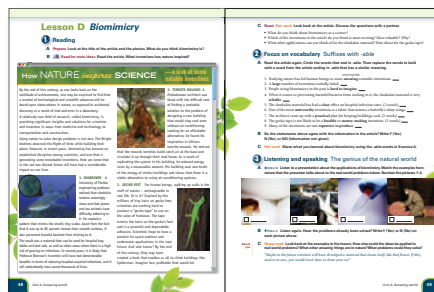
## Lesson B – Grammar and listening



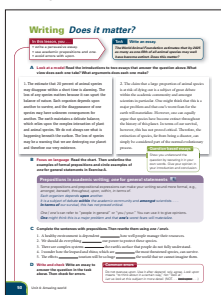
## Lesson C – Conversation strategies, listening, speaking, and pronunciation



## Lesson D – Reading, vocabulary, listening, and speaking



## Writing – Writing skills and grammar for writing

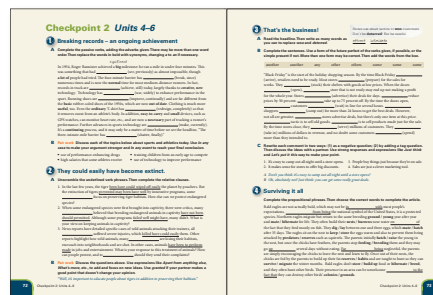


## Vocabulary notebook – Strategies for learning vocabulary



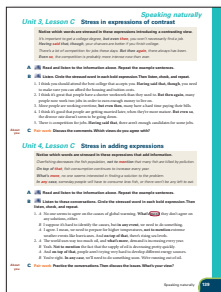
## After Units 3, 6, 9, and 12

## Checkpoint – Review

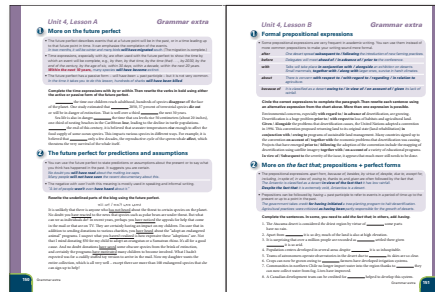


## At the back of the Student's Book

### Speaking naturally – Pronunciation and intonation



### Grammar extra – Information and exercises to extend the grammar in Lessons A and B



# Features of the units in the Student's Book

## Lesson A

**Lessons A and B** present the main grammar points of the unit. Each lesson contains useful vocabulary, and one of the two lessons also teaches the main target vocabulary of the unit. Sometimes these lessons end with a *Viewpoint* group discussion or a *Listening* task. In some lessons, teachers are directed to a *Speaking naturally* pronunciation task at the back of the book.

**Unit 4 Amazing world**  
 In Unit 4, you . . .  
 • talk about the natural world.  
 • use the future perfect and future perfect continuous.  
 • use prepositional expressions like *due to* and *far from*.  
 • add ideas with expressions like *what's more* and *not to mention*.  
 • use in any case to state conclusions or add information.

**Lesson A Animal behavior**  
**1 Vocabulary in context**  
**A** Which creatures (animals, birds, insects) do you find interesting? Lovable? Scary?  
**B** Listen and read the excerpts from a nature documentary. Complete the photo captions with these words: a. breeding, b. hibernation, c. migration.

**Animal Behavior**  
 Every September, the arctic tern leaves its **breeding grounds** in the Arctic and heads south to the Antarctic. When it arrives back in the Northern Hemisphere the next summer, it will have flown an average 70,000 kilometers (almost 44,000 miles), which means by the end of its thirty-year lifespan, the arctic tern will have flown the equivalent of three round trips to the moon.

In order to **survive the winter months**, many small mammals **store food** before they **go into hibernation**. Groundhogs, however, **build up their fat reserves** and then **dig a burrow**, where they **hibernate** until spring. By the time the groundhog is in its deep sleep, its heartbeat will have dropped from 80 to 4 beats per minute and its body temperature will have fallen to only a few degrees above the outside temperature. By the time spring arrives, if it has not been **attacked by predators**, the groundhog will have been **hibernating** for almost six months.

After **mating**, a female emperor penguin **lays a single egg** before returning to the ocean, where she **feeds** and spends the winter. Penguins don't **build nests**. Instead, the male emperor balances the **egg** on his feet, huddling together with other males in the **colony to keep warm**. By the time the females return, these male penguins will have been protecting the eggs for 65 days. They won't have eaten for 115 days and will have lost nearly half of their body weight. Once the **eggs hatch**, the females **feed and raise the young**, while the males **swim to the ocean to feed**.

The **longest** habits of emperor penguins

**Word sort**  
 Copy the chart and write the bold words and collocations in the documentary. Add others you want to learn. Which facts did you know? Which didn't you know? Tell a partner.

survival (food and sleep)	having young	homes and groups
feed	lay an egg	

**Grammar notebook**  
 See page 51  
 "I knew that penguins lay eggs, but I didn't know that they only lay single eggs."

**Unit aims**

- show the key topics and functional areas, grammar, and strategies that are taught in Lessons A–C

**Grammar in context / Vocabulary in context**

- presents new grammar in natural contexts such as conversations, interviews, formal discussions, podcasts, articles, questionnaires
- focuses on the most frequent and useful language for everyday communication
- Vocabulary in context* sections also include target words and / or expressions

**Word sort**

- helps students organize new vocabulary in meaningful ways to help the learning process
- gives opportunities for students to use the new vocabulary immediately in personalized interactions with classmates

**Grammar charts**

- provide a clear presentation of new structures with straightforward examples to make the grammar easy to assimilate

**Common errors**

- provides information from the Learner Corpus about key errors to avoid

**Grammar exercises**

- give students both controlled and freer practice with the new structure
- offer opportunities to apply the structure in expressing their own thoughts and experiences and to exchange their own personal information

**Viewpoint**

- includes pair, group, and class discussions and tasks on questions and issues that flow out of the lesson topics and issues raised
- provides an opportunity for students to use the language presented in the unit
- includes expressions that would be useful for the discussion in an *In conversation* information panel (These expressions are recycled from the *Touchstone* series.)
- includes pair, group, and class discussions on questions and issues derived from the reading
- provides an opportunity for students to use the language presented in the unit as well as showing expressions useful for the discussion in an *In conversation* information panel

**2 Grammar Talking about the past in the future**  
**A** Circle the correct verb form in the sentences. Use the documentary to help you. Then read the grammar chart.  
 1. By the time a penguin egg hatches, the emperor male will have lost / will lose half his body weight.  
 2. By the time spring arrives, the groundhog will be hibernating / will have been hibernating for six months.

**Future perfect and future perfect continuous**  
 You can use future perfect forms for events that are in the past when you view them from the future.  
 Use the simple form to suggest that an event will be complete before a certain time. How far will the tern have flown? It will have flown 70,000 kilometers by the time it arrives back in the Arctic.  
 Use the continuous form to suggest that an event will be in progress at a particular time in the future. How long will it have been hibernating? By then, it will have been hibernating for six months.

**Common errors**  
 Do not use the future perfect in *if* or *time* clauses. When it arrives back, it will have flown 70,000 kilometers. If it has not been attacked . . . (NOT It won't have been attacked . . .) (NOT It won't have been attacked . . .)

**B** Complete these excerpts from the documentary. Use a future perfect form of the verbs given. Sometimes there is more than one correct answer.  
 1. It's winter in Canada and too cold for the monarch butterfly to feed and survive. So it starts its journey south, and by the time it arrives in Mexico, it will have flown (fly) more than 4,000 kilometers (2,485 miles).  
 2. Giant pandas almost exclusively eat bamboo. At the end of the day, when it finishes feeding, it (eat) 40 pounds of bamboo and it (forage) for 16 hours.  
 3. These gray whales are leaving their feeding grounds in the cooler north to breed in the warmer south. When they reach Mexican waters, they (swim) 160 kilometers (about 100 miles) a day for 8 to 10 weeks.  
 4. After mating at sea, female leatherback turtles come ashore. It's here that they dig a hole, and by the end of the night, they (lay) 80 or more eggs.  
 5. Some bald eagle nests weigh more than a ton. But by the time they reach this weight, the bald eagles (add) sticks to the nest for several years.  
 6. This female elephant is heavily pregnant. By the time she is ready to give birth, she (carry) the baby for over 22 months.

**C Pair work** Take turns asking and answering questions about the facts in Exercise B. How much can you remember?

**3 Viewpoint A wildlife presentation**  
**Pair work** Choose a creature that interests you, and prepare a presentation. Take turns giving your presentations to the class. What new facts do you learn?  
 "By the time this penguin reaches the open sea, it will have traveled more than 50 miles across the frozen ice."

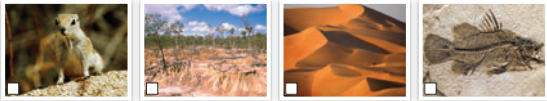
## Lesson B

**Lesson B Desert landscapes**

**1 Grammar in context**

**A** What do you know about deserts? Make a class list. *The largest hot desert in the world is the Sahara.*

**B** Listen to extracts from a geography lecture about deserts. Which three slides does the professor refer to? Number the slides 1-3. There is one extra slide.



**1** "Deserts are, for lack of a better description, among some of the most fascinating and diverse landscapes on earth. They cover approximately one-third of the earth's land surface and stretch across all continents. But what is a desert? Most people think of them as hot, sandy places thanks to photographs of sand dunes in the Sahara desert. But in fact, only about 10 percent of the world's deserts are covered with sand dunes, including the Sahara. In line with USGS' definitions, a desert is an area that has less than 250 millimeters (10 inches) of rain per year. So Antarctica is a desert, apart from being one of the coldest places on earth. And in addition to cold deserts, there are also mountainous deserts." . . .

**2** "Deserts are also commonly believed to be wastelands, on account of their harsh living conditions for wildlife and plants. But far from being barren, deserts are often very rich in plant life. Death Valley in the United States has over 1,000 plant species in spite of the fact that it has some of the most extreme conditions. And many species of animals can also survive in a desert climate by virtue of having adapted to the environment. Some, like the camel, can go up to eight days without drinking. As for smaller mammals, many have adapted by means of living underground or by hunting only at night." . . .

**3** "One problem with deserts is that they expand and encroach on arable land. In fact, there is great concern in many parts of the world about this process, known as "desertification." Take for example the Gobi desert, which has spread, in part due to the fact that agricultural practices have changed from those in use prior to the 1950s. China was faced with increasing areas of arid land in place of its valuable grasslands. And, as a result of experiencing increasingly severe dust storms, China has started planting trees with the aim of halting desertification. By the end of the planned 70-year project, they will have planted more than 4,500 kilometers (approximately 2,800 miles) of trees."  
\*United States Geological Survey

**C** Complete the sentences with information from the lecture. Then replace the underlined words with an expression from the lecture. In some, more than one expression can be used.

- Most people think of deserts as \_\_\_\_\_ places because of photographs of the Sahara.
- According to USGS definitions, a desert is an area that \_\_\_\_\_.
- As well as cold deserts, there are also \_\_\_\_\_ deserts.
- Deserts are not at all barren and can be \_\_\_\_\_.
- Many animals can \_\_\_\_\_ in a desert climate through their adaptation to the environment.
- As well as larger animals like \_\_\_\_\_, there are many small mammals that live in the desert.
- The Gobi desert has spread because of farming practices that didn't exist before \_\_\_\_\_.

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### Grammar in context / Vocabulary in context

- presents new grammar in natural contexts such as conversations, interviews, formal discussions, podcasts, articles, questionnaires
- focuses on the most frequent and useful language for everyday communication

### Figure it out

- helps students notice the forms and / or uses of the new structure
- challenges students to use their inductive skills before the grammar chart is presented

### Listening

- presents expository information on a topic of interest
- includes a task that assesses students' comprehension of the gist of the information
- encourages students to listen again for specific details

**2 Grammar Combining ideas**

**A** How does the professor express the ideas below in her lecture? Rewrite the sentences.

- Deserts are believed to be wastelands because they have harsh living conditions.
- Antarctica is a desert although it is one of the coldest places on earth.
- Death Valley has over 1,000 plant species even though it has some of the most extreme conditions.

**Prepositions**

Prepositions can be a word or a phrase. They can be followed by a noun phrase or an -ing form.  
**In line with** USGS definitions, a desert has less than 250 millimeters of rain **per** year.  
 A camel can go up to eight days **without** drinking.

If a preposition starts an -ing clause, the verb has the same subject as the verb in the main clause.  
**As a result of** experiencing severe dust storms, China started planting trees.

Some prepositions can be followed by the fact that + a clause. Use the fact that if the subject changes.  
 Antarctica is a desert, apart from **the fact that it is** one of the coldest places on earth.  
 The Gobi desert has spread due **to the fact** that agricultural practices have changed.

**B** Rewrite the sentences. Replace the underlined ideas with the expressions given, and make any other necessary changes. Some have more than one correct answer.

- It is not true that deserts are unpopulated - they are home to almost one-sixth of the world's population. (Far from) *Far from being unpopulated, deserts are home to . . .*
- Many animals burrow underground to avoid the harsh sun, and they are nocturnal. (In addition to)
- Plants such as cacti not only have long roots, but they can store their own water. (Apart from)
- Some desert plants survive for hundreds of years because of these kinds of adaptations. (thanks to)
- Many desert areas are expanding because humans graze animals in semi-arid areas. (on account of)
- Environmentalists are concerned that these farming practices have caused desertification. (about)


**3 Listening The Antarctic**

**A** Listen to Part 1 of an exclusive interview with an expert on the Antarctic. Complete the interviewer's notes. What else do you learn about the climate there?

Temperatures in degrees centigrade	Lowest ever	Summer	Winter
	Minus _____	_____	_____

**B** Guess which sentences are true. Then listen to Part 2 and circle T (True) or F (False).

- Antarctica is different from everywhere else on the planet - even the Arctic. T / F
- Antarctica has been cold for over 30 million years. T / F
- Scientists study Antarctica to see if there could be life on other planets. T / F
- Some fish and animals survive in Antarctica thanks to antifreezes in their bloodstream. T / F
- On one of the expert's visits to Antarctica, 18 people shared one tomato. T / F



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## Lesson C

**Lesson C** teaches conversation management strategies in the *Conversation strategy* and *Strategy plus* sections. It always includes common expressions that are useful in conversation. The final section is a speaking or a listening and speaking activity that practices again and reinforces the conversational language and strategies of the earlier sections. The grammar in this lesson is always recycled and is thus grammar that students already know.

**Lesson C What's more . . .**

**1 Conversation strategy Adding ideas**

**A** Match words from a conversation with definitions. Guess the topic of the conversation.

1. overfishing \_\_\_\_\_ a. not interested and unconcerned  
 2. species \_\_\_\_\_ b. exploiting fish to the extent that they can't replace themselves  
 3. apathetic \_\_\_\_\_ c. government money used to help projects that are beneficial to the public  
 4. subsidies \_\_\_\_\_ d. a class or group of individuals that are related to one another

**B** **41cc 2.06** Listen to a seminar discussion. What factors contributed to the problem of overfishing?

*Julio* Well, the biggest issue seems to have been overfishing. Something like three-quarters of the world's fish species have been completely exploited. It's only a matter of time before the fishing industry collapses completely.

*Maria* Not to mention all the other industries that depend on it. So who or what's responsible for it all?

*Julio* Well, the international community has been increasing fishing capacity, for one thing . . .

*Ulma* And additionally, governments give subsidies, so large-scale fishing operations took over. And big commercial fleets are much more efficient at finding fish as well.

*Maria* And on top of that, I guess consumers got used to having a wide variety of fish available, so the demand was there. Also, fish became much more affordable.

*Ulma* What's more, the public has, to a large extent, been pretty apathetic. And then industry has been slow to respond to concerns. In any case, apathy has contributed to the problem.

**C** Notice how the students use expressions like these to add and focus on a new idea. Find the ones they use.

Also, . . .	Additionally, . . .
And then . . .	In addition, . . .
. . . as well	What's more, . . .
. . . not to mention . . .	On top of that, . . .

**D** **41cc 2.07** Listen to more of the discussion. Write the missing expressions. Then practice.

*Julio* True. And of course another problem is all the pollution that runs into the oceans.

*Maria* Yeah, \_\_\_\_\_ the amount of trash that's dumped in them. Apparently, there's a huge trash pile in the middle of the Pacific that you can see from space.

\_\_\_\_\_ whales and dolphins can eat that stuff.

*Ulma* And \_\_\_\_\_, it's irresponsible, dumping waste where we get our food.

*Maria* \_\_\_\_\_ all that pollution is changing the chemistry of the ocean, which affects the lifecycle of fish. \_\_\_\_\_ it has an impact on shellfish. Coral \_\_\_\_\_

*Ulma* \_\_\_\_\_ there's the issue of meltwater from the ice caps caused by rising temperatures.

*Julio* There's a lot of debate about that, but in any event, it's impacting the ocean.

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**Conversation strategy**

- teaches students techniques for managing conversations more effectively in English
- offers an exciting syllabus of strategies drawn from conversations in the Corpus, covering techniques such as checking understanding of what people say, using rhetorical questions to make a point, expressions for drawing conclusions, showing strong agreement, and much more

This section provides a four-step presentation and practice where students:

- First, do schema building, preparation, and / or a vocabulary warmup activity.
- Then, listen and understand the content of the conversation.
- Next, notice the strategy (presentation) and find more examples in the conversation.
- Finally, use the strategy in controlled, then freer, interactive and personalized practice.

**Strategy plus**

- teaches conversation management expressions chosen for their relevance and frequency such as *No wonder, I think so, I have to say . . .*, and *You know what?*
- extends and reinforces the material presented in *Conversation strategy*

**In conversation**

- often includes information panels about the use or frequency of the structure in conversation, sometimes in contrast to its use in writing

**Strategies**

- provides practice with expressions or skills from *Conversation strategy* and *Strategy plus* within conversations and extracts that are all based on real-life language
- provides an opportunity to use conversation strategies to discuss real-life situations with a partner, group, or whole class

**About you**

- signals a personalized practice task that allows students to apply their learning

**Speaking naturally**

- In some units, teachers are directed to a *Speaking naturally* section at the back of the book, where the teaching point from Lesson C is integrated with and uses the expressions taught in the lesson.

**2 Strategy plus In any case, in any event**

**41cc 2.08** You can use *in any case* to add more information to make an argument stronger or clearer.

You can also use *in any case* or *in any event* when you reach a conclusion that you think is the only possible one.

**In conversation . . .**

*In any case, apathy has contributed to the problem.* *In any event, it's impacting the ocean.*

*In any case is more frequent.* *In any case* *In any event*

**Exercise** Find two appropriate conclusions for each conversation. Write the letters a-f. Then listen and check your answers. Practice with a partner.

1. A It seems like global warming is still a controversial issue. But don't scientists all agree that temperatures are rising? And what's more, that it affects the oceans with sea levels rising?  
 B I suppose the controversy is about what's causing the increase in temperatures. \_\_\_\_\_

2. A You know what's interesting to me? We really don't know that much about the oceans.  
 B Yeah, though they're making new discoveries all the time.  
 A Yeah, no. They definitely know more now than, say, 20 years ago. \_\_\_\_\_

3. A There are some amazing creatures in the ocean, like jellyfish that glow in the dark.  
 B I know. Not to mention the ones that can kill you, like the box jellyfish.  
 A Actually, there are a lot of poisonous creatures in the ocean. Like, well, I can't think. \_\_\_\_\_

a. In any event, there's definitely evidence that the atmosphere is getting warmer.  
 b. But in any event, there are lots of species we haven't discovered yet.  
 c. But in any event, there are a lot of deadly things in there.  
 d. In any case, you have to be careful in some places when you go swimming.  
 e. In any case, there's no doubt that the climate is changing.  
 f. Though we haven't made it to the bottom. In any event, we're a long way from fully exploring it.

**3 Strategies The human impact on nature**

**A** Add an idea to each comment below. Include an expression from Exercise 1C.

1. I think humans do a lot to protect nature and wildlife. For example, if we didn't have zoos, we probably wouldn't be able to preserve some species. *What's more, . . .*

2. Well, one of the ways we impact nature is by building homes on sensitive areas, like wetlands. That forces the wildlife out of their natural habitats.

3. I think in many ways we've forgotten how to live with nature. You know, by the time they graduate from high school, one in three kids won't have been on a hike or seen a forest.

**B** Pair work Discuss the ideas in Exercise A. Add more ideas to each conversation, and draw conclusions using *in any case* or *in any event*.

A I'm not so sure it's good to keep animals in zoos.  
 B Yeah, but zoos have programs to help endangered species. And on top of that, . . .

Speaking naturally  
 See page 192

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## Lesson D

**Lesson D** focuses on reading skills while also providing additional listening and speaking activities. Most units include a *Reading tip* that helps students become more familiar with conventions of formal writing by providing useful information about techniques writers use to structure texts, create interest, avoid repetition, and so forth.

**Lesson D Biomimicry**

**1 Reading**

**A Prepare** Look at the title of the article and the photos. What do you think *biomimicry* is?

**B Read for main ideas** Read the article. What inventions has nature inspired?

**How NATURE inspires SCIENCE —a look at some notable inventions**

By the end of this century, as one looks back on the multitude of achievements, one may be surprised to find that a number of technological and scientific advances will be based upon observations in nature, as opposed to accidental discovery or a result of trial and error in a laboratory. A relatively new field of research, called biomimicry, is providing significant insights and solutions for scientists and inventors in areas from medicine and technology to transportation and construction.

Using nature to solve design problems is not new. The Wright brothers observed the flight of birds while building their plane. However, in recent years, biomimicry has become an established discipline among scientists, and one that is generating some remarkable inventions. Here are some that in the not-too-distant future will have had a considerable impact on our lives.

**1. SHARKSKIN** A University of Florida engineering professor noticed that sharkskin remains amazingly clean and that plants and sea animals have difficulty adhering to it. He created a pattern that mimics the shark's tiny scales. Apart from the fact that it was up to 85 percent cleaner than smooth surfaces, it also prevented harmful bacteria from sticking to it. The result was a material that can be used for hospital tray tables and bed rails, as well as other areas where there is a high risk of passing on infections. In several years, it is likely that Professor Brennan's invention will have had demonstrable benefits in terms of reducing hospital-acquired infections, and it will undoubtedly have saved thousands of lives.

**2. TERMITE MOUNDS** A Zimbabwean architect was faced with the difficult task of finding a workable solution to the problem of designing a new building that would stay cool even without air conditioning. Looking for an affordable alternative, he found his inspiration in African termite mounds. He noticed that the mounds termites build catch air at the base and circulate it up through their mud home. As a result of replicating the system in his building, he reduced energy costs by a measurable amount. His building uses one-tenth of the energy of similar buildings and shows that there is a viable alternative to using air-conditioning systems.

**3. GECKO FEET** For human beings, walking up walls is the stuff of movies – unimaginable in real life. Or is it? Inspired by the millions of tiny hairs on gecko feet, scientists are working hard to produce a "gecko tape" to use on the soles of footwear. The tape mimics the hairs on the gecko's feet and is a powerful and dependable adhesive. Scientists hope to have a product for space stations and underwater applications in the near future. And who knows? By the end of the century, they may have created a boot that enables us all to climb buildings like Spiderman. Imagine how profitable that would be!

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### Reading

- provides comprehensive reading-skills development, including pre-reading (Prepare) and "as you read" (Read for main ideas, Read for style)
- offers high-interest texts based on newspapers, websites, magazines, and books as well as exclusive interviews that recycle and consolidate language and provide interesting content for discussion
- is supported by a recording of the reading text that students can listen to as they read
- includes a variety of post-reading tasks that develop the skills higher-level learners will need for academic or professional purposes and for taking examinations that test reading (Check your understanding, Read for evidence, Understanding viewpoints, Information flow, Read for detail, Read for topic, React)
- may include a *Reading tip* with extra support for developing reading skills

### Focus on vocabulary

- provides a variety of vocabulary tasks based on the reading text to help students acquire a wider repertoire of vocabulary knowledge for reading and writing, such as using context to guess meaning, word formation, use of synonyms and opposites, collocations and idiomatic expressions, and much more

### Listening and speaking

- covers these important complementary skills in the same section
- recycles the key grammar and vocabulary taught in the lesson
- presents conversations and extracts that are all based on real-life language
- mirrors real communication by teaching students to react or respond: Tasks include "listen and choose a good response," "listen and predict," and "listen and decide if you agree"

**C React Pair work** Look back at the article. Discuss the questions with a partner.

- What do you think about biomimicry as a science?
- Which of the inventions in the article do you think is most exciting? Most valuable? Why?
- What other applications can you think of for the sharkskin material? How about for the gecko tape?

**2 Focus on vocabulary** Suffixes with *-able*

**A Read the article again. Circle the words that end in *-able*. Then replace the words in bold with a word from the article ending in *-able* that has a similar meaning.**

- Studying nature has led human beings to some **amazing** scientific inventions. \_\_\_\_\_
- A **large** number of inventions initially failed. \_\_\_\_\_
- People using biomimicry in the past **hard to imagine**. \_\_\_\_\_
- When it comes to preventing harmful bacteria from sticking to it, the sharkskin material is very **reliable**. \_\_\_\_\_
- The sharkskin material has had a **clear** effect on hospital infection rates. (2 words) \_\_\_\_\_
- One of the most **noteworthy** inventions is a fabric that mimics a butterfly's shiny wings. \_\_\_\_\_
- The architect came up with a **practical** plan for keeping buildings cool. (2 words) \_\_\_\_\_
- The gecko tape is not likely to be a **feasible** or **money-making** invention. (2 words) \_\_\_\_\_
- Many of the inventions are not **expensive** to produce. \_\_\_\_\_

**B Do the statements above agree with the information in the article? Write Y (Yes), N (No), or NG (Information not given).**

**C Pair work** Share what you learned about biomimicry using the *-able* words in Exercise A.

**3 Listening and speaking** The genius of the natural world

**A** **2:10** Listen to a presentation about the applications of biomimicry. Match the examples from nature that the presenter talks about to the real-world problems below. Number the pictures 1-4.

**B** **2:11** Listen again. Have the problems already been solved? Write Y (Yes) or N (No) on each picture above.

**About you** **C Group work** Look back at the examples in the lesson. How else could the ideas be applied to real-world problems? What other amazing things are in nature? What problems could they solve? "Maybe in the future scientists will have developed a material that cleans itself, like that flower. If they used it on cars, you would never have to clean your car."

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## Writing

The one-page *Writing* lesson teaches and develops formal writing skills such as describing charts and graphs, planning an argument, contrasting viewpoints, writing different types of essay (persuasive, descriptive, etc.), and structuring paragraphs and essays. A model text is provided that exemplifies the various teaching points as well as a grammar chart that presents a “grammar for writing” structure. Students are guided through the writing process with tasks requiring brainstorming, organizing, drafting, and checking for errors.

**Writing Does it matter?**

**In this lesson, you . . .**

- write a persuasive essay.
- use academic prepositions and *one*.
- avoid errors with *upon*.

**Task Write an essay.**  
*The World Animal Foundation estimates that by 2025 as many as one-fifth of all animal species may well have become extinct. Does this matter?*

**A Look at a model** Read the introductions to two essays that answer the question above. What view does each one take? What arguments does each one make?

1. The estimate that 20 percent of animal species may disappear within a short time is alarming. The loss of any species matters because it can upset the balance of nature. Each organism depends upon another to survive, and the disappearance of one species may have unknown consequences for another. The earth maintains a delicate balance, which relies upon the complex interaction of plant and animal species. We do not always see what is happening beneath the surface. The loss of species may be a warning that we are destroying our planet and therefore our very existence.

2. The claim that a large proportion of animal species is at risk of dying out is a subject of great debate within the academic community and amongst scientists in particular. One might think that this is a major problem and that one's worst fears for the earth will materialize. However, one can equally argue that species have become extinct throughout the history of this planet. In terms of our survival, however, this has not proved critical. Therefore, the extinction of species, far from being a disaster, can simply be considered part of the normal evolutionary process.

**Question-based essays**  
 Show you understand the question by restating it in your own words. Give your opinion in your introduction and conclusion.

**B Focus on language** Read the chart. Then underline the examples of formal prepositions and circle examples of *one* for general statements in Exercise A.

**Prepositions in academic writing; one for general statements**

Some prepositions and prepositional expressions can make your writing sound more formal, e.g., *amongst*, *beneath*, *throughout*, *upon*, *within*, *in terms of*.  
*Each organism depends upon another.*  
*It is a subject of debate within the academic community and amongst scientists. . . .*  
*In terms of our survival, this has not proved critical.*

*One / one's* can refer to “people in general” or “you / your.” You can use *one* to give opinions.  
*One might think this is a major problem and that one's worst fears will materialize.*

**C Complete the sentences with prepositions. Then rewrite them using *one / one's*.**

1. A healthy environment is dependent \_\_\_\_\_ how well people manage their resources.
2. We should do everything \_\_\_\_\_ our power to protect these species.
3. There are complex systems \_\_\_\_\_ the earth's surface that people do not fully understand.
4. I wonder how the leopard and rhino, which are \_\_\_\_\_ the most threatened species, can survive.
5. The effects \_\_\_\_\_ tourism will be so huge \_\_\_\_\_ the world that we cannot imagine them.

**D Write and check** Write an essay to answer the question in the task above. Then check for errors.

**Common errors**  
 Do not overuse *upon*. Use it after *depend*, *rely*, *agree*. *Look upon* means “to think about in a certain way,” not “look at.”  
 Let us look at this subject in more detail. (NOT . . . look upon . . .)

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### In this lesson, you . . .

- introduces the key writing skill, text-organization point, grammar for writing structure, and error to avoid that will be taught in the lesson as part of completing the writing task

### Task

- introduces the writing task that students are about to do, including the type of text students will write (e.g., an article, a paragraph in an essay) and the topic or question to be answered

### Look at a model

- illustrates the writing point and grammar structures of the lesson and provides students with a model outcome of the writing task they will undertake at the end of the lesson
- includes real-world writing tasks such as email requests, narratives, reports, short articles, as well as more academically focused paragraphs and essays that students might have to write in examinations
- sometimes includes panels with extra information about text types and structures

### Focus on language

- presents a grammar point geared specifically to writing such as verb tenses for narrative writing, expressions (conjunctions and adverbs) for contrasting or adding ideas within and across sentences, and using relative clauses to present key information within a paragraph
- often includes panels with information about the differences in use of language items in written and spoken English

### Write and check

- assigns the writing task previewed at the beginning of the lesson, while the accompanying *Common errors* panel alerts students to an error that is often made by learners using the grammar point



## Vocabulary notebook

**Vocabulary notebook** provides a page of enjoyable tasks at the end of every unit to help students organize and write down new vocabulary. It allows students to customize their own vocabulary learning, working in class or at home, and encourages them to learn additional vocabulary in the *Word builder* activities.

### Learning tip

- introduces a different useful technique in every unit for writing down and organizing new vocabulary
- covers writing whole expressions or collocations as well as individual words, grouping vocabulary in different ways, using personalization, writing definitions and paraphrasing, and using creative visual techniques like “idea strings” and “word forks” to write down vocabulary

### Dictionary tip / Corpus information

- sometimes features a *Dictionary tip* that gives useful advice on how to use dictionaries effectively or an interesting fact about the use of a particular expression using information from the Corpus

### Word builder

- includes new vocabulary related to the unit topic for students to look up, study, and learn

### Focus on vocabulary

- reinforces new words and expressions first presented in Lesson D

### Vocabulary notebook Golden eggs

**Learning tip** **Specialized vocabulary**

When you learn vocabulary from a specific area such as animal behavior, find out if it has other uses in general English or in idioms.

*hibernate*  
 Animals hibernate or sleep in the winter.  
 Computers hibernate when they're running but are not being used.

**A Complete each sentence with a word in the box. Sometimes you'll use a word twice.**

breed	colony	grounds	lays	migration	predator
burrow	feed and raise	hatch	mate	nest	young

- When eggs hatch, baby birds, fish, or insects come out.  
 If you plan something in secret, you hatch a plan.
- Animals that \_\_\_\_\_ for life stay together forever.  
 A presidential candidate chooses a **running** \_\_\_\_\_, who becomes vice president if elected.
- In academic writing, the offspring, or babies, of animals are called their \_\_\_\_\_.  
 You can also use the expression **the** \_\_\_\_\_ to mean all young people.
- A \_\_\_\_\_ is a group of birds or animals.  
 It can also be a country that is governed by a more powerful country.
- A \_\_\_\_\_ is a place where most birds have their young.  
 A \_\_\_\_\_ egg is a sum of money you save for a special purpose.
- When animals \_\_\_\_\_, they have young. A specific type of animal is also called a \_\_\_\_\_.  
 If you say someone or something is part of a **dying** \_\_\_\_\_, it means there aren't many left.
- Breeding, feeding, fishing, or hunting \_\_\_\_\_ are places where these activities take place.  
 To have \_\_\_\_\_ for something means to have reasons for it, such as \_\_\_\_\_ for divorce.
- To \_\_\_\_\_ means to dig into something and a \_\_\_\_\_ can be the hole where an animal lives.  
 A person can also \_\_\_\_\_ into something. It means he or she investigates it.
- The movement of birds, animals, or people is called \_\_\_\_\_.  
 From that word, we get other words like *immigrant*, *emigrate*, etc.
- A bird, a fish, or an insect \_\_\_\_\_ an egg.  
 Someone that makes a lot of money for others is called the **goose** that \_\_\_\_\_ the golden egg.
- In biology, a \_\_\_\_\_ is an animal that attacks and eats other animals.  
 In business, it's a company that tries to buy or take over other companies.
- Both animals and humans have to \_\_\_\_\_ their families.

**B Word builder** Here are some more idioms with animals. Find out their meaning.

be a guinea pig	beat a dead horse	clam up	have ants in your pants
be in the doghouse	be a fish out of water	get off your high horse	have butterflies in your stomach

**C Focus on vocabulary** Can you think of a thing or person for each expression? See Exercise 2A, page 49.

- a remarkable animal that has considerable intelligence \_\_\_\_\_
- a dependable source of information or a notable authority on the natural world \_\_\_\_\_
- something you've learned about nature that previously was unimaginable to you \_\_\_\_\_
- a viable or workable alternative to fossil fuels \_\_\_\_\_
- an affordable way to experience nature \_\_\_\_\_
- a profitable product with measurable results that resulted from replicating nature \_\_\_\_\_

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## Grammar extra and Speaking naturally

**Grammar extra** provides information and exercises to extend the grammar from Lessons A and B.  
**Speaking naturally** enables pronunciation and intonation learning and practice.

**Unit 4, Lesson A** **Grammar extra**

**1 More on the future perfect**

- The future perfect describes events that at a future point will be in the past, or in a time leading up to that future point in time. It can emphasize the completion of the events.  
*In two months, it will be winter and many birds will have migrated south.* (The migration is complete.)
- Time expressions, especially with *by*, are often used with the future perfect to show the time by which an event will be complete, e.g., *by then, by that time, by the time (that) . . . , by 2030, by the end of the century, by the age of six, within 30 days, within a decade, within the next 20 years.*  
*Within the next 10 years, many species will have become extinct.*
- The future perfect has a passive form – *will have been + past participle* – but it is not very common.  
*In the time it takes you to do this lesson, hundreds of sharks will have been killed.*

Complete the time expressions with *by* or *within*. Then rewrite the verbs in bold using either the active or passive form of the future perfect.

\_\_\_\_\_ the time our children reach adulthood, hundreds of species **disappear** off the face of the planet. One study estimated that \_\_\_\_\_ 2050, 37 percent of terrestrial species **die out** or will be in danger of extinction. That is well over a third \_\_\_\_\_ the next 30 years.

Sea life is also in danger. \_\_\_\_\_ the time that sea levels rise 50 centimeters (about 20 inches), one-third of nesting beaches in the Caribbean **lose**, leading to the decline in turtle populations.

\_\_\_\_\_ the end of this century, it is believed that seawater temperatures **rise** enough to affect the food supply of some ocean species. This impacts various species in different ways. For example, it is believed that \_\_\_\_\_ only a few decades, the reproductive cycle of the sperm whale **affect**, which threatens the very survival of the whale itself.

**2 The future perfect for predictions and assumptions**

- You can use the future perfect to state predictions or assumptions about the present or to say what you think has happened in the past. It suggests you are certain.  
*No doubt you will have read about the melting ice caps.*  
*Many people will not have seen the recent documentary about this.*
- The negative with *won't* with this meaning is mostly used in speaking and informal writing.  
*"A lot of people won't even have heard about it."*

Rewrite the underlined parts of the blog using the future perfect.

*will not / won't have heard*

It is unlikely that there is anyone who has not heard about the threat to certain species on the planet. No doubt you have reacted to the news that species such as polar bears are under threat. But what can we as individuals do? In recent years, perhaps you have noticed the appeals for help that come in the mail or that are on TV. They are certainly having an impact on my children. I'm sure that in addition to sending donations to various charities, you have heard about the "adopt an endangered animal" programs. I suspect that you haven't realized is how expensive these "adoptions" are. Not that I mind donating \$50 for my child to adopt an orangutan or a Sumatran rhino. It's all for a good cause. And no doubt donations have saved some obscure species from the brink of extinction, and certainly the programs have motivated many children to become involved. What I hadn't expected was for a cuddly stuffed toy version to arrive in the mail. Now my daughter wants the entire collection, which is all very well – except there are more than 100 endangered species that she can sign up to help!

150 Grammar extra

### Grammar extra

- extends the grammar from Lessons A and B with extra information and activities that can be done in class or for homework
- provides a clear presentation of structures with straightforward examples to make the grammar easy to assimilate
- may include *Common errors* panels with information from the Learner Corpus about key errors to avoid

### Speaking naturally

- helps students understand and use natural pronunciation and intonation
- is closely integrated with the grammar, vocabulary, or strategies of the main units
- covers the key areas of linking and reduction, stress and intonation, basic grammatical forms, and common problems in listening comprehension
- provides communicative and personalized practice to fully integrate pronunciation into the lesson

### Unit 3, Lesson C Speaking naturally Stress in expressions of contrast

Notice which words are stressed in these expressions introducing a contrasting view.

*It's important to get a college degree, **but even then**, you won't necessarily find a job.*  
*Having **said that**, though, your chances are better if you finish college.*  
*There's a lot of competition for jobs these days. **But then again**, there always has been.*  
***Even so**, the competition is probably more intense now than ever.*

**A** Read and listen to the information above. Repeat the example sentences.

**B** Listen. Circle the stressed word in each bold expression. Then listen, check, and repeat.

- I think you should attend the best college that accepts you. **Having said that, though**, you need to make sure you can afford the housing and tuition costs.
- I think it's great that people have a shorter workweek than they used to. **But then again**, many people now work two jobs in order to earn enough money to live on.
- More people are working overtime, **but even then**, many have a hard time paying their bills.
- I think it's good that people are getting married later, when they're more mature. **But even so**, the divorce rate doesn't seem to be going down.
- There is competition for jobs. **Having said that**, there aren't enough candidates for some jobs.

About | **C** Pair work Discuss the comments. Which views do you agree with?  
 you

### Unit 4, Lesson C Speaking naturally Stress in adding expressions

Notice which words are stressed in these expressions that add information.

*Overfishing decreases the fish population, **not to mention** that many fish are killed by pollution.*  
***On top of that**, fish consumption continues to increase every year.*  
***What's more**, no one seems interested in finding a solution to the problem.*  
***In any case**, someday people will have to consume less fish, or there won't be any left to eat.*

**A** Read and listen to the information above. Repeat the example sentences.

**B** Listen to these conversations. Circle the stressed word in each bold expression. Then listen, check, and repeat.

- A No one seems to agree on the causes of global warming. **What's more** they don't agree on any solutions, either.  
 B I suppose it's hard to identify the causes, but **in any event**, we need to do something.  
 A I agree. I mean, we need to prepare for higher temperatures, **not to mention** extreme weather events like hurricanes. And **on top of that**, there's rising sea levels.
- A The world uses way too much oil, and **what's more**, demand is increasing every year.  
 B Yeah. **Not to mention** the fact that the supply of oil is decreasing pretty quickly.  
 A And **on top of that**, people aren't trying very hard to develop different energy sources.  
 B You're right. **In any case**, we'll need to do something soon. We're running out of oil.

About | **C** Pair work Practice the conversations. Then discuss the issues. What's your view?  
 you

Speaking naturally 139

## Corpus frequency

## The top 500 spoken words

This is a list of the top 500 words in spoken North American English. It is based on a sample of four and a half million words of conversation from the *Cambridge English Corpus*. The most frequent word, *I*, is at the top of the list.

1 I	41 with	81 they're
2 and	42 he	82 kind
3 the	43 one	83 here
4 you	44 are	84 from
5 uh	45 this	85 did
6 to	46 there	86 something
7 a	47 I'm	87 too
8 that	48 all	88 more
9 it	49 if	89 very
10 of	50 no	90 want
11 yeah	51 get	91 little
12 know	52 about	92 been
13 in	53 at	93 things
14 like	54 out	94 an
15 they	55 had	95 you're
16 have	56 then	96 said
17 so	57 because	97 there's
18 was	58 go	98 I've
19 but	59 up	99 much
20 is	60 she	100 where
21 it's	61 when	101 two
22 we	62 them	102 thing
23 huh	63 can	103 her
24 just	64 would	104 didn't
25 oh	65 as	105 other
26 do	66 me	106 say
27 don't	67 mean	107 back
28 that's	68 some	108 could
29 well	69 good	109 their
30 for	70 got	110 our
31 what	71 OK	111 guess
32 on	72 people	112 yes
33 think	73 now	113 way
34 right	74 going	114 has
35 not	75 were	115 down
36 um	76 lot	116 we're
37 or	77 your	117 any
38 my	78 time	118 he's
39 be	79 see	119 work
40 really	80 how	120 take

121 even	167 anything	213 twenty
122 those	168 kids	214 after
123 over	169 first	215 ever
124 probably	170 does	216 find
125 him	171 need	217 care
126 who	172 us	218 better
127 put	173 should	219 hard
128 years	174 talking	220 haven't
129 sure	175 last	221 trying
130 can't	176 thought	222 give
131 pretty	177 doesn't	223 I'd
132 gonna	178 different	224 problem
133 stuff	179 money	225 else
134 come	180 long	226 remember
135 these	181 used	227 might
136 by	182 getting	228 again
137 into	183 same	229 pay
138 went	184 four	230 try
139 make	185 every	231 place
140 than	186 new	232 part
141 year	187 everything	233 let
142 three	188 many	234 keep
143 which	189 before	235 children
144 home	190 though	236 anyway
145 will	191 most	237 came
146 nice	192 tell	238 six
147 never	193 being	239 family
148 only	194 bit	240 wasn't
149 his	195 house	241 talk
150 doing	196 also	242 made
151 cause	197 use	243 hundred
152 off	198 through	244 night
153 I'll	199 feel	245 call
154 maybe	200 course	246 saying
155 real	201 what's	247 dollars
156 why	202 old	248 live
157 big	203 done	249 away
158 actually	204 sort	250 either
159 she's	205 great	251 read
160 day	206 bad	252 having
161 five	207 we've	253 far
162 always	208 another	254 watch
163 school	209 car	255 week
164 look	210 true	256 mhm
165 still	211 whole	257 quite
166 around	212 whatever	258 enough

259	next	305	looking	351	stay
260	couple	306	someone	352	mom
261	own	307	coming	353	sounds
262	wouldn't	308	eight	354	change
263	ten	309	love	355	understand
264	interesting	310	everybody	356	such
265	am	311	able	357	gone
266	sometimes	312	we'll	358	system
267	bye	313	life	359	comes
268	seems	314	may	360	thank
269	heard	315	both	361	show
270	goes	316	type	362	thousand
271	called	317	end	363	left
272	point	318	least	364	friends
273	ago	319	told	365	class
274	while	320	saw	366	already
275	fact	321	college	367	eat
276	once	322	ones	368	small
277	seen	323	almost	369	boy
278	wanted	324	since	370	paper
279	isn't	325	days	371	world
280	start	326	couldn't	372	best
281	high	327	gets	373	water
282	somebody	328	guys	374	myself
283	let's	329	god	375	run
284	times	330	country	376	they'll
285	guy	331	wait	377	won't
286	area	332	yet	378	movie
287	fun	333	believe	379	cool
288	they've	334	thinking	380	news
289	you've	335	funny	381	number
290	started	336	state	382	man
291	job	337	until	383	basically
292	says	338	husband	384	nine
293	play	339	idea	385	enjoy
294	usually	340	name	386	bought
295	wow	341	seven	387	whether
296	exactly	342	together	388	especially
297	took	343	each	389	taking
298	few	344	hear	390	sit
299	child	345	help	391	book
300	thirty	346	nothing	392	fifty
301	buy	347	parents	393	months
302	person	348	room	394	women
303	working	349	today	395	month
304	half	350	makes	396	found

397 side	432 hour	467 percent
398 food	433 deal	468 hand
399 looks	434 mine	469 gosh
400 summer	435 reason	470 top
401 hmm	436 credit	471 cut
402 fine	437 dog	472 computer
403 hey	438 group	473 tried
404 student	439 turn	474 gotten
405 agree	440 making	475 mind
406 mother	441 American	476 business
407 problems	442 weeks	477 anybody
408 city	443 certain	478 takes
409 second	444 less	479 aren't
410 definitely	445 must	480 question
411 spend	446 dad	481 rather
412 happened	447 during	482 twelve
413 hours	448 lived	483 phone
414 war	449 forty	484 program
415 matter	450 air	485 without
416 supposed	451 government	486 moved
417 worked	452 eighty	487 gave
418 company	453 wonderful	488 yep
419 friend	454 seem	489 case
420 set	455 wrong	490 looked
421 minutes	456 young	491 certainly
422 morning	457 places	492 talked
423 between	458 girl	493 beautiful
424 music	459 happen	494 card
425 close	460 sorry	495 walk
426 leave	461 living	496 married
427 wife	462 drive	497 anymore
428 knew	463 outside	498 you'll
429 pick	464 bring	499 middle
430 important	465 easy	500 tax
431 ask	466 stop	

## Irregular verbs

Base form	Simple past	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
burn	burned/burnt	burned/burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fitted/fit	fitted/fit
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (an object)	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie (down)	lay	lain
light	lit	lit
lose	lost	lost

Base form	Simple past	Past participle
make	made	made
mean	meant	meant
meet	met	met
mislead	misled	misled
overcome	overcame	overcome
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
sow	sowed	sown
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spin	spun	spun
spread	spread	spread
speed	sped	sped
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
wind	wound	wound
withhold	withheld	withheld
write	wrote	written



## Authors' acknowledgements

The authors would like to thank the entire team of professionals who have contributed their expertise to creating *Viewpoint 2*. We appreciate you all, including those we have not met. Here we would like to thank the people with whom we have had the most personal, day-to-day contact through the project. In particular, Michael Poor, who skillfully and sensitively edited the material and dedicated so much time and professional expertise to help us improve it; Mary Vaughn for her usual sage advice on our syllabus and her excellent contributions to the pronunciation materials; Dawn Elwell for her superb production skills; copy editor Karen Davy for checking through the manuscripts; Sue Aldcorn and Arley Gray for their work on creating the Teacher's Edition; Helen Tiliouine, Therese Naber and Janet Gokay, for creating and editing the testing program; Cristina Zurawski and Graham Skerritt for their comments on some of the early drafts, Mary McKeon, for her series oversight and project management; Melissa Struck for her help on the workbook and project management; Rossita Fernando and Jennifer Pardilla for their roles on the Workbook, Class Audio, and Video Program; Catherine Black for her support on the answer keys and audio scripts and deft handling of the Online Workbook; Tyler Heacock and Kathleen Corley, and their friends and family for the recordings they made, which fed into the materials; Ann Fiddes for corpus support and access to the English Profile wordlists; Dr Cynan Ellis Evans for the interview on page 45, and Kristen Ulmer for the interview which is reported on page 55.

We would also like to express our deep appreciation to Bryan Fletcher and Sarah Cole, who started the *Viewpoint* project with incredible vision and drive; and Janet Aitchison for her continued support.

Finally, we would like to thank each other for getting through another project together! In addition, Helen Sandiford would like to thank her husband, Bryan, and her daughters for their unwavering support.

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

*Reviewers and consultants:*

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

The authors and publishers would also like to thank our design and production teams at Cenveo Publisher Services/Nesbitt Graphics, Inc., Page 2, LLC, and New York Audio Productions.

*Cambridge University Press staff and advisors:*

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

## Viewpoint Level 2 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
<b>Unit 1</b> <b>A great read</b> pages 10–19	<ul style="list-style-type: none"> <li>• Talk about types of literature, reading habits, and favorite authors.</li> <li>• Discuss the pros and cons of reading and writing blogs.</li> <li>• Analyze and interpret a poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Use auxiliary verbs, <i>to</i>, <i>one</i>, and <i>ones</i> to avoid repeating words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Idiomatic expressions for understanding (<i>I can't make heads or tails of it</i>) and remembering (<i>It's on the tip of my tongue</i>)</li> <li>• Synonyms (<i>enduring - lasting</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use stressed auxiliary verbs (<i>do</i>, <i>does</i>) before main verbs to add emphasis.</li> <li>• Use <i>if so</i> to mean "if this is true", and <i>if not</i> to mean "if this is not true."</li> </ul>	<ul style="list-style-type: none"> <li>• Stressing auxiliaries for emphasis <i>page 138</i></li> </ul>
<b>Unit 2</b> <b>Technology</b> pages 20–29	<ul style="list-style-type: none"> <li>• Talk about technology and its impact on your life.</li> <li>• Discuss the issue of privacy vs. security.</li> <li>• Evaluate the pros and cons of modern conveniences.</li> <li>• Discuss how you respond to new technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Add information to nouns with different types of expressions.</li> <li>• Use two-part conjunctions like <i>either . . . or</i> to combine ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Compound adjectives to describe technology (<i>high-speed</i>, <i>energy-efficient</i>)</li> <li>• Suffixes (<i>innovation</i>, <i>radical</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs like <i>predictably</i> and <i>apparently</i> to express what you predict, expect, etc.</li> <li>• Emphasize that something is impossible with <i>can't / couldn't possibly</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress in noun phrases <i>page 138</i></li> </ul>
<b>Unit 3</b> <b>Society</b> pages 30–39	<ul style="list-style-type: none"> <li>• Talk about different social pressures that you and others face.</li> <li>• Discuss the challenges of starting college and other new experiences.</li> <li>• Discuss how children put pressure on parents.</li> <li>• Evaluate gender differences in language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use participle clauses to link events and add information about time or reason.</li> <li>• Add emphasis with <i>so . . . that</i>, <i>such . . . that</i>, <i>even</i>, and <i>only</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressions with <i>take</i> (<i>take advantage of</i>, <i>take credit for</i>)</li> <li>• Synonyms (<i>often - frequently</i>; <i>show - reveal</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Express a contrasting view with expressions like <i>having said that</i> and <i>then again</i>.</li> <li>• Use <i>even so</i> and <i>even then</i> to introduce a contrasting idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress in expressions of contrast <i>page 139</i></li> </ul>
<b>Checkpoint 1 Units 1–3 pages 40–41</b>					
<b>Unit 4</b> <b>Amazing world</b> pages 42–51	<ul style="list-style-type: none"> <li>• Talk about the natural world.</li> <li>• Present information about a member of the animal kingdom.</li> <li>• Consider the impact that humans have on nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Use future perfect forms to talk about the past in the future.</li> <li>• Use prepositions and prepositional phrases to combine ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressions to describe the behavior of wildlife (<i>hibernate</i>, <i>predator</i>)</li> <li>• Suffixes with <i>-able</i> (<i>remarkable</i>, <i>valuable</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use expressions like <i>What's more</i> to add and focus on new ideas.</li> <li>• Use <i>in any case</i> and <i>in any event</i> to strengthen arguments and reach conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress in adding expressions <i>page 139</i></li> </ul>

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>The blogosphere</i></p> <ul style="list-style-type: none"> <li>• A presenter shares statistics about blogging.</li> </ul> <p><i>My interpretation is . . .</i></p> <ul style="list-style-type: none"> <li>• Someone gives an interpretation of a poem.</li> </ul>	<p><i>A brief history of poetry</i></p> <ul style="list-style-type: none"> <li>• An article about different types of poetry through history</li> </ul>	<ul style="list-style-type: none"> <li>• Write a review of a book you have enjoyed.</li> <li>• Describe, evaluate, and recommend a book.</li> <li>• Coordinate adjectives.</li> <li>• Avoid errors with <i>yet</i>.</li> </ul>	<p><i>Heads or tails</i></p> <ul style="list-style-type: none"> <li>• Think of situations when you can use certain idioms.</li> </ul>	<ul style="list-style-type: none"> <li>• More on auxiliary verbs to avoid repetition</li> <li>• <i>too, either, so, neither, and (to) do so</i></li> <li>• More on using <i>to</i> to avoid repeating verb phrases</li> <li>• More on <i>one/ones</i> to avoid repeating countable nouns</li> </ul> <p>pages 144–145</p>
<p><i>Privacy or convenience?</i></p> <ul style="list-style-type: none"> <li>• Two friends discuss privacy and fingerprinting.</li> </ul> <p><i>How do you multitask?</i></p> <ul style="list-style-type: none"> <li>• Three conversations about multitasking</li> </ul>	<p><i>As technology changes, so do adoption life cycles.</i></p> <ul style="list-style-type: none"> <li>• An article about the willingness of consumers to invest in new technology</li> </ul>	<ul style="list-style-type: none"> <li>• Write a report about Internet use.</li> <li>• Describe graphs, charts, and tables.</li> <li>• Describe and compare statistics.</li> <li>• Avoid errors with <i>as can be seen</i>, etc.</li> </ul>	<p><i>High-tech gadgets</i></p> <ul style="list-style-type: none"> <li>• Use compound adjectives with nouns to say something true about your life.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives after nouns</li> <li>• Negative phrases after nouns</li> <li>• More on two-part conjunctions</li> <li>• Two-part conjunctions with phrases and clauses</li> </ul> <p>pages 146–147</p>
<p><i>It's an issue . . .</i></p> <ul style="list-style-type: none"> <li>• Two people discuss the challenges when kids become more independent.</li> </ul> <p><i>Language and gender</i></p> <ul style="list-style-type: none"> <li>• A professor introduces a course on language and gender.</li> </ul>	<p><i>Spring semester courses in Language and Society</i></p> <ul style="list-style-type: none"> <li>• Course outlines of classes about language and society</li> </ul>	<ul style="list-style-type: none"> <li>• Write an evaluation of a course.</li> <li>• Plan and write an evaluative report.</li> <li>• Express results in writing.</li> <li>• Avoid errors with <i>therefore</i>.</li> </ul>	<p><i>Take credit!</i></p> <ul style="list-style-type: none"> <li>• Write sentences that paraphrase the meaning of new expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Clauses with prepositions and conjunctions + <i>-ing</i></li> <li>• Passive forms of participle and time clauses</li> <li>• More on <i>so</i> and <i>such</i></li> <li>• More on <i>even</i> and <i>only</i></li> </ul> <p>pages 148–149</p>
<b>Checkpoint 1 Units 1–3 pages 40–41</b>				
<p><i>The Antarctic</i></p> <ul style="list-style-type: none"> <li>• An expert answers questions about Antarctica.</li> </ul> <p><i>The genius of the natural world</i></p> <ul style="list-style-type: none"> <li>• A presenter shares ideas about how biomimicry could solve problems.</li> </ul>	<p><i>How nature inspires science – a look at some notable inventions</i></p> <ul style="list-style-type: none"> <li>• An article about how nature inspires innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Write a persuasive essay about an environmental concern.</li> <li>• Use academic prepositions and impersonal <i>one</i>.</li> <li>• Avoid errors with <i>upon</i>.</li> </ul>	<p><i>Golden eggs</i></p> <ul style="list-style-type: none"> <li>• Notice the use of specialized vocabulary in general English or in idioms.</li> </ul>	<ul style="list-style-type: none"> <li>• More on the future perfect</li> <li>• The future perfect for predictions and assumptions</li> <li>• Formal prepositional expressions</li> <li>• More on <i>the fact that</i>; prepositions + perfect forms</li> </ul> <p>pages 150–151</p>

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
<b>Unit 5</b> <b>Progress</b> pages 52–61	<ul style="list-style-type: none"> <li>• Talk about inventions, progress, and human achievements.</li> <li>• Evaluate the motivation of people who are driven to perform dangerous feats.</li> <li>• Discuss the pros and cons of research.</li> <li>• Discuss inventions and innovations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs with continuous and perfect forms of the passive.</li> <li>• Use past modals with the passive.</li> </ul>	<ul style="list-style-type: none"> <li>• More formal adjectives (<i>obsolete, portable</i>)</li> <li>• Adjectives into nouns (<i>convenient – convenience; easy – ease</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use expressions like <i>Let's put it this way</i> to make a point.</li> <li>• Use expressions like <i>Maybe (not), Absolutely (not), and Not necessarily</i> in responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress in expressions page 140</li> </ul>
<b>Unit 6</b> <b>Business studies</b> pages 62–71	<ul style="list-style-type: none"> <li>• Talk about business and retail.</li> <li>• Consider the motivations behind shopping habits.</li> <li>• Evaluate the benefits of online and instore shopping.</li> <li>• Present the advantages of big business and small business.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses that begin with pronouns or prepositions.</li> <li>• Use <i>some, any, other, others, and another</i> to refer to people and things.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs that mean <i>attract</i> and <i>deter</i> (<i>entice, discourage</i>)</li> <li>• Adjectives (<i>malicious, vulnerable</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use negative and tag questions to persuade others of your point of view.</li> <li>• Use <i>granted</i> to concede points.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions in relative clauses page 140</li> </ul>
<b>Checkpoint 2 Units 4–6 pages 72–73</b>					

<b>Unit 7</b> <b>Relationships</b> pages 74–83	<ul style="list-style-type: none"> <li>• Talk about relationships, marriage, and family life.</li> <li>• Discuss the most important issues to consider before getting married.</li> <li>• Talk about the best ways to meet people.</li> <li>• Evaluate the pros and cons of monitoring family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Use conditional sentences without <i>if</i> to hypothesize.</li> <li>• Use <i>wh</i>-clauses as subjects and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Binomial expressions with <i>and, or, but</i> (<i>give and take, sooner or later, slowly but surely</i>)</li> <li>• Building synonyms (<i>see – perceive; improve – enhance</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use expressions like <i>in the end</i> and <i>in a word</i> to summarize or finish your points.</li> <li>• Use <i>then</i> and <i>in that case</i> to draw a conclusion from something someone said.</li> </ul>	<ul style="list-style-type: none"> <li>• Binomial pairs page 141</li> </ul>
<b>Unit 8</b> <b>History</b> pages 84–93	<ul style="list-style-type: none"> <li>• Talk about people and events in history.</li> <li>• Determine what makes a historical event “world-changing.”</li> <li>• Talk about the importance of one's family history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the perfect infinitive to refer to past time.</li> <li>• Use cleft sentences beginning with <i>It</i> to focus on certain nouns, phrases, and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective antonyms (<i>lasting – temporary; superficial – profound</i>)</li> <li>• Metaphors (<i>sift, bring to life</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use expressions like <i>Let's not go there</i> to avoid talking about a topic.</li> <li>• Respond with <i>That's what I'm saying</i> to focus on your viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• Saying perfect infinitives page 141</li> </ul>

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Kristen Ulmer – a world-class extreme skier</i></p> <ul style="list-style-type: none"> <li>• A reporter relates her conversation with Kristen Ulmer.</li> </ul> <p><i>What's the point of research?</i></p> <ul style="list-style-type: none"> <li>• Two people discuss the benefits and drawbacks of research.</li> </ul>	<p><i>Invention: inspired thinking or accidental discovery?</i></p> <ul style="list-style-type: none"> <li>• An article about how inventions come about</li> </ul>	<ul style="list-style-type: none"> <li>• Write an opinion essay about technological progress.</li> <li>• Compare and contrast arguments.</li> <li>• Use <i>it</i> clauses + passive to say what people think.</li> <li>• Avoid errors with <i>affect</i> and <i>effect</i>.</li> </ul>	<p><i>Old or ancient?</i></p> <ul style="list-style-type: none"> <li>• Learn synonyms to express basic concepts in formal writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs in present and past passive verb phrases</li> <li>• Adverbs in perfect verb phrases</li> <li>• Adverbs and past modal verb phrases</li> <li>• Questions with passive past modals <i>pages 152–153</i></li> </ul>
<p><i>Too good to be true?</i></p> <ul style="list-style-type: none"> <li>• Four consumer experts talk about special promotions.</li> </ul> <p><i>The top threats</i></p> <ul style="list-style-type: none"> <li>• A business expert discusses the risks of running a business.</li> </ul>	<p><i>Data leakage – Are you protected?</i></p> <ul style="list-style-type: none"> <li>• An article about keeping a business's information secure</li> </ul>	<ul style="list-style-type: none"> <li>• Write a report on data security.</li> <li>• Use modals to avoid being too assertive and to make recommendations.</li> <li>• Use expressions to describe cause (<i>This may be the result of . . .</i>).</li> <li>• Avoid errors with <i>can</i> and <i>could</i>.</li> </ul>	<p><i>It's tempting.</i></p> <ul style="list-style-type: none"> <li>• Write word family charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns and numbers in relative clauses</li> <li>• Nouns in relative clauses</li> <li>• <i>other, every other, other than</i></li> <li>• More on <i>another</i> <i>pages 154–155</i></li> </ul>

**Checkpoint 2 Units 4–6 pages 72–73**

<p><i>Bringing up baby?</i></p> <ul style="list-style-type: none"> <li>• A student talks about his experience with a "baby simulator."</li> </ul> <p><i>Keeping tabs on the family</i></p> <ul style="list-style-type: none"> <li>• A family counselor discusses using technology to keep track of family members.</li> </ul>	<p><i>Technology – is it driving families apart?</i></p> <ul style="list-style-type: none"> <li>• An article about how technology impacts family dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Write a magazine article about how to enhance friendships.</li> <li>• Express number and amount with expressions like <i>a number of, a great deal of</i>.</li> <li>• Avoid errors with <i>a number of, etc.</i></li> <li>• Use expressions like <i>affect, have an effect on</i> to describe effects.</li> </ul>	<p><i>Now or never</i></p> <ul style="list-style-type: none"> <li>• Use expressions in sentences that are personally meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>• More on inversions</li> <li>• More on <i>what</i> clauses</li> <li>• <i>what</i> clauses with passive verbs and modals in writing <i>pages 156–157</i></li> </ul>
<p><i>Tracing family histories</i></p> <ul style="list-style-type: none"> <li>• Two friends talk about their family backgrounds.</li> </ul> <p><i>Citizen participation projects</i></p> <ul style="list-style-type: none"> <li>• A lecturer describes projects that help uncover the past.</li> </ul>	<p><i>The Ancient Lives Project</i></p> <ul style="list-style-type: none"> <li>• An article about the collaboration between experts and volunteers in piecing together the past</li> </ul>	<ul style="list-style-type: none"> <li>• Write a narrative essay about your family or someone you know.</li> <li>• Order events in the past.</li> <li>• Avoid errors with <i>in the end</i> and <i>at the end</i>.</li> </ul>	<p><i>Deep, low, high</i></p> <ul style="list-style-type: none"> <li>• Look up the synonyms and antonyms of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• More on perfect infinitives</li> <li>• The perfect infinitive after adjectives and nouns</li> <li>• More on cleft sentences with <i>it + be</i></li> <li>• <i>it + be + noun phrase</i> in writing <i>pages 158–159</i></li> </ul>



	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
<b>Unit 9</b> <b>Engineering wonders</b> pages 94–103	<ul style="list-style-type: none"> <li>• Talk about feats, challenges, and developments in engineering.</li> <li>• Evaluate the priorities in research and development.</li> <li>• Discuss the usefulness of robots.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>-ever</i> words in talking about unknown people or things.</li> <li>• Use negative adverbs (<i>never, not only</i>) + inversion to start a sentence for emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary of engineering projects (<i>erect, install</i>)</li> <li>• Verbs (<i>interact, determine</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use expressions like <i>given</i> or <i>considering</i> to introduce facts that support your opinions.</li> <li>• Emphasize negative phrases with <i>at all</i> and <i>whatsoever</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation of background information page 142</li> </ul>
<b>Checkpoint 3 Units 7–9</b> pages 104–105					
<b>Unit 10</b> <b>Current events</b> pages 106–115	<ul style="list-style-type: none"> <li>• Talk about the news, who reports it, and how.</li> <li>• Discuss if speed or accuracy is more important in news reporting.</li> <li>• Evaluate how much you trust what you hear or read in the news.</li> </ul>	<ul style="list-style-type: none"> <li>• Use continuous infinitive forms to report events in progress.</li> <li>• Use the subjunctive to describe what should happen, what is important, and to refer to demands and recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Noun and verb collocations (<i>undergo surgery, contain an oil spill</i>)</li> <li>• Vocabulary to express truth or fiction (<i>verify, fabricate</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight topics by putting them at the start or end of what you say.</li> <li>• Use <i>this</i> and <i>these</i> to highlight information and <i>that</i> and <i>those</i> to refer to known information.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress and intonation page 142</li> </ul>
<b>Unit 11</b> <b>Is it real?</b> pages 116–125	<ul style="list-style-type: none"> <li>• Talk about whether information is true or not.</li> <li>• Consider how you would handle an emergency.</li> <li>• Talk about white lies and if they're ever acceptable.</li> <li>• Discuss if art forgers are still true artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>be to</i> to refer to fixed or hypothetical future events.</li> <li>• Use passive verb complements.</li> </ul>	<ul style="list-style-type: none"> <li>• Idioms and phrasal verbs with <i>turn</i> (<i>turn over a new leaf, turn around</i>)</li> <li>• Words in context (<i>lucrative, laborious</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use expressions like <i>That doesn't seem right</i> to express concerns.</li> <li>• Use <i>to me, to her</i>, etc. to introduce an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress in longer idioms page 143</li> </ul>
<b>Unit 12</b> <b>Psychology</b> pages 126–135	<ul style="list-style-type: none"> <li>• Talk about being independent, the psychology of attraction, and the brain.</li> <li>• Discuss the differences between online and in-person relationships.</li> <li>• Discuss stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use objects + <i>-ing</i> forms after prepositions and verbs.</li> <li>• Use reflexive pronouns — including to add emphasis — and <i>each other / one another</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Phrasal verbs (<i>go by, pick up on</i>)</li> <li>• Expressions with <i>be, do, go, have, take</i> (<i>be close to, have to do with</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Use expressions like <i>I can see it from both sides</i> and <i>by the same token</i>.</li> <li>• Use <i>to put it + adverb</i> to indicate your meaning behind an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress with reflexive pronouns page 143</li> </ul>
<b>Checkpoint 4 Units 10–12</b> pages 136–137					

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Other amazing feats</i></p> <ul style="list-style-type: none"> <li>• Three documentaries describe marvels of engineering.</li> </ul> <p><i>Is she for real?</i></p> <ul style="list-style-type: none"> <li>• A radio interview about a robot.</li> </ul>	<p><i>Robots</i></p> <ul style="list-style-type: none"> <li>• An article about the widespread use of robots in society</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay about whether robots can replace humans.</li> <li>• Express alternatives.</li> <li>• Avoid errors with <i>would rather / rather than</i>.</li> </ul>	<p><i>How do you do it?</i></p> <ul style="list-style-type: none"> <li>• Ask yourself questions using new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>whatever, whichever, and whoever</i> as subjects and objects</li> <li>• Patterns with <i>however</i> and <i>whatever</i></li> <li>• More on inversion</li> <li>• Inversion with modals and in passive sentences <i>pages 160–161</i></li> </ul>

**Checkpoint 3 Units 7–9** pages 104–105

<p><i>Journalism</i></p> <ul style="list-style-type: none"> <li>• A guest on a radio program discusses trends in journalism.</li> </ul>	<p><i>Establishing the truth: How accurate are news reports?</i></p> <ul style="list-style-type: none"> <li>• An article about issues in news reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize an article.</li> <li>• Use subject-verb agreement.</li> <li>• Avoid subject-verb agreement errors in relative clauses.</li> </ul>	<p><i>Trust your instincts</i></p> <ul style="list-style-type: none"> <li>• Find multiple verbs that collocate with the same noun.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple vs. continuous infinitives</li> <li>• More on perfect continuous infinitives</li> <li>• More on the subjunctive</li> <li>• The subjunctive and conditional sentences <i>pages 162–163</i></li> </ul>
<p><i>Online lies</i></p> <ul style="list-style-type: none"> <li>• Two friends talk about the lies that people tell about themselves online.</li> </ul> <p><i>Fakes of art!</i></p> <ul style="list-style-type: none"> <li>• A radio program profiles artist John Myatt.</li> </ul>	<p><i>Authenticating art</i></p> <ul style="list-style-type: none"> <li>• An article about the techniques used to identify art forgeries</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay about fake designer goods.</li> <li>• Share your views and those of others.</li> <li>• Use academic conjunctions and adverbs.</li> <li>• Avoid errors with <i>provided that</i>.</li> </ul>	<p><i>Use it or lose it.</i></p> <ul style="list-style-type: none"> <li>• Use new vocabulary in imaginary conversations with a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• More on <i>be to; be due to, be meant to</i></li> <li>• <i>be to</i> for orders and instructions</li> <li>• More on passive perfect infinitives</li> <li>• <i>would rather</i> <i>pages 164–165</i></li> </ul>

<p><i>“Helicopter” parents</i></p> <ul style="list-style-type: none"> <li>• A mother and son talk about overprotective parents.</li> </ul> <p><i>Understanding the brain – outcomes</i></p> <ul style="list-style-type: none"> <li>• Four professionals lecture about the impact of brain research on their fields.</li> </ul>	<p><i>The developing brain</i></p> <ul style="list-style-type: none"> <li>• An article about how brain development relates to behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Write a report using statistics.</li> <li>• Compare statistics.</li> <li>• Use expressions like <i>twice as likely, four times more often</i>.</li> <li>• Avoid errors with <i>twice</i>.</li> </ul>	<p><i>Pick and choose</i></p> <ul style="list-style-type: none"> <li>• Create a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>• Common verbs, adjectives, and nouns + object + <i>-ing</i></li> <li>• More on reflexive pronouns</li> <li>• Referring to unknown people <i>pages 166–167</i></li> </ul>
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**Checkpoint 4 Units 10–12** pages 136–137



# Teaching higher-level learners of English

*Viewpoint* is intended for higher-level learners of English. At this point, students are considered to have crossed the threshold to becoming independent learners, a qualitative change from the dependent learner at the beginner or elementary level. It is not just a question of learning more language; it is about becoming a different kind of learner. So what happens when students move from intermediate to advanced levels? What substantive changes mark this shift?

## Issues for higher-level learners

Higher-level learners have different needs from those at more basic levels. These include the needs to:

- move beyond general language toward more vocational and academic language.
- improve accuracy and confidence in using grammatical structures by understanding their complexities.
- review and correct common grammatical errors.
- learn new structures that are frequent and useful so students feel they are moving forward and covering new ground.
- learn more about appropriateness of use, such as formal and informal grammatical structures, vocabulary, and expressions, and understand which are suitable for writing and which are not.
- be able to operate fluently and confidently in a wider range of speaking situations, not only in informal conversations with friends but also in more formal settings such as the workplace or at seminars or presentations.
- develop skills for how to approach more formal writing and how to structure texts.

## Teaching vocabulary

Ideally, students at the threshold of the more advanced levels will already recognize some 4,000 words. Most of the new words encountered in English at this point are fairly uncommon, and students are less likely to encounter them on a regular basis. Phrasal vocabulary is also increasingly important at the advanced level. Here we need to introduce themes and topics that will be relevant to students who typically have vocational, academic, and professional goals. What this means is that a topic such as travel and vacations can be expanded and specialized to include issues such as tourism and its impact on cultures and environments; friendship and socializing in general can make way for more demanding issues such as peer pressures and academic pressures. In *Viewpoint* students are encouraged to take responsibility for their own vocabulary development through a section in each unit called *Vocabulary notebook*. This encourages them to write notes and improve their vocabulary learning strategies as part of the general learning process.

## Teaching grammar

The *Viewpoint* presentations and activities expose students to the grammar used in speaking and also, perhaps crucially for these levels, to the grammar of writing. The grammatical syllabus has been organized by careful corpus analysis of the kinds of texts and contexts that more advanced students will need to work with. It has also been influenced by research in how examiners evaluate and assess students' writing.

## Teaching speaking

At the advanced levels, students are expected to have a high level of fluency, precision, and spontaneity in speaking. The CEFR, for example, sees the C-level learner as being able to speak "without much obvious searching for expressions," and to be skilled at "differentiating finer shades of meaning even in more complex situations." At this point, we can help students communicate more precisely *and* interactively. As well as helping them