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VIEWPOINT

STUDENT'S BOOK

1

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Viewpoint Level 1 Scope and sequence

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

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Reasons for ending friendships</i></p> <ul style="list-style-type: none"> Four people talk about solutions to relationship problems <p><i>But is it fair?</i></p> <ul style="list-style-type: none"> Two students debate whether it is fair for employers to check out job applicants online 	<p><i>Future college students and employees, beware!</i></p> <ul style="list-style-type: none"> An article about the importance of posting only appropriate content online 	<ul style="list-style-type: none"> Write a script for a debate over whether or not employers should judge applicants by their online profile Plan an argument Contrast ideas and arguments Avoid errors with <i>whereas</i> 	<p><i>The right choice!</i></p> <ul style="list-style-type: none"> Identify new vocabulary as formal or informal 	<ul style="list-style-type: none"> Questions Frequency expressions State verbs pages 144–145
<p><i>It's really interesting that . . .</i></p> <ul style="list-style-type: none"> Five people discuss the effects of TV on young people <p><i>They're just games</i></p> <ul style="list-style-type: none"> A professor delivers a lecture on violence and the media 	<p><i>Not just a game</i></p> <ul style="list-style-type: none"> An article about the impact of violent video games on young people 	<ul style="list-style-type: none"> Write a paragraph in an essay about whether songs with violent lyrics should be banned Use topic sentences List ideas Avoid errors with listing expressions 	<p><i>What an effect!</i></p> <ul style="list-style-type: none"> When you learn a new noun, find out what prepositions are used with it 	<ul style="list-style-type: none"> Verbs in subject and object relative clauses Using <i>that</i> clauses <i>what</i> clauses pages 146–147
<p><i>It just goes to show . . .</i></p> <ul style="list-style-type: none"> Three conversations about life lessons <p><i>How friendly are people?</i></p> <ul style="list-style-type: none"> Three students describe the people in their cities 	<p><i>Saturday</i></p> <ul style="list-style-type: none"> A short story about a woman who suddenly feels invisible 	<ul style="list-style-type: none"> Write a narrative article about a positive or negative experience with people Brainstorm and plan Use verbs to structure an article Avoid errors with the past perfect 	<p><i>Catch up!</i></p> <ul style="list-style-type: none"> Write a definition to help you remember a new expression 	<ul style="list-style-type: none"> Time expressions with the simple past and present perfect Time expressions with the past perfect pages 148–149
Checkpoint 1 Units 1–3 pages 40–41				
<p><i>The best perks</i></p> <ul style="list-style-type: none"> Five people discuss and give examples of perks and benefits offered to employees <p><i>Interview rules</i></p> <ul style="list-style-type: none"> Five applicants are interviewed for a job 	<p><i>Career help: What questions should I ask at a job interview?</i></p> <ul style="list-style-type: none"> An article outlining questions a job applicant should and shouldn't ask during an interview 	<ul style="list-style-type: none"> Write a personal statement for an application form Use nouns in formal writing Avoid errors with uncountable nouns 	<p><i>Meet that deadline!</i></p> <ul style="list-style-type: none"> When you learn a new word, write down its collocations 	<ul style="list-style-type: none"> Making uncountable nouns countable More about uncountable nouns More about the definite article pages 150–151

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Spelling strategies
Unit 5 Challenges pages 52–61	<ul style="list-style-type: none"> • Talk about world issues and ways to help • Share wishes, hopes, and regrets about the world • Hypothesize on making the world a better place 	<ul style="list-style-type: none"> • Use conditional sentences to talk about hypothetical events in the present or past • Use <i>wish</i> and <i>hope</i> to talk about wishes, hopes, and regrets 	<ul style="list-style-type: none"> • World problems and solutions (<i>eradicate poverty</i>) • Word building (<i>devastate, devastation, devastated</i>) 	<ul style="list-style-type: none"> • Suggest possible scenarios or ideas with <i>What if . . . ?</i>, <i>suppose</i>, and <i>imagine</i> • Use <i>I suppose</i> to show that you're not 100 percent sure 	<ul style="list-style-type: none"> • Spelling strategies page 140
Unit 6 Into the future pages 62–71	<ul style="list-style-type: none"> • Talk about the future of money, technology, clothing, travel, entertainment, and everyday life • Give a presentation 	<ul style="list-style-type: none"> • Describe future events with <i>be going to</i>, <i>will</i>, <i>may</i>, <i>might</i>, and the present • Use modal verbs for expectations, guesses, offers, necessity, requests, etc. 	<ul style="list-style-type: none"> • Expressions used in giving presentations (<i>As you'll see on the slide.</i>) • Nouns for people (<i>climatologists</i>) 	<ul style="list-style-type: none"> • Use <i>would</i> or <i>d</i> to soften your opinions • Respond with expressions such as <i>I think so</i>, <i>I don't think so</i>, and <i>I guess not</i> 	<ul style="list-style-type: none"> • Silent consonants page 140

Checkpoint 2 Units 4–6 pages 72–73

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

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

Checkpoint 2 Units 4–6 pages 72–73

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

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

Checkpoint 3 Units 7–9 pages 104–105

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

Checkpoint 4 Units 10–12 pages 136–137

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

Checkpoint 3 Units 7–9 pages 104–105

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

Checkpoint 4 Units 10–12 pages 136–137

Unit

1

Social networks


In Unit 1, you . . .

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



Lesson A Speed-friending

1 Getting to know each other

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



Make New Friends and Network Fast!

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

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

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



About you


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

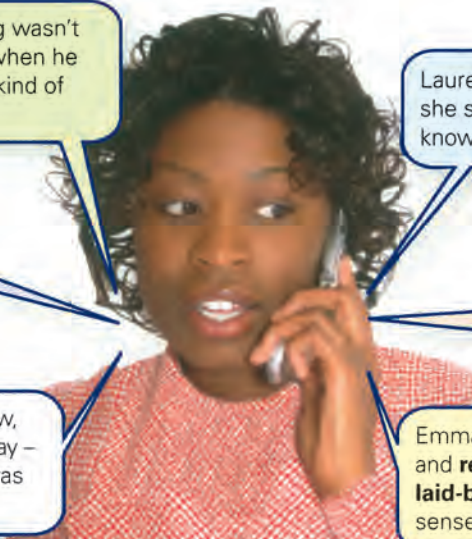
- C** Write six interesting questions you'd like to ask at a speed-friending event. (For help with questions, see page 144.)

How often do you go out with your friends?

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

2 Vocabulary in context

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



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

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

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

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

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

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

Word
sort

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

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



See page 19.

About
you

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

A Do you know anyone who is open-minded?

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

3 Viewpoint What makes a good friend?

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

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

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

In conversation ...

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



Lesson B Networking


1 Grammar in context

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

How do you keep in touch?

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

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

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

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

Jeff Gordon, 25

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



Victoria Garza, 40

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



David Smith, 31

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



Sarah Wang, 19

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



About
you

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

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

2 Grammar Talking about habits

Figure
it out

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

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

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

Grammar extra
See page 145.

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

Mostly I **call** on my cell. I **am** on the phone all the time. My friends **don't use** IM.
My son **tends to** text. He **doesn't use** IM. Occasionally he **will email** someone.

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

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

My kids **are constantly texting**.

In conversation . . .

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

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

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

About
you

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

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

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

3 Speaking naturally Questions with answers See page 138.

VIEWPOINT

MICHAEL MCCARTHY
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