

CAMBRIDGE

VIEWPOINT

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD



MP3

6A

STUDENT'S BOOK
学生用书



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

VIEWPOINT

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD

6A STUDENT'S BOOK
学生用书



CAMBRIDGE
UNIVERSITY PRESS



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

图书在版编目(CIP)数据

剑桥标准英语教程6A学生用书 / (英) 麦卡锡
(McCarthy, M.), (英) 麦克卡顿 (McCarten, J.), (英)
桑迪福德 (Sandiford, H.) 编著. —北京: 北
京语言大学出版社, 2016.4
ISBN 978-7-5619-4487-5

I. ①剑… II. ①麦… ②麦… ③桑… III. ①英语—
教材 IV. ①H31

中国版本图书馆CIP数据核字 (2016) 第043947号

版权登记: 图字01—2015—1795号

This is an adaptation edition of the following titles published by Cambridge University Press:

Viewpoint Level 2 Student's Book (ISBN: 9780521131896)
© Cambridge University Press 2013

Viewpoint Level 2 Class Audio CDs (4) (ISBN: 9781107661325)
© Cambridge University Press 2013

This adaptation edition for the People's Republic of China (excluding Hong Kong, Macau and Taiwan) is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press and Beijing Language and Culture University Press 2016

This adaptation edition is authorized for sale in the People's Republic of China (excluding Hong Kong, Macau and Taiwan) only. Unauthorized export of this adaptation edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of Cambridge University Press and Beijing Language and Culture University Press.

此版本仅限在中华人民共和国境内 (不包括香港、澳门特别行政区及台湾省) 销售。未经授权出口此版本属违法行为。未经剑桥大学出版社和北京语言大学出版社书面同意, 本书任何部分不得以任何方式被翻印或传播, 不得载入数据库或检索系统。

书 名: 剑桥标准英语教程6A: 学生用书
编 著: Michael McCarthy, Jeanne McCarten, Helen Sandiford
责任编辑: 李 珍 张 倩
封面设计: 大愚设计 + 李 倩

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路15号 邮政编码: 100083

网 站: www.blcup.com

电 话: 发行部 (010) 62605588 / 5019 / 5128

编辑部 (010) 62418641

邮购电话 (010) 62605127

读者服务信箱 dywh@xdf.cn

印 刷: 北京鑫丰华彩印有限公司

经 销: 全国新华书店

版 次: 2016年4月第1版 2016年4月第1次印刷

开 本: 889毫米×1194毫米 1/16 印张: 5.5

字 数: 115千

书 号: ISBN 978-7-5619-4487-5

定 价: 38.00元

版权所有 侵权必究

如有缺页、倒页、脱页等印装质量问题, 请拨打服务热线: 010-62605166。

温馨提示：

* 本书中出现  或  标志的音频请见随书附赠光盘。

* 您也可以登录 www.cambridge.org/viewpoint/audio 免费下载本书音频。

Viewpoint Advanced 3 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 1 A great read pages 10–19	• Talk about types of literature, reading habits, and favorite authors. • Discuss the pros and cons of reading and writing blogs. • Analyze and interpret a poem.	• Use auxiliary verbs, <i>to</i>, <i>one</i>, and <i>ones</i> to avoid repeating words and phrases.	• 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>) • Synonyms (<i>enduring - lasting</i>)	• Use stressed auxiliary verbs (<i>do</i>, <i>does</i>) before main verbs to add emphasis. • Use <i>if so</i> to mean "if this is true", and <i>if not</i> to mean "if this is not true."	• Stressing auxiliaries for emphasis page 138
Unit 2 Technology pages 20–29	• Talk about technology and its impact on your life. • Discuss the issue of privacy vs. security. • Evaluate the pros and cons of modern conveniences. • Discuss how you respond to new technologies.	• Add information to nouns with different types of expressions. • Use two-part conjunctions like <i>either . . . or</i> to combine ideas.	• Compound adjectives to describe technology (<i>high-speed</i>, <i>energy-efficient</i>) • Suffixes (<i>innovation</i>, <i>radical</i>)	• Use adverbs like <i>predictably</i> and <i>apparently</i> to express what you predict, expect, etc. • Emphasize that something is impossible with <i>can't / couldn't possibly</i>.	• Stress in noun phrases page 138
Unit 3 Society pages 30–39	• Talk about different social pressures that you and others face. • Discuss the challenges of starting college and other new experiences. • Discuss how children put pressure on parents. • Evaluate gender differences in language.	• Use participle clauses to link events and add information about time or reason. • Add emphasis with <i>so . . . that</i>, <i>such . . . that</i>, <i>even</i>, and <i>only</i>.	• Expressions with <i>take</i> (<i>take advantage of</i>, <i>take credit for</i>) • Synonyms (<i>often - frequently</i>; <i>show - reveal</i>)	• Express a contrasting view with expressions like <i>having said that</i> and <i>then again</i>. • Use <i>even so</i> and <i>even then</i> to introduce a contrasting idea.	• Stress in expressions of contrast page 139
Checkpoint 1 Units 1–3 pages 40–41					

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<i>The blogosphere</i> • A presenter shares statistics about blogging. <i>My interpretation is...</i> • Someone gives an interpretation of a poem.	<i>A brief history of poetry</i> • An article about different types of poetry through history	• Write a review of a book you have enjoyed. • Describe, evaluate, and recommend a book. • Coordinate adjectives. • Avoid errors with <i>yet</i>.	<i>Heads or tails</i> • Think of situations when you can use certain idioms.	• More on auxiliary verbs to avoid repetition • <i>too, either, so, neither, and (to) do so</i> • More on using <i>to</i> to avoid repeating verb phrases • More on <i>one / ones</i> to avoid repeating countable nouns pages 144–145
<i>Privacy or convenience?</i> • Two friends discuss privacy and fingerprinting. <i>How do you multitask?</i> • Three conversations about multitasking	<i>As technology changes, so do adoption life cycles.</i> • An article about the willingness of consumers to invest in new technology	• Write a report about Internet use. • Describe graphs, charts, and tables. • Describe and compare statistics. • Avoid errors with <i>as can be seen</i>, etc.	<i>High-tech gadgets</i> • Use compound adjectives with nouns to say something true about your life.	• Adjectives after nouns • Negative phrases after nouns • More on two-part conjunctions • Two-part conjunctions with phrases and clauses pages 146–147
<i>It's an issue...</i> • Two people discuss the challenges when kids become more independent. <i>Language and gender</i> • A professor introduces a course on language and gender.	<i>Spring semester courses in Language and Society</i> • Course outlines of classes about language and society	• Write an evaluation of a course. • Plan and write an evaluative report. • Express results in writing. • Avoid errors with <i>therefore</i>.	<i>Take credit!</i> • Write sentences that paraphrase the meaning of new expressions.	• Clauses with prepositions and conjunctions + <i>-ing</i> • Passive forms of participle and time clauses • More on <i>so</i> and <i>such</i> • More on <i>even</i> and <i>only</i> pages 148–149

Checkpoint 1 Units 1–3 pages 40–41

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 4 Amazing world pages 42–51	• Talk about the natural world. • Present information about a member of the animal kingdom. • Consider the impact that humans have on nature.	• Use future perfect forms to talk about the past in the future. • Use prepositions and prepositional phrases to combine ideas.	• Expressions to describe the behavior of wildlife (<i>hibernate, predator</i>) • Suffixes with <i>-able</i> (<i>remarkable, valuable</i>)	• Use expressions like <i>What's more</i> to add and focus on new ideas. • Use <i>in any case</i> and <i>in any event</i> to strengthen arguments and reach conclusions.	• Stress in adding expressions <i>page 139</i>
Unit 5 Progress pages 52–61	• Talk about inventions, progress, and human achievements. • Evaluate the motivation of people who are driven to perform dangerous feats. • Discuss the pros and cons of research. • Discuss inventions and innovations.	• Use adverbs with continuous and perfect forms of the passive. • Use past modals with the passive.	• More formal adjectives (<i>obsolete, portable</i>) • Adjectives into nouns (<i>convenient – convenience; easy – ease</i>)	• Use expressions like <i>Let's put it this way</i> to make a point. • Use expressions like <i>Maybe (not), Absolutely (not),</i> and <i>Not necessarily</i> in responses.	• Stress in expressions <i>page 140</i>
Unit 6 Business studies pages 62–71	• Talk about business and retail. • Consider the motivations behind shopping habits. • Evaluate the benefits of online and instore shopping. • Present the advantages of big business and small business.	• Use relative clauses that begin with pronouns or prepositions. • Use <i>some, any, other, others,</i> and <i>another</i> to refer to people and things.	• Verbs that mean <i>attract</i> and <i>deter</i> (<i>entice, discourage</i>) • Adjectives (<i>malicious, vulnerable</i>)	• Use negative and tag questions to persuade others of your point of view. • Use <i>granted</i> to concede points.	• Prepositions in relative clauses <i>page 140</i>

Checkpoint 2 Units 4–6 pages 72–73

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<i>The Antarctic</i> • An expert answers questions about Antarctica. <i>The genius of the natural world</i> • A presenter shares ideas about how biomimicry could solve problems.	<i>How nature inspires science – a look at some notable inventions</i> • An article about how nature inspires innovation	• Write a persuasive essay about an environmental concern. • Use academic prepositions and impersonal <i>one</i>. • Avoid errors with <i>upon</i>.	<i>Golden eggs</i> • Notice the use of specialized vocabulary in general English or in idioms.	• More on the future perfect • The future perfect for predictions and assumptions • Formal prepositional expressions • More on <i>the fact that</i>; prepositions + perfect forms pages 150–151
<i>Kristen Ulmer – a world-class extreme skier</i> • A reporter relates her conversation with Kristen Ulmer. <i>What's the point of research?</i> • Two people discuss the benefits and drawbacks of research.	<i>Invention: inspired thinking or accidental discovery?</i> • An article about how inventions come about	• Write an opinion essay about technological progress. • Compare and contrast arguments. • Use <i>it</i> clauses + passive to say what people think. • Avoid errors with <i>affect</i> and <i>effect</i>.	<i>Old or ancient?</i> • Learn synonyms to express basic concepts in formal writing.	• Adverbs in present and past passive verb phrases • Adverbs in perfect verb phrases • Adverbs and past modal verb phrases • Questions with passive past modals pages 152–153
<i>Too good to be true?</i> • Four consumer experts talk about special promotions. <i>The top threats</i> • A business expert discusses the risks of running a business.	<i>Data leakage – Are you protected?</i> • An article about keeping a business's information secure	• Write a report on data security. • Use modals to avoid being too assertive and to make recommendations. • Use expressions to describe cause (<i>This may be the result of . . .</i>). • Avoid errors with <i>can</i> and <i>could</i>.	<i>It's tempting.</i> • Write word family charts.	• Pronouns and numbers in relative clauses • Nouns in relative clauses • <i>other, every other, other than</i> • More on <i>another</i> pages 154–155

Checkpoint 2 Units 4–6 pages 72–73

VIEWPOINT

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD

6A STUDENT'S BOOK
学生用书



CAMBRIDGE
UNIVERSITY PRESS



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

图书在版编目(CIP)数据

剑桥标准英语教程6A学生用书 / (英) 麦卡锡
(McCarthy, M.), (英) 麦克卡顿 (McCarten, J.), (英)
桑迪福德 (Sandiford, H.) 编著. —北京: 北
京语言大学出版社, 2016.4
ISBN 978-7-5619-4487-5

I. ①剑… II. ①麦… ②麦… ③桑… III. ①英语—
教材 IV. ①H31

中国版本图书馆CIP数据核字 (2016) 第043947号

版权登记: 图字01—2015—1795号

This is an adaptation edition of the following titles published by Cambridge University Press:

Viewpoint Level 2 Student's Book (ISBN: 9780521131896)
© Cambridge University Press 2013

Viewpoint Level 2 Class Audio CDs (4) (ISBN: 9781107661325)
© Cambridge University Press 2013

This adaptation edition for the People's Republic of China (excluding Hong Kong, Macau and Taiwan) is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press and Beijing Language and Culture University Press 2016

This adaptation edition is authorized for sale in the People's Republic of China (excluding Hong Kong, Macau and Taiwan) only. Unauthorized export of this adaptation edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of Cambridge University Press and Beijing Language and Culture University Press.

此版本仅限在中华人民共和国境内 (不包括香港、澳门特别行政区及台湾省) 销售。未经授权出口此版本属违法行为。未经剑桥大学出版社和北京语言大学出版社书面同意, 本书任何部分不得以任何方式被翻印或传播, 不得载入数据库或检索系统。

书 名: 剑桥标准英语教程6A: 学生用书
编 著: Michael McCarthy, Jeanne McCarten, Helen Sandiford
责任编辑: 李 珍 张 倩
封面设计: 大愚设计 + 李 倩

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路15号 邮政编码: 100083

网 站: www.blcup.com

电 话: 发行部 (010) 62605588 / 5019 / 5128

编辑部 (010) 62418641

邮购电话 (010) 62605127

读者服务信箱 dywh@xdf.cn

印 刷: 北京鑫丰华彩印有限公司

经 销: 全国新华书店

版 次: 2016年4月第1版 2016年4月第1次印刷

开 本: 889毫米×1194毫米 1/16 印张: 5.5

字 数: 115千

书 号: ISBN 978-7-5619-4487-5

定 价: 38.00元

版权所有 侵权必究

如有缺页、倒页、脱页等印装质量问题, 请拨打服务热线: 010-62605166。

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 Nesbitt Graphics, Inc., Page 2, LLC, and New York Audio Productions.

Cambridge University Press staff and advisors:

Mary Lousie 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 Advanced 3 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 1 A great read pages 10–19	• Talk about types of literature, reading habits, and favorite authors. • Discuss the pros and cons of reading and writing blogs. • Analyze and interpret a poem.	• Use auxiliary verbs, <i>to</i>, <i>one</i>, and <i>ones</i> to avoid repeating words and phrases.	• 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>) • Synonyms (<i>enduring - lasting</i>)	• Use stressed auxiliary verbs (<i>do</i>, <i>does</i>) before main verbs to add emphasis. • Use <i>if so</i> to mean "if this is true", and <i>if not</i> to mean "if this is not true."	• Stressing auxiliaries for emphasis page 138
Unit 2 Technology pages 20–29	• Talk about technology and its impact on your life. • Discuss the issue of privacy vs. security. • Evaluate the pros and cons of modern conveniences. • Discuss how you respond to new technologies.	• Add information to nouns with different types of expressions. • Use two-part conjunctions like <i>either . . . or</i> to combine ideas.	• Compound adjectives to describe technology (<i>high-speed</i>, <i>energy-efficient</i>) • Suffixes (<i>innovation</i>, <i>radical</i>)	• Use adverbs like <i>predictably</i> and <i>apparently</i> to express what you predict, expect, etc. • Emphasize that something is impossible with <i>can't / couldn't possibly</i>.	• Stress in noun phrases page 138
Unit 3 Society pages 30–39	• Talk about different social pressures that you and others face. • Discuss the challenges of starting college and other new experiences. • Discuss how children put pressure on parents. • Evaluate gender differences in language.	• Use participle clauses to link events and add information about time or reason. • Add emphasis with <i>so . . . that</i>, <i>such . . . that</i>, <i>even</i>, and <i>only</i>.	• Expressions with <i>take</i> (<i>take advantage of</i>, <i>take credit for</i>) • Synonyms (<i>often - frequently</i>; <i>show - reveal</i>)	• Express a contrasting view with expressions like <i>having said that</i> and <i>then again</i>. • Use <i>even so</i> and <i>even then</i> to introduce a contrasting idea.	• Stress in expressions of contrast page 139
Checkpoint 1 Units 1–3 pages 40–41					

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<i>The blogosphere</i> • A presenter shares statistics about blogging. <i>My interpretation is...</i> • Someone gives an interpretation of a poem.	<i>A brief history of poetry</i> • An article about different types of poetry through history	• Write a review of a book you have enjoyed. • Describe, evaluate, and recommend a book. • Coordinate adjectives. • Avoid errors with <i>yet</i>.	<i>Heads or tails</i> • Think of situations when you can use certain idioms.	• More on auxiliary verbs to avoid repetition • <i>too, either, so, neither, and (to) do so</i> • More on using <i>to</i> to avoid repeating verb phrases • More on <i>one / ones</i> to avoid repeating countable nouns pages 144–145
<i>Privacy or convenience?</i> • Two friends discuss privacy and fingerprinting. <i>How do you multitask?</i> • Three conversations about multitasking	<i>As technology changes, so do adoption life cycles.</i> • An article about the willingness of consumers to invest in new technology	• Write a report about Internet use. • Describe graphs, charts, and tables. • Describe and compare statistics. • Avoid errors with <i>as can be seen</i>, etc.	<i>High-tech gadgets</i> • Use compound adjectives with nouns to say something true about your life.	• Adjectives after nouns • Negative phrases after nouns • More on two-part conjunctions • Two-part conjunctions with phrases and clauses pages 146–147
<i>It's an issue...</i> • Two people discuss the challenges when kids become more independent. <i>Language and gender</i> • A professor introduces a course on language and gender.	<i>Spring semester courses in Language and Society</i> • Course outlines of classes about language and society	• Write an evaluation of a course. • Plan and write an evaluative report. • Express results in writing. • Avoid errors with <i>therefore</i>.	<i>Take credit!</i> • Write sentences that paraphrase the meaning of new expressions.	• Clauses with prepositions and conjunctions + <i>-ing</i> • Passive forms of participle and time clauses • More on <i>so</i> and <i>such</i> • More on <i>even</i> and <i>only</i> pages 148–149

Checkpoint 1 Units 1–3 pages 40–41

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 4 Amazing world pages 42–51	• Talk about the natural world. • Present information about a member of the animal kingdom. • Consider the impact that humans have on nature.	• Use future perfect forms to talk about the past in the future. • Use prepositions and prepositional phrases to combine ideas.	• Expressions to describe the behavior of wildlife (<i>hibernate, predator</i>) • Suffixes with <i>-able</i> (<i>remarkable, valuable</i>)	• Use expressions like <i>What's more</i> to add and focus on new ideas. • Use <i>in any case</i> and <i>in any event</i> to strengthen arguments and reach conclusions.	• Stress in adding expressions <i>page 139</i>
Unit 5 Progress pages 52–61	• Talk about inventions, progress, and human achievements. • Evaluate the motivation of people who are driven to perform dangerous feats. • Discuss the pros and cons of research. • Discuss inventions and innovations.	• Use adverbs with continuous and perfect forms of the passive. • Use past modals with the passive.	• More formal adjectives (<i>obsolete, portable</i>) • Adjectives into nouns (<i>convenient – convenience; easy – ease</i>)	• Use expressions like <i>Let's put it this way</i> to make a point. • Use expressions like <i>Maybe (not), Absolutely (not),</i> and <i>Not necessarily</i> in responses.	• Stress in expressions <i>page 140</i>
Unit 6 Business studies pages 62–71	• Talk about business and retail. • Consider the motivations behind shopping habits. • Evaluate the benefits of online and instore shopping. • Present the advantages of big business and small business.	• Use relative clauses that begin with pronouns or prepositions. • Use <i>some, any, other, others,</i> and <i>another</i> to refer to people and things.	• Verbs that mean <i>attract</i> and <i>deter</i> (<i>entice, discourage</i>) • Adjectives (<i>malicious, vulnerable</i>)	• Use negative and tag questions to persuade others of your point of view. • Use <i>granted</i> to concede points.	• Prepositions in relative clauses <i>page 140</i>

Checkpoint 2 Units 4–6 pages 72–73

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<i>The Antarctic</i> • An expert answers questions about Antarctica. <i>The genius of the natural world</i> • A presenter shares ideas about how biomimicry could solve problems.	<i>How nature inspires science – a look at some notable inventions</i> • An article about how nature inspires innovation	• Write a persuasive essay about an environmental concern. • Use academic prepositions and impersonal <i>one</i>. • Avoid errors with <i>upon</i>.	<i>Golden eggs</i> • Notice the use of specialized vocabulary in general English or in idioms.	• More on the future perfect • The future perfect for predictions and assumptions • Formal prepositional expressions • More on <i>the fact that</i>; prepositions + perfect forms pages 150–151
<i>Kristen Ulmer – a world-class extreme skier</i> • A reporter relates her conversation with Kristen Ulmer. <i>What's the point of research?</i> • Two people discuss the benefits and drawbacks of research.	<i>Invention: inspired thinking or accidental discovery?</i> • An article about how inventions come about	• Write an opinion essay about technological progress. • Compare and contrast arguments. • Use <i>it</i> clauses + passive to say what people think. • Avoid errors with <i>affect</i> and <i>effect</i>.	<i>Old or ancient?</i> • Learn synonyms to express basic concepts in formal writing.	• Adverbs in present and past passive verb phrases • Adverbs in perfect verb phrases • Adverbs and past modal verb phrases • Questions with passive past modals pages 152–153
<i>Too good to be true?</i> • Four consumer experts talk about special promotions. <i>The top threats</i> • A business expert discusses the risks of running a business.	<i>Data leakage – Are you protected?</i> • An article about keeping a business's information secure	• Write a report on data security. • Use modals to avoid being too assertive and to make recommendations. • Use expressions to describe cause (<i>This may be the result of . . .</i>). • Avoid errors with <i>can</i> and <i>could</i>.	<i>It's tempting.</i> • Write word family charts.	• Pronouns and numbers in relative clauses • Nouns in relative clauses • <i>other, every other, other than</i> • More on <i>another</i> pages 154–155

Checkpoint 2 Units 4–6 pages 72–73

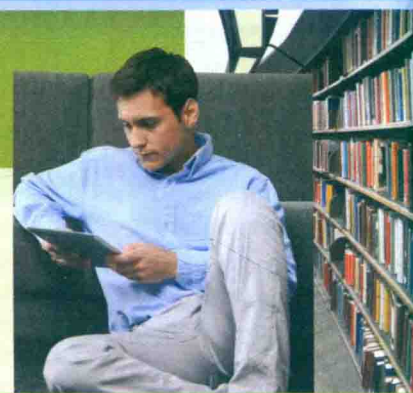
Unit

1

A great read

In Unit 1, you . . .

- talk about literature, reading habits, and favorite authors.
- avoid repeating words by using auxiliary verbs, *to*, and *one(s)*.
- use auxiliary verbs for emphasis.
- use *if so* and *if not* instead of repeating ideas.



Lesson A Memoirs

1 Grammar in context

A Read the six-word memoirs below. Can you guess the story behind each memoir?

Who are you – in six words? Our readers wrote their autobiographies in just six words.



Lindsay

Former accountant
now wears chef's
apron.

c



Yoshio

Traveled everywhere.
Saw everything.
Sadly, broke.

e



Tim

Every 10 years,
I reinvent myself.



Dave

Happily raising three
beautiful kids.
Exhausted!

d



Sasha

Studied hard. Good
degree. No job.

f



Stella

The good child –
until I wasn't!

B **CD 1.02 Listen.** Which memoir is each person talking about? Write the letters a–f.

1. ____ “Like me he seems family oriented. He’s obviously enjoying family life – as I am. But he finds it hard. Most people do. I know my sister does. She has three children – all under six!”
2. ____ “Well, she obviously changed careers – a lot of people do these days. But it sounds like she took a risk by choosing a career that’s not as lucrative, which is what I did, too. I hope it works out for her. It did for me, but for some people it doesn’t.”
3. ____ “I’d say this person worked hard in college, which most students do. But it’s too bad he or she hasn’t gotten any work. I know a lot of graduates who haven’t. It’s so discouraging.”
4. ____ “Sounds like me. I was the perfect kid – made my bed, ate my vegetables, and my brothers never did. At college I went wild, as a lot of kids do. Dyed my hair pink . . .”
5. ____ “This person clearly likes change. Actually, I’m thinking of making a big change in my life. I’m contemplating volunteering. I think it’s a great idea, but my family doesn’t for some reason.”
6. ____ “He must have traveled all over. I’d love to do that. I haven’t been abroad once. Most of my friends haven’t either. I’m saving up for a trip, and so is one of my friends. So maybe soon.”

About
you

C Pair work Discuss the questions below. Do you agree?

Which memoir writer in your view . . .

- seems happiest?
- might be least satisfied?
- has had the best experiences?
- has taken the most risks?
- has had the best education?
- is the most successful?
- seems the most interesting person?
- is most like someone you know?

2 Grammar Avoiding repetition 1

Figure
it out

A How do the speakers in Exercise 1B avoid repeating the same or similar words? Rewrite the underlined parts of the sentences. Then read the grammar chart.

- Well, she obviously changed careers – a lot of people change careers these days.
- I hope it works out for her. It worked out for me, but for some people it doesn't work out.
- She still hasn't gotten any work. I know a lot of graduates who haven't gotten any work.

Auxiliary verbs

Grammar extra
See page 144.

You can avoid repeating words by using auxiliary verbs (e.g., *be, have, do*).

The auxiliary can be in the same tense as the first verb.

*He's obviously enjoying it – as I **am**. (= am enjoying it)*
*I think it's a great idea, but my family **doesn't**. (= doesn't think it's a great idea)*
*She took a risk, which is what I **did**, too. (= took a risk)*
*I haven't been abroad. My friends **haven't** either. (= haven't been abroad)*

The auxiliary can also be in a different tense

*She obviously changed careers – a lot of people **do** these days. (= change careers)*
*I hope it works out. It **did** for me. (= worked out)*

B Complete the conversations. Use auxiliary verbs. Then practice with a partner.

- A Have you ever taken any risks in life?
B No, I suppose I haven't really. I went to college, as my brother _____. It was expected, I guess. And I went into dentistry, which is what my dad _____, too. I guess I don't like taking risks. My brother _____, though. He gave up a good career to go into music.
- A So, what's one of the best experiences you've had in life?
B Well, I guess I've been lucky. I met the perfect guy. And you know, a lot of people _____. And we don't have any financial worries. That's nice. Many couples _____ these days.
- A Have you ever made a decision you regret?
B Well, let's see. I had the opportunity to go to China on a school trip, but I didn't go. Some of my friends _____, either. But I wish I had. I think they're planning a trip for next year – I hope they _____, anyway. I won't say no next time.
- A Have you traveled much? I mean, where have you been?
B Well, I haven't traveled much, though all my friends _____. I think it's good to travel, but my parents _____. They worry about me being safe.

About
you

C Pair work Ask and answer the questions in Exercise B. Give your own answers.

3 Viewpoint My life

Group work Write your own six-word "memoir" on a piece of paper. Then mix up the papers and take turns reading each one aloud. What can you guess about the writer? Make comparisons with other people. Can you guess who wrote it?

Loving life. School. Family.
Friends. Basketball.

In conversation ...

You can use -ly adverbs to show your attitude to what you say.

"This person is obviously enjoying life – as I am."