

CAMBRIDGE

SECOND EDITION

# TOUCHSTONE

STUDENT'S BOOK

4

MICHAEL MCCARTHY

JEANNE MCCARTEN

HELEN SANDIFORD



[www.amoozan.net](http://www.amoozan.net)



## Working in groups

We're ready now, aren't we?

Are we ready? Let's get started.

Haven't I interviewed you already?

I've already interviewed you, haven't I?

Where are we?

We're on number \_\_\_\_\_.

We haven't quite finished yet.

Neither have we.

We still need more time – just a few more minutes.

So do we.

One interesting thing we found out was that \_\_\_\_\_.

\_\_\_\_\_ told us that \_\_\_\_\_.

## Checking with the teacher

Would it be all right if I missed our class tomorrow? I have to \_\_\_\_\_.

I'm sorry I missed the last class. What do I need to do to catch up?

When are we supposed to hand in our homework?

Excuse me. My homework needs to be checked.

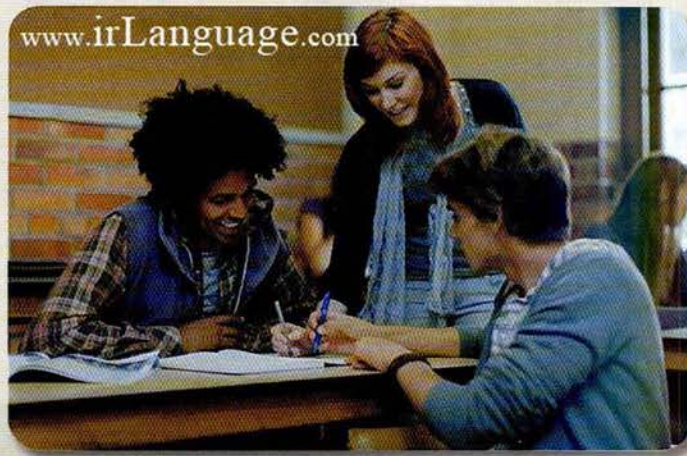
I'm sorry. I haven't finished my homework. I was going to do it last night, but \_\_\_\_\_.

Will we be reviewing this before the next test?

"\_\_\_\_\_" means "\_\_\_\_\_" doesn't it? It's a regular verb, isn't it?

I'm not sure I understand what we're supposed to do. Could you explain the activity again, please?

Could I please be excused? I'll be right back.







Can Do!

In this unit, you learn how to . . .

**Lesson A**

- Talk about celebrities' rise to fame
- Use *if* clauses to say how things might have been different

**Lesson B**

- Talk about achieving and losing fame
- Use tag questions to give opinions or check information

**Lesson C**

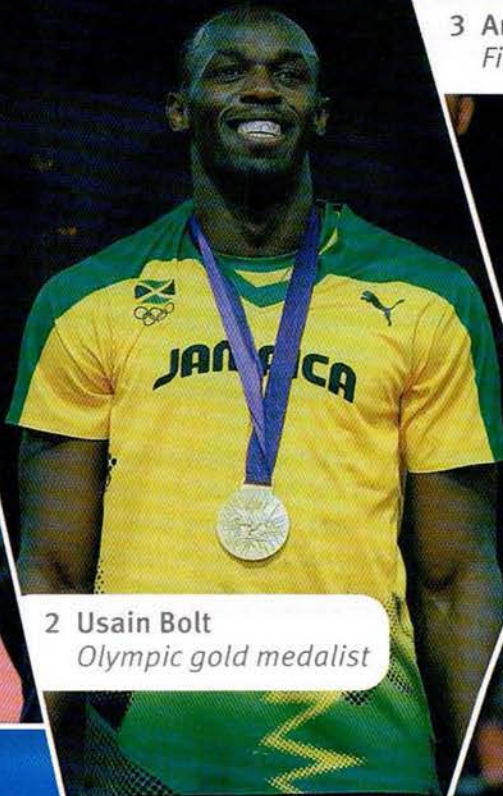
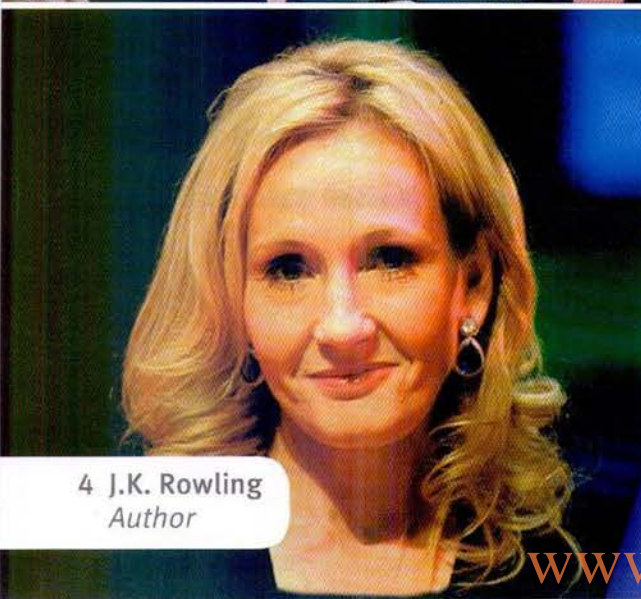
- Use tag questions to soften advice and give encouragement
- Answer difficult questions with expressions like *It's hard to say*

**Lesson D**

- Read an article about child stars
- Write a profile of a successful person

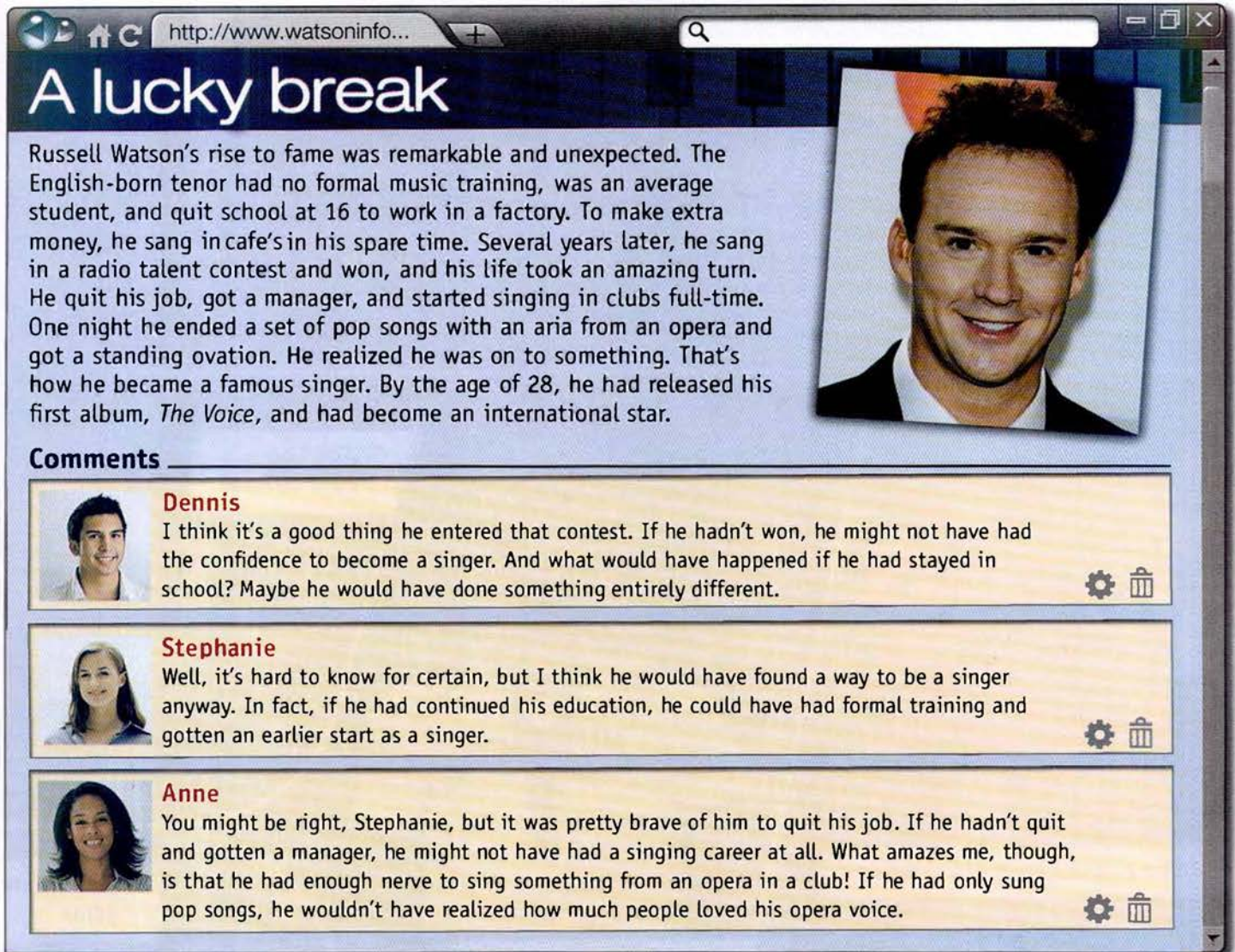


1 Duke and Duchess of Cambridge

2 Usain Bolt  
Olympic gold medalist3 Ang Lee  
Film director5 Javier Bardem  
Actor4 J.K. Rowling  
Author**Before you begin . . .**

- What are some ways that people become famous?
- What do you think is the best thing about being famous?
- What is the worst thing about being famous?





**A lucky break**

Russell Watson's rise to fame was remarkable and unexpected. The English-born tenor had no formal music training, was an average student, and quit school at 16 to work in a factory. To make extra money, he sang in cafe's in his spare time. Several years later, he sang in a radio talent contest and won, and his life took an amazing turn. He quit his job, got a manager, and started singing in clubs full-time. One night he ended a set of pop songs with an aria from an opera and got a standing ovation. He realized he was on to something. That's how he became a famous singer. By the age of 28, he had released his first album, *The Voice*, and had become an international star.

**Comments**

**Dennis**  
I think it's a good thing he entered that contest. If he hadn't won, he might not have had the confidence to become a singer. And what would have happened if he had stayed in school? Maybe he would have done something entirely different.

**Stephanie**  
Well, it's hard to know for certain, but I think he would have found a way to be a singer anyway. In fact, if he had continued his education, he could have had formal training and gotten an earlier start as a singer.

**Anne**  
You might be right, Stephanie, but it was pretty brave of him to quit his job. If he hadn't quit and gotten a manager, he might not have had a singing career at all. What amazes me, though, is that he had enough nerve to sing something from an opera in a club! If he had only sung pop songs, he wouldn't have realized how much people loved his opera voice.

## 1 Getting started


- A** What kinds of talent contests can you enter? Would you enter one?
- B** Read the article "A lucky break" above. How did Russell Watson get his start as a professional singer?
- C**  **4.01** Listen to the comments that people posted on the website about Russell Watson's career. Which comments do you agree with?

Figure it out

- D** Can you complete the sentences below? Compare with a partner.

1. If Russell Watson had stayed in school, maybe he \_\_\_\_\_ had a very different career.
2. If he \_\_\_\_\_ won that talent contest, he might not have become a singer.
3. If he had only sung pop songs, he \_\_\_\_\_ known people loved his opera voice.
4. What \_\_\_\_\_ happened if he had only sung pop songs?



## 2 Grammar Talking hypothetically about the past 4.02

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You can use sentences with *if* to talk hypothetically about the past. Use the past perfect form in the *if* clause and a past modal in the main clause.

### If + past perfect

If Watson **had stayed** in school,  
If he **hadn't won** the talent contest,  
If he **had continued** his education,

### Past modal *would have, could have, might have, etc.*

maybe he **would have done** something entirely different.  
he **might not have had** the confidence to become a singer.  
he **could have gotten** formal music training.

### Hypothetical questions about the past

What **would have happened** if he **had stayed** in school?  
What **would he have done** if he **hadn't won** the talent contest?  
**Would he have become** a singer?

### In conversation

People often say *If I would have* instead of *If I had*, but this is not considered correct in writing.

### Common errors

Use *if* + past perfect, not simple past.

*If he hadn't quit his job, he wouldn't have become a singer.*

(NOT *If he didn't quit his job . . .*)

- A** Read the extract about a woman who became famous through the Internet. Then complete the sentences using the verbs given.



Rebecca Black became an online sensation when her mother paid a record company to produce a music video of her daughter singing a song called "Friday." The video was uploaded onto a video-sharing website and watched by millions of people. Many music critics and viewers didn't like it, and some people called it "the worst song ever." Black appeared on several talk shows, and "Friday" soon became the most-watched video of the year. Black became a "viral star" and is now a successful artist.

- If Rebecca's mother hadn't paid (not pay) the record company, they wouldn't have produced (not produce) the video, and they \_\_\_\_\_ (not upload) it.
- If the record company \_\_\_\_\_ (not upload) the video, millions of people \_\_\_\_\_ (not watch) it, and Rebecca \_\_\_\_\_ (might not become) a viral star.
- What \_\_\_\_\_ (happen) if the song \_\_\_\_\_ (got) good reviews? \_\_\_\_\_ Black \_\_\_\_\_ (become) famous if more people \_\_\_\_\_ (like) the song? It's hard to tell, but it \_\_\_\_\_ (might receive) less media attention.
- If Black \_\_\_\_\_ (not have) all the bad publicity, her music career \_\_\_\_\_ (might not take) off. She \_\_\_\_\_ (miss) out if she \_\_\_\_\_ (listen) to all the critics.

About you

- B** Write about two things that have happened to you. Use the ideas below or your own. How would your life have been different if these things hadn't happened?

a job you got    a person you met    something fun that happened to you    a trip you took

*Getting my current job is one of the best things that has happened to me. If my friend hadn't told me about the job, I wouldn't have gotten it. If I had stayed in my old job, . . .*

- C** Pair work Take turns talking about each situation. Ask your partner questions for more information.



**1** Building vocabulary and grammar

**A** 4.03 Listen. How did Lana become famous? Practice the conversation.

Jon Look. Lana's at the Swan Club! You haven't seen her show yet, have you?  
 Kylie No, but I'd love to go. . . . She's a blues musician, isn't she?  
 Jon Actually, she's an **up-and-coming** music star. She's been **in the headlines** a lot recently.  
 Kylie Really? I guess I'm a little out of touch, aren't I?  
 Jon She was on that talent show, and since then, her **career's** really **taken off**.  
 Kylie Oh, I know who she is! She won the show this year, didn't she?  
 Jon Yeah, she did. Last year she was a student, and now she's **making headlines** as a musician. It's amazing, isn't it?  
 Kylie Huh. She must have **had connections**.  
 Jon I don't think so. She **got discovered** in a karaoke club by one of the show's producers. She was just **in the right place at the right time**.  
 Kylie I wonder what happened to the guy who won last year – Java Thomas. He's kind of **dropped out of sight**, hasn't he?  
 Jon Well, he got a lot of **bad press** when he got caught shoplifting.  
 Kylie Shoplifting? That wasn't too smart, was it?  
 Jon No, it wasn't, and his **career** has really **gone downhill**.



**Word sort** **B** Complete the chart using expressions in the conversation. Then tell a partner about someone famous. What do you know about him or her?

Ways to become famous	When you're becoming famous	When things don't work out
You get <u>discovered</u> by someone.	Your career _____.	Your career _____.
You're just in _____.	You make _____.	You get bad _____.
You have _____.	You're _____ a lot.	You _____ of sight.
	You're an _____ star.	



**Figure it out** **C** How would Jon and Kylie make these statements into questions?

- Lana's a musician, \_\_\_\_\_?
- She won a talent show, \_\_\_\_\_?
- Java Thomas wasn't too smart, \_\_\_\_\_?
- His career hasn't taken off, \_\_\_\_\_?

**2** Speaking naturally Intonation of tag questions

**You're not sure and want to check something:**

You haven't seen her *show* yet, *have* you?

**You're sure and think someone will agree:**

It's *amazing*, *isn't* it?

4.04 Listen and repeat the questions above. Notice how the intonation rises or falls depending on the purpose of the question. Then practice Jon and Kylie's conversation again.



### 3 Grammar Tag questions 4.05

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Tag questions are statements followed by short questions in the same tense, called "tags."

#### Affirmative statement + negative tag

It's amazing, **isn't it?**  
 That was a dumb thing to do, **wasn't it?**  
 She won the talent show, **didn't she?**  
 He's dropped out of sight, **hasn't he?**

#### Answer yes to agree.

She won the talent show, **didn't she?**  
**Yes, she did.**

#### Negative statement + affirmative tag

It's not easy to become famous, **is it?**  
 That wasn't too smart, **was it?**  
 She didn't have connections, **did she?**  
 His career hasn't taken off, **has it?**

#### Answer no to agree.

That wasn't too smart, **was it?**  
**No, it wasn't.**

#### In conversation

Negative tags are much more frequent than affirmative tags.

#### A Complete the conversations with tag questions.

- A You've heard of Chris Martin, \_\_\_\_\_?

B I think so. He sings with a musicband, \_\_\_\_\_?

A Yeah. He's their lead singer.

B Right. They're not American, \_\_\_\_\_?

A No, they're British. I love their music. They're a great band, \_\_\_\_\_?

B Oh, yeah. They've raised a lot of money for charity, too, \_\_\_\_\_? I mean, they do a lot of charity concerts and stuff, \_\_\_\_\_?

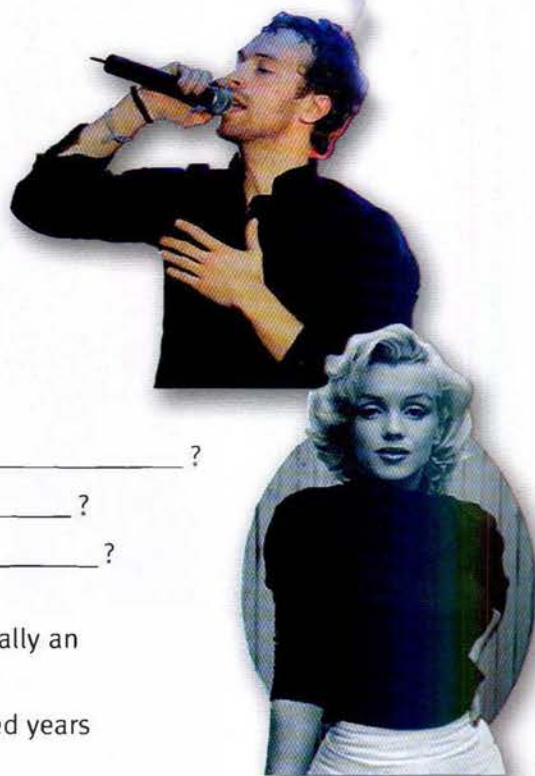
A Yeah. I went to one. It was amazing.
- A When was Marilyn Monroe famous? It was in the 1950s, \_\_\_\_\_?

B Yeah, but she made a movie in the 1960s, too, \_\_\_\_\_?

A I think you're right. She was mainly a movie star, \_\_\_\_\_? I mean, she wasn't a singer, \_\_\_\_\_?

B Well, she sang in some of her movies, but she was basically an actress. You've seen her movies, \_\_\_\_\_?

A No, but I'd like to. It's amazing, \_\_\_\_\_? She died years ago, but she's still famous.



#### B Pair work How would you say the tags above: with rising intonation (you're checking), or with falling intonation (you think your partner will agree)? Practice the conversations.

### 4 Talk about it Who's hot? Who's not?

**Group work** Discuss the questions. Who knows the most about people in the news?

- ▶ Where do you find out the latest celebrity news?
- ▶ Who's in the headlines these days? Why? Is anyone getting bad press?
- ▶ Who are the up-and-coming celebrities right now? Whose careers have taken off recently? Why?
- ▶ Can you think of any stars who have dropped out of sight? Why do you think their careers went downhill?

 Sounds right p. 139



## 1 Reading

- A** Can you think of any child stars? How do you think their lives are different from other children's lives?
- B** Read the magazine article. What is "Child Star Syndrome"? How have some actors coped with it?

### Reading tip

Writers often use words like *some*, *others*, and *many* to avoid repeating the same noun (e.g., child actors).

## Three Child Stars Who Beat the Odds

### "Child Star Syndrome"

So many former child actors reach their teens and end up in the headlines as they lose control of their lives. Some face pressure from parents and spend their early years working long hours, trying to achieve stardom. Others are unable to manage all the money, attention, and the glamorous lifestyle as they get older. Many simply find it difficult to grow up under the scrutiny of the media, and as they become adults, their careers often go downhill, or they eventually drop out of sight. However, not all child stars fail under the pressures of fame. Some have shown that it is possible to balance an acting career with a normal life.

### Natalie Portman: In the Right Place at the Right Time

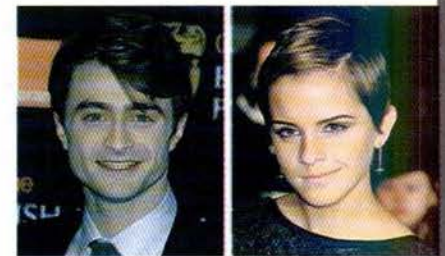


Actress Natalie Portman was 11 when she got discovered by an agent in a pizza shop. She became well known for her role in the *Star Wars* series beginning in 1999. The support of Portman's parents helped keep her life stable. They encouraged her to concentrate on her education even when she was traveling

and filming. She even skipped the premiere of her first blockbuster movie to study for high school exams. In 2000, Portman took time off from acting to focus on her studies, and in 2003, she received a degree in psychology from Harvard University. After graduation, she starred in several movies, and in 2010, she won an Academy Award for her performance in the movie *Black Swan*. She admits that nothing is more important than her family life.

### The Talented Young Stars of *Harry Potter*

English-born Daniel Radcliffe and Emma Watson were barely 11 years old when they began acting in the world-famous *Harry Potter* series in 2001. Fame and fortune certainly



changed their lives, but with the support of their families (their parents were never impressed by fame) and the other actors on the set, they had healthy childhoods. Both Watson and Radcliffe earned excellent grades in school, and Watson was accepted into Brown University in Rhode Island and later Oxford University. As young adults, neither of them was interested in the glamorous lifestyle that their wealth would allow them to have. Their down-to-earth attitude hasn't stopped their ambitions, though. Both have secured leading roles in movies and the theater.

### What's Their Secret?

If these actors hadn't had the support of parents and other adults, and if they hadn't had a high level of maturity, strength, and confidence, they might not have become the successful adult actors they are today. They've managed to cope extraordinarily well with the pressures of fame – a great achievement when you consider what could have gone wrong in their young lives.

- C** Find words and expressions in the article to replace the underlined words in the questions. Then ask and answer the questions with a partner.

1. What can happen to child actors who grow up in the public eye?
2. Is it possible to combine an acting career with an education?
3. What very successful movies has Natalie Portman starred in?
4. What did Portman decide to concentrate on in 2000?
5. How old were the *Harry Potter* stars when filming began – 10, or only just 11?
6. What types of parts have Daniel Radcliffe and Emma Watson managed to get?



**D** Which of these ideas does the article suggest? Check (✓) the boxes.

- All child actors have problems as they grow up.
- It is possible to be both a successful child and adult actor.
- Portman's career went downhill for a while.
- If Portman's parents hadn't made her study, she would have failed school.
- Radcliffe and Watson were both good students.
- As adults, all these former child actors are still successful.
- These actors became successful only due to the support of their parents.

## 2 Speaking and listening Success is . . .

**A Pair work** How do you define success? Discuss the ideas below and add your own.

being famous                      having an important job                      finding the right partner  
 enjoying life every day        doing fulfilling work                      having lots of money

*"I think you're successful if you become famous."*

**B** 4.08 Listen to four people talk about success. What does success mean to them? Complete the sentences with ideas from above.

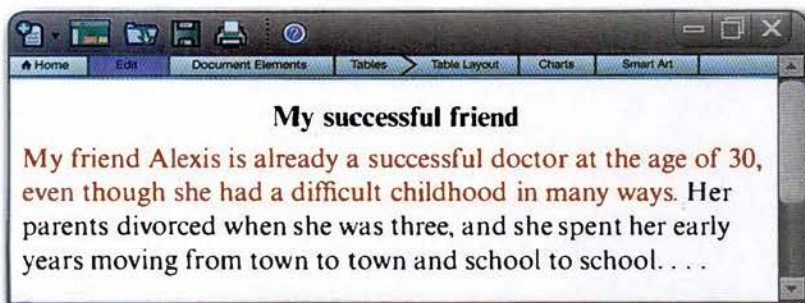
1. For Isabel, success is \_\_\_\_\_.
2. For Claire, success is \_\_\_\_\_.
3. For Carlo, success is \_\_\_\_\_.
4. For Vivian, success is \_\_\_\_\_.

**C** 4.08 Listen again. Do they think they have achieved success? Complete the chart.

	Are they successful?	Why do they think they are or aren't successful?
1. Isabel	Yes / No	_____
2. Claire	Yes / No	_____
3. Carlo	Yes / No	_____
4. Vivian	Yes / No	_____

## 3 Writing A success story

**A** Think of someone you know who has achieved success in some way. Make a list of reasons why he or she became successful. Then write a paragraph about him or her.



**Help note**

**Topic and supporting sentences**

**Topic sentences** state an idea or a theme.

**Supporting sentences** add more information or give examples.

**B** Read your classmates' paragraphs. Are any of the stories inspiring?

Free talk p. 133





### Learning tip *Learning idioms*

Idioms are expressions in which the meaning isn't obvious from the individual words. When you learn a new idiom, it helps to write an example sentence that explains or clarifies its meaning.

### In conversation

#### Fame and fortune

The words most likely to be used with *fame* are:

1. fame *and* fortune
2. *gained* fame
3. *hall of fame*
4. *claim to* fame
5. *achieved* fame

### 1 Match these sentences containing idioms with the explanations on the right.

- |  |   |
|--|---|
| 1. He's been <u>in the headlines</u> a lot lately. <u>c</u>  | a. His career is going really well.             |
| 2. He's <u>getting</u> a lot of <u>bad press</u> . _____     | b. People think he's going to be a great actor. |
| 3. He's an <u>up-and-coming</u> actor. _____                 | c. He's been in the news.                       |
| 4. His <u>career</u> has really <u>taken off</u> . _____     | d. You don't hear about him anymore.            |
| 5. He <u>got discovered</u> very young. _____                | e. He knew people who helped his career.        |
| 6. He <u>had connections</u> in the industry. _____          | f. He's getting fewer and fewer acting roles.   |
| 7. He's really <u>dropped out of sight</u> . _____           | g. He started his career at a young age.        |
| 8. His acting <u>career</u> is <u>going downhill</u> . _____ | h. The news media are criticizing him.          |

### 2 Word builder Now write explanation sentences for these idioms.

Find out the meaning of any expressions you don't know.

1. A lot of young people really look up to pop stars. \_\_\_\_\_
2. My friend is a great singer. He's going to go a long way. \_\_\_\_\_
3. Some music bands are still going strong after 20 or 30 years. \_\_\_\_\_
4. That young actor is going to make a name for himself. \_\_\_\_\_
5. She knew the right people, so she got the part. \_\_\_\_\_
6. He came to the city to try to get into show business. \_\_\_\_\_



### On your own

Make a list of 10 famous people you like. Can you use a different idiomatic expression about each person?

I really **look up to** him.



### Can Do! Now I can ...

- I can ...       I need to review how to ...

- |  |   |
|--|---|
| <input type="checkbox"/> talk hypothetically about the past.                       | <input type="checkbox"/> answer difficult questions with expressions like <i>It's hard to say</i> . |
| <input type="checkbox"/> talk about celebrities and being famous.                  | <input type="checkbox"/> understand someone giving advice.  |
| <input type="checkbox"/> use tag questions to give opinions and check information. | <input type="checkbox"/> understand people talking about success.                                   |
| <input type="checkbox"/> use tag questions to soften advice.                       | <input type="checkbox"/> read an article about child stars.   |
|  | <input type="checkbox"/> write a profile of a successful person.                                    |



## Trends



Can Do!

In this unit, you learn how to . . .

## Lesson A

- Talk about social changes using the passive of the present continuous and present perfect

## Lesson B

- Discuss the environment
- Use expressions like *although*, *because of*, *in order to*, and *instead*

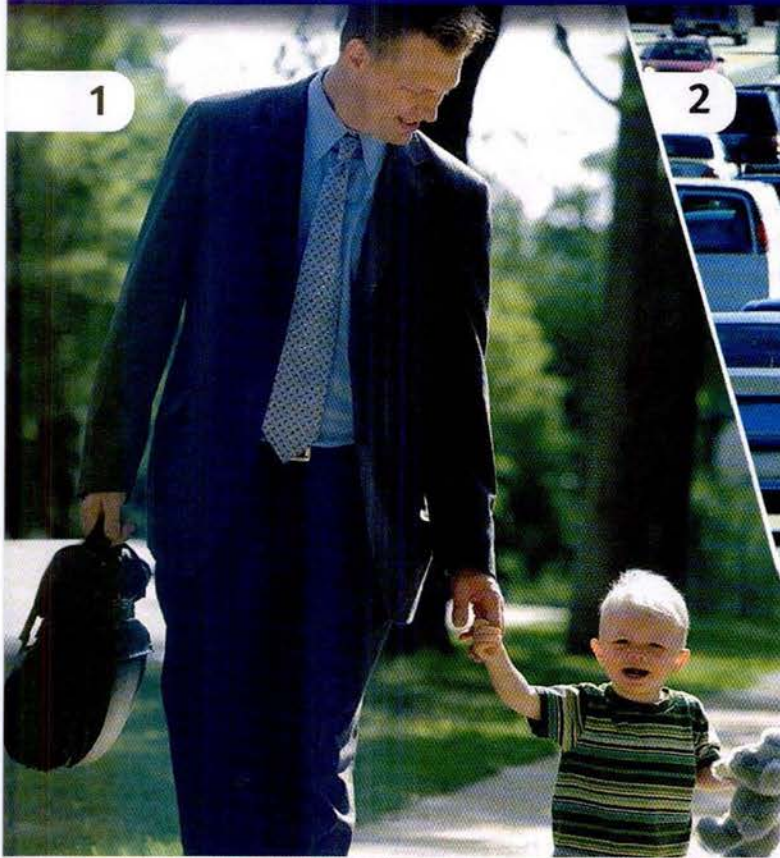
## Lesson C

- Use expressions like *As I said* to refer back in a conversation
- Use vague expressions like *and so forth*

## Lesson D

- Read an article about success via the Internet
- Write a post for a website about technological trends

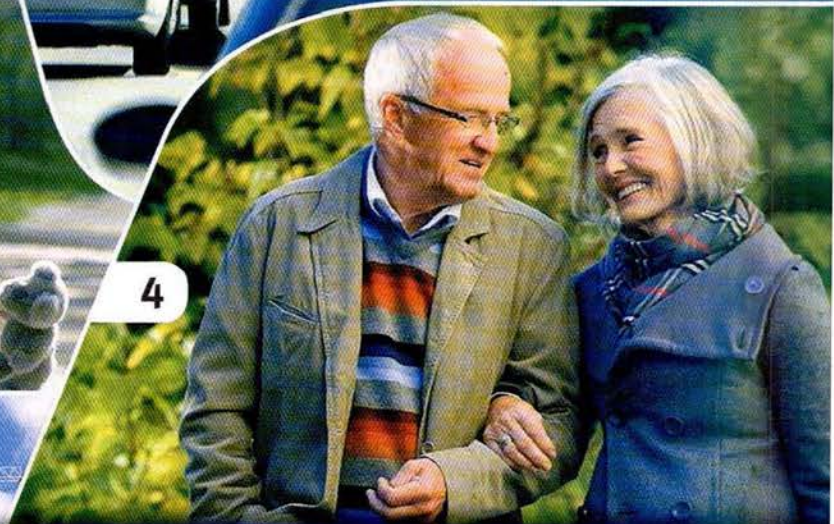
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4



3



## Before you begin . . .

Do any of these issues affect your city or country? Is the situation changing? What is the trend?

- traffic congestion
- an aging population
- work / life balance
- urban development
- pollution
- high unemployment



## What social changes have you noticed recently?

**1** "A lot of people are obsessed with losing weight and eating healthy foods. So the fast-food chains have been forced to change their menus. Now you can get salads and healthy stuff there as well as burgers and fries. And that's a good thing because obesity has become a big problem."

– Jake,  
New York City



**2** "Well, people are talking about losing their jobs. In many places, unemployment is going up, and a lot of people have been laid off. And that's partly because their jobs are being outsourced to workers in other countries."

– Letitia,  
Detroit



**3** "I think, like everywhere else, the main thing is the spread of technology. I mean, almost everyone I know has a cell phone now . . . and wireless Internet access is being made available in more and more places."

– Daniela,  
Monterrey



**4** "We have a lot of problems with traffic congestion. Fortunately, a lot of new highways have been built, and there's a new monorail, but the problem hasn't been completely solved. So, commuting can still be a real problem."

– Somchai,  
Bangkok



**5** "Well, young people are still being encouraged to go to college, which is good. It can be tough, though, because tuition fees have just been increased, and we're not being given enough financial support."

– Oliver,  
Manchester, UK



**6** "Well, with the economic boom in recent years, one thing here is the shortage of skilled labor. There's a big demand for that now, so skilled workers are being recruited overseas, and then they're being brought in to fill the jobs."

– Ivan,  
Moscow



### 1 Getting started

**A** Have any of these issues been in the news recently? Why? Tell the class.

college tuition fees     obesity     shortage of skilled workers  
 new technology     outsourcing jobs     traffic congestion

**B** 4.09 Listen. Which of the issues above are the people talking about? Number the issues 1 to 6.

**Figure it out** **C** How do the people express the ideas below? Rewrite the sentences.

1. They are encouraging young people to go to college.
2. They are not giving us enough financial support.
3. People have forced fast-food chains to change their menus.
4. They haven't completely solved the problem.



## 2 Grammar The passive 4.10

Extra practice p. 150

### The passive of present continuous and present perfect

Use the active form of a verb to focus on the “doer” or cause of the action.

Companies **are recruiting** workers overseas.  
They **are making** Internet access available.

Companies **have laid off** a lot of people.  
They **haven't solved** the traffic problem.

Use the passive form to focus on the “receiver” of the action.

Workers **are being recruited** overseas.  
Internet access **is being made** available.

A lot of people **have been laid off**.  
The traffic problem **hasn't been solved**.

**A** Rewrite the comments, using the passive forms of the underlined verbs.  
Then compare with a partner.

*That problem hasn't been solved yet. . . .*

1. Teen car accidents are still a big concern for parents. They haven't solved that problem yet. However, they are advertising tracking devices. They've developed these devices to track speed. Some even turn the radio down. Apparently, they have saved a lot of lives.
2. They're providing healthier lunches in high schools now. They haven't taken junk food off menus completely. But they're not using processed food – well, not as much. Also, they're servicing more organic foods.
3. They're developing the city center. They've knocked down a lot of older buildings, and they've built a lot of new hotels and offices. They're not solving the housing shortage, though. They're building too few homes.

About you

**B** **Group work** Discuss the different trends in this lesson. Which are good? Which are not? Which are happening where you live? What other trends are there?


*“Some roads in the city center are being closed to traffic. It's great. There are more outdoor cafés . . .”*

## 3 Speaking naturally Reducing auxiliary verbs

The education system <b>is being</b> reformed.	(system's being)
The education system <b>has been</b> reformed.	(system's been)
A lot of new schools <b>are being</b> built.	(schools're being)
A lot of new schools <b>have been</b> built.	(schools've been)

**A**  4.11 Listen and repeat the sentences above. Notice the reduction of the auxiliary verbs.

About you

**B**  4.12 Listen and complete the sentences. Are they true in your country? Are they good ideas? Discuss your views with a partner.

1. More women \_\_\_\_\_ encouraged to train as science and engineering teachers.
2. Bilingual programs \_\_\_\_\_ offered to elementary school students.
3. Students \_\_\_\_\_ required to do community service.
4. Education \_\_\_\_\_ given more funding.
5. Technology \_\_\_\_\_ introduced into more classrooms.
6. Courses \_\_\_\_\_ made available for more people in the community.



## 1 Building vocabulary and grammar

A Complete the article with words and expressions from the box. What do you learn?

air pollution    drought    environmentally friendly    a landfill    toxic chemicals  
 biodegradable    energy-saving    global warming    ✓natural resources    water consumption

### What can YOU do to protect the environment?

Although environmental problems can seem overwhelming, there is hope if everyone gets involved in protecting our natural resources. Here's what you can do:

**CONSUME LESS ENERGY.** Climates are changing and ocean levels are rising because of \_\_\_\_\_. This growing problem is due to increased levels of carbon dioxide in the atmosphere as a result of the burning of oil, coal, and gas. In order to save electricity, use \_\_\_\_\_ lightbulbs, and turn the air-conditioning down or off when possible. To conserve gas or oil, turn down the heat by 2°F (1°C). You'll also cut 10 percent off your bill!

**DON'T USE YOUR CAR IF YOU DON'T HAVE TO**, because cars consume energy and also cause \_\_\_\_\_. So instead of driving everywhere, use public transportation. Or ride a bicycle – you'll get good exercise and help improve your city's air quality.

**AVOID TOXIC CLEANING PRODUCTS.** Look for \_\_\_\_\_ brands, even if they're more expensive. This helps cut down on the \_\_\_\_\_ that contaminate our rivers and oceans and are generally harmful to the environment.

**RECYCLE ALL OF YOUR GARBAGE.** Recycle newspapers, magazines, batteries, and all packaging such as cartons, bottles, cans, and plastics so that they don't end up in \_\_\_\_\_. Packaging that is not \_\_\_\_\_ can take years to decompose. And recycling paper, glass, plastic, and metal saves energy.

**CONSERVE WATER.** Even though 1.2 billion people in the world lack safe drinking water, people in developed countries use 15 bathtubfuls of water a day! You can cut your \_\_\_\_\_ in half by taking showers instead of baths. And water your lawn only once a week. Some people water lawns daily in spite of water shortages and \_\_\_\_\_ warnings.

Word  
sort

B Which problems are you concerned about (or not)? What do you do, or not do? Make a chart like this with ideas from the article, and add your own. Compare with a partner.

I'm concerned about . . .	I'm not concerned about . . .
<i>global warming. I don't use my car for short trips.</i>	<i>conserving water. I take baths. I don't take showers.</i>

Figure  
it out

C Can you choose the correct expression to complete each sentence? Compare with a partner. Are the sentences true for you?

Vocabulary notebook p. 116

- I buy rechargeable batteries **in spite of / even though** the extra cost.
- Because / Because of** cars cause air pollution, I always take public transportation.
- I turn down the air conditioning **in order to / so that** use less electricity.
- I recycle cans **instead of / so** throwing them in the trash.



## 2 Grammar Linking ideas 4.13

Extra practice p. 150

- Contrast** **Although / Even though** environmental problems are overwhelming, there is hope.  
Some people water their lawns daily **in spite of / despite** drought warnings.
- Reason** Climates are changing **because of / as a result of / due to** global warming.  
Carbon dioxide levels are increasing **because** we are burning oil, coal, and gas.
- Purpose** Turn down the air-conditioning **(in order) to** save electricity.  
Recycle garbage **so (that)** it doesn't end up in a landfill.
- Alternative** Use public transportation **instead of** driving your car.  
Take showers **instead of** baths.

**Notice:***in order to / to + verb**although / even though / because / so that / so + clause**in spite of / despite / because of / as a result of / due to / instead of + noun (or verb + -ing)*

**A** Link the ideas in these sentences using expressions from the grammar chart. How many ways can you complete each sentence? Compare with a partner.

- Even though / Although there are a lot of environmental problems, the situation isn't hopeless.
- It's better to use everyday items to clean your home \_\_\_\_\_ buying expensive cleaning products. For example, you can use vinegar to clean your mirrors \_\_\_\_\_ toxic chemicals.
- \_\_\_\_\_ cut down on the paper you use, get all your bills delivered online.
- A lot of vegetables from local areas are being sold in stores \_\_\_\_\_ consumer pressure. This is good \_\_\_\_\_ it supports local farmers and cuts down on transportation.
- A lot of areas are being affected by air pollution \_\_\_\_\_ efforts to improve air quality. Ride a bicycle or walk \_\_\_\_\_ using the car. Or, if you buy a new car, get a hybrid vehicle \_\_\_\_\_ you can save on gas.
- If you buy bottled water, make sure the bottle is biodegradable \_\_\_\_\_ you can prevent buildup in landfills.
- There is more solar and wind power now \_\_\_\_\_ advances in technology. However, \_\_\_\_\_ recent advances, they're not being used as widely as they could be by consumers.
- \_\_\_\_\_ we need to preserve our natural resources, we also need to use oil and gas for energy.

**Common errors**

Don't write *even though* or *in spite of* as one word.

*Even though* fuel is expensive, I drive my car a lot.  
(NOT *Eventhough* fuel is expensive, I drive my car a lot.)

About you

**B Pair work** Discuss the ideas above. Which ones do you agree with?

## 3 Talk about it Saving the planet

**Group work** Discuss the environmental problems below. What other problems are there? Which are the most serious? What is being done to solve the problems? What else could be done?

- ▶ air and water pollution
- ▶ depletion of oil reserves
- ▶ garbage in landfills
- ▶ global warming
- ▶ nuclear waste disposal
- ▶ endangered species

**A** *Even though air pollution is getting worse, not much is being done about it.*

**B** *Well, "no-drive" days are being introduced in order to cut down on traffic on the worst days.*

Sounds right p. 139



## 1 Reading

**A** How do people use the Internet to promote themselves? List as many ways as possible.

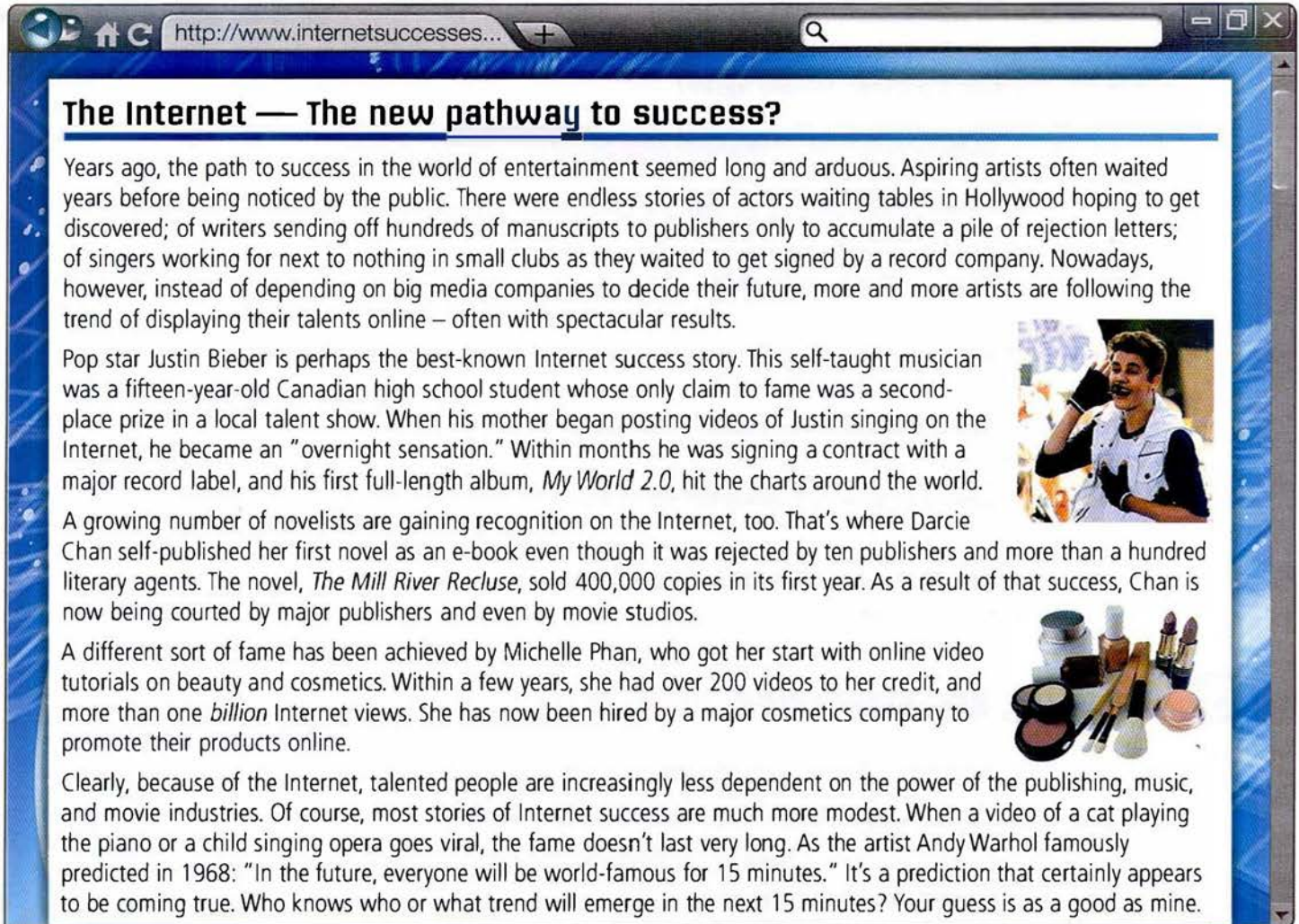
*"They post videos of their singing or acting."*

*"They create websites on a specific topic. They write interesting blogs."*

**B** Read the article. What are the three people mentioned in the article famous for?

### Reading tip

As you read, ask yourself questions like, "Is this true?"  
"So, what does this mean?"  
"What examples can I think of?"



**The Internet — The new pathway to success?**

Years ago, the path to success in the world of entertainment seemed long and arduous. Aspiring artists often waited years before being noticed by the public. There were endless stories of actors waiting tables in Hollywood hoping to get discovered; of writers sending off hundreds of manuscripts to publishers only to accumulate a pile of rejection letters; of singers working for next to nothing in small clubs as they waited to get signed by a record company. Nowadays, however, instead of depending on big media companies to decide their future, more and more artists are following the trend of displaying their talents online – often with spectacular results.

Pop star Justin Bieber is perhaps the best-known Internet success story. This self-taught musician was a fifteen-year-old Canadian high school student whose only claim to fame was a second-place prize in a local talent show. When his mother began posting videos of Justin singing on the Internet, he became an "overnight sensation." Within months he was signing a contract with a major record label, and his first full-length album, *My World 2.0*, hit the charts around the world.

A growing number of novelists are gaining recognition on the Internet, too. That's where Darcie Chan self-published her first novel as an e-book even though it was rejected by ten publishers and more than a hundred literary agents. The novel, *The Mill River Recluse*, sold 400,000 copies in its first year. As a result of that success, Chan is now being courted by major publishers and even by movie studios.

A different sort of fame has been achieved by Michelle Phan, who got her start with online video tutorials on beauty and cosmetics. Within a few years, she had over 200 videos to her credit, and more than one *billion* Internet views. She has now been hired by a major cosmetics company to promote their products online.

Clearly, because of the Internet, talented people are increasingly less dependent on the power of the publishing, music, and movie industries. Of course, most stories of Internet success are much more modest. When a video of a cat playing the piano or a child singing opera goes viral, the fame doesn't last very long. As the artist Andy Warhol famously predicted in 1968: "In the future, everyone will be world-famous for 15 minutes." It's a prediction that certainly appears to be coming true. Who knows who or what trend will emerge in the next 15 minutes? Your guess is as good as mine.

**C** Rewrite the questions below, replacing the underlined words with similar expressions from the article. Then read the article again, and ask and answer the questions with a partner.

1. When Justin Bieber was in high school, what was his reason for being well known?
2. Who helped Justin Bieber become an instant success on the Internet? How did it happen?
3. How did the Internet help Darcie Chan become respected as an author? What were the results?
4. How many video tutorials does Michelle Phan have that she has made herself? What evidence is there of her success?
5. What are some examples of Internet videos that become extremely popular very quickly?



**D Pair work** Discuss the questions with a partner.

1. What are some things aspiring artists used to do in order to get noticed? Name three things.
2. Do you know of other people who followed the same route to success as Justin Bieber, Darcie Chan, or Michelle Phan?
3. In what way is Andy Warhol's famous prediction coming true? Can you think of examples?
4. How will things change for publishers, record labels, and movie studios in the future?

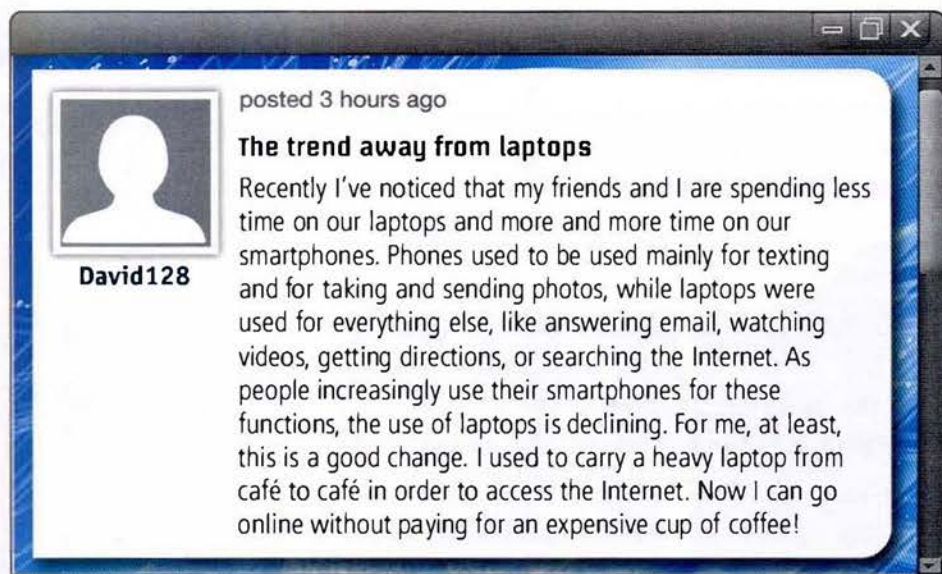
**2 Listening and writing** Trends in technology**A**  4.17 Listen to four people talk about recent trends. What trends are they talking about?

Write *a* to *d*. Then decide if the person feels positive (P) or negative (N) about the trend. Circle *P* or *N*.

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. Adam _____ (P / N)    | a. home media systems             |
| 2. Emily _____ (P / N)   | b. typing technology              |
| 3. Tyler _____ (P / N)   | c. phone use in social situations |
| 4. Madison _____ (P / N) | d. online shopping                |

**B**  4.17 Listen again. Why does each person like or dislike the new trend? Write at least one reason.

1. Adam: \_\_\_\_\_
2. Emily: \_\_\_\_\_
3. Tyler: \_\_\_\_\_
4. Madison: \_\_\_\_\_

**About you****C Pair work** Think of a trend in technology that has affected you. How has it changed your life? Do you feel positive or negative about it? Write down some notes. Then discuss it with your partner.**D** Read the comment on a technology website and the Help note. Underline the expressions the writer uses to describe a trend. Then use your notes from Exercise C to write a similar post.


posted 3 hours ago

**The trend away from laptops**

Recently I've noticed that my friends and I are spending less time on our laptops and more and more time on our smartphones. Phones used to be used mainly for texting and for taking and sending photos, while laptops were used for everything else, like answering email, watching videos, getting directions, or searching the Internet. As people increasingly use their smartphones for these functions, the use of laptops is declining. For me, at least, this is a good change. I used to carry a heavy laptop from café to café in order to access the Internet. Now I can go online without paying for an expensive cup of coffee!

David128

**Help note****Describing trends**

*We're spending more and more time on our smartphones.*

*We're spending less time / fewer hours on our laptops.*

*People increasingly use their phones for a variety of functions.*

*The use of laptops is decreasing / declining.*

*The number of smartphones is increasing / growing.*

**About you****E Group work** Read your group's posts. Have you all noticed the same trends? Discuss.





### Learning tip *Writing definitions in your own words*

When you learn a new word or expression, you can write a definition or explanation in your own words to help you remember its meaning.

#### In conversation

##### It's in the air!

The type of pollution people talk about most is *air pollution*.

### 1 Match the expressions with their definitions or explanations.

- |   |  |
|---|--|
| 1. The <b>atmosphere</b> refers to <u>e</u>               | a. you use it up, and it can't be used again.      |
| 2. <b>Carbon dioxide</b> is a gas in the atmosphere _____ | b. there isn't enough water for people.            |
| 3. If you <b>consume</b> something, _____                 | c. you use it again instead of throwing it away.   |
| 4. <b>Air quality</b> refers to _____                     | d. it contaminates or pollutes the environment.    |
| 5. When there is a <b>water shortage</b> , _____          | e. the air around the Earth.                       |
| 6. If something is <b>toxic</b> to the environment, _____ | f. that is produced when things burn or decay.     |
| 7. When you <b>recycle</b> something, _____               | g. it decays, or breaks down into simple elements. |
| 8. If something <b>decomposes</b> , _____                 | h. how much pollution is in the air.               |

### 2 Write sentences that define or explain these words.

air pollution    drought    global warming    toxic chemicals  
 biodegradable    environmentally friendly    a landfill    water consumption

### 3 Word builder Find out the meaning of these words and expressions.

Then write a sentence to define or explain each one.

deforestation    fossil fuels    hybrid cars    pesticides  
 extinction    the greenhouse effect    the ozone layer    renewable energy



#### On your own

Post notes around your home in English reminding you to turn off the lights, recycle bottles, and so on.



### Can Do! How I can ...

- I can ...       I need to review how to ...

- |   |  |
|---|--|
| <input type="checkbox"/> talk about social changes.   | <input type="checkbox"/> use formal vague expressions.                             |
| <input type="checkbox"/> talk about environmental problems.   | <input type="checkbox"/> understand a discussion about workplace trends.           |
| <input type="checkbox"/> link ideas with expressions like <i>although</i> , <i>because of</i> , <i>in order to</i> , and <i>instead</i> . | <input type="checkbox"/> understand conversations about technology trends.         |
| <input type="checkbox"/> refer back to points made earlier in the conversation.   | <input type="checkbox"/> read an article about success via the Internet.           |
|   | <input type="checkbox"/> write a comment for a website about technological trends. |



# Careers

UNIT

# 12



In this unit, you learn how to . . .

## Lesson A

- Discuss career planning using *What* clauses and long noun phrases

## Lesson B

- Discuss job prospects
- Talk about your career plans using the future continuous and future perfect

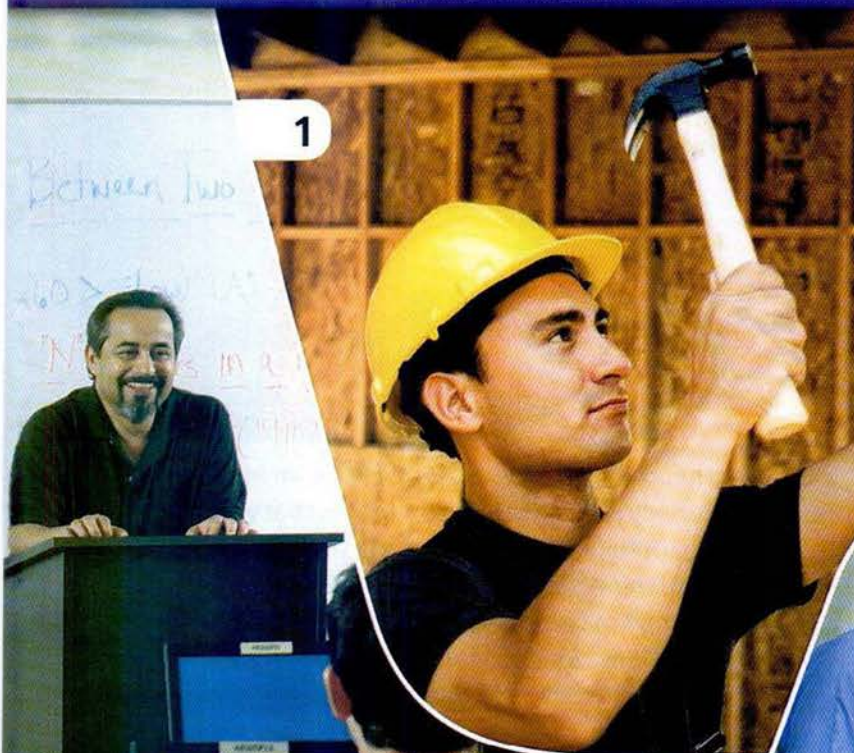
## Lesson C

- Introduce what you say with expressions like *What I read was*
- Say *I don't know if . . .* to introduce ideas

## Lesson D

- Read an article on how to answer tough interview questions
- Write a cover letter for a job application

1



2



4



3



## Before you begin . . .

Which of these areas of work are hard to get into? Which are easier?  
Which are the highest paid? Which are the most popular with your friends?

- the media
- law
- social work
- hotel and tourism
- finance
- teaching
- medicine
- entertainment
- trades (carpentry, plumbing)



## What's the best way to go about choosing a career?

Laura

I think the first thing to do is to decide on an area you're interested in. And then do some research to find out what jobs you can do in that area. I mean, what I'd do first is talk to people and find out what jobs they do. And maybe find out more on the Internet. The main thing you need is lots of information.

Jacob

Yeah, for sure. What you should do is think about what you really enjoy doing with your time. And then see if you can make a career out of it. The good thing about that is you end up with a job you love. I guess what I'm saying is that you need to choose a career you'll really like.

مرجع زبان ایرانیان

Jason

Right. And one thing I would do is see a career counselor and take one of those personality tests to find out what your strengths and weaknesses are. And then the career counselors . . . well, what they do is tell you what kinds of jobs you'd be good at.

Jenny

Another thing you can do is apply for an internship with a company. The advantage of that is that you get some work experience while you're still in school. What a friend of mine did was interesting. What she did was call up a bunch of companies and offer to work for free on her vacations. She got some great experience that way.

### 1 Getting started

**A** Which of these do you think are the best three ways to choose a career? Tell the class.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> do an internship           | <input type="checkbox"/> do research online | <input type="checkbox"/> take a personality test |
| <input type="checkbox"/> talk to a career counselor | <input type="checkbox"/> go to a job fair   | <input type="checkbox"/> ask a friend for advice |



**B**  4.18 Listen to four students talk about ways to choose a career. Which of the ideas above do they mention? Check (✓) the ideas. What other ideas do they suggest?

Figure it out

**C** How do the people above say these things? Underline what they say in the discussion.

- Jenny A friend of mine did something interesting. She called up a bunch of companies.
- Jacob I guess I'm saying that you need to choose a career you'll really like.
- Laura First you need to decide on an area you're interested in.
- Jason I would see a career counselor.



**2 Grammar** *What* clauses; long noun phrase subjects  4.19

Extra practice p. 151

**What clauses and long noun phrases introduce important information. They are often the subject of the verb *be*, which can be followed by a word or a phrase (noun, adjective, or verb) or by a clause.**

**What clauses**

- What you need** is lots of information.
- What my friend did** was interesting.
- What I would do** is talk to people.
- What I'm saying** is (that) you need to choose a career you'll really like.

**Long noun phrases**

- The main thing you need** is information.
- Something my friend did** was interesting.
- The best thing to do** is (to) talk to people.
- The good thing about that** is (that) you end up with a job you love.

**A** Choose the best expression on the right to complete each sentence.

*Once you've chosen a career, how do you go about getting your dream job?*

1. Well, the best thing to do is to make contacts and network with people. \_\_\_\_\_ is ask all my friends and family if they know anyone who could help me.  
\_\_\_\_\_ is it could help you get an interview.
2. \_\_\_\_\_ is get some work experience.  
\_\_\_\_\_ is it helps you find out if you'd really like a job in that area. \_\_\_\_\_ is try it out first.
3. \_\_\_\_\_ was get an internship. She said \_\_\_\_\_ is a good reference letter. Then \_\_\_\_\_ was interesting. She just walked into several different companies and introduced herself.
4. \_\_\_\_\_ is a good résumé.  
\_\_\_\_\_ was good. She got hers done professionally. \_\_\_\_\_ is you make a really good first impression.

the good thing about that  
✓ the best thing to do  
what I would do

what I'm saying  
the advantage of that  
what I would do first

the main thing you need  
something my friend did  
what she did

the best thing about that  
what my classmate did  
what you need


About you

**B Pair work** How would you go about getting your dream job? Discuss ideas.

- A *What I'd do first is update my social networking site and say I'm looking for a job.*
- B *That's a good idea. The best thing to do is tell all your contacts.*

**3 Speaking naturally** Stressing *I* and *you*

**Anne** *What would you do if you found your dream job and then hated it?*  
**Matt** *I don't know. What would **you** do if **you** hated your dream job, Cate?*  
**Cate** *I have no idea what I'd do.*  
**Enzo** *I know what **I** would do. I'd quit immediately. Life's too short. How about **you**?*

**A**  4.20 Listen and repeat the conversation. Notice how *I* and *you* are sometimes stressed to make clear who you are talking about. Then practice and continue the conversation with a partner.

**B Group work** Discuss the questions. Stress *I* and *you* if you need to.

- What's the best way to choose a career?
- What have some of your friends done to find work?
- What can you do if you can't decide on a career?

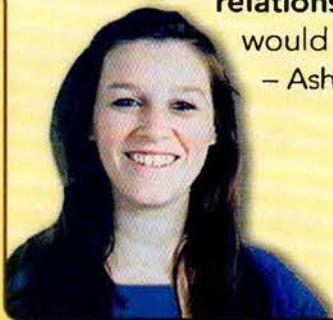


## 1 Building vocabulary and grammar

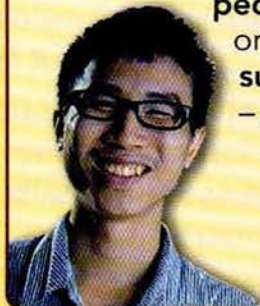
A 4.21 Listen and read the interviews. What career plans do these students have?

### Where do you think you'll be working five years from now?

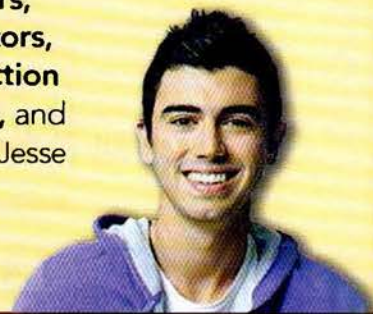
Well, I'll have finished my degree in media studies by then, and what I really want to do is get a job in **communications**. You won't be seeing me on TV or anything – I'm not cut out for that – but I may be working in, like, **publishing** or **journalism** as an **editor** or writer or something. Or maybe I'll have gotten a job in **advertising** or **public relations**. That would be fun.  
– Ashley



Well, in two years, I'll be graduating with a degree in **nursing** – so I'll be working in the field of **health care**. One thing I think I'd like to do is be a **psychiatric nurse**, but I'm not sure. Hopefully my wife will have graduated from medical school by then, too. She'd like to be a **pediatrician** . . . or else a **surgeon**.  
– Albert



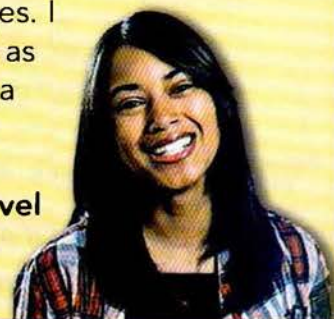
I won't be doing what I'm doing now – **telemarketing** – that's for sure! This fall, I'll be starting a degree in **business management**, so in five years, I'll have graduated and gotten a job in the **construction industry**. I probably won't have had much experience, but I'll be working with **civil engineers, contractors, construction workers**, and so on. – Jesse



Hopefully I'll be working as a **financial analyst** in an investment bank. My dad's a **stockbroker**, and my mom's a **tax adviser**, so I guess I'm following them into the **financial sector**. – Simone



I don't really know. I just hope I'll be using my languages. I might be working as an **interpreter** or a **translator** – or maybe I'll be working in the **travel industry**. – Cheryl



Word sort

**B** Make a word web for each area of work. Add more jobs. Then compare with a partner. Which jobs do you think would be interesting? fun? well paid? rewarding?

- |                          |                          |
|--------------------------|--------------------------|
| Construction industry    | Medicine and health care |
| Financial services       | Travel industry          |
| Media and communications | Sales and marketing      |

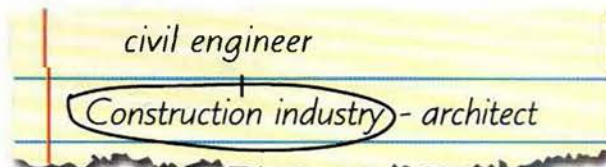


Figure it out

**C** Can you make these sentences true by changing the underlined words? Compare with a partner.

1. Jesse will be working in telemarketing in five years.
2. In two years, Albert won't be graduating with a degree in nursing.
3. Cheryl will be working as a translator five years from now.
4. Five years from now, Ashley will be studying for her degree in media studies.

Vocabulary notebook p. 126



**2 Grammar** The future continuous and future perfect 4.22

Extra practice p. 151

**Use the future continuous for ongoing activities in the future.**

I'll be working in health care.

I won't be working in this job.

**Also use it for events you expect to happen.**

I'll be graduating in two years.

I'll be starting a degree this fall.

**You can use *might* and *may* instead of *will*.**

I may be working in publishing.

**Use the future perfect for events that are in the past when you "view" them from the future.**

My wife will have graduated by then.

I probably won't have had much experience.

**In conversation:**

The future continuous is much more common than the future perfect.

**A Complete the conversations using the future continuous or future perfect. Then practice with a partner.**

- A What do you think you'll \_\_\_\_\_ (do) five years from now?  
 B I hope I'll \_\_\_\_\_ (work) as an architect. I'll \_\_\_\_\_ (finish) all the exams by then. How about you?  
 A Well, by then I'll \_\_\_\_\_ (graduate), too – I hope to finish my nursing degree in two years. I might \_\_\_\_\_ (work) in a medical practice.
- A Do you have any idea what your life will be like in ten years?  
 B Well, I hope I'll \_\_\_\_\_ (enjoy) life. I think my friend and I will \_\_\_\_\_ (get) married by then, and maybe we'll \_\_\_\_\_ (buy) our own home. I'm not sure if we'll \_\_\_\_\_ (start) a family, but if we have kids, I think I'll \_\_\_\_\_ (take) care of them, and I may \_\_\_\_\_ (work) part-time, too.
- A What do you think you'll \_\_\_\_\_ (do) when you're 60?  
 B Well, I probably won't \_\_\_\_\_ (stop) working, but I hope I won't \_\_\_\_\_ (work) long hours every day.  
 A Me too. Maybe by then I'll \_\_\_\_\_ (retired), and I'll \_\_\_\_\_ (live) by the ocean.
- A What kinds of jobs do you think people will \_\_\_\_\_ (do) 20 years from now?  
 B I think more people will \_\_\_\_\_ (work) in health care because people will \_\_\_\_\_ (live) longer. Also the retirement age will \_\_\_\_\_ (rise), too, so people might still \_\_\_\_\_ (work) when they're 70.

About you

**B Pair work** Ask and answer the questions. Give your own answers. Do you have similar hopes and dreams?

**Common errors**

When you are making arrangements, use the future continuous to announce your intentions.

See you at 6. I'll be waiting for you in the lobby. OR I'll wait . . . (NOT ~~I'm waiting~~ . . .)

**3 Talk about it** Working lives

**Group work** Discuss the statements. Do you agree with them?

Ten years from now, . . .

- ▶ more people will be working from home.
- ▶ fewer people will have had a college education.
- ▶ people will be retiring at a younger age.
- ▶ people will still be learning English to help them with their careers.
- ▶ the working day will have become shorter.

Sounds right p. 139



## 1 Reading


**A** What would you do to prepare for a job interview? Make a class list.

*“One thing you need to do is research the company.”*

**B** Look at the three interview questions in the article. How would you answer them? Compare your ideas with a partner. Then read the article. How would you change your answers?

### Reading tip

Try to predict the “great answers” to the questions before you read them.



**Ace that Interview!** Tough Questions, Great Answers

Nothing can trip you up during an interview like an unexpected or difficult question. Whether you're applying for an internship, trying to get into college, or interviewing for a new job, here are a few questions that might stump you – along with the kinds of answers interviewers like to hear.

**“Tell me about yourself.”**  
Be ready to describe what makes you special as an individual. “What I *don't* want to hear is your life history,” explains Dennis B., Director of Admissions at a major university. “I don't care how many siblings you have or where you were born. I want to know what makes you special. I want to see how well you project yourself, if you're articulate, and to hear your reasons for applying to do this course of study.” The same applies at a job interview. Be concise and give concrete examples: “The main thing you should know about me is that while I was in college, I had a side job retrieving lost data from computers. I set up and marketed the business myself. I had 80 customers in the first year.”

**“What draws you to this line of work?”**  
Know what you're getting yourself into. “Publishing is a tough profession,” says Tracy P., Editorial Director at a publishing house in New York City. “Unfortunately, some people want to get into it for the wrong reasons. Many candidates mention how much they love books and reading. However, that doesn't necessarily mean that editing or the business side of publishing is a good profession for you. You might be better suited to

teaching, for example. If someone doesn't understand the profession, the chances are they won't be a good fit for this type of work.” In other words, show that you understand what the job involves in your response to the question and give an example of how you have acquired the relevant skills: “One skill you need to work in publishing is attention to detail. I worked on the college magazine and edited articles . . .”

**“Tell me about a time you made a serious mistake. How did you handle it?”**  
“Many of our candidates get hired right after they graduate from college, before they've had a chance to get much work experience,” notes Anita M., head of recruiting at a Fortune 500 financial company. “The reason I ask this question is that it's a tough question for everybody, and how a person answers is very revealing. It's important that people admit when they've made a mistake, rather than blame others. What I'm saying is that I expect candidates to be honest, and I look for signs that they've learned from the mistake.” So, don't say you have never really made a mistake. Instead, try something along these lines: “One thing I did while I was working on a project in college was let down my team. I didn't complete my part of the project on time. I apologized. I also explained to the professor it was my fault and asked for an extension. Then I made it up to my teammates by working all weekend to finish the project. It taught me how to manage my time and not leave things until the last minute.”

► **Remember:** Speak clearly and at a normal pace of conversation. Don't rush your words because you're nervous. Be calm and speak with confidence.

**C Pair work** Discuss your answers to the questions below.

1. What trips up some candidates during an interview, according to the article?
2. What mistake do some candidates make when they are asked to talk about themselves?
3. What two things do you need to tell an interviewer to show you're right for the job?
4. Why is it revealing when candidates talk about mistakes they have made?
5. Which question do you think is the most difficult one to answer? Why?



## 2 Listening and writing A fabulous opportunity!

**A** 4.26 Read the online job advertisement. Can you guess the missing words? Then listen to Maria talk about the ad with her friend Alex. Were any of your guesses correct?

**Job summary**

**Company**

**Location**  
Montreal

**Job type**

- Part-time
- Full-time

**Tour Guide**

A leading tour company is seeking someone who would enjoy meeting \_\_\_\_\_ from other countries. You must be fluent in \_\_\_\_\_ and \_\_\_\_\_. You should be interested in the local area and its \_\_\_\_\_. You'll be traveling around the region \_\_\_\_\_ days a week. Flexible, fun, and \_\_\_\_\_ applicants only.

Apply by email, and also send your \_\_\_\_\_. Successful applicants will receive excellent pay and a generous benefits package.

**APPLY**

**B** 4.26 Listen again. Why is Maria perfect for this job? Write four reasons.

**C** Imagine you want to apply for the job above. Read the Help note and write a cover letter like the one below.

You are applying for: **Tour Guide**

- Upload a résumé
- Include a cover letter

**SUBMIT**

Dear Sir or Madam,

I am applying for the position of Tour Guide, which was advertised on April 1. My strongest qualification for this position is that I speak fluent English and Spanish.

As you can see from the attached résumé, I have had previous experience in this type of work with students from abroad who attend summer programs. It was my responsibility to show them around campus and the local area. In addition, I have ...

I am enthusiastic about this opportunity as I am considering a career in the tourist industry. I believe that I would be an excellent guide and that tour groups would appreciate my knowledge of the region, my sense of humor, and positive attitude.

I would welcome the opportunity to meet with you. My contact number is 917-555-1954. Thank you for your time and consideration.

Sincerely,  
Sergei Vnukov

**Help note**

**Writing a cover letter**

- Use the name of the person if you can. If you don't know it, use *Sir or Madam*.
- Opening paragraph: State what the position is, how you heard about it, and what your strongest qualification for it is.
- Middle paragraph(s): Say why you are suitable – give more information about your qualifications or experience, and describe your strengths.
- Closing paragraph: Restate your interest and offer to meet for an interview. Thank the person for his or her time.
- End the letter like this.

**D Group work** Read your classmates' cover letters. Who do you think should get the job?





In conversation

**Teachers are tops!**

The job people talk about most is *teacher*.

### Learning tip *Word building with roots and collocations*

When you learn a new word, you can expand your vocabulary quickly by learning

- other words with the same root.
- some common collocations.

*journalism*   *journalist*

*political journalist*   *freelance journalist*

### 1 Complete the chart with the areas of work and the jobs.

Area of work	Job	Area of work	Job	Area of work	Job
accounting	accountant		interpreter	psychiatry	
architecture		law			psychologist
	carpenter		manager		publisher
counseling			nurse	sales	
	dentist	pediatrics			surgeon
design			photographer	telemarketing	
editing		physical therapy			translator
	engineer		plumber		zoologist
financial analysis					

### 2 Word builder Match the words in A with the words in B to make common collocations. How many jobs can you make? Can you add any more words to make different job combinations?

A	
civil	psychiatric
construction	social
laboratory	systems
pediatric	

B	
analyst	technician
engineer	worker
nurse	



### On your own

Find a jobs website. Write the names of 20 different jobs in English.



Can Do!

## Now I can . . .

I can . . .

I need to review how to . . .

- talk about career planning.
- highlight important information.
- talk about professions and job prospects.
- talk about my future career plans.
- use expressions to introduce what I say.

- say *I don't know if . . .* to involve others.
- understand a conversation with a personal trainer.
- understand a discussion about a job advertisement.
- read an article about preparing for a job interview.
- write a cover letter for a job application.



## 1 Talking about jobs

Match the two parts of each sentence. Then discuss them with a partner. Add ideas and expressions like *and so on, and so forth, and etc.*

- |   |  |
|---|--|
| 1. Being a surgeon is very rewarding, <u>  c  </u>            | a. even though really good jobs are hard to get.     |
| 2. Stockbrokers are under a lot of stress <u>      </u>       | b. in order to fill all the jobs in construction.    |
| 3. It's easy to get health-care jobs these days <u>      </u> | c. in spite of the long hours you have to work.      |
| 4. Workers are being brought into the country <u>      </u>   | d. so that you can set realistic goals.              |
| 5. Plan your career in five-year blocks <u>      </u>         | e. because of the shortage of nurses.                |
| 6. More students are taking media studies, <u>      </u>      | f. as a result of outsourcing to other countries.    |
| 7. There are fewer telemarketing jobs <u>      </u>           | g. due to the constant changes in financial markets. |

*"I imagine being a surgeon is rewarding, in spite of the long hours and the stress and so on."*

## 2 How many words can you think of?

**A** Add six words and expressions to each category, and compare with a partner.

Being famous		The environment	
<i>in the headlines</i>			

**B Pair work** Choose four items from each category to use in a conversation. How many different expressions can you remember to introduce what you say?

*A I don't know if you've heard, but Angelina Jolie is in the headlines right now.*

*B Oh, yeah. What I heard was she recently . . .*

## 3 What will life be like in 2030?

**A** Complete the sentences using the future continuous or future perfect.

- Hopefully, by 2030, people will be buying (buy) more and more environmentally friendly products, and we \_\_\_\_\_ (find) new ways to save energy, so we \_\_\_\_\_ (live) in a cleaner environment.
- Ideally, we \_\_\_\_\_ (slow) global warming by then. We \_\_\_\_\_ (not use) fuels like coal anymore. More countries \_\_\_\_\_ (start) to use cleaner, more efficient fuels.
- By 2030, people \_\_\_\_\_ (eat) healthier food, and the number of obese people \_\_\_\_\_ (decrease).
- Because we \_\_\_\_\_ (live) longer, the percentage of older people in society \_\_\_\_\_ (rise) by then.

**B Group work** Discuss the sentences. Refer back to what people say with expressions like *As you said, Like you were saying, and Going back to . . .* Add your opinions.



## 4 What if . . . ?

"I applied for an internship at a public relations company after college. At the end of my interview, they offered me a job. Now, 20 years later, I'm still there, and I'm vice president."

– Alice



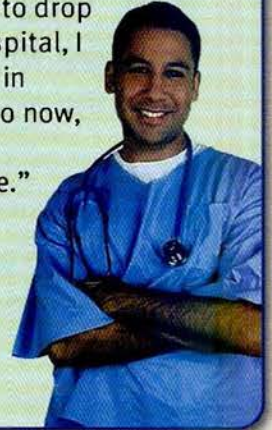
"I was bored with my job at the bank, so I saw a career counselor and took some personality tests. They showed I was creative! So I went into advertising, and I love it."

– Martin



"I was going to major in math at college, but I got sick the first week and had to drop out. In the hospital, I got interested in nursing, and so now, here I am – a pediatric nurse."

– Alfonso



- A** Read the comments above. How might these people's lives have been different? Write sentences using *if* + the past perfect form and *would have*, *could have*, or *may / might have*.

*If Alice hadn't applied for an internship at that company, she wouldn't have ended up working there.*

- B** **Pair work** Talk about three big decisions you've made in life. Ask and answer hypothetical questions. If a question is difficult to answer, use an expression like *Good question*.

## 5 Check it out.

What do you know about your partner? Complete the sentences, adding tag questions. Then ask your partner.

1. You live in \_\_\_\_\_, *don't you* ?
2. You've studied English for \_\_\_\_\_ years, \_\_\_\_\_ ?
3. You don't like \_\_\_\_\_ music, \_\_\_\_\_ ?
4. You're a \_\_\_\_\_, \_\_\_\_\_ ?
5. You went to \_\_\_\_\_ on vacation once, \_\_\_\_\_ ?

## 6 Any suggestions?

Complete the sentences using the passive of the present continuous or present perfect. Then role-play with a partner. Take turns making suggestions.

1. "We *'re being given* (give) too much homework these days."
2. "I \_\_\_\_\_ (ask) to do volunteer work, but I'm too busy."
3. "I \_\_\_\_\_ (promote) at work, but I prefer my old job!"
4. "People \_\_\_\_\_ (lay off) at work recently. I'm worried because I \_\_\_\_\_ (pay) more than my co-workers."

**A** *We're being given too much homework these days.*

**B** *You could talk to your teacher about it, couldn't you?*



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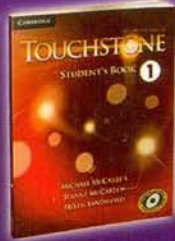


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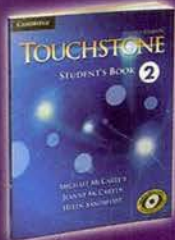
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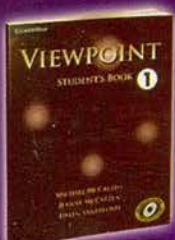
High Beginning



Low Intermediate



Intermediate



High Intermediate



Advanced

### CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
	TOUCHSTONE 4
B2	VIEWPOINT 1
C1	VIEWPOINT 2

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## Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
bleed	bled	bled	pay	paid	paid
blow	blew	blown	prove	proved	proven/proved
break	broke	broken	put	put	put
bring	brought	brought	quit	quit	quit
build	built	built	read	read	read
burn	burned/burnt	burned/burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	sew	sewed	sewn/sewed
dream	dreamed/dreamt	dreamed/dreamt	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown/showed
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
find	found	found	sit	sat	sat
fight	fought	fought	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	speed	sped	sped
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	spill	spilled/spilt	spilled/spilt
get	got	gotten	spring	sprang	sprung
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung	hung	strike	struck	struck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
lead	led	led	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	wind	wound	wound
lie	lay	lain	write	wrote	written