VIEWPOINT

TEACHER'S EDITION 2

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Introduction

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

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

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

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

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

What kinds of information can you learn from a corpus?

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

We used the Corpus to answer questions like these:

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

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

C Check your understanding

- **Preview the task** Read the instructions and sentence 1 aloud. Ask Ss to look at paragraph 1 in the article and find the example answer. [It illustrates how consumers purchase new products and services.]
- **Do the task** Have Ss complete the task. Check answers.

Answers

1. It illustrates how people buy new products and services / the different types of consumers for new products and services.
2. The model categorizes consumers into these types: innovators, early adopters, early majority adopters, late majority adopters, and laggards.
3. The majority of consumers typically purchased a product after it had been tested and after the price had reduced.
4. The "early adopter" group accounts for 13.5% of consumers.
5. Tablets penetrated the market quicker than any other product.
6. Marketers are noticing that there is a fast uptake of products after the initial release.
7. Domestic use is driving technology adoptions more now.
8. Younger people are a larger segment of the consumer population, so this may be the reason for the faster uptake of new technology.

D React / Pair work

- **Preview and do the task** Say, "Ask and answer the questions from Exercise 1C. Then discuss the ideas. Do you recognize the issues and trends described in the article?" Have Ss complete the task.
- **Follow-up** For each question, elicit a few opinions from the class.

2 Focus on vocabulary

A

- Read the information in the Study tip aloud.
- **Preview the task** Read the instructions aloud. Model the first item with the class by reading it aloud. Point out the first given item. Say, "*Innovation* is a noun. *Innovate* is the verb." Point Ss to the word *adopt* in bold. Call on Ss to give the correct form of the word for the second sentence. [adoption] Ask, "Where did you find the words?" [innovation: para. 1; adoption: para. 1]
- **Do the task** Have Ss complete the sentences. Check answers with the class: Have individual Ss each read a completed sentence.

Answers

1. innovation / adoption (both in para. 1)
2. caution (para. 2)
3. penetration / phenomenal (both in para. 3)
4. recreational (para. 4)
5. millennial (para. 5)
6. assumptions (para. 5)
7. radical / revision (para. 5)

B Pair work

- **Preview and do the task** Read the instructions aloud. Tell Ss to use each word in the answers to Exercise 2A in a sentence so that Ss practice using the suffix endings. Walk around the class, listening for the correct usage and helping as needed.

3 Viewpoint

Group work

- **Preview the task** Have Ss read the questions aloud.
- **Present *In conversation*** Read the information aloud. Say, "If you remain silent while you're thinking of how to say something, people might assume you have nothing to say and ask someone else. These expressions are very useful in these discussions." Ask a S to read the example answer for the task aloud.
- **Do the task** Groups discuss the questions. Have several groups share an interesting point from their discussions

Extra activity – pairs

Pairs choose a recent technology and prepare a one-minute presentation about it. Ss should include information about when the technology was launched into the market and information about how it was promoted, etc. Ss have to use at least five new expressions from the lesson in their presentation.

Vocabulary notebook *High-tech gadgets*

If done for homework

Briefly present the Learning tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present *Learning tip*** Ask what a *collocation* is. [A word or phrase that is often used with another word in a way that sounds correct to people. For example, we say someone has blond hair, but we don't say yellow cars are blond.] Read the information aloud. Ask a S to read the examples in the box.
- **Present *Dictionary tip*** Read the information aloud. Ask a S to read the examples aloud.

A

- **Preview and do the task** Say, "Complete each comment with one adjective in the box." Point out that the first answer has been done as an example. Have Ss complete the task. Check answers with the class.

Answers

1. high-speed
2. air-conditioned
3. last-minute
4. labor-saving
5. custom-built

- Say, "Are any of these sentences true for you? If they are not, rewrite them and make them true. With sentence 1, for example, you could write, *We have high-speed Internet, but we don't have high-speed trains here. Most people fly.*" Have Ss complete the task
- **Follow-up** Have Ss compare their sentences in pairs. Then have a few Ss share one of their sentences with the class.

B

- **Preview and do the task** Read the instructions aloud. Ask for an example from page 22 for *energy-efficient*. [comfort] Then ask for a noun in Box B. [car] Have Ss complete the task. Check answers with the class.

Answers

- energy-efficient *comfort* / airline, appliances, car, environment, equipment, house, mall, travel
- carbon-neutral *comfort* / airline, appliances, car, environment, equipment, house, mall, travel
- climate-controlled (*shower*) room / car, environment, house, mall
- home-cooked *meal* / dinner, food
- human-like *"Hello"* or voice / face, sculptures
- solar-powered *energy* / appliances, car, equipment, house, mall

C Word builder

- **Preview and do the task** Say, "Complete the compound adjective in each pair with the same word." Have Ss complete the task. Check answers with the class.

Answers

1. powered
2. efficient
3. high
4. self

- Say, "Now use each compound noun in a true sentence." Have Ss write the sentences and then read them aloud to a partner.

D Focus on vocabulary, page 27

- **Preview and do the task** Read the instructions aloud. Say, "First try to complete the chart without looking at page 27. Then look and check. A gray space in the chart means that form of the word isn't required." Have Ss complete the task. Check answers with the class.

Answers

Verb	Noun	Adjective
adopt	adoption	—*
—	caution	cautious
assume	assumption	—
innovate	innovation	innovative
—	phenomenon	phenomenal
revise	revision	—

* The adjective *adoptive* is mostly used in the context of families. *My adoptive parents* = the parents who adopted me, not my birth parents.

- **Present *Self, self, self!*** Ask a S to read the top adjectives with *self* aloud.
- Have Ss write a sentence using each word. Have Ss compare their sentences in pairs.

Corpus information

Common errors with *each other* and reflexive pronouns

Ss may confuse *each other* with *themselves*, *ourselves*, or *yourselves*.

Helen and I looked at each other. = She looked at me, and I looked at her.

We looked at ourselves in the mirror. = I looked at my reflection. She looked at hers.

Corpus information

In conversation

In conversation, *each other* is eight times more frequent than *one another*. *One another* is almost four times more frequent in academic writing than in conversation.

Corpus information

Writing vs. Conversation

Oneself is mostly used in formal writing. It is not common in conversation.

*One might think of **oneself** as immune to such tricks.*

Grammar extra ***More on reflexive pronouns; Referring to unknown people***

(See Student's Book p. 167.)

Grammar extra presents more ways to use reflexive pronouns.

Speaking naturally ***Stress with reflexive pronouns***

(See Student's Book p. 143.)

In this section, Ss practice saying reflexive pronouns. Reflexive pronouns are stressed when they are used for emphasis. They are generally unstressed in other cases.

Lesson C *I can see it from both sides.*

Conversation strategy ***Exploring arguments***

(See Student's Book p. 130.)

Speakers often signal that they are considering different aspects of an argument with expressions like *I can see it from both sides*. *By the same token* shows that the speaker is going to give different information with the same significance.

Strategy plus ***To put it mildly***

(See Student's Book p. 131.)

Speakers use *to put it mildly* to show that they could say something in a stronger or more extreme way. This helps speakers avoid sounding too harsh or judgmental. In addition to *to put it mildly*, speakers can also use the sentence *And that's putting it mildly* after something they've said. Note that *to put it mildly* is 10 times more frequent than *And that's putting it mildly*. If speakers want to be very direct, they say *to put it bluntly*.

Corpus information

In conversation

In conversation, other expressions are *to put it simply / politely / crudely*.

Lesson D *Brain matters*

Writing ***Teen drivers***

(See Student's Book p. 134.)

This lesson teaches Ss to plan and write a report on a road safety recommendation. The grammar for writing presents ways to make more complex statistical comparisons in writing.

- Expressions

  With adjectives and adverbs

  *Girls are **twice as likely as** boys to use a cell phone.*

  *Teens are **four times more likely** to have a crash **than** adults.*

  *Teens are **four times as likely** to have a crash **as** adults.*

  *Boys communicate with people outside of the car **twice as often / much**.*

  With nouns and pronouns

  *Teen drivers have **four times more** crashes **than** adults.*

  *Teen drivers have **four times as many** crashes **as** adults.*

  *The cost of insurance for teens can be **five times as much** as for adults.*

Corpus information

Common errors with *twice*

Ss often use *twice* + a comparative adjective.

*They are **twice as safe** with an adult in the car.*

(NOT: *They are ~~twice safer~~ . . .*)

***Two times* or *twice*?**

In writing, *twice* is more than 40 times more frequent, especially in comparisons such as *twice as likely*.

Corpus information

Writing vs. Conversation

You can use *more* or *as* in phrases like *six times more / as likely*. *More* is more frequent than *as*.

As is more frequent in writing than in conversation.

Sample answers, scores, and teacher's comments

Score: 10 (excellent)

While many people feel that video games have a negative effect on children, we need to look closely at this argument. In fact, playing video games can have many advantages for children. **First**, children can learn a lot from playing video games. They learn to solve problems and make choices. They also learn how to deal with winning and losing. **Second**, playing video games can help children pay attention. They have to concentrate to play the games. Video games can help children focus on one task. **Lastly**, children can be social with video games. Some people say children who play video games are not social, but children play games together, and many children enjoy talking about video games with each other. In conclusion, playing video games can have a positive effect on children.

Teacher's comment:

All three content points and the language point (*give reasons using first, second, third, and finally / lastly*) are clearly and fully communicated. There is a clear topic sentence that shows that the writer disagrees with the statement. There are **three reasons** that are clearly developed. There are no errors in grammar or usage.

Score: 6 (good)

While many people feel that video games have a negative effect on children, we need to look closely at this argument. In fact, playing video games can have many advantages for children. **First**, children can learn a lot from play video games. They learn to solve problems and make choices. They also learn how deal with winning and losing. **At last**, children is social with video games. Some people say children who play video games are not social, but children do play games together, and any children enjoy talking about video games with each other. In conclusion, playing video games can have a positive effect on children.

Teacher's comment:

Only two of the three content points are clearly and fully communicated. There is a clear topic sentence that shows that the writer disagrees with the statement. However, there are only **two** (**rather than the required three**) **supporting reasons** that are clearly developed. There are some minor grammatical errors but these do not impede communication (*play* should be *playing*; *be social* should be *can be social*; *deal* should be *to deal*; *any children* should be *many children*). The language point is attempted but is not fully accomplished (*first* and *second* are used correctly, but *at last* is used instead of *finally / lastly*).

Score: 2 (poor)

Play video games has many advantages for children can learn from video games. They learning solve problems and make choices and win and lose is also important. Play video games make children be aggressive. They often with family and friends after playing video games for long periods of time. At last play video games have positive and negative for children.

Teacher's comment:

The three content points are not clearly and fully communicated. There is no clear topic sentence. Only one of the three reasons (*children can learn from video games*) is communicated successfully. Another one (*video games make children aggressive*) is attempted, but this is not an advantage, so it is not clear whether the writer agrees or disagrees with the statement. There are grammar errors that impede communication. (*They often with* is not comprehensible without a verb. The meaning of *positive and negative for children* is not clear.) The language point (*give reasons using first, second, third, and finally / lastly*) is not attempted.

Workbook audio scripts

Unit 1 *A great read*

Listening Extra, Ex. B, C, and D (p. 9)

Host Welcome! Today we're speaking with 22 year-old Rebecca Jackson, who just published her first novel, *2050*. Her self-published e-book has become an overnight sensation. Rebecca we are delighted to have you with us.

Rebecca Thanks so much.

Host Well, I'd like to begin by asking you about your experience as a writer before you wrote *2050*.

Rebecca Well, during my freshman year in college, I took a creative writing class. I remember the professor outlined some steps you should take to get published. The one that really stuck in my mind was the idea of starting small – like publishing a short story in the student newspaper, or trying to get accepted to a writer's conference. The point he was making is that you have to build a name and reputation for yourself before a major publisher would take you seriously. So, I diligently tried to follow his advice, but it took me some time to come to grips with how difficult it can be. My short story got rejected from the student newspaper. I applied to writer's conferences, but didn't get into the ones I wanted, and I only got a 'B' in my writing class.

Host Did you get discouraged? And if not, how did you stay motivated?

Rebecca I tried not to. While I did experience a lot of rejection along the way, I still felt this great urge to communicate with people. So I decided to take a year off from school to work on my novel. I thought this was a great plan, but my parents didn't. They didn't see the point of pursuing something I hadn't been successful with. But I followed my instincts and began writing.

Host It was something you had to do for yourself.

Rebecca That's right. I was going to a local, free writer's workshop and one of the participants told us how we could publish an e-book. I really got a lot out of that workshop. I loved this idea that I wouldn't have to contend with the large, corporate publishers and I'd actually have something to show for my hard work.

Host It does sound like you had to be extremely driven to get to where you are now. Now let's discuss *2050*. The main character is Jenny Davis. . . .

Rebecca Yes, she's a shy but intelligent young woman, who spends most of her time alone reading and studying in the library.

Host Yes. I saw Jenny as soft-spoken yet rather powerful.

Rebecca Exactly. It was a challenge to find the right balance between shyness and strength for her character.

Host Well, she's certainly a fascinating character. When we come back we'll talk more about *2050*, Rebecca Jackson's new book.

Unit 2 *Technology*

Listening Extra, Ex. B and C (p. 17)

Documentary Filmmaker Can you imagine living in a world without technology? Thanks to computers, we're able to work more efficiently and with greater freedom. And smartphones have enabled us to stay in touch with family and friends in ways we couldn't have dreamed of 50 years ago. Yet, despite all the benefits of technology, there is a darker issue, which is largely hidden from most consumers. This twenty-first century problem is electronic waste, otherwise known as e-waste.

We interviewed several savvy customers who purchased new cell phones or laptops. And we discovered that not many of them really know what happens to their old phones and laptops once they've been discarded. So let's take a journey to learn more about this issue.

Dr. Priya Adani is an expert on the health issues resulting from heavy metal leakage into the environment.

Dr. Adani As you know, electronics include many different elements – some precious metals such as silver and gold and heavy metals like cadmium, lead, silicon etc. Now, the elements by themselves may not all be dangerous . . . but we don't really know about all the possible dangers when the materials are separated from the other elements used in electronics.

Documentary Filmmaker So you mean when the computers or phones are taken apart?

Dr. Adani Yes, exactly. Old electronics are often shipped to recycling facilities in developing countries where they are disassembled . . . and there may not be a lot of regulation to protect workers there. Workers might not be given protective equipment . . . so they might touch dangerous materials without masks or gloves and they may breathe in toxic fumes during the work.

Documentary Filmmaker Do we know about possible health effects?

Dr. Adani Good question . . . Very little research has been done, so it's hard to say. But we do know about health problems from many of these substances individually. For example, lead, as scientists have known for years, can cause substantial damage to the central and peripheral nervous systems, which can result in many serious health problems. And, mercury can affect your memory . . . it can also cause a loss in sight or hearing.

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