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SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION

3

MICHAEL MCCARTHY

JEANNE MCCARTEN

HELEN SANDIFORD



Audio CD/CD-ROM

with customizable tests and quizzes



SECOND EDITION

TOUCHSTONE



Beginning



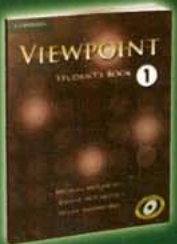
High Beginning



Low Intermediate



Intermediate



High Intermediate



Advanced

Touchstone is an innovative four-level series for adults and young adults, taking students from beginning to intermediate levels (CEFR: A1 – B2). Based on research into the **Cambridge English Corpus**, **Touchstone** teaches English as it is really used. It presents **natural language** in **authentic contexts**, and explicitly develops **conversation strategies** so learners speak with **fluency and confidence**.

New in the Second Edition

- **Extra grammar practice** focuses on key grammar points in each unit.
- **Can-do statements** help students understand the learning outcomes of each lesson and rate their own performance.
- **Common error information** from the Cambridge Learner Corpus helps students avoid making basic errors.
- **Sounds right** activities provide regular pronunciation practice and enable students to speak with confidence.

Touchstone Components

For Students

Student's Book
Workbook –
print and online

For Teachers

Teacher's Edition with
Assessment Program
Presentation Plus: classroom
presentation software

Class Audio CDs
Video DVD
Video Resource Book
Placement Test

Touchstone Blended Learning



- Maximum flexibility for students and teachers – lessons can be done in class or online
- Automated grading and progress tracking
- Includes games, animated grammar presentations, online communication activities and more

Find out more:
www.cambridge.org/touchstoneblended

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CEFR

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

CAMBRIDGE ENGLISH CORPUS

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.

Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

www.cambridge.org/corpus

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Assessment
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What's new in the Second Edition?

Touchstone is an innovative series for adult and young adult learners of American English that is used by millions of learners worldwide. The Second Edition has been thoroughly updated based on suggestions from teachers and students all over the world. In addition to having a fresh look and new photos, *Touchstone Second Edition* includes:

- more practice throughout, including a new *Extra practice* activities section which provides additional opportunities to practice key grammar points; these activities are for use in class or as homework
- *Can do*-style objectives to highlight the learning outcomes of each unit lesson, plus *Now I can...* self-evaluation sections at the end of each unit
- *Common errors* panels, which provide information from the Cambridge Learner Corpus to help students avoid making basic errors and to improve their test scores
- *Reading tips*, which introduce a skill or strategy to help students develop reading proficiency
- *Sounds right* activities, which provide additional pronunciation practice
- refreshed and updated content, including new activities, audio, and reading texts in every unit

Touchstone is a corpus-informed course, drawing on extensive research into the corpus of North American English in the Cambridge English Corpus ("the Corpus") – a large database of everyday conversations and a variety of written 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 *Touchstone* will encounter the most useful and widely used words, phrases, and grammar in a range of everyday situations. Corpus research also led to the development of a unique conversation skills syllabus that includes strategies such as how to start and end conversations, how to show interest, and how to ask questions that are not too direct. The result is a groundbreaking course of language and skills development that helps learners communicate naturally and effectively, even at the very beginning levels.

Easy and enjoyable to teach, *Touchstone* 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 *Touchstone* series.

Touchstone is a corpus-informed course. What is a corpus, exactly?

A corpus is a database of spoken and / or written English. The words 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 websites, while "texts" in a spoken corpus may come from everyday conversations between friends and family, strangers, co-workers, etc. *Touchstone* 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.

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

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

As you teach from *Touchstone*, you and your students will learn many interesting facts about language coming from our corpus research. Throughout the Student's Books you will see *In conversation* panels, which give useful information about spoken grammar and vocabulary or about differences between informal and formal spoken English. On many of the *Vocabulary notebook* pages, these *In conversation* panels present fun facts about vocabulary, such as how people refer to family members and what color and food words are used most frequently in conversation. The *Common errors* panels give useful advice on common errors to avoid with a particular language item. In the Teacher's Editions we provide additional information about grammar and vocabulary that we feel will be of particular interest to you as a teacher. See pages *xix–xxii* in this Teacher's Edition for a list of the 500 words used most frequently in conversation.

What kinds of information can you learn from a corpus?

Using 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 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 adjective that most frequently follows the adverb *pretty* (as used in *It was pretty good.*). We learn that the top four adjective collocations with *pretty* are *pretty good*, *pretty nice*, *pretty bad*, and *pretty cool*. This kind of information helps us present the adverb *pretty*, as well as other words and phrases, in natural and useful collocations.

What are the most common meanings and uses of a particular grammar structure? By using the Corpus, we can find out, for example, how people typically use the verb *can*. Most teachers are familiar with the meaning of *can* for “ability,” as in the sentence *I can swim*. Conversations in the spoken Corpus show that a more frequent meaning of *can* is that of “possibility,” or what it is possible to do in different places and situations, as in the sentence *In New York, you can go to the top of the Empire State Building*. So *Touchstone* gives priority to this use of *can*.

Which verb forms do people use most frequently? The spoken Corpus shows which verb forms people use most frequently in conversation. The simple present, for example, is more common than the present continuous. For that reason, we made a decision to introduce the simple present before the present continuous in *Touchstone*.

How do people manage conversations effectively? By reading the multitude of conversations in the Corpus, we can see how people interact in real-life situations. For example, how do people show that they are interested in a conversation and that they are listening? Conversations in the Corpus show that people do this by repeating information, asking questions, and saying things like “Really?,” “Right,” “I know,” and “Uh-huh.” What do people say when they want to end a conversation? There are many examples in the Corpus of people saying “Anyway, . . .” to end a conversation politely. How do people make sure their questions do not

seem too direct? The Corpus shows people rephrasing questions with “I mean,” and adding the word *or* at the end of *yes-no* questions. For example: *Where do you go after work? I mean, do you go somewhere nice?; Would you like to go out or . . . ?* The answers to these and other questions make it possible for *Touchstone* to teach students useful strategies for managing conversations successfully in English.

What are the most typical contexts for specific vocabulary and grammar structures? Searching the Corpus helps us find typical situations for using specific grammar structures and vocabulary so that we can present new language in natural contexts. The articles, conversations, interviews, and listening material that students encounter in the series are constructed in ways that reflect the character and content of the material in the Corpus.

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

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

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

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

Finally, successful learning is all about motivation. Corpus-informed materials motivate learners because they can feel confident that the language they are learning is up-to-date, useful in everyday conversations, and targeted to situations in which they are likely to find themselves. Students can also be sure that the language corresponds to what they will encounter in real conversations, on radio and TV shows, in movies, on websites, and in books, newspapers, and magazines.

What methodology will I be using in *Touchstone*?

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

1. **It is interaction-based.** An important learning aim in every lesson is to get students talking to each other. This strong emphasis on spoken interaction enables students to put new language to use immediately to communicate with their classmates. In addition, *Touchstone* devotes a full lesson in every unit to the teaching of conversation strategies so that students can learn the skills needed for effective spoken communication.
2. **It personalizes the learning experience.** *Touchstone* offers engaging activities that encourage students to talk about their own lives and ideas as they discuss topics relevant to their interests and experiences. Students will enjoy talking about topics such as TV, music, the Internet, sports, and celebrities. The *About you* icon points out some of these opportunities.
3. **It promotes noticing and inductive learning.** Throughout the series, students complete tasks that actively involve them in the learning process. Students are also challenged to notice and figure out (inductive learning) grammar structures or English usage. Solving a problem or figuring something out for oneself is a powerful aid to understanding, and research shows that activities that have students notice and figure things out result in successful learning. *Figure it out* tasks challenge students to think about how target grammar structures are formed and used before they are formally introduced. *Notice* tasks in the *Conversation strategy* lessons encourage students to think about how people manage conversations effectively. *Word sort* tasks and *Vocabulary notebook* pages get students to actively learn new vocabulary.
4. **It encourages students to be independent learners.** Clear learning aims at the start of each unit, a *Now I can...* checklist on each *Vocabulary notebook* page, and *Progress checks* at the end of each Workbook unit enable students to monitor their own learning. *Vocabulary notebook* pages encourage independent learning habits by allowing students to add their own words, expressions, and example sentences. *Reading tips* help students improve their reading skills as they tackle any new text. Each Teacher's Edition provides

a testing package that gives you and your students another valuable tool for assessing progress.

5. **It recognizes the importance of review and recycling.** Language students need constant review, and *Touchstone* systematically recycles and reviews target language in several sections of the Student's Book – in *Before you begin*, *Conversation strategy*, *Reading*, *Listening*, *Vocabulary notebook*, and *Checkpoint*, as well as in the Workbook (or Online Workbook). Grammar, vocabulary, and conversation strategies taught in earlier units are recycled in later units. Items learned in lower levels are recycled in subsequent levels. *Recycle* icons throughout the Teacher's Editions point out these and other opportunities for review and recycling.
6. **It offers flexibility to meet the needs of specific classes.** *Touchstone* can be used with large and small classes. Activities can be done in pairs, groups, or as a whole class, depending on your particular needs. *Touchstone* can also be adapted to varying course lengths. For shorter courses, the *Vocabulary notebook* pages and *Reading* and *Writing* tasks, as well as the *Extra practice* activities, can be assigned for homework. For longer courses, the Workbook provides additional learning tasks. The Teacher's Edition offers a variety of extra classroom activities to reinforce learning that can be used when time allows.

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

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

A special thank-you from the authors . . .

We have been greatly appreciative over the years for the feedback and support of teachers and students. We would like to extend a very personal thank-you to all those who have helped with the development of *Touchstone Second Edition*, and we hope that it will continue contributing to the success of your English classes. We always welcome any feedback and wish you well.

With our very best wishes,
Mike McCarthy
Jeanne McCarten
Helen Sandiford

Each level of *Touchstone Second Edition* consists of a full suite of print and digital components. Print materials include a Student's Book, a Workbook, and a Teacher's Edition with an Assessment Audio CD / CD-ROM.

In addition, each level of *Touchstone* contains a wide range of materials for use in the classroom and as homework – including online materials for *Touchstone* Blended Learning. Here is a list of the core components:

Student's Book

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

- a unit opener page that presents the unit theme, the learning outcomes for every lesson, and a *Before you begin* warm-up activity
- four two-page lessons (Lessons A, B, C, and D) that present grammar; vocabulary; conversation strategies; and listening, reading, and writing practice
- a *Vocabulary notebook* page with fun tasks where students catalog new vocabulary, reinforce collocations, and further develop their vocabulary-building skills
- a *Now I can . . .* chart on the *Vocabulary notebook* page that helps students monitor their own learning (NEW!)
- a *Free talk* task at the back of the book that encourages students to converse freely in a natural setting
- a *Sounds right* activity at the back of the book that practices sounds, linked to the language of the unit (NEW!)
- an *Extra practice* page at the back of the book that provides additional practice of key grammar points (NEW!)
- *Reading tips* that introduce reading strategies and information about written texts; these tips help students develop reading proficiency and provide focused during-reading tasks that allow students to immediately apply the strategy (NEW!)

- *In conversation* panels that present interesting facts from the Corpus about the frequency of grammatical forms and vocabulary in spoken English

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

Workbook

The Workbook is a natural extension of the Student's Book, providing reinforcement and consolidation of the material in the Student's Book. There are two pages of follow-up activities for each Student's Book lesson. The Workbook provides:

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

Online Workbook

The Online Workbook provides the Workbook content as interactive activities. The Online Workbook contains:

- automatically marked activities with instant feedback
- progress checking for teachers
- forums and blogs that enable teachers to communicate with students online
- personalized writing tasks with guided self-assessment

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

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

- *Language notes* that not only provide an overview of the language presented in each unit but also give useful information, drawn from the Corpus, on the frequency of grammatical forms, words, and expressions
- a wide variety of extra activities geared to both small and large classes
- unit-by-unit Language summaries that include the unit vocabulary and expressions
- audio scripts for recorded material from the Student's Book
- the Workbook answer key

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

- written and oral tests – one test of each type for Units 1–6, one for Units 7–12, and one for Units 1–12
- written and oral quizzes – one quiz of each type for every unit
- audio recordings, audio scripts, and answer keys to support the testing program

All tests and quizzes have been revised and checked by a testing expert and are available as PDF and Word documents – allowing teachers to customize them.

Class Audio Program

The Class Audio Program provides students with natural models for speaking and pronunciation as well as the opportunity to listen to a variety of voices and accents. The recordings are in natural, conversational American English. The class audio is available as downloadable recordings from www.cambridge.org/touchstone2/audio. The recordings are also available on CDs.

Presentation Plus Software

Presentation Plus allows teachers to present the Student's Book, Workbook, and Video Activity Worksheets in a lively, interactive way by bringing together text, images, audio, and video in one place at the front of the classroom. The software also allows teachers to annotate pages, zoom in on specific content, and attach their own images, files, and links.

Presentation Plus can be used with all types of interactive whiteboards or with just a computer and projector.

Video and Video Resource Book

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

Teacher's Support Site

The teacher's support area on the *Touchstone* website offers teaching tips, classroom activities, downloadable materials, and more.

Placement Testing Program

The *Touchstone* / *Viewpoint* Placement Testing Program helps teachers place students in the correct level of *Touchstone* or *Viewpoint*. The Testing Program provides three versions of the Objective Placement Test (multiple-choice questions that cover Listening, Reading, and Language Use), a Placement Essay, and a Placement Speaking Assessment to determine oral competency. An audio program, audio scripts, answer keys, and complete guidelines for administering the test are also included.

Also available: **Touchstone Blended Learning**

Touchstone Blended Learning is a completely customizable suite of print and digital components. The online component consists of the *Touchstone Student's Book* content along with additional activities, video material, tests, online communication tools, and animated presentations of grammar, pronunciation, and conversation strategies. With learning outcomes tightly integrated between the online material and the Student's Book, teachers can move seamlessly between the two, choosing which activities students do in class and which they complete online.

Key features of blended learning

- automatic feedback and progress tracking
- automatically marked tests and quizzes
- online communication tools that allow teachers and students to collaborate and interact online (forums, chat, blogs, etc.)
- animated presentations teaching target language, useful for learning prior to class or as a follow-up to material taught in class
- pronunciation and role-play activities to further practice speaking
- fun language learning games that recycle grammar and vocabulary
- additional video material

For a complete list of components, visit www.cambridge.org/touchstone2 or contact your local Cambridge University Press representative.

Lesson A People in a hurry

Grammar Adjectives

(See Student's Book p. 3.)

Use

▪ Adjectives

Adjectives are used to describe or give more information about nouns or pronouns. They often come before nouns. They also come after the verb *be* and similar verbs (see below for more information on this type of verb).

He's a careful driver. He's careful.

▪ Verb + adjective

Adjectives are used after verbs that describe states, feelings, and senses such as *be*, *get*, *feel*, *seem*, and *sound* (sometimes called copular verbs).

I get impatient. (not impatiently)

I feel safe with her.

However, when *feel* means "to have an opinion about," it is followed by an adverb.

I don't feel strongly about it.

Grammar Manner adverbs

(See Student's Book p. 3.)

The lesson contrasts adverbs with adjectives.

Form▪ Adverbs with *-ly*

To make most adverbs, add *-ly* to the adjective form.

quick → *quickly* *careful* → *carefully*

▪ Irregular adverbs

Some manner adverbs are irregular (do not end in *-ly*).

good → *well*

Some have the same form as the adjective.

fast → *fast*

▪ Note: Not all adverbs ending in *-ly* are adverbs of manner (e.g., *recently* is a time adverb; *absolutely* is an intensifying adverb). Not all words ending in *-ly* are adverbs (e.g., *friendly* and *silly* are adjectives).**Spelling rules**

Here are rules for adding *-ly* to adjectives to form adverbs:

▪ For most adjectives, add *-ly*.

patient → *patiently*

▪ For adjectives ending in *y*, change the *y* to *i* and add *-ly*.

easy → *easily*

▪ For adjectives ending in *c*, add *ally*.

automatic → *automatically*

Use

▪ Verb + adverb

Adverbs are used to describe or give more information about verbs. They describe how things are done or how things happen.

He drives carefully.

She sings well.

**Corpus information** Irregular adverbs

The irregular adverbs *well*, *hard*, *late*, and *fast* are all in the top 1,000 words in conversation. The most frequent *-ly* adverbs of manner in conversation — *quickly*, *easily*, *differently*, *automatically*, *slowly*, *properly*, *badly*, *strongly*, and *carefully* — are all in the top 4,000 words.

Common errors with adjectives

Students often use adjectives instead of adverbs to describe how someone does an action. (*Children learn languages easily.* NOT *Children learn languages easy.*)

Speaking naturally Questions giving alternatives

(See Student's Book p. 3.)

The examples show a typical intonation pattern used when people ask questions with alternatives or choices. In the first question, the intonation typically rises. In the second question, it typically falls. The falling intonation signals that the list of questions is finished.

Lesson B Personality and character

Vocabulary Adjectives for personality

(See Student's Book p. 4.)

- The vocabulary presented in the lesson consists of adjectives to talk about people's character or personality. The adjectives are often modified by intensifying adverbs such as *extremely* or *totally* (e.g., *He's extremely competitive. She's totally reliable.*). Intensifying adverbs make the meaning of a following word stronger.
- There are also two verb phrases: *to have a (great) sense of humor* and *to count on (someone)*.

Grammar Adverbs before adjectives and adverbs

(See Student's Book p. 5.)

The chart in the lesson presents adverbs that are used before adjectives and adverbs.

Form

Intensifying adverbs usually come before the adjective they modify, except for *at all*, which is typically used with *not* and comes after the adjective (e.g., *She's not selfish at all.*).

Use

- Adverbs can describe adjectives and other adverbs. Adverbs such as *extremely*, *totally*, *very*, and *really* are all intensifying adverbs. *She's extremely generous.*
- The adjectives *pretty* and *fairly* mean more than a little. *Pretty* is "stronger" than *fairly*.
- The adverbs *extremely* and *very* are not generally used before adjectives such as *wonderful* or *fantastic*, whose meaning cannot be made stronger because they are already very strong. These stronger adjectives use adverbs such as *absolutely* or *really*. *She's absolutely wonderful.*
- The expression *at all* after a negative + adjective means "completely not." *She's not selfish at all.* This sentence means "She is totally unselfish."
- Note: *Very*, *really*, and *so* are also used after negatives. *She's not very selfish.* This sentence means "She's just a little selfish."
- Completely* and *totally* before an adjective mean "100 percent" in a positive sense. *He's completely honest.*

Grammar Adjective prefixes

(See Student's Book p. 5.)

Form

- The prefixes *dis-*, *im-*, *in-*, and *un-* can be added to adjectives to give them the opposite meaning.
He's unfriendly. (= not friendly) *She's dishonest.* (= not honest)
- Other common prefixes with opposite meanings include:

<i>a / an</i>	<i>amoral</i>	<i>anti-</i>	<i>antisocial</i>
<i>il</i>	<i>illogical</i>	<i>ir-</i>	<i>irrational</i>



Corpus information Really; pretty

Really is about nine times more common in conversation than in written texts, and *pretty* is about seven times more common. *Very* or *extremely*, rather than *pretty* and *really*, are used in more formal writing. The pattern *not* + adjective *at all* is about seven times more frequent in conversation than in writing. The pattern *not at all* + adjective is more common in formal writing and speaking.

Lesson C He's always wasting time.

Conversation strategy Describing individual habits

(See Student's Book p. 6.)

- The structure *always* and a verb in the present or past continuous is used to describe what people often do or did. The use suggests that the activity takes place often and that it is worth commenting on. For example, it might be used to describe someone's annoying habit or an activity that is funny or special in some way.
We're always running late in this house.
(= We do this a lot. We never stop!)
- When I was in college, I was always studying.*
(= I did this all the time.)
- Using *always* and a continuous verb is a way of highlighting the activity. It can be used to make an account of a situation or event livelier.



Corpus information Always with continuous

Always with a continuous verb is often used to describe actions that are annoying, but it can also be used to describe positive behavior. About half of the examples in the corpus describe annoying or negative behavior. The rest are either positive or neither positive nor negative.

Strategy plus At least

(See Student's Book p. 7.)

- In this lesson, *at least* is used to introduce a positive idea when a bad situation is being discussed.
My girlfriend is always late, but at least she apologizes.
- At least* has a number of other meanings, including the literal meaning of "a minimum of" or "not less than" when used with numbers, amounts, or degrees.
There were at least 50 people there.
- It can also be used to correct or qualify information.
That's what we all used to do, or at least, most of us.
He's always working. At least, that's what I heard.



Corpus information At least

The expression *at least* is in the top 500 words and expressions in conversation, and it accounts for over 90 percent of the uses of the word *least*. About 25 percent of uses of *at least* in conversation are in the meaning taught in the lesson. The expression usually comes at the beginning of a sentence rather than at the end.

Lesson D Is that a fact?

Reading tip

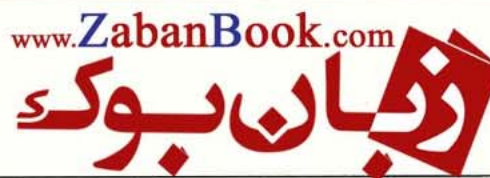
(See Student's Book p. 8.)

The Reading Tip tells Ss to think about their own answers to the questions on the class website as they read them. The tip also asks them to look for expressions they can use.

Help note Useful expressions

(See Student's Book p. 9.)

The Help Note presents expressions that students can use in writing about themselves. It includes two passive structures, which should be taught as fixed expressions at this point:
I was born and raised in ... and *(a company) called ...*



The way we are

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Say, "Think about your best friend. What's he or she like? Tell me one thing." Ask a few Ss, and write their responses in a column on the board (e.g., *smart, funny, kind*). Label the column *Personality*. Say, "Now tell me about one of your best friend's favorite free-time activities." Ask a few Ss, and write their responses in a separate column on the board (e.g., *play soccer, cook, listen to music*). Label the column *Habits*. Say, "Personality and habits are two things we talk about when we describe the way people are."

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look at the aim in Lesson A and Lesson B and find examples in the unit of phrases with adverbs that describe behavior and adverbs that describe adjectives (e.g., *walk very fast, eat quickly* on p. 2 and *incredibly talented, extremely competitive* on p. 4).

Before you begin . . .

- **Introduce the ideas for describing people** Have Ss look at Before You Begin. Read it aloud. Help with new vocabulary as needed.

Recycle grammar Recycle the use of phrases with verb + *-ing* and prepositions to describe people. Write on the board:

verb + *-ing*:

The man / woman ____ looks ____.

in / with:

The man / woman ____ looks ____.

- Ask, "Who looks outgoing?" Ask a few Ss to respond using one of the patterns on the board (e.g., *The woman in the gray suit looks outgoing*). Ask Ss who disagree to raise their hands and give their opinions.
- Have Ss work in pairs to discuss the other three adjectives in the first question in Before You Begin. Check answers with the class: Ask individual Ss, "Who do you think looks shy? / conservative? / stylish?" Ask Ss who disagree to raise their hands and give their opinions.

- Call on individual Ss to talk about each person in the pictures (e.g., *S1: I think he / she looks shy*). Ask other Ss to say whether they agree or not (e.g., *S2: I agree. I think he / she looks shy. S3: Really? I think he / she looks friendly*).
- Ask, "Which people would you like to meet? Why?" Tell Ss to work in small groups to discuss the questions. Groups report which people they would most like to meet and give their reasons.

Extra activity PAIRS

Call out the number of a page in the Student's Book with a picture of a person. Ss look at the page and describe the person to a partner, talking about personality, habits, possible job, etc. Partners say if they agree or not (e.g., *She looks very smart / stylish*).

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1 Getting started

- **Set the scene** Read the title of the quiz aloud. Say, "Think about your answer to this question. Is it *yes* or *no*? Write your answer."

A

- **Preview and do the task** Read the instructions aloud. Tell Ss to think about when they are in a hurry and make a list of a few of the times they can think of. Then have Ss share their lists with the class.

About you

B 1.02

- **Preview the task** Have Ss cover the two paragraphs below the quiz. Have Ss read the items. Help with new vocabulary as needed. Say, "Now listen and take the quiz. Circle the letter of the answer that's true for you. If you're not sure, circle the letter of the answer that is probably true for you."
- **Play the recording** Ss listen, read along, and circle *a* or *b* for each item.
- **Play the recording again** Ss listen and review their answers. Have Ss count their *a* answers and their *b* answers and then uncover the two paragraphs below the quiz. Ask, "How many have mostly *a* answers? Raise your hand." Read aloud the information for *Mostly a answers*. Ask, "How many have mostly *b* answers? Raise your hand." Read aloud the information for *Mostly b answers*.
- **Follow-up** Ss look at the answer they wrote before they took the quiz, raising their hands if they had the same answer when they took the quiz. Ss agree or disagree with the results of the quiz.

C

- **Preview the task** Read the instructions aloud. Have Ss take turns reading their quiz answers in pairs and asking, "How / what about you?" Have Ss discuss how they are alike and how they are different.

Recycle grammar This activity recycles clauses with *if* and *when*. Have Ss find a new partner and discuss their results (e.g., S1: *When I walk down the street, I enjoy the walk and look at the things and people around me, but (name of partner from the last task) walks very fast and uses the time to make phone calls.* S2: *Really? When I walk down the street, ...*).

Figure it out

D

- **Preview and do the task** Write on the board: *How a person eats . . .*. Say, "Look at number 2 in the quiz. What words describe how a person might eat?" [quickly; slowly] Write them on the board. Ask, "What do these two words have in common?" [They both end in *-ly*.] Underline the *-ly* in both words.
- Write on the board: *How a person gets / feels . . .*. Say, "Look at number 5. What word describes how a person might get if his or her flight is delayed?" [impatient] Write it on the board. Ask, "What kind of word is *impatient*?" [adjective]

- Say, "Read the sentences in Exercise 1D and circle the correct word for each. Look at the sentences in the quiz for help."
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read a sentence aloud.

Answers

1. I have a lot of tight deadlines.
 2. I plan my time well.
 3. I often eat lunch quickly.
 4. I feel strongly about my opinions.
 5. I get impatient in long lines.
 6. I work hard to get good grades.
- Say, "Which sentences are true for you? Tell a partner."
 - **Focus on the form and the use** Say, "When you describe how an action is done, you use an adverb. To make most adverbs, add *-ly* to an adjective."
 - Say, "When you use a verb that describes how you feel or describes how something is — for example, *be, get, look, seem, appear, smell, or taste* — you use an adjective, not an adverb, after the verb."
 - **Try it out** Write on the board:
He's a reckless driver.
He's a bad driver.
Ask, "What are the adjectives in these sentences?" [reckless; bad] Ask Ss to name the adverb for each [recklessly; badly]. Write on the board: *He drives ____*. Ask Ss to complete the sentence using the adverb forms [He drives recklessly; He drives badly.]. Write the answers on the board.
 - Write on the board:
When I have to wait for a long time, I get . . .
Ask a few Ss to complete the sentence with an adjective (e.g., *impatient, mad, stressed*). Write their ideas on the board.

Extra activity GROUPS

Groups race to write as many sentences as they can in three minutes about how busy people do and don't do things (e.g., *They work quickly. They don't eat properly. They don't work carefully.*). Have groups read their sentences aloud. Groups get a point for every sentence they have that no other group has. The group with the most points is the winner.

2 Grammar

1.03

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the section about adjectives and nouns. Say, "These sentences are about people. What adjective in each sentence describes the person in the sentence?" [patient; good; fast; careful] Point out that each adjective comes before a noun.
- Have Ss look at the section about verbs and manner adverbs. Say, "These sentences are about how people do an action. What adverb in each sentence describes how the person does the action?" [patiently; well; fast; carefully] Say, "These adverbs are called manner adverbs because they describe the manner, or *how*, an action is done."
- **Present the spelling rules** Have Ss look at the section *Regular -ly adverbs*. Point out the words *patient* and *careful*. Ask, "What's the rule for changing adjectives to adverbs?" [add -ly] Point out the adjective *easy*. Ask, "What's the spelling rule when an adjective ends in y?" [Change y to i and add -ly.] Point out the adjective *automatic*. Ask, "What's the spelling rule when an adjective ends in c?" [Add -ally.]
- **Present the irregular adverbs** Say, "Some adverbs are irregular. They don't end in -ly." Tell Ss to look at the irregular adverbs in the chart and then close their books. Write on the board: *She's a good cook. He's a fast walker. They're hard workers.* Say, "Change the adjectives to adverbs and write three new sentences." [She cooks well.; He walks fast.; They work hard.]
- Have Ss look at the section about *be, feel, get, etc.*, and adjectives. Say, "The verbs in these sentences are not action verbs. They are used to talk about how a person feels or to describe an opinion about how something is; for example, *His voice sounds terrible*."
- Point out the information with *but*. Tell Ss to look at answer 7b in the quiz on p. 2 again. Say, "In this sentence,

feel means 'have an opinion about.' When *feel* is used with this meaning, it needs an -ly adverb."

- **Present In Conversation** Books closed. Have Ss guess the 9 most commonly used -ly manner adverbs, and make a list on the board. Then read the information aloud. Ss see how many of their guesses are correct.
- **Present Common Errors** Books closed. Write on the board: *I + get stressed + easy* Have Ss make a true sentence with an adverb (e.g., *I get /don't get stressed easily*.), Have a S read the information aloud. Check Ss answers.

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Ask individual Ss to each read a sentence aloud.

Answers

- | | |
|-------------------------------------|----------------------------------|
| 1. fast / clearly / terrible / well | 4. automatically / rude |
| 2. patient / politely | 5. safe / recklessly / dangerous |
| 3. differently | 6. hard / carefully / thoroughly |

About you

B

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Have pairs complete the task. Have pairs report on the sentences they agree with to another pair or to the class.

Extra practice

Tell Ss to turn to Extra Practice 1A on p. 140 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-140.)

3 Speaking naturally

1.04

- **Preview the task** Say, "Sometimes when people want information, they ask two questions. The second question suggests an alternative answer." Write on the board: *alternative = another choice*. Say, "The intonation pattern for these questions is the same as for lists. Look at the first question. The stressed word is in bold red. What happens to the intonation on *class*?" [It rises.] "Look at the second question. What happens to the intonation on the stressed word *late*?" [It falls.] (For more information, see Language Notes at the beginning of this unit.)
- Read the instructions aloud. Please note the use of color in the Speaking naturally sections throughout this book. Red indicates stress and maroon indicates any other feature that is being taught.
- **Play the recording** Have Ss listen and repeat.

About you

1.05

- **Preview the task** Say, "Listen and repeat these questions."

- **Play the recording** Ss listen and repeat. Then tell Ss to ask and answer the questions with a partner. Go around the class and listen for intonation patterns. Reply Exercise 3B, and have Ss repeat, if necessary.

Extra activity PAIRS

Partners take turns asking each other the quiz questions on p. 2 again. This time, the *a* and *b* choices are asked as *Do you . . . ?* questions (e.g., *S1: When you walk down the street, do you walk very fast and use the time to make phone calls? Or do you enjoy the walk and look at the things and people around you?*). Ss need to use correct intonation.


Workbook

- Assign Workbook pp. 2 and 3. (The answer key begins on p. T-176.)

Lesson B Personality and character

1 Building vocabulary and grammar

- **Set the scene** Books closed. Say, "Think of a person you have a good opinion of. What's one reason you admire the person?" Ask Ss for their ideas, and write them on the board (e.g., *He / She is kind / funny / smart. He / She likes to do things for people / doesn't get mad easily.*).

A  1.06

- **Preview the task** Books open. Say, "Listen and read. Who do these people admire? Why? Listen and underline the answers."
- **Play the recording** Ss listen, read along, and underline the answers. Check answers with the class [Jessica Davis admires her English teacher because she is talented, creative, and has a great sense of humor.; Mike Kowalski admires a guy / someone in his karate class because he isn't arrogant.; Bryan Yuen admires his dad because he's cool, easygoing, and laid-back.; Emilia Perez admires her friend Luisa because she is helpful, generous, not selfish, and reliable.].
- **Play the recording again** Ss listen for people's qualities (the words in bold) and decide whether each quality is a good quality or a bad quality to have. Call out each quality, and ask a few Ss whether it is positive or negative.
- Ask Ss to call out any unfamiliar vocabulary. Help with the remaining vocabulary words as needed.
- Have Ss look at the list of qualities on the board that they suggested in Set the Scene. Ask a S to call out any items that are also in the article. Tell Ss to check for any ideas that are the same even if the wording is different (e.g., *likes to do things for people* = *helpful*).

Extra vocabulary PEOPLE'S QUALITIES

Present or have Ss suggest extra vocabulary for describing people's qualities, such as *aggressive, ambitious, bossy, cheap, confident, emotional, fair, gentle, impulsive, independent, mean, optimistic, pessimistic, proud, sensitive, supportive, truthful.*

Word sort

B

- **Preview the task** Erase the board. Ask Ss to read the definitions in the chart. Help with new vocabulary as needed. Tell Ss to look at the article to find the personality words or expressions for each definition. Explain that more than one answer is correct for some definitions.
- **Do the task** Have Ss complete the chart and then compare their answers in pairs, also saying if they know anyone with each particular quality. Check answers with the class: Read each definition aloud, and ask a S to read his or her answer.

Answers

competitive	easygoing / laid-back
practical / down-to-earth	honest
reliable / helpful	disorganized
unfriendly	talented (creative)

outgoing
shy

arrogant/selfish
generous



Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 10 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-10.)

Figure it out

C

- **Preview the task** Say, "You can use adverbs to make adjectives stronger. Look at the example answer, *incredibly*. Find it in the article. What adjective does it make stronger?" [talented] "Does it come before or after the adjective?" [before]
- Say, "Look at the article again. Find the adverbs that make the adjectives listed below stronger and write them on the lines."
- **Do the task** Have Ss complete the task and then compare their answers with a partner. Check answers with the class.

Answers

- | | |
|------------------------|--------------------------|
| 1. incredibly talented | 4. completely honest |
| 2. very practical | 5. extremely competitive |
| 3. pretty disorganized | 6. totally reliable |

- **Focus on the use** Say, "When you want to emphasize an adjective that describes someone's personal qualities, use one of these words to make the adjective stronger."
- **Try it out** Say, "At the beginning of this lesson, you thought about a person you admire. Choose three adjectives that describe the person, and tell your partner. Use a different adverb to make each adjective stronger." Have Ss share their responses in pairs (e.g., *I admire my mom. She's extremely kind. She's also incredibly funny. She's very practical.*).

Figure it out

D

- **Preview the task** Say, "Sometimes you can change the meaning of an adjective to its opposite meaning by adding something to the adjective itself. Sometimes you need to use a different word altogether." Write on the board *fast* and ask Ss for its opposite [slow]. Then write *honest* on the board and have Ss say its opposite [dishonest].
- Say, "Look at the article again. Find words in the article that have the opposite meaning and write them on the lines."
- **Do the task** Have Ss complete the task and then compare their answers with a partner. Check answers with the class.

Answers

- | | | |
|---------------|-----------------|-------------|
| 1. unfriendly | 2. disorganized | 3. reliable |
|---------------|-----------------|-------------|

2 Grammar

1.07

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Say, "You can use adverbs to make adjectives stronger. Some of the adverbs end in *-ly*, and some don't." Have a S read the first three sentences with *incredibly*, *extremely*, and *really*.
- Say, "You can also use an adverb to make another adverb stronger." Tell Ss to look at the sentence *We get along very well*. Ask, "Which adverb describes *get along*?" [well] "Which adverb makes *well* stronger?" [very]
- Tell Ss to look at the part of the chart with *pretty* and *fairly*. Have a S read the sentences with *pretty* and *fairly*. Ask Ss which makes the adjective or adverb stronger, *pretty* and *fairly* or *incredibly*, *extremely*, *really*, and *very* [incredibly, extremely, really, and very].
- Tell Ss to look at the part of the chart with *absolutely* and *really*. Say, "Some adjectives such as *wonderful* and *fantastic* are already strong. They use adverbs such as *absolutely* or *really*."
- Write on the board: *She's not selfish at all*. Say, "The expression *at all* makes negatives stronger."
- Tell Ss to look at the section with *completely* and *totally*. Explain that these adverbs mean 100 percent and they can give a lot of emphasis to the word they make stronger.
- Ask Ss to look at the right side of the chart. Say, "A prefix is a set of letters at the beginning of a word. Some adjectives have opposites that are formed with a negative prefix. These prefixes mean 'not.'" Ask Ss to identify the prefixes [im-, in-, un-, dis-]. (For more information, see Language Notes at the beginning of this unit.)

- **Present In Conversation** Books closed. Write on the board: *really*, *pretty*. Say, "Look at these two adverbs used to make adjectives stronger. Do you think people use them more in writing or speaking? Write your guess." Books open. Check answers with the class. Have a S read the information.

About you

A

- **Preview and do the task** Read the instructions aloud. Then have individual Ss read the expressions aloud. Have Ss complete the task.

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example aloud.
- **Do the task** Have Ss complete the task. Ss compare their sentences in pairs, taking turns reading their sentences and examples. Check answers with the class. Have a few Ss each read their sentences and examples.

Recycle a conversation strategy Ask, "What could you say to react to the example answer?" Write Ss' ideas on the board (e.g., *I bet he has a lot of friends*). Review the use of *I bet* to react to statements. (See *Touchstone Student's Book 2*, Unit 9, Lesson C.) Tell Ss to work with a new partner, repeating the task and reacting to the statements.

Extra practice

Tell Ss to turn to Extra Practice 1B on p. 140 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-140.)

3 Listening and speaking

A 1.08

- **Preview the task** Read the instructions aloud. Have Ss read the four questions in the chart.
- **Play the recording Audio script p. T-164** Ss listen and complete the chart. Pause after the first conversation. Continue playing the recording, pausing after each conversation to give Ss time to write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

John: My best friend, Max.

Marina: My sister.

Hiroyuki: My art teacher.

B 1.08

- **Preview and do the task** Read the instructions and play the recording. Check answers with the class.

Answers

John: He's always smiling. He has a great sense of humor. We're both pretty outgoing. He doesn't get stressed easily.

Marina: She's really generous. She's always helping people. We're both into sports and we're extremely competitive. She's pretty disorganized.

Hiroyuki: He's an extremely talented artist. He's very generous with his time. We both take art pretty seriously. We work incredibly hard. He gets really impatient.

About you

C

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss take turns asking and answering the questions in pairs. Go around the class, and help as needed. Then have pairs join another pair to tell each other about the people their partners admire.
- **Follow-up** Have several Ss report to the class about the people their partners admire.

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 1 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Workbook

Assign Workbook pp. 4 and 5. (The answer key begins on p. T-176.)

Lesson C He's always wasting time.

Lesson C recycles vocabulary for describing people's qualities and verbs in the continuous.

1 Conversation strategy

- **Set the scene** Ask, "Does someone you know have a habit that you admire?" Ask several Ss to name the habit, but not to name the person (e.g., *Someone I know always writes a "Thank you" note when she receives a gift.*). Say, "Does someone you know have a habit that you don't like?" Ask several Ss to tell the class (e.g., *Someone I know complains a lot.*).

A

- **Preview the task** Read the instructions aloud. Have Ss read the characteristics aloud. Check Ss' comprehension of *disturbs people*, *criticizes others*, and *talks about people behind their backs*.
- **Do the task** Have Ss complete the task. Have Ss share their answers with the class. Tally the answers on the board to see if the Ss agree with one another or are annoyed by different things.

B 1.09

- **Preview the task** Read the instructions aloud.
- Say, "Listen to the conversation. What's Ellie's new co-worker like? How is he different from her last co-worker?"
- **Play the recording** Books closed. Ss listen and then discuss their answers in pairs.
- **Play the recording again** Books open. Say, "This time listen and read along. Listen for the differences between the two co-workers." Ss listen, read along, and then compare their answers in pairs. Check the answer with the class [Ellie's new co-worker is extremely friendly and pleasant, but he doesn't do any work and wastes time. Her last co-worker was not very friendly; he criticized people and talked about them behind their backs.]. Help with new vocabulary as needed.

C

- **Present Notice** Read the information aloud. Tell Ss that people often describe another person's habits by using *always* and verb in the present or past continuous (e.g., *He's always studying.* / *He was always studying.*). The use of *always* shows that the activity takes place often and that the speaker thinks it is worth commenting on and emphasizing. (For more information, see Language Notes at the beginning of this unit.)
- Say, "Find the examples in the conversation." [He's always smiling; He's always disturbing people.; He's always standing around and talking.; And he's not always criticizing people . . . ; He was always talking about people behind their backs.; . . . he's always wasting time.]

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

D

- **Preview the task** Books closed. Write on the board: *I'm pretty disorganized. I lose things.* Say, "Change the underlined part to describe habits. Use *always* and a continuous verb." Have Ss make the changes and then open their books. Ask a S to read the example, and have Ss compare their answers to the one in the book.
- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: Have individual Ss each read an answer aloud.

Answers

1. I'm always losing things.
2. We're always singing together.
3. He's always fixing my computer.
4. He's always coming home late. And he's always bringing work home with him, too.
5. She was always making us laugh. You know, she was always telling jokes.
6. A friend of mine is always complaining she's broke, but she's always buying herself expensive clothes.
7. He's always canceling plans at the last minute.

About you

E

- **Preview and do the task** Read the instructions aloud. To model the activity, ask, "Do you know anyone who is always losing things?" Elicit responses from Ss. Ask a S to read the example aloud. Have pairs complete the task. Go around the class, and help as needed.

Extra activity PAIRS

Write on the board: *A Great Roommate, A Terrible Roommate*. Partners choose one of the two topics on the board and write a conversation using some of the ideas from the conversation in Exercise 1A. Several pairs role-play their conversation. The class votes on who sounds like the best and the worst roommates.

2 Strategy plus

1.10

- **Present Strategy Plus** Read aloud the information in Strategy Plus and the example. Say, "Speakers describing a bad situation or another person's annoying habit may not want to leave the impression that everything is bad. They use the expression *at least* to say something good in a bad situation. Or the listener might respond to a negative statement with an *at least* statement for the same reason."
- Tell Ss to look back at the conversation on p. 6 and find the example of *at least*. Ask, "What does Max say to point out 'the good side' of having a friendly co-worker?" [Well, at least he's pleasant.]
- **Present In Conversation** Books closed. Write on the board: *At least is in the top — words and expressions*. Write the numbers 100, 300, 500 under the sentence. Have Ss guess the correct number [500]. Then ask a S to read the information aloud.
- **Preview the task** Read the instructions aloud. Have Ss read the comments. Check Ss' comprehension of *running behind*, *good condition*, and *snore*. Say, "Read the first comment. Where should you add *at least*." Ask a S to read the sentence aloud [... but at least she calls to say she'll be late.].

- **Do the task** Have Ss complete the task.
- **Play the recording** *Audio script p. T-164* Tell Ss to listen and check their answers. Play the recording again and have Ss repeat the sentences.

Answers

1. My girlfriend's always running behind, but at least she calls to say she'll be late.
 2. My best friend is always borrowing my clothes. At least she returns them in good condition.
 3. One of my classmates talks about himself a lot. At least his stories are always interesting.
 4. My roommate sleeps all the time, but at least she doesn't snore. Thank goodness!
 5. My parents and I see things differently. At least we don't have big fights or anything.
- Have a pair of Ss read the example conversation aloud. Have Ss call out ideas to complete B's sentence in the example. Tell Ss to work in pairs and to start conversations using the ideas in the exercise. Tell Ss to continue the conversations as long as possible.

3 Strategies

A 1.11

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Play the recording** *Audio script p. T-164* Check answers with the class.

Answers

1. A My boyfriend is always checking his messages, even at the movies!
B Oh, that's annoying. But at least he doesn't answer his phone during a movie, right?
2. A My girlfriend is always telling jokes. She never takes anything seriously.
B Well, at least she has a good sense of humor.
3. A Sometimes I'm so disorganized. I'm always losing things, like pens and stuff.
B Yeah, but at least you don't lose anything really valuable, right?
4. A My sister is always asking me for money. She asks nicely so it's hard to say no.
B Well, at least she asks politely.

B

- **Preview and do the task** Tell Ss to practice the conversations in pairs, taking turns playing each role.
- Have Ss practice again. This time tell Ss to think of their own response to A's comments.

About you

C

- **Preview and do the task** Read the instructions aloud. Have a S read the example sentence aloud. Put Ss in pairs to complete the task. Go around the class, and help as needed.
- **Follow-up** Several Ss report on someone from their pair work. (e.g. T: *Who's always chewing gum?* S: *My friend Koji's always chewing gum, but at least he doesn't do it loudly.*)

Extra activity GROUPS

Ss think of three people they know with an annoying habit. Ss write sentences about each person using *at least* (e.g., *My friend is always buying new clothes, but at least she lends them to me sometimes!* *My math teacher is always giving us homework, but at least he gives us good grades.*). Ss then tell the group about the people they know. Group members ask questions to get more information. Ss respond if they can, using *at least* again (e.g., S1: *Does your friend spend all her money on clothes?* S2: *No, she doesn't. At least she saves some of her money.*).

Workbook

Assign Workbook pp. 6 and 7. (The answer key begins on p. T-176.)

1 Reading

- **Set the scene** Read the lesson title. Write on the board: *Most people don't know that I . . .* Ask, "What is something most people don't know about you?" Have Ss each write down one or two ideas. Then ask a few Ss to share the little-known facts about themselves (e.g., *Most people don't know that I sing in a band.*). After a S answers, encourage other Ss to ask follow-up questions (e.g., *Really? What kind of music do you play? Where does your band play?*).

A**Prereading**

- **Preview and do the task** Read the instructions aloud. Say, "What would you like to know about a new classmate? Think of two questions you would like to ask." Have Ss write two questions, and then tell the class their questions. Write some of the questions on the board.

B**During reading**

- **Preview the reading** Have Ss read the title of the webpage and skim through the article looking at the questions. Ask, "Are any of the questions the same as the ones you would ask a new classmate?" Tell Ss to look at the questions on the board and call out any that are the same.
- **Present Reading Tip** Read the tip aloud. Point out the questions in green below each person's name. Tell Ss to try to answer the questions for themselves and then think about their own answers as they read the students' answers. Tell them to look for expressions they can use when talking and writing about themselves.
- **Do the reading** Say, "Now read the profiles. Which student would you most like to meet?"
- Have Ss work in pairs, telling their partner which person they would most like to meet and why. Have a few Ss report to the class about their partner's choices.
- **Follow-up** Have Ss work in pairs and play the roles of an interviewer and the students in the profiles. Ss practice asking and answering the questions using each student's information.

C**Postreading**

- **Preview the task** Say, "Which facts do you remember about the students?" Have Ss call out interesting facts. Read the instructions aloud.
- **Do the task** Have Ss complete the task. Then check answers with the class: Have Ss call out the names of the students.

Answers

Enjoys playing music: Katya Akilova, Ahmed Abd El-Salam

Is very hard-working: Katya Akilova

Already has a job: Mateo Reyes, Ahmed Abd El-Salam

Is an outdoor type: Mariana Barelli Matos

Is very serious: Katya Akilova, Ahmed Abd El-Salam

Wants a creative career: Mariana Barelli Matos, Mateo Reyes

Seems like fun: Answers will vary.

- **Follow-up** Ss look at the webpage. Call out questions not included in the activity (e.g., *Who speaks Mandarin?* [Mariana] *Who plays the accordion?* [Katya Akilova]). Ss scan and find the information to answer each question as quickly as they can, raising their hands when they have an answer.

Extra activity CLASS

Ss call out a fact about one of their classmates without saying the name. Other Ss try to guess the identity of the classmate.

Extra activity CLASS

Ask Ss questions about their opinions about the people in the article, such as *Who do you think is the most talented person? Who do you think is the easiest to get to know / most hardworking / most interesting?* Ss answer and explain why.

D

Postreading

- **Preview the task** Read the instructions aloud. Tell Ss to find the word *experience* in the reading on p. 8. Have a S say the number of the profile and the sentence the word is in [Profile 1: She felt very strongly that I should experience her culture . . .]. Say, "Now choose the meaning of *experience*." [have contact with]
- **Do the task** Say, "Now find the other words in the article and circle the best option to explain them." When Ss finish, check answers with the class: Call on individual Ss to say where the word is found and give the answer.

Answers

1. Profile 1: I should have contact with my mother's culture.
2. Profile 1: The children are poor.
3. Profile 2: I don't think I am really good at things.
4. Profile 3: This is something I am thinking about.
5. Profile 4: The students are all different.
6. Profile 4: I'm not outgoing at all.

About you

E

- **Preview and do the task** Read the instructions aloud. Ask a S to read the first question in one of the profiles aloud. Have pairs complete the task. Have pairs report on their partner's answers to another pair or to the class.

2 Listening

A 1.12

- **Preview the task** Read the instructions aloud. Have Ss read the information on the right.
- **Play the recording** *Audio script p. T-164* Ss listen to the five conversations and match the names on the left to the things they might say next. Check answers with the class.

Answers

1. *Ana*: I'm a fairly good singer.
2. *Kevin*: I speak two languages fluently.
3. *Jen*: I'm extremely allergic to nuts.
4. *Patrick*: I can play two instruments really well.
5. *Tom*: I'm a pretty good cook.

B 1.12

- **Preview and do the task** Read the instructions aloud. Have a S read the example aloud. Have Ss complete the task.

Possible answers

1. Ana is in a local choir.
 2. Kevin's mom is from Japan.
 3. Jen's allergy started when she was a little kid.
 4. Patrick plays Irish music.
 5. Tom can cook all kinds of food.
- **Follow-up** Play the recording again, pausing after each conversation to give Ss time to review their answers and add more information if needed. Check answers with the class: Call on individual Ss to read their sentences.

3 Writing and speaking

About you

A

- **Preview the task** Read the instructions aloud. Tell Ss to read the example and to review the student profiles on page 8. Tell them to choose five questions that fit the information they want to share.
- **Present Help Note** Read the useful expressions aloud. Call on Ss to complete them. (For more information, see Language Notes at the beginning of this unit.)
- **Do the task** Have Ss write their profiles. Remind Ss not to write their names.

Extra activity PAIRS

Ss read a partner's profile and then write two or three questions about the facts in the profile. Ss give their questions to their partner, who adds information to answer the questions to his or her profile.

B

- **Preview the task** Read the instructions aloud. Collect the profiles and then redistribute them.
- **Do the task** Have Ss read the profiles. Ss write down a few facts from the profiles and then see if they can guess who the profiles belong to.
- **Follow-up** Put Ss in groups and redistribute profiles so each group has profiles that belong to other Ss. Tell Ss to discuss the profiles and choose the most interesting fact on each. Then groups decide on the most surprising profile and report to the class.

Free talk

Tell Ss to turn to Free Talk 1 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-129.)

Workbook

Assign Workbook pp. 8 and 9. (The answer key begins on p. T-176.)

Vocabulary Notebook

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** Read the information aloud. Say, "It is useful to find opposites for new vocabulary words. Some adjectives have two opposites, one with a negative prefix: *Happy* has both *sad* and *unhappy* as opposites. Adjectives with several meanings may have several

opposites: the opposite of *hard* can be *soft*, or it can be *easy* for phrases such as *hard work*."

- **Present In Conversation** Ask, "Do you think people use adjectives with negative prefixes such as *unhappy* more than adjectives without these prefixes? If *yes*, raise your hand." Read the information aloud.

↻ These tasks recycle adjectives, adverbs, and negative prefixes.

1

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

1. My father drives really well.
2. My best friend can be very mean.
3. My boss is an extremely polite person.
4. I was pretty happy in school.

2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

- | | |
|-----------------|------------|
| 1. quiet / soft | 4. quickly |
| 2. shy | 5. easy |
| 3. early | 6. similar |

3

- Word Builder is a new activity in *Touchstone Student's Book 3*. The Word Builder tasks include new vocabulary related to the unit. Ss can look up the words.
- **Preview and do the Word Builder task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

- | | | |
|---------------|-----------------|------------------|
| 1. impatient | 4. incompetent | 7. unreliable |
| 2. dishonest | 5. disorganized | 8. inconsiderate |
| 3. unfriendly | 6. unhealthy | |

On your own

- **Present On Your Own** Read the information aloud. Tell Ss to bring the photos they'll want to use for their online photo album to class.

- **Follow-up** At the start of the next class, Ss put their photos on a desk and tell their partner about each person (e.g., *This is my little brother. He's really annoying. He's always using my things.*).

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first five items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.