

SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION



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UNIT 1 All about you

Language notes

Lesson A Hello and good-bye

Vocabulary Hello and Good-bye

(See Student's Book pp. 1–3.)

Saying hello

- *Hello* is suitable for all situations, including formal situations. People often say *Hello* to answer the phone.
- *Hi* is more suitable for informal situations.
- *Good morning* / *Good afternoon* / *Good evening* mean *Hello* (not *Good-bye*). These expressions are common in formal situations such as stores, workplaces, and classrooms.
- *Morning* is sometimes used alone, without *good*, in informal situations.

Saying good-bye

- *Bye* is for general use, and *Bye-bye* is for friends and family.
- *Have a good / nice day / weekend* is often said when saying good-bye. Typical replies are *Thanks* or *Thank you. You too*.
- *Good night* means *Good-bye*. It is typically said at the end of the workday to co-workers or before someone goes to bed.

Standard greeting

How are you? is becoming a fixed greeting (like *Hello*) that doesn't require a real answer. Typical informal replies are *Good* or *Not bad*. *Fine* is a more neutral reply.

Introductions

Nice to meet you is often said when people are meeting for the first time. The response is usually *Nice to meet you* (without *too*). *Nice meeting you* is said only at the end of a conversation.



Corpus information

Hello and good-bye

- *Hi* is said about four times more often than *Hello*.
- *Bye* and *Bye-bye* are 16 times more frequent than the more formal *Good-bye*.

Lesson B Names

Grammar The verb *be*: *I*, *you*, and *we*

(See Student's Book p. 5.)

The chart in the lesson introduces the subject pronouns *I*, *you*, and *we* and the forms of the verb *be* that go with them.

Form

- Statements
pronoun + *be*
I'm Jenny.
- Negative statements
pronoun + *be* + *not*
We're not in the same class.
- Yes-No questions
be + pronoun?
Are you Jenny?
Note the inverted form in questions: The verb *be* comes first.
- Short answers
Yes + pronoun + *be* / *No* + pronoun + *be* + *not*
Yes, I am. / No, I'm not.
- Short answers with *yes* do not use contractions (e.g., *Yes, you are*). Short answers with *no* use contractions (e.g., *No, you're not*).

Use

- In conversation, the contracted forms *I'm*, *you're*, and *we're* are more common than the full forms, so they are presented to Ss first.
- Native speakers often do not use short answers, but just answer *Yes* or *No*, often before a fuller answer. However, short answers are useful for beginning learners of English because the use of short answers makes their responses sound less abrupt.



Corpus information

Pronouns and contractions

- In spoken English, the contraction *I'm* is about 14 times more common than the full form *I am*. *You're* and *we're* are about eight times more frequent than *you are* and *we are*.
- The top five words overall in the conversation corpus – *I*, *and*, *the*, *you*, and *to* – include two pronouns.

Common errors with *be* in short answers

Students may use the contracted form of *be* in short answers with *yes*. (*Yes, he is*. NOT *Yes, he's*.)

Lesson A Classmates

1 Getting started

- **Set the scene** Take attendance, calling out the names of Ss. For any absent Ss, ask, “Where’s . . . ?” and have Ss make guesses about where the absent S is (e.g., *He’s at home. She’s at work. They’re at the library.*).

A

- **Preview the task** Tell Ss to look at the large picture. Ask, “Where are these people?” [They’re in class.]
- Say, “This is Alison’s class. Some of the students aren’t in class today.” On the board, write the names of the students: *Hiroki, Ellen, Carmen and Suzanna, Alison, Nick, Jun*. Say the names. Then say, “Who is in class? Who is absent?” [Alison, Nick, and Jun are in class. Hiroki, Ellen, Carmen, and Suzanna are absent.]

B 1.16

- **Preview the task** Read the instructions aloud. Elicit or explain the meaning of *sick*, *late*, and *asleep*. Ask questions such as, “Are you sick?” “Who is late?” “Are you asleep?”
- **Play the recording** Ss listen and read along. Then ask, “Who is sick today?” [Ellen] “Who is late?” [Carmen and Suzanna] “Who is asleep?” [Nick] “Where’s Hiroki?” [He’s at work.] “Where’s Ellen?” [She’s sick.] “Where are Carmen and Suzanna?” [They’re in the cafeteria.] “Where’s Nick?” [He’s in class. He’s asleep.]
- **Play the recording again** Ss read along and underline any words they do not understand as they listen.
- Point out *How about Ellen?* in the conversation. Explain that *How about . . . ?* asks the same question again, in this case, *Is Ellen here today?* It is similar to the expression *How about you?* in Unit 1. Explain that *I think* and *maybe* mean “I’m not sure.”
- **Practice**
Groups: Divide the class into two groups, one playing the role of the teacher (Miss Nelson) and the other playing Alison. Have them read the conversation aloud and then change roles.
Pairs: Tell Ss to practice the conversation in pairs, taking turns playing Miss Nelson and Alison. Then ask pairs to change the conversation, with Miss Nelson using the names of real classmates and Alison responding with any location.

Figure
it out

C

- **Preview the task** Tell Ss to look at the conversation at the top of the page again. Say, “Find the questions with the verb *be*.” [Where’s Hiroki? Is he here today? Are Carmen and Suzanna here?] Then have Ss look at the four conversations in Exercise 1C and read the instructions aloud. Write conversation 1 on the board. Ask, “Which is correct – *he’s* or *she’s*?” [he’s] Circle *he’s*.

- **Do the task** Now have Ss circle the correct words. Tell Ss to use the conversation at the top of the page to help them complete the task. Have Ss who finish quickly compare answers with a partner. Check answers with the class: Read aloud each conversation, and pause for the class to read aloud the missing words.

Answers

1. A Hiroki? Is he here today?
B No, he’s at work.
2. A Ellen? Is she in class?
B No, she’s not. She’s sick.
3. A Are Carmen and Suzanna late?
B Yes. They’re in the cafeteria.
4. A Is Nick here?
B Yes, he’s here. I think he’s asleep.

- **Try it out** Have Ss work in pairs to practice the conversations in Exercise 1C. Tell Ss playing the role of B to try to answer using the pictures without looking at the conversations.
- **Focus on the form** Tell Ss to look at the conversations in Exercise 1C. Ask, “Do you use *he* or *she* for a man?” [he] “What form of the verb *be* goes with *he* and *she*?” [’s, is] “What form of the verb *be* goes with *they*?” [’re, are]

Extra activity CLASS

Write on the board: *at home, at work, in class, at the library*. Ss choose one of the expressions (or one of their own) and write it in large letters on a piece of paper, without showing it to their classmates. Ss each have one turn to guess where a classmate is. For example, a S says, *I think (S’s name)’s at home today*. The S named holds up his or her paper and responds either *Yes, I’m at home* or *No, I’m not. I’m at ____*.

Everyday life

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

Introduce the theme of the unit Write on the board: *every day*. Say, “Every day I get up early and I exercise. Then I eat breakfast. And then I use my computer.” Act out each activity as you say it. Say, “In this unit, you learn how to talk about things you do every day.”

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.
- Direct Ss to Lesson D (p. 40). Say, “Beginning here in Unit 4, in each Lesson D, there are reading and writing exercises.”

Extra activity CLASS

Tell Ss to look through the unit and find four activities they do every day. Elicit examples and write them on the board.

Before you begin . . .

↻ Recycle vocabulary and grammar This task recycles locations, questions with *Where*, and the verb *be*. Say, “Look at picture 1. Where is he?” Call on a S to answer. [He’s at work.] Repeat with picture 2. [He’s at school / He’s at the library.] Then have two Ss ask and answer a *Where* question for pictures 3 through 6 (e.g., *Picture 3 – S1: Where are they? S2: They’re in a coffee shop / café. Picture 4 – S1: Where are they? S2: They’re at home. Picture 5 – S1: Where are they? S2: They’re at a gym. Picture 6 – S1: Where is he? S2: He’s at home.*). Have Ss repeat the activity in pairs.

- **Introduce the activities in the pictures** Direct Ss’ attention to Before You Begin. Read the names of the six activities aloud. Have Ss repeat. Say, “These are things people do every day.”
- Tell Ss to look at the pictures. Write on the board:
do homework work exercise watch TV
have coffee check email

Give Ss one minute to work in pairs and match the pictures and expressions. Check answers with the class: Call out each expression, and have Ss call out the number of the matching picture. [do homework, 2; work, 1; exercise, 5; watch TV, 4; have coffee, 3; check email, 6]

- Ask, “Which activities do *you* do every day?” Model the task by saying, “Who does homework every day? Raise your hands.” Tell Ss with raised hands to circle the box next to *do homework*. Then say, “Now circle the boxes of any of the other activities you do every day.”
- Call on a few Ss to tell the class something they do every day (e.g., *I exercise every day*).

Extra activity PAIRS

Pairs look at the pictures and take turns telling each other the activities they do every day (e.g., *I exercise every day. I watch TV every day*).

2 Listening and speaking

- **Set the scene** Ask, “What thing in your bag is most important to you?” Elicit ideas. Ask Ss to raise their hand if their phones are the most important thing.

A

- **Preview and do the task** Read the instructions and the example aloud. Have several Ss call out ideas, and write them on the board.

B 2.12

- **Preview the task** Read the choices listed for Megan and Ryan aloud. Help with new vocabulary as needed. Say, “Look at the list on the board. Are any of the activities on Megan’s or Ryan’s lists?” Have Ss call out.
- Read the instructions aloud. Say, “Listen to Megan and Ryan talk about what they use their phones for. Listen for their answers, and check the boxes.”
- **Play the recording** *Audio script p. T-166* Ss listen and check (✓) the boxes.
- **Play the recording again** Ss listen and review their answers. Check answers with the class. [Megan: She checks her email. She goes on her social networking site; Ryan: He texts people. He takes photos. He calls his girlfriend.]

About you 

C

- **Preview the task** Read the instructions aloud. Ask different Ss to each read a discussion question aloud.

- **Do the task** Have Ss take turns asking and answering the questions in pairs.
- Ask different Ss to report their answers to the questions.

Recycle a conversation strategy Have Ss work in pairs to take turns asking and answering several of the questions. Ask Ss to show interest in the conversation by using *Really?* and asking a follow-up question (e.g., *S1: I call my parents a lot. S2: Really? How often do you talk to them?*).

Extra activity PAIRS

Pairs write three additional questions about phone habits. Pairs exchange questions and discuss their answers. Two pairs then share their answers.

Extra activity CLASS

Ss write any five *yes-no* questions about phone use. They can use their own ideas or questions from the lesson. Ss ask three other Ss the questions and write the answers. Ss report any interesting information they learn about their classmates.

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student’s Books. Have Ss do the task for Unit 5 in class, or assign it for homework. (See the teaching notes on p. T-137.)

3 Writing

A

- **Preview and do the task** Read the instructions and examples aloud. Have Ss list all the different ways they use a computer or phone. Have Ss compare ideas with a partner.

B

- **Preview the task** Read the instructions aloud.
- **Present Help Note** Read the information aloud. Say, “Use *and* to link sentences with information that is alike.” Write on the board:

My name is _____. I teach English.

Say, “I want to link these two ideas.” Erase the period, and replace it with a comma and *and*:

My name is _____, and I teach English.

- Say, “Use *but* to link two ideas that are different.” Write on the board:

I like the new tablets. I’m not sure.

Say, “I want to link these two ideas.” Erase the period, and replace it with a comma and *but*:

I like the new tablets, but I’m not sure.

(For more information, see Language Notes at the beginning of this unit.)

- **Do the task** Have Ss read the email and underline the words *and* and *but*.

C


- **Preview the task** Read the instructions aloud. Ask, “Why does Gemma want a tablet? What does Gemma want to know?” Elicit answers. Ask, “What do you use a tablet for in class?” Write Ss’ ideas on the board.
- **Do the task** Have Ss write a reply to Gemma’s email. Remind Ss to use *and* and *but* to link ideas.
- Have Ss share their emails with a partner. Suggest they ask at least one information question about their partner’s answer.
- **Recycle** Have Ss check their partner’s emails for capital letters and periods where necessary.

About you 

D

- **Preview and do the task** Read the instructions aloud. Have Ss compare their answers to the quiz with a partner.

Workbook

 Assign Workbook pp. 40 and 41. (The answer key begins on p. T-173.)

2 Strategy plus

- **Present Strategy Plus** Tell Ss to look back at the conversation on p. 58 and find the expressions *Right* and *I know*. Say, "What do you think they mean?" [I agree with you. / I think you're right. / I understand.]
- Tell Ss to read Strategy Plus to find the two uses of the expressions. (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Books closed. Ask the class which they think is used more often, *right* or *know* (as in *I know*). Say each, and have Ss raise their hands. Have Ss look at their books, and ask a S to read the information aloud.

About you

- **Preview the task** Write on the board:

This is a _____ neighborhood.

Ask several Ss for suggestions to complete the sentence (e.g., *boring, interesting, nice*). Read the instructions aloud.

Tell Ss they can choose one of the words in bold, or they can add a different word on the line.

- **Do the task** Have Ss complete the statements. Have two Ss read the example conversation aloud. Ask a few Ss to read a statement aloud. If other Ss agree, they say *Right* or *I know*.
- Have pairs take turns saying their sentences and responding with *Right* and *I know*.
- **Follow-up** Pairs practice the conversations one more time, this time giving their actual opinions. Tell Ss to use *Right* or *I know* for agreement or *Really?* with a follow-up statement for disagreement (e.g., *Really? I think this is a boring neighborhood.*).

3 Listening and strategies

About you

A 2.22

- **Preview the task** Read the instructions aloud, and then tell Ss to look at the different choices for each conversation. Ask, "What are the two choices for the first conversation?" [a place to shop or a place to eat] Say, "Listen carefully for important words to help you choose the topic."
- **Play the recording Audio script p. T-167** Pause after the first conversation. Ask, "What kind of place do they want?" [a place to shop] Ask, "What words help you choose the answer?" [sunglasses, big department store, store] Do the same for conversations 2 and 3. Tell Ss to circle the best completion.
- **Play the recording again** Check answers with the class. Pause after conversations 2 and 3, and ask a S to call out the answer. Ask Ss which words helped them choose the topic [conversation 2: need a break from work, fun, go out, club; conversation 3: hungry, places to eat, restaurants, fast-food place].

Answers

1. to shop 2. to have fun 3. to eat

About you

B 2.23

- **Preview the task** Read the instructions aloud, and add, "For example, in number 1, if you agree with Sophia, check the box under *I'm the same* and complete the sentence. If you disagree, check the box under *I'm different* and complete the sentence."
- **Play the recording Audio script p. T-167** Pause the recording after each topic so Ss have time to write.
- **Play the recording again** Pause the recording after each statement. Call on different Ss to read their responses.

Possible answers

1. Me neither. I don't like big stores with a lot of people. OR Really? I like big stores with a lot of people. 2. Me too. I really like rock music. OR Yeah? I don't like rock music. 3. I know. Fast food is terrible for you. OR, Really? I think fast food is good.

About you

C

- **Preview and do the task** Read the instructions and the situations aloud. Review ways to make suggestions [Let's], give opinions [I think], agree [Me too, Me neither], and disagree [Really? I think . . .]. Have Ss work in pairs to choose a situation and decide where they want to go.

Extra activity PAIRS

Pairs present their choice for a place to go to the class. The class listens, chooses the places that sound the most appealing, and gives reasons.

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 6 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Free talk

Tell Ss to turn to Free Talk 6 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-132.)

Workbook

Assign Workbook pp. 46 and 47. (The answer key begins on p. T-173.)

Free talk

UNIT

9

Where in the world?

1

- **Preview the task** Tell Ss to turn to p. 134 of their Student's Books and look at Free Talk 9. Go around the class, asking different Ss to each read a question aloud.
- Have Ss call out any vocabulary items they don't know.
- Model the task by asking the first question. Ask, "Where can you see an amazing palace?" Tell Ss they can use the pictures to help them. Elicit an answer from the photos [Istanbul, Turkey]. Have Ss call out other ideas (e.g., *Bangkok, Thailand; Kyoto, Japan; London, England*).
- Have Ss work in pairs to discuss each question. Tell Ss to take notes and to see if they can think of three places for each item.
- **Do the task** Have Ss complete the task in pairs.
- When Ss finish, check answers with the class: Read each question aloud, and have several Ss share their answers with the class.

Possible answers

1. You can see an amazing palace in Istanbul.
2. You can see a historic neighborhood in Tokyo.
3. You can take a cable car in Merida.
4. You can swim at a beautiful beach in Rio de Janeiro.
5. You can hear traditional music in Mexico City.
6. You can take a boat trip on a river in Paris.

2

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Have Ss complete the task in pairs.
- Have a few pairs share their ideas with the class.

Exercise 2

Answers will vary. Possible answers may include:

1. Let me think . . . I guess it's green.
2. Um, my new gray suit.
3. Uh, I shop online once or twice a month.
4. Let me think . . . about \$50.
5. Um, let me see . . . five.
6. Well, no, we don't.

Exercise 3

Mother Uh-huh.
Roberto Um, let's see.
Mother Oh, really?
Roberto Uh, well . . .
Mother Oh,
Roberto let's see.
Mother Uh-huh.
Roberto Uh, let's see.

Lesson D *Shop till you drop!* pp. 64–65

Exercise 1

A

Likes to shop online

Matt, Kevin

Doesn't like to shop online

Sarah, Susana

B

- | | |
|----------|-----------|
| 1. Sarah | 4. Susana |
| 2. Kevin | 5. Matt |
| 3. Matt | 6. Sarah |

Exercise 2

A

I like to shop online . . .

because it's easy to compare prices; because it's convenient; because you don't always have to pay sales tax

I hate to shop online . . .

because I always buy things I don't need; because I often get spam emails from shopping websites

B

Answers will vary.

C

Answers will vary.

Unit 9 A wide world

Lesson A *Sightseeing* pp. 66–67

Exercise 1

A

- | | |
|--------------|---------------|
| 1. an island | 6. pyramids |
| 2. ferry | 7. bridge |
| 3. castle | 8. tower |
| 4. statue | 9. (bus) tour |
| 5. beach | |

B

Answers will vary. Possible answers may include:

1. In my area, you can visit an island. / In my area, you can't visit an island.
2. In my area, you can take pictures from a ferry. / In my area, you can't take pictures from a ferry.
3. In my area, you can visit an old castle. / In my area, you can't visit an old castle.
4. In my area, you can see a statue of a famous writer. / In my area, you can't see a statue of a famous writer.
5. In my area, you can spend a day at the beach. / In my area, you can't spend a day at the beach.
6. In my area, you can walk around the pyramids. / In my area, you can't walk around the pyramids.
7. In my area, you can see a famous bridge. / In my area, you can't see a famous bridge.

8. In my area, you can go up a tower and get a good view. / In my area, you can't go up a tower and get a good view.

9. In my area, you can take a (bus) tour of the city. / In my area, you can't take a (bus) tour of the city.

Exercise 2

A

Answers will vary. Possible answers may include:

On a rainy day

You can go to the Art Gallery of Ontario.

You can go to the CN Tower.

You can go to Casa Loma.

On a sunny day

You can go to the CN Tower.

You can go to Centre Island.

You can go to Casa Loma.

You can go to Yorkville.

You can go to the Art Gallery of Ontario.

You can go to Harbourfront Centre.

In the evening

You can go to the CN Tower.

You can go to Yorkville.

You can go to Harbourfront Centre.

With children