

SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION

3

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UNIT 1 The way we are

Language notes

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.*).

Lesson A Hopes and dreams

1 Getting started

- **Set the scene** Say, “Hopes and dreams are about what you would really like to do or have in the future.”

A

- **Preview and do the task** Read the instructions and the example aloud. Tell Ss to work in pairs and think of three kinds of hopes and dreams people have. Ask Ss to tell the class, and write different ideas on the board in note form (e.g., *go traveling*, *have a family*, etc.).

B 1.13

- **Preview the task** Read the title of the article aloud. Books closed. Write the names on the board: *Jill, Sonia and Carlos, Raquel, Hiro*. Say, “What is each person’s secret dream? Listen and write the answers.”
- **Play the recording** Ss listen and write.
- **Play the recording again** Books open. Ss listen and review their answers. Check answers with the class [Jill would like to study acting.; Sonia and Carlos would like to buy their own sailboat.; Raquel would like to go surfing.; Hiro would like to take his parents to Europe.]

Figure it out 

C

- **Preview the task** Read the instructions aloud. Say, “Read the sentence or both sentences and then find a sentence in the interviews that has this meaning.” Have a S read the sentences in item 1. Then have Ss raise their hands when they find the similar sentence in the interviews. [I’ve always wanted to be an actor.] Write it on the board. Ask, “What verb comes after the subject?” [’ve; have] Underline *’ve*. Ask, “What’s the main verb in the sentence?” [wanted]. Underline *wanted*.
- Read the instructions aloud. Tell Ss to look at the interviews for help as they do the task.
- **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’ve always wanted to be an actor.
2. We haven’t saved enough money!
3. He’s even surfed in Hawai’i.
4. I’ve been there many times.

- **Focus on the form and the use** Say, “When you talk about experiences and events that happened at some time before now, but you don’t say *when* they happened, you can sometimes use a verb form called the present perfect.”
- Ask Ss to look at the article. Ask, “Do we know when Raquel’s brother went surfing in Hawai’i?” [no]
- Say, “You can also use present perfect to talk about things that are still true or relevant now. Did Jill want to be an actor when she was small?” [yes] “Does she want to be an actor now?” [yes] Say, “So it’s still true and relevant. Do Sonia and Carlos have savings?” [no] Elicit why. [They haven’t saved enough money]
- Say, “You can also use present perfect to talk about an action or event that’s never happened. Find something Hiro’s parents have never done.” Ask a S to answer, and write the answer on the board, underlined as shown:
Hiro’s parents have never traveled outside of Japan.
- Say, “The present perfect is formed using the verb *have* and a past form of the verb called a past participle.” Write on the board: *past participle*. Ask Ss to look through the article and find the past participles. Ask individual Ss to call them out, and write them on the board [wanted, had, been, gone, saved, tried, surfed, traveled].
- **Try it out** Write on the board:

I’ve always wanted to (go to) ____.

I’ve never been to ____.

Have Ss complete the sentences individually. Then have them walk around the class and tell their completed sentences to a few classmates.

Extra activity GROUPS

Review some ways to give advice (e.g., *You could*, *Why don’t you . . . ?*), and write them on the board. Group members give one another advice on how to make their dreams come true (e.g., S1: *My dream is to study acting.* S2: *You could join the Drama Club at school.* S3: *Why don’t you look for some acting classes in the newspaper?*).

Family life

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

Introduce the theme of the unit Say, “Do these things sound familiar? A little sister who wants to borrow your favorite clothes? A big sister who doesn’t want you to borrow her clothes? A big brother who taught you how to play basketball? Family picnics at the beach? Learning to cook with your mother or father? All these things are part of family life.”

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 aims in Lesson A and Lesson B and find examples in the unit of phrases with *let*, *make*, *help*, *have*, *get*, *want*, *ask*, and *tell*, and examples of *used to* and *would* to talk about memories and past routines (e.g., *My parents won’t let me use the car on p. 34* and *She always used to keep candy in her pockets on p. 36*).

Before you begin . . .

- **Introduce the family activities** Say, “Look at picture 1. What activity is this family doing together?” [They’re eating together.] Say, “Work with a partner. Decide what’s happening in the other pictures.” Then call on individual Ss to respond [Picture 2: A family is going biking together. Picture 3: A family is playing a game together. Picture 4: Some family members are watching their child’s soccer game.].
- Tell Ss to look at Before You Begin, and read it aloud. Have Ss make a list of at least five activities they do as a family or with a family member. Ask several Ss to tell the class three things from their lists. Write the Ss’ ideas on the board (e.g., *watch movies*, *talk about their day*, *go biking*, *work in the garden*).

↻ Recycle grammar This task recycles time expressions.

- Have pairs ask each other about how often they do the activities on their lists or on the board with their families

(e.g., *S1: How often does your family watch movies together? S2: Not very often. About once a month, I guess. How about you? S1: We watch movies together every Tuesday night. My mom makes a big bowl of popcorn, and we all watch together.*).

Extra activity GROUPS

Groups talk about their personal experiences related to the four pictures (e.g., *When I was young, Saturday night was game night in my family. We all gathered in the living room after dinner. We often played board games, but sometimes we played card games or did puzzles together. We still like to play games when we all get together.*).

C

Postreading

- **Preview the task** Read aloud the instructions, the chart heads, and the examples.
- **Do the task** Have Ss complete the chart. Check answers with the class:

Answers

Name of snack	Popular where?	Cooked? How?	Ingredients / flavors
baos	Asia	steamed / baked	spicy meat, sweet bean pickles, custard, scrambled eggs, coconut
mochi ice cream	Japan / many countries	no	ice cream, sticky rice green tea, chocolate, mango

dolma	Turkey	steamed	vegetables, grape leaves, ground meat, rice, herbs and spices, nuts
flavored popcorn	around the world	cooked in oil (popped) / microwaved	cheese, chocolate, caramel, baked potato, curry, taco
empanadas	Latin America / Spain / Southern Europe	baked / deep-fried	meat, potatoes, meat with spices, chopped onion, egg, olives, raisins, fish

2 Listening and speaking

A

- **Preview and do the task** Read the instructions. Have Ss look at the pictures and captions. Read the name of each snack aloud, and have Ss raise their hands if they've tried it. Ask, "Which country do you think it comes from originally?" Have Ss call out their ideas.

B 2.19

- **Preview the task** Read the instructions aloud. Have Ss read the questions in the chart.
- **Play the recording** *Audio script p. T-167* Ss listen for the answers. Pause after each conversation to give Ss time to complete their charts. Check answers with the class.

Answers

	Zoe	Josh	Kate
1.	nachos	chocolate chip cookies	hummus
2.	while watching baseball	before bed / while watching TV	after work / before dinner
3.	no	no	yes
4.	yes	no	no

About you 

C

- **Preview the task** Read the instructions aloud. Say, "Make a chart like the one in Exercise 2B with your group members' names."
- **Do the task** Have Ss take turns asking and answering the questions in groups and complete their charts. Then tell groups to agree on which of the snacks are healthy. Groups report to the class about their snacks.

3 Writing

A

- **Preview the task** Read the instructions aloud.
- **Present Help Note and do the task** Read the information aloud. Have pairs find the sentences in the example article that use *like*, *for example*, and *such as*. Ask, "What does *like* give an example of?" [Thai desserts] "What about *for example*?" [types of sweet sticky rice] "What does *such as* give examples of?" [different toppings]

B


- **Preview the task** Read the instructions aloud. Have Ss each choose a snack. Tell them to make notes about their snack using the headings in Exercise 1C.

- **Do the task** Tell Ss to write a short article about their snack using the notes they have just made. Tell Ss to use *like*, *for example*, and *such as* to introduce examples.

C

- **Preview and do the task** Read the instructions aloud. Have Ss put their articles on their desks or chairs. Say, "Go around the class, and read five other articles." Have Ss choose three to post with their own.

Workbook

-  Assign Workbook pp. 40 and 41. (The answer key begins on p. T-176.)

2 Strategy plus

- **Present Strategy Plus** Tell Ss to look back at the conversation on p. 58. Ask, "Which expression does Ramon use to say *good-bye*?" [Talk to you later.] Explain that in friendly conversations, expressions like these often follow a good-bye.
- Read aloud the information and the examples in Strategy Plus. Tell Ss that in very friendly or informal conversations, the words in parentheses are usually dropped.
- **Present In Conversation** Books closed. Write on the board:

1. *I'll see you later.*

2. *I'll talk to you later.*

See you later.

Talk to you later.

Say, "Look at these two pairs of expressions. Which is more common, the longer form or the shorter form? Write your guess." Books open. Ask a S to read the information.

Culture note

"Catch you later" is the most informal of the expressions taught in Strategy Plus. It is used more often by young people.

- **Preview and do the task** Say, "Write the shorter forms of the underlined expressions to make these conversations more informal."
- Have Ss complete the written part of the task. Check answers with the class: Have pairs of Ss each read a conversation aloud.

Answers

1. A Hi, it's me. Are you on your way?
B Yeah. I'll be there in about half an hour.
A All right. See you soon.
2. A Well, my appointment is at 2:00, so (I) better go.
B OK. Talk to you later.
A Yeah. Got to go. See you later.
3. A OK, well, (I) better let you go.
B Yeah. (It was) Nice talking to you.
A Yeah. Take care. Bye.
4. A Listen, my train's coming. Catch you later.
B Yeah. See you tomorrow. Bye.

- Tell Ss to practice the conversations in pairs, taking turns playing each role. Remind Ss to use the reduced form of *got to*.

3 Strategies

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Have pairs choose a topic. Tell Student A to think of three or four things to say. Tell Student B to think of three or four ways to end the conversation and to think of a reason why. Have Ss complete the task. Then have Ss switch roles and do the task again.
- For each topic, call on one or two pairs to present their conversations.

Free talk

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

Extra activity GROUPS

Ask, "What do you think bad phone manners are?" Groups discuss their ideas (e.g., *answering a cell phone in the theater, talking for a long time to someone while you are at lunch with a friend, not calling someone back the same day, answering the phone during dinner*). Ss then compare their ideas with another group. If Ss disagree with an item on the other group's list, they have to say why.

Extra activity CLASS

Ss choose eight items from their lists about bad phone manners in the previous Extra Activity and go around the class asking their classmates questions and finding out what bad phone habits the class has (e.g., *Do you answer your phone during dinner? Do you talk on the phone when you are with a friend at lunch? Do you turn your cell phone off in class?*). Ss survey their classmates and then report to the class (e.g., *Generally, I think we are pretty well mannered with our phone habits. Most people don't answer their phones during dinner.*).

Workbook

- Assign Workbook pp. 46 and 47. (The answer key begins on p. T-176.)