

SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION

4

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UNIT 1 Interesting lives

Language notes

Lesson A Interviews

Grammar Simple and continuous verbs (review)

(See Student's Book p. 3.)

The lesson reviews the simple and continuous forms of the present tense, the present perfect, and the past tense.

Form

The grammar chart includes verb structures taught in previous *Touchstone* levels. Detailed information about form and use for these structures can be found in the Language Notes for the following units:

- Simple present
Level 1, Units 4 and 5
Level 2, Units 1 and 3
- Simple past
Level 1, Units 10 and 11
Level 2, Unit 5
- Present perfect
Level 3, Unit 2
- Present continuous
Level 1, Unit 7
Level 2, Unit 3
- Past continuous
Level 2, Unit 9
- Present perfect continuous
Level 3, Unit 10

Use

- Simple forms
In general, the simple form of verbs is used to describe events and situations that are completed, factual, permanent, or repeated.
- Continuous forms
The continuous form of verbs is generally used to describe events and situations that are in progress or temporary.

- With some verbs (e.g., *live, work*), there is little difference in meaning between the simple and continuous forms.
How long have you lived here? OR *How long have you been living here?*
Where do you work? OR *Where are you working?*
- Some verbs (e.g., *know, like, love, understand*) are not normally used in the continuous.
Do you know him? (NOT *Are you knowing him?*)



Corpus information Simple forms vs. continuous forms

In conversation, the simple form of verbs is generally more common. For example, the simple present is approximately six times more common than the present continuous, and the present perfect is about ten times more frequent than the present perfect continuous.

Common errors with simple and continuous verbs

Students may use the past continuous for completed events instead of the simple past.

*My birthday was great. My friends **came** to visit.* (NOT *My friends were coming to visit.*)

Speaking naturally Reductions in questions

(See Student's Book p. 3.)

This section reviews the reduction of the auxiliary verbs *do, did, are,* and *have,* and the pronoun *you* in *wh-* questions.

*How long **have you been***

*Why **are you learning***

*What **do you like***

*What **did you do***

Lesson B It's a long story!

Vocabulary Verbs with verb complements

(See Student's Book pp. 4–5.)

- The lesson presents a number of useful verbs, many already known by Ss, that are often followed by verb complements, either verb + *-ing* or *to* + verb. (For more information, see Grammar below.)

Grammar Verb complements: verb + *-ing* or *to* + verb

(See Student's Book p. 5.)

Form

- Verb + verb + *-ing*
*He **considered taking** the job.*
- Verb + particle / preposition + verb + *-ing*
*He **ended up taking** the job.*

*He wasn't **planning on taking** the job.*

- Verb + *to* + verb
*He **decided to take** the job.*

Use

- Verb + *-ing* or *to* + verb
Some verbs can be followed only by the form verb + *-ing*, and some can be followed only by the form *to* + verb. Verb + particle / preposition can be followed only by the form verb + *-ing*.
- Verb + *-ing* or *to* + verb with the same meaning
Verbs such as *begin, bother, start, like,* and *love* can be followed by either form with little or no difference in meaning.
*I **began to do** the work.* (= *I **began doing** the work.*)

Lesson A Makeovers

1 Getting started

- **Set the scene** Ask Ss if they know what a makeover is. Tell them to look at the pictures of Cindy and Scott for clues. Get ideas from Ss. If necessary, explain that it means that a person has done something major to change the way he or she looks. Ask, “When people get makeovers, what are some of the things they change?” Have a few Ss answer (e.g., *makeup, hairstyle, clothes*).

A

- **Preview and do the task** Read the instructions aloud. Elicit answers about Cindy (e.g., *Her hair is shorter. She's wearing more makeup. She's wearing different colors. She's wearing a dress.*). Elicit answers about Scott (e.g., *His hair is shorter. He's wearing nicer clothes. He's wearing darker colors.*) Ask, “Would you let someone give you a makeover? Why or why not?” Have a short class discussion.

B 1.11

- **Preview the task** Tell Ss not to look at the text. Say, “Listen. What do Cindy and Scott think about their makeovers? Write brief notes about the likes and dislikes they mention.”
- **Play the recording** Ss listen and write. Have Ss compare their notes.
- **Play the recording again** Ss listen, read along, and review their answers. Check answers with the class [Cindy likes her dress and makeup, and Scott's haircut and overall look. She dislikes Scott's pastel shirt. Scott likes his pants and jacket. He likes Cindy's haircut and bright dress. There's nothing Scott dislikes.]. Help with new vocabulary as needed.
- Ask, “Do you agree with Cindy's comments?” Ask a S for his or her opinion. Ask Ss who disagree to raise their hands and say why. Repeat the task, this time asking about Scott's comments.

Extra activity PAIRS

Pairs look through their Student's Books and find a picture of someone they would like to give a makeover to. Partners decide what they would change and why. Pairs present their picture and their suggestions to another pair.

Figure it out

C

- **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: Have individual Ss each read a sentence aloud. Write the answers on the board.

Answers

1. *Scott* They're just as comfortable as my jeans.
2. *Scott* Yeah, I don't look as scruffy as I did!
3. *Cindy* He doesn't pay as much attention to his appearance as he should.
4. *Cindy* I try to get ready as quickly as I can in the morning.

- **Focus on the use** Say, “You know how to make comparisons with *more, less, and -er.*” Write on the board: *as . . . as.* Say, “You can also make comparisons using *as . . . as.*” Underline *as* in all the answers.
- Ask Ss to look at sentence 1. Ask, “Which are comfortable?” [both pants and jeans] “Is one more comfortable than the other?” [no].
- Say, “Look at sentence 4. Can Cindy get ready more quickly?” [no] Write on the board next to sentence 4: *She can't get ready any more quickly.* Say, “When you make comparisons with *as* without *not,* you are usually saying that the two things are the same in some way.”
- Say, “Look at sentence 2. Is he more or less scruffy now?” [less] Write on the board next to sentence 2: *He's less scruffy than before.*
- Say, “Look at sentence 3. Does he pay more or less attention to his appearance than he should?” [less] Write on the board next to sentence 3: *He pays less attention to his appearance than he should.*
- Underline *n't* in answers 2 and 3. Say, “When you use *not* with a verb with comparisons with *as . . . as,* the comparison often means ‘less than.’”
- **Try it out** Say, “Find more examples of (*not*) *as . . . as* in Cindy's and Scott's comments.” Have individual Ss each read a sentence aloud [I tried as hard as I could to find a style that suits her personality better.; . . . I don't usually like short hair as much as long hair, . . . ; Actually, the pastel shirt I chose doesn't look as good on him as the bright colors he usually wears.].

Socializing

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

Introduce the theme of the unit Say, “Having a good social life is important.” Ask Ss, “What kinds of activities do you think are part of a good social life?” Have Ss give ideas (e.g., *parties, playing sports with friends, going out to a movie or a restaurant, having coffee with friends*). Say, “When you do things with friends, you are socializing. When you go out to parties or other events with people, you are socializing.”

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 INDIVIDUALS

Ss look through the unit and find the things on the list. Write on the board:

Find . . .

1. *an expression that means "have to" or "should."*
2. *three phrasal verbs that start with "get."*
3. *what happens to the intonation when you're checking information.*
4. *three different uses or meanings for the word "as."*

Ss report their answers for each item [1. be supposed to (p. 35) 2. get off, get out of, get over, etc. (p. 36) 3. It rises. (p. 39) 4. being, because, while (p. 41)].

Before you begin . . .

- **Introduce the social activities** Have Ss look at the pictures. Ask, “How are these people socializing?” [1. They're cheering on their team at a game. 2. They're chatting and joking at a café. 3. They're at a club. 4. They're having a picnic.]
- Have Ss look at Before You Begin. Ask, “Who do you usually socialize with? Current school friends? Work friends? Old friends? Do you usually go out in small groups, large groups, or with just one person? Does it depend on what you're doing or where you're going? Where are some good places to go out with friends? Think of specific places to go, such as restaurants, or places in general, such as a park. Is it expensive to go out in your city? Do you usually do some things with some people and other things with other people?”
- Have Ss discuss the questions in small groups and have each group decide on five places that are good to go to with friends. Have groups report to the class and see if the groups agree on any places.

Recycle grammar and a conversation strategy

Review some of the ways to form comparatives (e.g., *-er, more + adjective, less + adjective*) and superlatives (e.g., *-est, the most + adjective, the least + adjective*). (See *Touchstone Student's Book 2*, Unit 10, Lesson A, and *Touchstone Student's Book 3*, Unit 3, Lesson A.) Also review the use of superlatives for emphasis (e.g., *It's the most amazing place.*). (See *Touchstone Student's Book 3*, Unit 3, Lesson C.) Tell Ss to use the forms as they discuss and compare good places to go (e.g., *The café near school is the best place for coffee and conversation. It's the greatest place to meet new people; Soccer games at the stadium are more exciting than any other sports events. There is action all the time.*).

Extra activity CLASS

Individual Ss say their favorite way to socialize with friends. The first time an activity is mentioned, write it on the board. Each time the same activity is mentioned, give it a point. The class finds out which socializing activity is their overall favorite.

D

- **Preview the task** Read aloud the instructions. Ask a S to read aloud the questions.
- **Do the task** Have Ss complete the task and compare their answers with a partner. Say, “If you and your partner have different answers, check the article again.” When Ss finish, check answers with the class.

Possible answers

1. There are few laws against smartphone invasion of privacy because lawmakers haven’t kept up with changes in technology.
2. In order to keep your location private, turn off the tracking feature.
3. Third parties want to know your location and personal tastes so they can try to sell you things.
4. Before you download a new app, you should read the privacy statement.
5. You should choose a password that isn’t easily guessed and you shouldn’t let your smartphone remember your passwords.
6. I know that there are settings on a lot of electronic devices that let you disable the device remotely if it’s stolen.

2 Speaking and writing

About you

A

- **Preview the task** Say, “Answer the questions about the article on page 50. Take notes on your answers.” Ask individual Ss to each read a question aloud.
- **Do the task** Have Ss review the article and write their answers.
- Say, “Now discuss the questions in pairs. Take notes of your partner’s answer. They will be helpful for your writing assignment.” When Ss finish, have some pairs report their opinions and reasons.

B

- **Preview and do the task** Have Ss read the comment from Olivia95. Say, “Underline the clauses that give reasons.” Ask individual Ss to read aloud a clause they underlined. [(Paragraph 1): because it gives helpful information . . . ; as it seems there aren’t enough laws . . . ; (Paragraph 2): because I am very careful about . . . ; because she downloaded an app . . . ; (Paragraph 3): since everybody now has a smartphone, as it’s difficult to know how to do this)]
- Ask, “What words begin these clauses?” [because, since, as]
- **Present Help Note** Read the information aloud. Say, “*Because, since, and as* introduce clauses to give reasons. The clauses can come before or after the main clause. When they are before the main clause, they are followed by commas.” Write on the board: *Because / Since / As it gives helpful suggestions I found this article very relevant.* Have a S come to the board and put a comma in the correct place. [after *suggestions*]
- Have Ss share some of their opinions and reasons from Exercise 2A using *because, since, or as*. Write their ideas on the board. Have Ss change the order of some of the clauses.

C

- **Preview and do the task** Read the instructions aloud. Have Ss write their comments.

D

- **Preview and do the task** Read the instructions aloud. Have Ss put their comments on their desks or chairs. Tell Ss to go around the class and read at least five other Ss’ comments. Have Ss note the ideas that they agree or don’t agree with. When Ss finish, have them report to the class about those ideas. Have a class discussion.

Extra activity GROUPS

Write on the board:

It will never be possible for lawmakers to keep up with the changes in technology.

Have groups discuss the question and report their ideas to the class.

Write on the board:

*location tracking
using public Wi-Fi
remembering passwords*

Ask, “What are some reasons people use these?” Elicit responses (e.g., *Location tracking means you can get directions on your phone.; Public Wi-Fi makes it easy to go online.; It’s hard to remember lots of different passwords.*). Have groups discuss the pros and cons of using these options. Encourage Ss to use *because, since, and as* in their reasons. Remind them to use expressions to organize their views and to respond. Have a few groups share their ideas with the class.

Free talk

Tell Ss to turn to Free Talk 5 at the back of their Student’s Books. Have Ss do the task. (See the teaching notes on p. T-130.)

Workbook

Assign Workbook pp. 40 and 41. (The answer key begins on p. T-182.)

2 Strategy plus

- **Present Strategy Plus** Tell Ss to look back at the conversation on p. 58 and find the places where Olivia and Hugo use *just*. Have two Ss each read one of the examples aloud [Olivia: It's just a little strange.; Hugo: . . . really weird, I mean, just off the wall.].
- Read the information and the examples in Strategy Plus.
- **Present In Conversation** Books closed. Write on the board: *top 25, 30, 35*. Ask, "How often is *just* used in conversation? Is it in the top 25, 30, or 35 words? Write your guess." Books open. Ask a S to read the information aloud.

A 2.27

- **Preview and do the task** Read the instructions aloud. Ask a S to read aloud the eight things that people said. Check that Ss understand them.
- **Play the recording** Ss listen and check (✓) the boxes. Have Ss compare their answers in pairs, making a note of any differences.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class.

Answers

1. stronger
2. stronger
3. softer
4. softer
5. stronger
6. stronger
7. softer
8. softer

About you

B

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

Extra activity PAIRS

Pairs look at the sentences in Exercise 2A again. This time they talk about the sentences that are not true for them and give their reasons.

3 Speaking naturally

A 2.28

- **Preview the task** Say, "Look at what the woman says about her dreams. What is the new information in the first sentence?" [dreams] Say, "This gets the strongest stress. After she mentions dreams, this becomes old information and other words — the new information — gets the strongest stress. The words which have the strongest stress are in red." Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B 2.29

- **Preview and do the task** Say, "Can you predict which words have the strongest stress in the conversation below? Underline one word in each sentence."
- Have Ss complete the task and then compare their answers in pairs.
- **Play the recording** Ss listen, read along, and review their answers. Check answers with the class: Have individual Ss each read an answer, using the correct stress.

Answers

A Do you ever have bad dreams?

B You mean scary dreams? Like nightmares?

A Yeah. Dreams that make you all upset.

B No. I usually have nice dreams. Fun dreams. What about you?

A Oh, I never dream. At least, I never remember my dreams. So, do you ever have recurring dreams?

B Not really. My dreams are always different. But they're always happy dreams.

About you

C

- **Preview and do the task** Say, "Practice the conversation above with a partner, using your own information. Then switch roles and practice again." As Ss complete the task, go around the class listening for the stress. If necessary, replay Exercise 3B, and have Ss repeat.



Extra activity GROUPS

Ss take turns telling their groups about a dream they had that they remember. Groups report the most unusual dream to the class.

Sounds right

Tell Ss to turn to Sounds Right on p. 138 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-138.)

Workbook

 Assign Workbook pp. 46 and 47. (The answer key begins  on p. T-182.)

Exercise 4

Answers will vary.

Lesson B *The world of work* pp. 92–93

Exercise 1

- | | |
|--------------------|---------------------------|
| 1. editor; C | 7. tax adviser; B |
| 2. surgeon; D | 8. construction worker; A |
| 3. stockbroker; B | 9. psychiatric nurse; D |
| 4. contractor; A | 10. interpreter; C |
| 5. writer; C | 11. financial analyst; B |
| 6. pediatrician; D | 12. translator; C |

Exercise 2

Suited for:

1. finance
2. publishing
3. the construction industry
4. public relations
5. advertising

Not suited for:

- medicine
- business management
- journalism
- telemarketing
- the travel industry

Exercise 3

1. *Tia* might / will be running
Sasha 'll, be looking; won't be asking
Tia 'll have finished; 'll / might / may be working
Sasha 'll / might / may be living; working
2. *Jamie* 'll be doing
Malik 'll / might / may be living; 'll / might / may be taking
Jamie won't / might not / may not have paid off;
won't / might not / may not have fixed up
Malik 'll have finished

Exercise 4

Answers will vary.

Lesson C *The best part was . . .* pp. 94–95

Exercise 1

1. *Jamal* the reason I ask is (that)
Ryan the worst part was (that)
2. *Ming-li* what I heard was (that)
Ming-li What I was going to tell you was (that)
3. *Celia* What I thought was good was (that)
Tomo the best thing was (that)

Exercise 2

Answers will vary. Possible answers may include:

1. I don't know if you've seen the advertisement, but they're hiring waiters and waitresses at the Cactus Bistro.
2. I don't know if you're looking for a new job, but the Johnstown Technical College is having a job fair.

3. I don't know if you've ever thought about rewriting your résumé, but you can get help at Résumé Express.
4. I don't know if you've heard, but you can get a degree in business management from Lakewood University now.

Exercise 3

- 2
- 5
- 3
- 6
- 1
- 7
- 4

Lesson D *Job interviews* pp. 96–97

Exercise 1

A

- Paragraph 3: What's the plan?
Paragraph 4: It pays to be polite
Paragraph 5: Use the Information Highway

B

1. F
2. T
3. T
4. F
5. F
6. T

Exercise 2

A

1. cover letter
2. Dear
3. advertised on October 28
4. attached résumé
5. Thank you for your time and consideration.
6. Sincerely

B

Answers will vary.