

UNIT 1 Making friends

Language notes

Lesson A Getting to know you

Speaking naturally Stress and intonation

(See Student's Book p. 2.)

This section reviews the main points of stress and intonation taught in *Touchstone* Level 1, Units 7 and 11. People stress, or say louder, the words they think of as the main content words. The intonation changes on the most stressed syllable.

Questions

- In information questions, the intonation often rises slightly but then mostly falls on the stressed syllable in the main content word.
- In *yes-no* questions, the intonation often rises on the stressed syllable in the main content word.

Statements

In statements that give information that the speaker does not expect the listener to know, the intonation often falls. Falling intonation also signals that all the information has been given.

Grammar Present of *be* and simple present (review)

(See Student's Book p. 3.)

This lesson reviews simple affirmative and negative statements, *yes-no* questions, short answers, and information questions with *be* and other verbs.

Form

The grammar chart includes the verb structures taught in *Touchstone* Level 1, Units 1 to 5. (For more information, see Language Notes at the beginning of those units.)

Use

The simple present is one of the most common structures in spoken English. Ss review the main uses taught in Level 1:

- for repeated activities and routines (e.g., *We usually go out on Fridays.*)
- for permanent states, or things that are true all the time (e.g., *I have a brother. I'm from Tokyo.*)
- for verbs for expressing likes and dislikes (e.g., *I hate mornings.*)



Corpus information

Common errors with *do* or *does* in simple present questions.

Ss may leave out the auxiliary verb *do* or *does* in simple present questions. *Where do you go to school?* NOT *Where you go to school?* AND *What does your brother look like?* NOT *What your brother look like?*

Lesson B Things in common

Grammar Responses with *too* and *either*

(See Student's Book p. 4.)

The chart in the lesson introduces short responses to affirmative and negative statements using *too* and *either*.

Form

- Use *too* or *Me too* to respond to affirmative statements:
A I'm allergic to cats. B I am too. / Me too.
A I watch pro football. B I do too. / Me too.
A I can shop for hours! B I can too. / Me too.
- Use *either* or *Me neither* to respond to negative statements:
A I'm not an animal lover. B I'm not either. / Me neither.
A I don't watch much television. B I don't either. / Me neither.
A I can't afford anything new. B I can't either. / Me neither.

Use

- These responses show you have something in common with someone or agree with the person.
- It is possible to use short answer responses without *too* and *either* to show that you do not agree or to contradict

what someone said. However, these are not as common. They can also sound rude.

A I like football. B Oh, I don't.

- It is possible to use *So* and *Neither* with an inversion of the verb and pronoun (e.g., *So do I. / So am I. / Neither do I.*). However, in general, these structures are less frequent than the ones taught in this lesson.



Corpus information Responses with *too* and *either*

The most common of this type of response are *Me too*, *I do too*, *I don't either*, and *Me either*. *Me either* is not considered correct by some people, though it is twice as frequent as *Me neither*.

Vocabulary review

(See Student's Book p. 5.)

The lesson provides an opportunity to review many of the vocabulary topics taught in Level 1: TV shows, clothes, colors, weekend activities, and food.

Countable and uncountable nouns

- In English, nouns are classed as countable or uncountable. Countable nouns have a singular and a plural form; they can be used with the article *a / an* and with numbers (e.g., *a bean, some beans, an apple, two apples*). Uncountable nouns have no plural form and are not used with the article *a / an* (e.g., *milk, rice, meat*).

I often have beef with rice and beans for dinner.

- Plurals are often used to talk about things in general.

I like cartoons, but I don't like reality shows.

Collocations for activities

Many sports activities require a specific verb before the name of the activity. The most common are *play, do, and go*.

I like to play tennis and baseball.

On the weekends, I do aerobics and yoga.

In the summer, I go swimming every morning.

Lesson C It's cold tonight.

Conversation strategy Starting a conversation

(See Student's Book p. 6.)

- Starting a conversation with someone you meet for the first time in a second or foreign language can be challenging.
- In North America, people often start conversations by commenting on the weather, things in the immediate environment, or by asking general questions about where people are from, where they live (but not their address), what they do for a living, or their family. They generally avoid questions about very personal topics such as salary, age, or religion.

Strategy plus *Actually*

(See Student's Book p. 7.)

- People use *actually* when they give information that they do not expect the other person in the conversation to know. This information can be new or surprising.

A Do you drive to school?

B Actually, I walk. It's only two miles.

- People also use *actually* to correct things people say, to correct beliefs people might have, or to disagree politely.
A Did you watch the football game on TV last night?
B No, I didn't. I actually don't watch much TV.
- *Actually* can be a "false friend" – a word that sounds similar to a word in another language, but that has a very different meaning. In some languages, the equivalent word means *now, these days, or currently*. It is not used with these meanings in English.



Corpus information *Actually*

- *Actually* is one of the top 200 words. It is approximately five times more frequent in conversation than in newspapers and other written texts.
- Most uses of *actually* are embedded in the middle of what people say. About 15 percent are at the beginning, and about 10 percent are at the end.

Lesson D Making small talk

Reading tip

(See Student's Book p. 8.)

The Reading Tip tells Ss that the title of an article can help them predict what the article will be about. Predicting ideas and activating your own knowledge about a subject can help you read a text more easily.

Grammar Imperatives

(See Student's Book pp. 8–9.)

The reading text and writing activity include examples of imperatives, including imperatives with *be*:

Leave politely.

Don't ask very personal questions.

Help note Punctuation

(See Student's Book p. 9.)

The Help Note reviews the basic punctuation taught in Level 1: capital letters at the beginning of sentences, commas before quotations and in lists, quotation marks, periods at the end of statements, and question marks at the end of questions.

Making friends

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

Introduce the theme of the unit Say, “This unit is about making friends.” Ask, “Who are your friends? How do you know them?” Call on some Ss to tell the class about a friend. [e.g., My friend, José, is a friend from my neighborhood.] Ask Ss to say why they like their friends. [e.g., He’s really funny.]

In Unit 1, you learn how to . . .

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

Extra activity INDIVIDUALS

Ss look through the lessons to familiarize themselves with how each unit in the Student’s Book is set up. Say, “Read the Unit 1 aims for Lessons A, B, and C again. Look quickly through the lessons. Try to find at least one example of each. You have three minutes.”

At the end of three minutes, read each aim aloud. Call on a few Ss to identify an example (e.g., *Aim 1: What’s your name?; Aim 2: I watch pro football. I do too.; Aim 3: Do you drive to class? Actually, no. I take the subway.*).

Extra activity PAIRS

Pairs try to agree on the three best places to meet people and the three best reasons to become friends. Ss use the two lists already on the board and their own ideas. Several pairs report to the class.

Before you begin . . .

- **Introduce the topics** Say, “Imagine you want to get to know someone. When you’re getting to know someone, what are you doing?” [learning about him or her] Ask, “How do you learn about people you meet?” [ask questions] Read aloud the questions in Before You Begin. Have Ss call out ideas about where people can make friends. [school, work, neighborhood, clubs, online, etc.] Write ideas on the board.

Recycle grammar Tell Ss to look at the topics. Say, “Imagine you meet someone at school or work. What questions can you ask to get to know the person?” Elicit suggestions and write the questions on the board. [e.g., What’s your name? What do you study? Do you like your job?] Ask, “What tense are you using in these questions?” [Simple present]

- Now write the second topic on the board: *Home and family*. Say, “Think of a *yes-no* question etc . . .”
- Say, “Look at picture 2. What’s the topic?” [home and family] Say, “Think of a *yes-no* question and an information question that you can ask about *home and family*.” Get suggestions from a few Ss, and write them on the board. Underline the information question word(s) (e.g., *Do you live with your parents? Where do you live? Do you have any brothers or sisters? How many brothers or sisters do you have?*).
- Ask, “What’s the topic in picture 3?” [free time] Get suggestions about questions from a few Ss, and write them on the board (e.g., *What do you do in your free time? Do you like sports / music / movies? Who’s your favorite?*).

- Ask, “What’s the topic in picture 4?” [favorite things] Get suggestions about questions from a few Ss, and write them on the board (e.g., *What do you like to talk about with friends or family – cars, movies, music, or something else? What is your favorite thing to do? What is your favorite possession?*).
- **Follow-up** Ss work in pairs, taking turns asking and answering two questions for each topic.

Extra activity CLASS

Ss each write one question to ask their classmates and their own answer. They walk around asking and answering. S1 asks the question. If S2 gives an answer that is also true for S1, S1 writes S2’s name on a piece of paper. After five minutes, Ss sit down. A few Ss report back to the class (e.g., *My favorite singer is Beyoncé. This is true for six students.*).

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, "Writing vocabulary in groups is useful because focusing on the similarities between words, either in meaning or spelling, helps you remember them."

- **Present In Conversation** Books closed. Ask, "Which three jobs do you think people talk about the most?" Have Ss each write down three guesses. Ask a few Ss to call out their guesses, and write them on the board.
- Books open. Ask a S to read the information aloud. See if anybody guessed all three jobs correctly.

↻ This task recycles vocabulary for jobs.

1

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

Answers

-er / -or: actor, doctor, firefighter, letter carrier, police officer, writer
-ant / -ent: assistant, consultant
-ist: artist, dentist, journalist, receptionist
-ian: electrician, librarian, musician
other: architect, nurse, paramedic

Possible answers

Here are some additional answers:
-er / -or: server, plumber, realtor
-ant / -ent: accountant
-ist: computer specialist, florist
-ian: veterinarian, technician
other: auto mechanic

2

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class: Read each category, and have Ss call out the expressions they wrote under each one. Write the answers on the board.

Possible answers

Work: get a promotion, get a raise, get fired, get hired, find a job, look for a job, make money
Home and family: have a baby, buy a house, sell a house
Education: take an exam, pass an exam, get good grades, get into school

↻ This task recycles verb phrases with *get*, *have*, and *take* and other expressions with verbs.

On your own

- **Present On Your Own** Read the information aloud. Tell Ss they can use dictionaries if they need to.
- **Follow-up** At the start of the next class, Ss share their lists in small groups. Ss say which are new words.


Now I can . . .

- Go over the *Now I Can* items. Put students in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have students 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.

Checkpoint Units 10–12

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to think about Units 10–12 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 Who's who?

 This task recycles comparisons with adjectives; *more*, *less*, and *fewer*; verb + *-ing*; and prepositions. It also recycles vocabulary for describing people.

A

- **Set the scene** Books closed. Have Ss take out a piece of paper and write 1 and 2. Tell them you are going to describe two men named Austin and Tyler (from the picture), but you aren't going to say their names (e.g., *Man 1 is short and heavy; Man 2 has got blue eyes*). Tell Ss to listen to your descriptions and make notes. Then have Ss open their books, look at the picture, and use their notes to identify which is Man 1 and which is Man 2.
- **Preview and do the task** Read the instructions aloud. Have Ss complete the sentences and then compare their answers in pairs. Check answers with the class: Call on a S to read a sentence aloud. Ask Ss with different answers to raise their hands and say them.

Possible answers

1. A Do Austin and Tyler look alike?
B No, they look totally different.
2. A What does Austin look like?
B He's short and heavy, and he's got a mustache.
3. A Who does Austin look like — his mother or his father?
B Austin looks like his mother. She's short, too.
4. A How tall is Tyler?
B He's six feet tall. He's a lot taller than Austin.


5. A What color are Tyler's eyes?
B His eyes are blue.
6. A Do they both have brown hair?
B Yes, but Tyler's hair is longer and darker than Austin's.
7. A Are they both muscular?
B No, Austin is more muscular than Tyler. He works out more than Tyler.
8. A Do they both have freckles?
B Yes, but Tyler has less / fewer freckles than Austin. Austin probably spends more time in the sun.
9. A Is Tyler the one with the spiked hair?
B No, that's Austin. Tyler's the one with the ponytail — the one in the striped shirt.

- **Practice** Have pairs practice asking and answering the questions.

Extra activity INDIVIDUALS / PAIRS

Ss write six questions about classmates' or your appearance (e.g., *Do Juan and José look alike? Do any Ss have freckles?*). Ss work in pairs, taking turns asking and answering their questions. Encourage Ss to give as much information as they can.

2 Can you guess what I mean?

 This task recycles the vocabulary for describing people's features, ways of communicating, and jobs. It also recycles the strategy of using *You mean* to suggest a word or phrase.

A

- **Preview and do the task** Read the instructions and the examples in the chart aloud. Have Ss complete the chart. Then have them compare their answers in pairs.
- Check answers with the class: Draw a chart like the one in the book on the board. Call on four Ss to write their answers. Ask other Ss to add answers.

Possible answers

Describing faces	Describing hairstyles
have freckles	have a ponytail
be cute	wear cornrows
have a beard	have long / short hair
be handsome	wear braids

Ways of communicating

send a text
make a phone call
send a letter
send a postcard

Jobs

electrician
architect
doctor
journalist

B

- **Preview the task** Read the instructions aloud. Call on a pair of Ss to read the example conversation. Then model the task by explaining the other examples in the chart. Call on Ss to guess the word or expression (e.g., *Juan has these on his nose. [Do you mean freckles?] Keiko often has her hair like this. [You mean she has a ponytail.]*).
- **Do the task** Have Ss write things to say about six words or expressions from the chart in Exercise 2A. Then have Ss work in pairs and take turns explaining the words and expressions for their partner to guess. Tell Ss they each get three guesses before the other S gives the answer.

3 Can you complete this conversation?

↻ This task recycles the uses of phrases with verb + *-ing* and prepositions, *have got*, and expressions for managing phone conversations. It also recycles the conversation strategies of interrupting and restarting conversations; trying to remember things; and using *You mean, just, and all right*.

- **Set the scene** Tell Ss to look at the picture. Ask, “What do you think the two men are talking about?” Write Ss’ ideas on the board (e.g., *traveling, arriving at an airport, making a reservation, what they are going to wear at the airport*).
- **Preview the task** Read the instructions and the example aloud. Tell Ss to use each word and expression in the box only once.
- **Do the task** Have Ss complete the conversation. Have Ss compare their answers in pairs. Check answers with the class: Call on a pair to read the conversation. Other Ss raise their hands if they disagree with any of the answers.

Answers

Greg Greg Waters.

Kenji Hello, Greg. This is Kenji from the office in Tokyo. I was just calling to ask . . . What time are you arriving on Monday?

Greg Well, I have my ticket here. Let’s see, I arrive at, um, 3:30 p.m.

Kenji OK, I’ll come to the airport to meet you. Oh, hold on a second — I’ve got another call.

Greg All right . . .

Kenji Hi. Sorry about that. So, what was I saying? Oh, yes, I’ll meet you. So how will I recognize you?

Greg Well, I’m tall and I’ve got blond hair and —

Kenji Sorry, Greg, I can’t hear you. You’re breaking up.

Greg OK. Listen, I’ll call you back . . .

Kenji Hi. That’s better. So, where were we?

Greg I was describing myself. So, um, I’ll be the blond guy with the sunglasses, wearing a USA T-shirt.

Kenji Um, OK. Maybe I should wear a — what do you call it? A thing with my name on it so you can find me?

Greg Oh, you mean a badge. Good idea!

- Tell Ss to look at their ideas on the board from Set the Scene. Ask, “What were the men talking about? Are any of your ideas in the conversation?”
- **Practice** Have Ss sit back to back and practice the conversation in pairs, taking turns playing each role.
- Tell Ss to role-play a phone conversation about meeting someone at the airport. Tell them to decide where they each are, who is traveling, and when the person is arriving. Have a few pairs act out their conversation for the class.

4 Future plans and dreams

A

↻ This task recycles *will, may, and might* to talk about the future, and *if* and *when* and the present tense to refer to the future.

- **Preview the task** Read the instructions aloud. Write the first part of the first sentence on the board: *When I’ll get / I get home tonight, I’m going to _____, . . .* Ask Ss to choose the correct option [I get]. Then call on a S to complete the sentence.
- **Do the task** Have Ss circle the correct options and complete the sentences. Check answers with the class.

Possible answers

1. When I **get** home tonight, I’m going to make dinner, and I might practice the piano, but I probably won’t go online.
2. If **you want** help with your homework this weekend, I’ll **help** you. I’m not doing anything on Saturday, but I may go and visit my parents on Sunday.
3. If I **win** the lottery this year, I promise I’ll **buy** all my classmates dinner. I’ll also get my own apartment, and I might go back to school full-time, too.
4. If I ever **become** famous, I **won’t** change. I’ll **still be** myself, and I won’t move to another city.

B

- **Preview the task** Call on a S to read his or her first sentence. Ask him or her a follow-up question about the sentence (e.g., *What are you going to make for dinner?*). Tell Ss to take turns sharing their sentences in pairs. Tell them to ask follow-up questions to continue the conversations.

Extra activity INDIVIDUALS / GROUPS

Individual Ss write three or four interesting, true sentences about their future plans on separate pieces of paper. Tell them not to put their names on their papers. When Ss finish, they form groups. They mix up the papers and then take turns choosing and reading the sentences. The rest of the group tries to guess which group member wrote each sentence. Then they ask follow-up questions about each S’s plans.