

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.*)

- Verb + *-ing* or *to* + verb with a different meaning
The verbs *remember*, *stop*, and *try* can be followed by either form but with a difference in meaning.

I remember calling my mother last week. (= I remember now that I called her last week.)

I remember to call my mother every day. (= I remember, then I call her.; I remember I have to call her.)

I stopped talking to him. (= I no longer spoke to him.)

I stopped to talk to him. (= I finished what I was doing and started speaking to him.)

It was very hot. I tried opening the window, but it didn't get any cooler. (= I experimented by opening it. It suggests you did open it.)

It was very hot. I tried to open the window, but it was stuck.
(= I attempted to open it. This suggests you couldn't open it.)



Corpus information Verb + *-ing* and *to* + verb

In conversation

Begin, *bother*, *continue*, *like*, *love*, and *hate* are followed more often by *to* + verb. *Start* is followed more often by verb + *-ing*.

After *begin* and *continue*, the form *to* + verb is about four times more frequent than the form verb + *-ing*. *Try* + *to* + verb is over twenty times more common than *try* + verb + *-ing*. *Start*, *stop*, and *remember* are usually followed by verb + *-ing*.

Common errors with verb + *-ing* and *to* + verb

Ss may use *to* + verb after verbs that must be followed by verb + *-ing*.

I finished reading the ad. (NOT ~~*I finished to read the ad.*~~)

I considered applying. (NOT ~~*I considered to apply.*~~)

I don't mind working hard. (NOT ~~*I don't mind to work hard.*~~)

Lesson C We're both getting scared. . . .

Conversation strategy Highlighting key moments in a story

(See Student's Book p. 6.)

In conversation, when people tell stories about things that happened in the past, they often change the tense they use from past to present for important events that they want to highlight. This makes these events sound more dramatic. It is important to note that this is something Ss can do in conversation, but it should be avoided in writing.

Strategy plus *This* and *these* in stories

(See Student's Book p. 7.)

When people tell stories, they often highlight important people, things, or events by using *this* and *these* in front of the words, instead of *a(n)* and *some*. This makes the things sound more "immediate" and, therefore, more important.

Lesson D Against the odds

Reading tip

The Reading Tip tells Ss to read the quotes in a news story first. They often provide a quick summary of the story. Getting a general idea of a story first can help you be a better reader and follow the details more easily.

Help note Writing an anecdote or a story

(See Student's Book p. 9.)

- The Help Note gives Ss a basic outline for how to write (or tell) an anecdote or story. These are the basic steps, as illustrated in the example provided (see Student's Book p. 9). These elements can also be found in Christine Ha's story (see Student's Book p. 8).

1. Set the general time or place.

From the moment she took those first tentative steps onto the national stage, amateur chef Christine Ha captured America's heart.

2. Set the time or place of the particular incident.

Ha lost nearly all of her eyesight about five years ago . . .

3. Describe what happened.

She started her own blog, which is how the producers of "Master Chef" discovered her.

4. End the story and (if possible) link the events to now.

Now an official "MasterChef," Ha said, "I just want people to realize that thy have it in themselves if they really want to," she said.

Interesting lives

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

Introduce the theme of the unit Say, “When you hear that someone has an interesting life, what things come to mind?” Ask a few Ss, and write their ideas on the board (e.g., *his or her occupation, accomplishments, travels, hobbies or interests, sports, circle of friends, life experiences*). Ask several Ss, “Which of these things do you personally think lead to an interesting 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 INDIVIDUALS / CLASS

Ss look at the content of the unit. Write on the board:

1. *Where is Melida Cortez the Student of the Month?*
2. *Whose story is told in Lesson B?*
3. *What happened to Mateo and Bryan?*
4. *What is Christine Ha's talent?*

Ss call out the answers. [1. the college's English Department (p. 2); 2. Dan Anderson's (p. 4); 3. They got lost (while they were hiking). (p. 6); 4. cooking (p.8)]

Before you begin . . .

- **Introduce the ideas for interesting lives** Say, “Look at the four pictures. They show what different people do to have interesting lives.”
- Tell Ss to look at Before You Begin. Read the first question aloud. Say, “Look at the woman in picture 1. What's she doing? Ask a few Ss for their ideas (e.g., *She's looking at the stars / planets. She might be watching an eclipse. Maybe she studies astronomy.*).
- Say, “Work with a partner. Talk about what you think the people in the other pictures do to have interesting lives.” When Ss finish, for each picture, ask a few pairs to share their ideas with the class (e.g., *Picture 2: She's doing a job that has traditionally been done by men. Picture 3: He's hang-gliding, so he probably likes to do other risky things. Picture 4: He's blowing glass / a glass artist. He's artistic. He makes things, so he's creative, and most creative people are interesting.*).

↻ Recycle grammar and conversation strategies

The task recycles language items that Ss learned in *Touchstone Student's Book 3* which relate to telling about interesting people they know: 1. grammar — using modal verbs for speculating (see *Touchstone Student's Book 3*, Unit 11, Lesson A); and 2. conversation strategies — using *always* + a continuous verb to describe individual habits (see *Touchstone Student's Book 3*, Unit 1, Lesson C); and using superlatives for emphasis (see *Touchstone Student's Book 3*, Unit 3, Lesson C).

- Tell Ss to look at Before You Begin again. Ask, “Do you know anyone who does things like these? Elicit answers from the class.
- Have Ss form small groups and ask, “Do you know any interesting people? Why are they interesting?” (e.g., *S1: Gina, do you know any interesting people? S2: Let me think. I guess my friend Connie is pretty interesting. S3: Why do you think she's interesting? S2: For one thing, she's incredibly smart and creative. S1: What interesting things does she do? S2: Well, she's a film student, so she's always seeing really interesting movies. S1: That must get pretty expensive. S2: Not really. She sees most of them at the school. Oh, and she's making a movie with some other students right now. She has the most exciting life!*).
- Have each group decide which of the people they talked about is the most interesting. Have a group member tell the class about the person they chose.

Extra activity PAIRS

Pairs decide which of the people from the Before You Begin task they would most like to meet and think of three questions they would like to ask the person. Ss report their choices and give their reasons, as well as the questions they would like to ask. Assign a S to keep track of the people who are mentioned. The class finds out which person sounds the most interesting to them.

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 and the examples aloud. Say, “When you look up new vocabulary, notice words that have the same root. The name of a job and the title of the person who does the job often have the same root but different endings. Also notice collocations.

For example, years ago, a person would have been a nurse, but today there is more specialization, and a person could be a geriatric nurse, a pediatric nurse, or a surgical nurse.”

- **Present In Conversation** Books closed. Ask, “Which job do you think people talk about most?” Have Ss call out ideas. Books open. Ask a S to read the information to the class.

↻ These tasks recycle vocabulary for talking about occupations.

1

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

Answers

Area of work

accounting
architecture
carpentry
counseling
dentistry
design
editing
engineering
financial analysis
interpreting

Job

accountant
architect
carpenter
counselor
dentist
designer
editor
engineer
financial analyst
interpreter

law	lawyer
management	manager
nursing	nurse
pediatrics	pediatrician
photography	photographer
physical therapy	physical therapist
plumbing	plumber
psychiatry	psychiatrist
psychology	psychologist
publishing	publisher
sales	salesperson
surgery	surgeon
telemarketing	telemarketer
translation	translator
zoology	zoologist

2

- **Preview and do the Word Builder task** Say, “This Word Builder task will help you recognize collocations used to name specialized occupations.” Read the instructions aloud. Have Ss complete the task. Check answers with the class.

Answers

civil engineer, construction worker, laboratory technician, pediatric nurse, psychiatric nurse, social worker, systems analyst / engineer

- Have Ss make other combinations (e.g., *business analyst*) and share them.

On your own

- **Present On Your Own** Read the instructions aloud.
- **Follow-up** At the start of the next class, Ss form small groups and read their lists of jobs.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first six 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.

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 Talking about jobs

↻ This task recycles linking ideas. It also recycles vocabulary for work and the conversation strategy of using expressions such as *and so on*.

- **Preview and do the task** Say, “Match the two parts of each sentence.” Have a S read the example sentence aloud. Have Ss match the parts of the sentences. Check answers with the class: Read the first part of each sentence aloud, and call on a S to say the second part.

Answers

1. c 2. g 3. e 4. b 5. d 6. a 7. f

- Say, “Discuss the sentences with a partner. Add ideas and expressions such as *and so on*, *and so forth*, and *etc.*” To model the task, read the example sentence, and call on a S to respond with an opinion (e.g., *S: I’m sure it’s rewarding, but I don’t want to become a surgeon. I don’t want the stress and responsibility, and so on.*). Have Ss do the task.
- **Follow-up** A few pairs share their opinions.

2 How many words can you think of?

↻ This task recycles expressions to describe celebrity and vocabulary for environmental problems. It also recycles the conversation strategy of introducing what you say with expressions such as *What I heard was (that) . . .*

A

- **Preview and do the task** Read aloud the instructions, the category names, and the example in the chart. Have Ss complete the charts and then compare their answers in pairs. Check answers with the class: Have Ss call out ideas. Write them on the board.

B

- **Preview and do the task** Say, “Choose four items from each category. Write a piece of information using each expression.” To model the task, choose a few items from each category and call on Ss to use them in sentences. Then have Ss write their sentences.
- Have two Ss read the example conversation aloud. Write on the board: *I don’t know if* and *What I heard was*. Ask, “How many other expressions can you remember to introduce what you say?” Write Ss’ answers on the board [What I thought was good was; What I was going to tell you / say was; The best part is / was; The reason I ask is].
- Tell Ss to work in pairs, taking turns sharing and responding to the sentences they wrote.

3 What will life be like in 2030?

↻ This task recycles the future continuous and the future perfect. It also recycles the conversation strategy of referring back in a conversation.

A

- **Preview the task** Read the instructions aloud. Ask, “When do you use future continuous? For what kind of activities?” [for ongoing activities in the future] “When do you use future perfect?” [for events that are in the past when you view them from the future]
- **Do the task** Have Ss complete the sentences. Check answers with the class.

Answers

1. . . . , people will be buying . . . we’ll be finding . . . we’ll be living . . .
2. Ideally, we’ll have slowed . . . We won’t be using . . . countries will have started . . .
3. . . . people will be eating . . . people will have decreased.
4. . . . we’ll be living . . . society will have risen . . .

B

- **Preview the task** Read the instructions aloud. To guide Ss’ discussions, write on the board: *Do you think the predictions are right? Why or why not?*
- To model the task, call on a S to respond with an opinion about sentence 1. Respond and refer back to what the S said (e.g., *T: Do you think we will be living in a cleaner environment in 2030? S: No, I don’t. Companies aren’t developing a lot of environment-friendly products now, and there’s no reason for them to start. T: I agree. As you said, there’s no incentive for companies to develop them.*).
- **Do the task** Ss work in groups and discuss the predictions. Ask groups to report their opinions.

Extra activity INDIVIDUALS / PAIRS

Ss look back at each unit in their Student’s Books and write one prediction on its topic. They should use the future continuous or the future perfect (e.g., *Unit 2: By 2030, we’ll be buying our clothes from vending machines instead of stores.*). Ss then share their predictions in pairs.

4 What if...?

↻ This task recycles *if* clauses to talk hypothetically about the past. It also recycles the conversation strategy of using expressions such as *Good question* to answer difficult questions.

A

- **Preview the task** Have Ss read about the three people. Ask comprehension questions such as “Why did Alfonso drop out of college?” [He got sick.] “Who has been at the same company for a long time?” [Alice.] “What did Martin’s personality tests show?” [They showed that he was creative.]
- Read the instructions and the example aloud. Give Ss two minutes to write as many sentences as they can.
- **Do the task** Ss write their sentences and compare them in pairs.

B

- **Preview the task** Write on the board: *where we live*. Say, “Deciding where we live is a big decision. What are some other areas of life that we make big decisions about?” Get ideas from Ss, and write them on the board (e.g., *career, school, friends, marriage*). Read the instructions aloud.
- **Do the task** Have Ss work in pairs and discuss their three big decisions. To model the task, have a S read you one of their decisions, and ask a hypothetical question (e.g., *S: I recently decided to go back to school to get an MBA. So I applied, and got in! T: What would you have done if you hadn’t gotten into a school? S: It’s hard to say.*).
- **Follow-up** A few Ss report to the class about one of their partner’s big decisions.

5 Check it out.

↻ This task recycles tag questions.

- **Preview and do the task** Read the instructions aloud. Have Ss complete the sentences with guesses about their partner, and add tag questions. Check answers with the class.

Possible answers

1. You live in a large apartment building, don’t you?
2. You’ve studied English for three years, haven’t you?
3. You don’t like rap music, do you?
4. You’re a nurse, aren’t you?
5. You went to Paris on vacation once, didn’t you?

- Tell Ss to work in pairs, taking turns asking and answering questions to see if their guesses are correct. Have Ss note their correct and incorrect guesses.
- **Follow-up** Find out who got the most correct guesses.

Extra activity CLASS

Ss take turns making guesses about you using tag questions (e.g., *You’ve taught English for ten years, haven’t you?*). Other Ss raise their hands if they agree. Tell Ss if they are correct.

6 Any suggestions?

↻ This task recycles the passive of the present continuous and the present perfect. It also recycles the conversation strategy of using tag questions to soften advice and give encouragement.

- **Preview and do the task** Say, “Complete the sentences with the passive of the present continuous or the present perfect.” Have a S read the example sentence aloud. Have Ss do the task. Check answers with the class.

Answers

1. “We’re being given too much homework these days.”
2. “I’ve been asked to do volunteer work, but I’m too busy.”
3. “I’ve been promoted at work, but I prefer my old job!”
4. “People have been laid off at work recently. I’m worried because I’m being paid more than my co-workers.”

- Ask two Ss to read the example conversation aloud. Write *You could . . .* on the board. Ask, “What other expressions can you use to give advice?” Write Ss’ ideas on the board (e.g., *You should . . . ; It would be a good idea to . . .*).
- Have Ss write advice for each problem using the expressions on the board. When Ss finish, say, “Now role-play conversations with a partner. Take turns reading the problems and making suggestions. Use tag questions to soften your advice.” Have pairs do the task.
- **Follow-up** A few pairs present role plays to the class.

Extra activity PAIRS

Pairs write two new problems on a piece of paper and exchange papers with another pair. Pairs do the activity again using the new problems. This time they give advice using *what* clauses and long noun phrases as subjects (e.g., *S1: I don’t have enough money to go on vacation. S2: What you need is a part-time job. One thing you could do is . . .*).