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TOUCHSTONE

STUDENT'S BOOK

3

MICHAEL MCCARTHY

JEANNE MCCARTEN

HELEN SANDIFORD



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Touchstone Level 3 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 The way we are pages 1–10	<ul style="list-style-type: none"> Talk about people's behavior using adverbs Describe people's personalities using adverbs before adjectives Use <i>always</i> with a continuous verb to describe habits Use <i>at least</i> to point out the positive side of a situation Read online student profiles Write a personal profile 	<ul style="list-style-type: none"> Adjectives vs. manner adverbs Adverbs before adjectives and adverbs Adjective prefixes <p><i>Extra practice</i></p>	<ul style="list-style-type: none"> Behavior and personality Personal qualities 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Rising and falling intonation in questions giving alternatives <p>Sounds right</p> <ul style="list-style-type: none"> Word stress
Unit 2 Experiences pages 11–20	<ul style="list-style-type: none"> Talk about experiences and secret dreams using the present perfect Ask about unusual experiences using present perfect questions Keep a conversation going Show interest with <i>Do you?</i>, <i>Have you?</i>, etc. Read a travel blog Write a post for a travel blog 	<ul style="list-style-type: none"> Present perfect statements Present perfect and simple past questions and answers <p><i>Extra practice</i></p>	<ul style="list-style-type: none"> Past participles of irregular verbs 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduced and unreduced forms of <i>have</i> <p>Sounds right</p> <ul style="list-style-type: none"> Different ways to pronounce the letter <i>o</i>
Unit 3 Wonders of the world pages 21–30	<ul style="list-style-type: none"> Talk about the best, worst, and most beautiful things in your city and country Describe natural features Use short responses to be a supportive listener Use superlatives for emphasis Read an article about world records Write a factual article about your country 	<ul style="list-style-type: none"> Superlatives Questions with <i>How + adjective . . . ?</i> <p><i>Extra practice</i></p>	<ul style="list-style-type: none"> Buildings and structures Natural features 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Linking and deletion with superlatives <p>Sounds right</p> <ul style="list-style-type: none"> Which sound in each group is different?
Checkpoint Units 1–3 pages 31–32				
Unit 4 Family life pages 33–42	<ul style="list-style-type: none"> Talk about family life using <i>let, make, help, have, get, want, ask, and tell</i> Talk about your immediate and extended family Describe memories using <i>used to</i> and <i>would</i> Give opinions with expressions like <i>If you ask me</i> Agree with opinions using expressions like <i>Absolutely</i> Read a blog about family meals Write a blog entry about a family memory 	<ul style="list-style-type: none"> Verbs <i>let, make, help, have, get, want, ask, and tell</i> <i>Used to</i> and <i>would</i> <p><i>Extra practice</i></p>	<ul style="list-style-type: none"> Types of families Relatives and extended family members 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>used to</i> <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Unit 5 Food choices pages 43–52	<ul style="list-style-type: none"> Talk about eating habits using containers and quantities Talk about different ways to cook food Talk about food using <i>too, too much, many, and enough</i> Respond to suggestions by letting the other person decide Use expressions like <i>I'm fine</i> to politely refuse offers Read about snacks around the world Write about a dish from your country 	<ul style="list-style-type: none"> Review of countable and uncountable nouns Quantifiers <i>a little, a few, very little, and very few</i> <i>Too, too much, too many, and enough</i> <p><i>Extra practice</i></p>	<ul style="list-style-type: none"> Containers and quantities Different ways of cooking food 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Stressing new information <p>Sounds right</p> <ul style="list-style-type: none"> Are the sounds the same or different?
Unit 6 Managing life pages 53–62	<ul style="list-style-type: none"> Talk about future plans and schedules using <i>will, be going to</i>, present continuous, and simple present Ask for and give advice about personal situations using modal verbs and expressions Use expressions with <i>make</i> and <i>do</i> End phone calls with expressions like <i>I'd better go</i> Say good-bye in a friendly, informal way Read a blog about multitasking Write some advice about time management 	<ul style="list-style-type: none"> The future with <i>will, be going to</i>, the present continuous, and the simple present Use <i>had better, ought to, and might want to</i> to say what's advisable Use <i>have to</i> and <i>going to have to</i> to say what's necessary Use <i>would rather</i> to say what's preferable <p><i>Extra practice</i></p>	<ul style="list-style-type: none"> Expressions with <i>make</i> and <i>do</i> 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of verbs <i>want to, you'd better, going to have to, ought to, and have got to</i> <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> Use <i>always</i> and a continuous verb to talk about things people do more than is usual Use <i>at least</i> to point out the positive side of a situation 	<p>People I admire most</p> <ul style="list-style-type: none"> Listen to people talk about people they admire and fill in a chart <p>Things you don't know about me</p> <ul style="list-style-type: none"> Predict what people will say next 	<p>Student profiles</p> <ul style="list-style-type: none"> Online student profiles 	<p>Your personal profile</p> <ul style="list-style-type: none"> Write a personal profile Useful expressions for biographical writing 	<p>What are we like?</p> <ul style="list-style-type: none"> Class activity: Ask questions to find out new things about your classmates 	<p>Happy or sad?</p> <ul style="list-style-type: none"> When you learn a new word, find out if it has an opposite
<ul style="list-style-type: none"> Keep the conversation going Use response questions like <i>Do you?</i> and <i>Have you?</i> to show interest 	<p>What have they done?</p> <ul style="list-style-type: none"> Listen to conversations about things people have done and choose the best responses <p>A traveler's adventures</p> <ul style="list-style-type: none"> Listen to a conversation about travel and identify information; then answer questions about details 	<p>Travel blogs</p> <ul style="list-style-type: none"> Read travel blogs 	<p>Blog about it</p> <ul style="list-style-type: none"> Write a blog entry about an exciting experience Use adverbs like <i>fortunately</i>, <i>unfortunately</i>, and <i>amazingly</i> to show your attitude or feeling 	<p>I've never done that!</p> <ul style="list-style-type: none"> Group game: Play a game to find out things that your classmates have never done 	<p>Have you ever...?</p> <ul style="list-style-type: none"> When you learn a new verb, write the three main forms in a chart
<ul style="list-style-type: none"> Use short responses with <i>really</i> and <i>sure</i> to agree and be a supportive listener Use superlatives to emphasize your opinions and feelings 	<p>What do you know?</p> <ul style="list-style-type: none"> Listen to a quiz and answer questions <p>Travel talk</p> <ul style="list-style-type: none"> Listen to an interview about travel experiences and answer questions 	<p>World records</p> <ul style="list-style-type: none"> Read an article about world records 	<p>Interesting facts</p> <ul style="list-style-type: none"> Write a paragraph about an interesting place in your country Adding information 	<p>Where's the best place to...?</p> <ul style="list-style-type: none"> Pair work: Think of advice to give to someone visiting your country for the first time 	<p>From the mountains to the sea</p> <ul style="list-style-type: none"> Draw a map of your country and label it

Checkpoint Units 1–3 pages 31–32

<ul style="list-style-type: none"> Give opinions with expressions like <i>It seems like...</i> and <i>If you ask me...</i> Use expressions like <i>exactly</i>, <i>definitely</i>, and <i>absolutely</i> to agree with people's opinions 	<p>Reasonable demands?</p> <ul style="list-style-type: none"> Listen to people talk about demands their parents make on them <p>Family memories</p> <ul style="list-style-type: none"> Listen to people talk about things they used to do 	<p>Barbara's Blog</p> <ul style="list-style-type: none"> Read a blog about family meals 	<p>Family memories</p> <ul style="list-style-type: none"> Write a blog about a family memory Time markers to show the past and present 	<p>Family histories</p> <ul style="list-style-type: none"> Group work: Prepare a short history of your family and share it with your group 	<p>Remember that?</p> <ul style="list-style-type: none"> Use word webs to log new vocabulary about your family members
<ul style="list-style-type: none"> Respond to suggestions by letting the other person decide Refuse offers politely with expressions like <i>No</i>, <i>thanks</i>, <i>I'm fine</i>. 	<p>That sounds good.</p> <ul style="list-style-type: none"> Listen to conversations and number pictures in order; then match each picture with the best response <p>Snack habits</p> <ul style="list-style-type: none"> Listen to people talk about snacks and fill in a chart 	<p>Snacks around the world</p> <ul style="list-style-type: none"> Read an article about popular snacks from around the world 	<p>You should definitely try it!</p> <ul style="list-style-type: none"> Write an article about a popular snack from your country Give examples with <i>like</i>, <i>for example</i>, and <i>such as</i> 	<p>Whichever is easier</p> <ul style="list-style-type: none"> Group work: Plan a "pot luck" dinner with your group 	<p>Fried bananas</p> <ul style="list-style-type: none"> Learn new words in combination with other words
<ul style="list-style-type: none"> End phone conversations with expressions like <i>I'd better go</i>, <i>I've got to go</i>, and <i>I'll call you later</i> Use informal expressions like <i>See you later</i> to end friendly phone conversations 	<p>Fun invitations</p> <ul style="list-style-type: none"> Listen to three people respond to different invitations and fill in a chart <p>When should I do that?</p> <ul style="list-style-type: none"> Listen to four people talk about their time management problems and identify how they solved them 	<p>The art (and science) of doing less and achieving more</p> <ul style="list-style-type: none"> Read an article about multitasking 	<p>When should I do that?</p> <ul style="list-style-type: none"> Write advice about time management Link ideas using <i>as long as</i>, <i>provided that</i>, and <i>unless</i> 	<p>Who's going to do what?</p> <ul style="list-style-type: none"> Group work: Plan a community event and tell the class about your event 	<p>Do your best!</p> <ul style="list-style-type: none"> When you learn a new expression, use it in a sentence to help you remember it

Checkpoint Units 4–6 pages 63–64

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 Relationships pages 65–74	<ul style="list-style-type: none"> Talk about your circle of friends using relative clauses Talk about dating using phrasal verbs Soften comments with expressions like <i>sort of</i> Use <i>though</i> to give a contrasting idea Read an article about online dating Write an article about your circle of friends 	<ul style="list-style-type: none"> Subject relative clauses Object relative clauses Phrasal verbs <p>Extra practice</p>	<ul style="list-style-type: none"> Phrasal verbs, including expressions to talk about relationships 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Stress in phrasal verbs <p>Sounds right</p> <ul style="list-style-type: none"> Which sound in each group is different?
Unit 8 What if? pages 75–84	<ul style="list-style-type: none"> Talk about wishes and imaginary situations using <i>I wish</i> and <i>If</i> clauses Discuss how to deal with everyday dilemmas Give advice using expressions like <i>If I were you, . . .</i> Use <i>That would be . . .</i> to comment on a suggestion or a possibility Read a blog about regrets Write an article about how you would change your life 	<ul style="list-style-type: none"> Use <i>wish</i> + past form of verb to talk about wishes for the present or future Conditional sentences with <i>if</i> clauses about imaginary situations Asking about imaginary situations or events <p>Extra practice</p>	<ul style="list-style-type: none"> Expressions with verbs and prepositions 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Intonation in long questions <p>Sounds right</p> <ul style="list-style-type: none"> Are these sounds the same or different?
Unit 9 Tech savvy? pages 85–94	<ul style="list-style-type: none"> Talk about problems with technology using questions within sentences Ask for help and describe how things work using <i>how to</i>, <i>where to</i>, <i>what to</i>, and separable phrasal verbs Give different opinions with expressions like <i>On the other hand, . . .</i> Ask someone to agree with you using expressions like <i>You know what I mean?</i> Read an article about email scams Write an article about protecting personal information 	<ul style="list-style-type: none"> Questions within sentences Separable phrasal verbs with objects <i>how to</i> + verb, <i>where to</i> + verb, and <i>what to</i> + verb <p>Extra practice</p>	<ul style="list-style-type: none"> Phrasal verbs, including expressions to talk about operating electronic machines and gadgets 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Linking consonants and vowels <p>Sounds right</p> <ul style="list-style-type: none"> Identifying unstressed syllables
Checkpoint Units 7–9 pages 95–96				
Unit 10 What's up? pages 97–106	<ul style="list-style-type: none"> Talk about news with the present perfect continuous, present perfect, <i>since</i>, <i>for</i>, and <i>in</i> Use the present perfect with <i>already</i>, <i>still</i>, and <i>yet</i> Describe different kinds of movies Ask someone for a favor politely Use <i>All right</i>, <i>OK</i>, and <i>Sure</i> to agree to requests Use <i>All right</i>, <i>OK</i>, and <i>So</i> to change topic Read a movie review Write a review 	<ul style="list-style-type: none"> Present perfect continuous vs. present perfect <i>Since</i>, <i>for</i>, and <i>in</i> for duration <i>Already</i>, <i>still</i>, and <i>yet</i> with present perfect <p>Extra practice</p>	<ul style="list-style-type: none"> Kinds of movies Expressions to describe types of movies 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>have</i> <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Unit 11 Impressions pages 107–116	<ul style="list-style-type: none"> Speculate about people and things using <i>must</i>, <i>might</i>, <i>can't</i>, and <i>could</i> Describe situations and people's feelings using adjectives that end in <i>-ed</i> and <i>-ing</i> Show you understand situations or feelings Use <i>you see</i> to explain a situation and <i>I see</i> to show you understand Read an article about a music education program Write an email to the founder of a charity 	<ul style="list-style-type: none"> Modal verbs <i>must</i>, <i>may</i>, <i>might</i>, <i>can't</i>, or <i>could</i> for speculating Adjectives ending in <i>-ed</i> vs. adjectives ending in <i>-ing</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Feelings and reactions 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Linking and deletion with <i>must</i> <p>Sounds right</p> <ul style="list-style-type: none"> <i>-ed</i> adjective endings
Unit 12 In the news pages 117–126	<ul style="list-style-type: none"> Talk about news events using the simple past passive Talk about natural disasters using the simple past passive + <i>by</i> Use expressions like <i>Guess what?</i> to tell news Introduce ideas with expressions like <i>The thing is . . .</i> Read an interview with a foreign correspondent Write a report using statistics 	<ul style="list-style-type: none"> The simple past passive The simple past passive with <i>by</i> + agent Adverbs with the passive <p>Extra practice</p>	<ul style="list-style-type: none"> Extreme weather conditions Natural disasters 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Breaking sentences into parts <p>Sounds right</p> <ul style="list-style-type: none"> Matching words that have the same sounds
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> • Soften comments with expressions like <i>I think, probably, kind of, and in a way</i> • Use <i>though</i> to give a contrasting idea 	<p>People I look forward to seeing</p> <ul style="list-style-type: none"> • Listen to someone describe three people; listen for the reasons he likes to see them <p>Getting back in touch</p> <ul style="list-style-type: none"> • Listen to a conversation about losing touch and fill in a chart 	<p>Looking for love? Online is the way to go!</p> <ul style="list-style-type: none"> • Read an article about online dating 	<p>Your circle of friends</p> <ul style="list-style-type: none"> • Write an article describing your circle of friends • Use <i>both</i> and <i>neither</i> to show what you have in common 	<p>Your ideal partner</p> <ul style="list-style-type: none"> • Group work: Discuss your ideal partner and questions you should ask before you decide to get married 	<p>Matching up</p> <ul style="list-style-type: none"> • When you learn a phrasal verb, it's a good idea to write down some other verbs you can use with the particle and some other particles you can use with the verb
<ul style="list-style-type: none"> • Give advice using expressions like <i>If I were you, . . .</i> and <i>You might want to . . .</i> • Use <i>That would be . . .</i> to comment on a suggestion or possibility 	<p>Just one wish</p> <ul style="list-style-type: none"> • Identify four people's wishes; then write the reasons they can't have their wishes <p>Here's my advice</p> <ul style="list-style-type: none"> • Listen to a conversation about problems and advice 	<p>If I could live my life over . . .</p> <ul style="list-style-type: none"> • Read a blog about regrets 	<p>What would you change?</p> <ul style="list-style-type: none"> • Write an article about how you would change your life • Use adverbs like <i>probably</i> and <i>definitely</i> in affirmative and negative statements 	<p>What would you do?</p> <ul style="list-style-type: none"> • Group work: Discuss what you would do in imaginary situations 	<p>Imagine that!</p> <ul style="list-style-type: none"> • When you learn a new verb, find out what prepositions (if any) can come after it
<ul style="list-style-type: none"> • Give different opinions using expressions like <i>On the other hand . . .</i> and <i>I know what you mean, but . . .</i> • Use expressions like <i>You know what I mean?</i> when you want someone to agree with you 	<p>What do you know about the Internet?</p> <ul style="list-style-type: none"> • Answer questions about the Internet; then listen to a conversation and check your answers <p>Technology matters</p> <ul style="list-style-type: none"> • Listen to a conversation about the pros and cons of technology; then agree or disagree with three opinions 	<p>Savvy and safe</p> <ul style="list-style-type: none"> • Read an article about email scams 	<p>Keeping it safe</p> <ul style="list-style-type: none"> • Write an article about protecting personal information • Planning your article 	<p>Technology etiquette</p> <ul style="list-style-type: none"> • Pair work: Debate different opinions about technology etiquette 	<p>On and off</p> <ul style="list-style-type: none"> • When you learn expressions with a new or complex structure, think of everyday situations where you might use them

Checkpoint Units 7–9 pages 95–96

<ul style="list-style-type: none"> • Ask for a favor politely using expressions like <i>I was wondering . . .</i> and <i>Would it be OK with you . . .</i> • Use <i>All right, OK,</i> and <i>Sure</i> to agree to requests and <i>All right, OK,</i> and <i>So</i> to move a conversation to a new topic 	<p>Favors at work</p> <ul style="list-style-type: none"> • Match people with the favors they ask; then listen again for more information <p>I'd really recommend it</p> <ul style="list-style-type: none"> • Listen for details of a conversation about going to see a show 	<p>Avatar is stunning, memorable, and mesmerizing!</p> <ul style="list-style-type: none"> • Read a movie review 	<p>A Review</p> <ul style="list-style-type: none"> • Write a review of a concert, show, movie, or book • Contrast ideas with <i>although, even though,</i> and <i>even if</i> 	<p>Who's been doing what?</p> <ul style="list-style-type: none"> • Class activity: Ask questions to find out interesting things your classmates have been doing lately 	<p>Great movies</p> <ul style="list-style-type: none"> • When you learn a new word or expression, link it to something you have recently seen or done
<ul style="list-style-type: none"> • Show you understand another person's feelings or situation • Use <i>you see</i> to explain a situation • Use <i>I see</i> to show you understand 	<p>People and situations</p> <ul style="list-style-type: none"> • Match four people and their situations; then write a response with <i>must</i> to each <p>People making a difference</p> <ul style="list-style-type: none"> • Listen for details of conversations about people and organizations; discuss which organization you would choose to get involved with 	<p>El Sistema</p> <ul style="list-style-type: none"> • Read an article about a music education program 	<p>My impression is . . .</p> <ul style="list-style-type: none"> • Write an email to the founder of a charity • Expressions to show impressions, reactions, and opinions 	<p>That must be fun!</p> <ul style="list-style-type: none"> • Pair work: Make sentences to share with a partner. Then continue the conversation and speculate about what they say. 	<p>How would you feel?</p> <ul style="list-style-type: none"> • When you learn new words for feelings, link them to different situations where you might experience each one
<ul style="list-style-type: none"> • Introduce news with expressions like <i>Did you hear (about) . . . ?</i> and <i>Guess what?</i> • Use <i>The thing is / was . . .</i> to introduce issues 	<p>News update</p> <ul style="list-style-type: none"> • Listen to news stories and answer questions <p>What do they say next?</p> <ul style="list-style-type: none"> • Listen to people telling personal news and make predictions 	<p>Life's work: Christiane Amanpour</p> <ul style="list-style-type: none"> • Read an interview with a foreign correspondent 	<p>Are you up on the news?</p> <ul style="list-style-type: none"> • Write a report using statistics • Writing about statistics 	<p>Here's the news!</p> <ul style="list-style-type: none"> • Pair work: Make up short TV news reports about pictures and take turns telling news stories to another pair. 	<p>Forces of nature</p> <ul style="list-style-type: none"> • When you learn a new word, use a dictionary to find out what other words are typically used with it

Checkpoint Units 10–12 pages 127–128

Working in groups

Does anyone else have anything to add?

What do you think, _____?

Let's take turns asking the questions.
OK, who wants to go first?

Do you want me to make the list?

Should I write down the information this time?

Do you have any ideas?

Do you know what the answer is?

We're going to do a role play about . . .

In our survey, we found out that . . .

We agreed on these things. First, . . .

We're finished. What should we do next?



Checking your partner's work

Can you help me with this question? I'm stuck.

I can't figure out this answer. Can you help me?

Would you mind checking my work?

Let's compare answers.

Let's exchange papers.

I can't read your writing. What does this say?

I'm not sure what you mean.

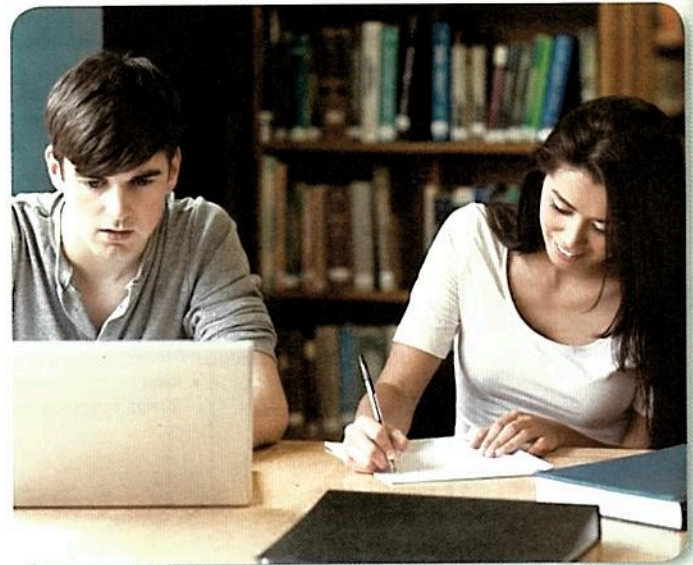
Do you mean _____?

I don't understand what this means.

Are you trying to say _____?

Your blog was really interesting. I just wanted
to ask you a question about _____.

I was wondering about _____.



The way we are



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about people's behavior using manner adverbs and adjectives

Lesson B

- Describe people's personalities using adverbs like *extremely* before adjectives

Lesson C

- Use *always* with a continuous verb to describe habits
- Use *at least* to point out the positive side of a situation

Lesson D

- Read online student profiles
- Write a personal profile

1



2



4



3



Before you begin . . .

Who looks outgoing? shy? stylish? conservative?
Which people would you like to meet? Why?



Do you need to slow down?

Take this quiz to find out.

1

When I walk down the street, ...

- a I walk very fast and use the time to make phone calls.
- b I enjoy the walk and look at the things and people around me.

2

When I go out to lunch with friends, ...

- a I eat quickly so that I can get back to my work.
- b I eat slowly, and I enjoy the food and conversation.

3

When there's a family event, ...

- a I often have to miss it because I have too much to do.
- b I try to plan my time well so that I can attend the event.

4

If traffic is heavy and some people are driving a bit recklessly, ...

- a I honk my horn a lot. I get mad easily in bad traffic.
- b I automatically slow down and try to drive carefully.

5

If I'm waiting at the airport and find out that my flight is delayed, ...

- a I get impatient and complain to the people behind the counter.
- b I wait patiently. I read something or make a few phone calls.

6

If I'm in a hurry and think people are talking too slowly, ...

- a I sometimes interrupt them to finish their sentences.
- b I listen quietly and wait for them to finish before I talk.

7

If I play a game or sport with friends, ...

- a I take the game seriously, and I feel very bad if I lose.
- b I think it's better to win than lose, but I don't feel strongly about it.

8

If I get an assignment with a very tight deadline, ...

- a I get very stressed – I hate it when I don't have time to do a job properly.
- b I work hard to do the best I can in the time I have.

Mostly A answers?

It's time to slow down and enjoy life more. Try to plan your time differently. Make more time for family, friends, and fun.

Mostly B answers?

You're balancing work and play nicely. Just keep the balance right.

1 Getting started

A Are you ever in a hurry? When? Tell the class.

"I'm usually in a hurry in the mornings when I have to get ready for class."

About you **B** 1.02 Listen and take the quiz above. For each item, circle *a* or *b*.

C **Pair work** Compare your quiz responses with a partner. How are you alike? different?

Figure it out **D** Circle the correct words. Use the quiz to help you. Then tell a partner which sentences are true for you.

1. I have a lot of **tight** / **tightly** deadlines.
2. I plan my time **good** / **well**.
3. I often eat lunch **quick** / **quickly**.

4. I feel **strong** / **strongly** about my opinions.
5. I get **impatient** / **impatiently** in long lines.
6. I work **hard** / **hardly** to get good grades.

2 Grammar Adjectives vs. manner adverbs 1.03

Adjective + noun

I'm a **patient** person.
He's not a **good** singer.
He's a **fast** driver.
She's a **careful** driver.

Regular -ly adverbs

patient ▶ **patiently**
careful ▶ **carefully**
easy ▶ **easily**
automatic ▶ **automatically**

Verb + manner adverb

I wait **patiently** in lines.
He doesn't sing very **well**.
He drives very **fast**.
She drives **carefully**.

Irregular adverbs

good ▶ **well**
late ▶ **late**
fast ▶ **fast**
hard ▶ **hard**

be, feel, get, etc., + adjective

I'm **patient**. *opinion*
His voice **sounds terrible**.
He **gets reckless** sometimes. *- He's a reckless driver*
I **feel safe*** with her.
***But: I feel strongly** about it.

In conversation

The most common -ly manner adverbs are *quickly, easily, differently, automatically, slowly, properly, badly, strongly, and carefully.*

Common errors

Don't use an adjective to describe how someone does an action.

Children learn languages easily.
(NOT *Children learn languages easy.*)

A Complete these opinions with the correct forms of the words given.

- Young people talk really fast (fast) and don't speak clearly (clear). And they use a lot of slang. It sounds terrible (terrible). They don't always communicate well (good).
- People aren't very patient (patient) when they have to wait in long lines. They don't speak to the clerks very politely (polite), either.
- Sometimes families argue because parents and children see things differently (different).
- A lot of people automatically (automatic) answer their cell phones when they ring, even at dinner. I think that's just rude (rude).
- People don't feel safe (safe) on the roads because so many people are driving recklessly (reckless). Driving can be dangerous (dangerous).
- A lot of people try hard (hard) to do their job carefully (careful) and thoroughly (thorough) and they get stressed. *melodico*



About you

B **Pair work** Discuss the opinions. Are they true in your culture?

"People here talk very fast so you have to listen carefully."

Thoroughly
" " ly

3 Speaking naturally Questions giving alternatives

Are you usually on time for **class**? Or do you often arrive **late**?

A 1.04 Listen and repeat the questions above. Notice how the intonation rises in the first question and falls in the second question.

About you

B 1.05 Now listen and repeat these questions. Then ask and answer the questions with a partner.

- Do you do homework assignments carefully? Or do you just do them quickly?
- Do you learn new English words easily? Or do you have to work hard at it?
- Do you usually do well on tests? Or do you just get passing grades?
- Do you practice English regularly outside of class? Or do you just use it in class?
- Do you see things differently from your classmates? Or do you share their opinions?
- Do you listen to class announcements carefully? Or do you ignore them?

blurry-embogordo

reckless - sem atençao

slang - gíria

1 Building vocabulary and grammar

A 1.06 Listen and read. Who do these people admire? Why?

Who is someone you really admire?

"My English teacher. She's incredibly **talented** and **creative**. And she **has a great sense of humor**. She's pretty **disorganized**, though. She forgets something almost every class, but her classes are absolutely wonderful!"

- Jessica Davis



"I really admire a guy in my karate class. He's extremely **competitive**, but when he wins, he's not **arrogant** like some of the other guys. He's not very **outgoing**, so some people think he's **unfriendly**, but I think he's basically just **shy**."

- Mike Kowalski



"I think my dad's a pretty cool guy. We get along really well. He's fairly **easygoing** and **laid-back**. And he's very **practical** and **down-to-earth**, so he always gives me good advice. Also, he's completely **honest** with me. I can trust what he says."

- Bryan Yuen



"My friend Luisa. She's so **helpful** and **generous**. I mean, she's always doing things for other people. She's not **selfish** at all. And she's totally **reliable**. If she says she'll help you with something, she does. You can always count on her."

- Emilia Perez



Word sort **B** Which of the personality words or expressions above describe these qualities? Do you know any people with these qualities? Compare with a partner.

Winning is very important to you.	<i>competitive</i>	You're relaxed about life.	
You handle small problems well.	<i>practical</i>	You never cheat or steal.	<i>reliable</i>
People can always count on you.	<i>reliable</i>	You're not well organized.	<i>disorganized</i>
You don't get along with people.	<i>arrogant</i>	You can do lot of things well.	<i>talented</i>
You like to have fun with people.	<i>laid back</i>	You think you're the best.	<i>arrogant</i>
You're not relaxed around people.	<i>shy</i>	You give a lot of time or money.	<i>helpful</i>

Figure it out **C** Find words in the article that make these adjectives stronger.

- incredibly* talented
- very* practical
- pretty* disorganized
- completely* honest
- extremely* competitive
- totally* reliable

Figure it out **D** Find words in the article that have the opposite meaning.

- friendly *unfriendly*
- organized *disorganized*
- unreliable *reliable*

Vocabulary notebook p. 10

2 Grammar Adverbs before adjectives and adverbs 1.07

Use *incredibly, extremely, very, really, and so* to make some adjectives and adverbs stronger.

She's **incredibly** talented.
She's **extremely** generous.
He's a **really** cool guy.
We get along **very** well.

Use *pretty and fairly* to mean "more than a little."

He's **pretty** easygoing.
He's **fairly** laid-back.

Use *absolutely or really* (but not *very*) with adjectives that are already very strong.

She's **absolutely** wonderful.
He's **really** fantastic.

The expression *at all* makes negatives stronger.

She's **not** selfish **at all**.

Completely and totally mean 100%.

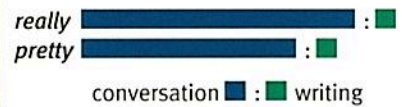
He's **completely** honest.
She's **totally** reliable.

Adjective prefixes

patient	▶	impatient
considerate	▶	inconsiderate
friendly	▶	unfriendly
reliable	▶	unreliable
honest	▶	dishonest
organized	▶	disorganized

In conversation

People use *really* and *pretty* much more often in conversation than in writing.



About you

A Do you know people with these qualities? Write a sentence for each expression. Add an example.

- totally laid-back
- pretty generous
- very honest
- absolutely wonderful
- not competitive at all
- incredibly impatient
- fairly disorganized
- completely reliable
- extremely talented
- really inconsiderate

B Pair work Compare sentences with a partner.

A *My boyfriend is totally laid-back. He always goes along with my plans and everything.*

B *Really? He sounds incredibly easygoing.*



3 Listening and speaking People I admire most

A 1.08 Listen. Who do these people admire? Write the people in the chart.

	John	Marina	Hiroiyuki
1. Who do you admire?	Max	Her sister	His art teacher
2. Why?	He's got problems but smile	She's generous	He's very talented generous
3. What do you have in common?	they're outgoing	they're competitive	they took art seriously
4. How are you different?	Max is laid back	Her sister is disorganized	Hiroiyuki is patient and easygoing

B 1.08 Listen again. What do they say about the people they admire?

About you

C Pair work Ask and answer the questions. Then join another pair. Tell them about the person your partner admires.

A *Who do you admire?*

B *I admire my sister. She's extremely friendly and totally reliable. She . . .*

1 Conversation strategy Describing individual habits


A Which two habits do you think are most annoying in a co-worker or classmate? Tell the class.

Someone who . . .

- smiles all the time
- disturbs people

- criticizes others
- wastes time

- stands around and talks
- talks about people behind their backs

B  1.09 Listen. What's Ellie's new co-worker like? How is he different from her last co-worker?

Max Hey, how are you getting along with your new co-worker? He seems extremely friendly. He's always smiling.

Ellie You mean Jim? Well, yeah, he is, but he never does any work. He's always disturbing people. It drives me crazy. You know, he's always standing around and talking.

Max Well, at least he's pleasant.

Ellie Yeah. And he's not always criticizing people like that last guy.

Max Yeah. He was pretty bad. He was always talking about people behind their backs.

Ellie I mean, at least Jim's not like that. But like, he's always wasting time.

Max You mean like we're doing right now?

C Notice how Ellie and Max use *always* and a continuous verb to talk about things people do a lot or more than is usual. Find other examples in the conversation.

"He's always wasting time."

D Change the underlined parts of these sentences to describe habits. Use *always* and a continuous verb. Compare with a partner.

1. I'm pretty disorganized. I lose things. *I'm always losing things.*
2. Everyone in my family loves music. We sing together.
3. My brother is really generous with his time. He fixes my computer.
4. My father is a workaholic. He comes home late. And he brings work home with him, too.
5. My college roommate was really funny. She made us laugh. You know, she told jokes.
6. A friend of mine complains she's broke, but she buys herself expensive clothes.
7. One of my friends is totally unreliable. He cancels plans at the last minute.

About you **E** **Pair work** Do you know people like the ones above? Tell a partner.

"My sister is pretty disorganized. She's always losing her keys."

2 Strategy plus *At least*

You can use the expression ***at least*** to point out the positive side of a situation.

In conversation

At least is one of the top 500 words and expressions.



He's always standing around and talking.

Well, at least he's pleasant.

1.10 Add *at least* to each comment. Listen and check. Do you know anyone like these people? Tell a partner.

- My girlfriend's always running behind, but she calls to say she'll be late.
- My best friend is always borrowing my clothes. She returns them in good condition.
- One of my classmates talks about himself a lot. His stories are always interesting.
- My roommate sleeps all the time, but she doesn't snore. Thank goodness!
- My parents and I see things differently. We don't have big fights or anything.

A *My dad's always running behind, but at least he says he's sorry when he's late.*

B *Well, my friend is always telling me I'm late, so...*

3 Strategies Funny little habits

1.11 Complete each conversation with *always* and a continuous verb. Add *at least* to each response. Then listen and check.

- A My boyfriend is always checking (check) his messages, even at the movies!

B Oh, that's annoying. But he doesn't answer his phone during a movie, right?
- A My girlfriend is always telling (tell) jokes. She never takes anything seriously.

B Well, she has a good sense of humor.
- A Sometimes I'm so disorganized. I 'm always losing (lose) things, like pens and stuff.

B Yeah, but you don't lose anything really valuable, right?
- A My sister is always asking (ask) me for money. She asks nicely, so it's hard to say no.

B Well, she asks politely.

B Pair work Practice the conversations above with a partner.

About you

C Pair work Talk about people with habits like these. Think of something positive to say.

- texting
- chewing gum
- falling asleep in class
- singing or whistling
- forgetting things
- telling jokes
- losing things
- looking in mirrors
- daydreaming

"My friend is always texting, but at least she doesn't do it while she's crossing the street."

man - men
woman - women
S P


1 Reading

- A Think of two questions you would ask a new classmate. Tell the class.
- B Read the profiles. Who would you like to meet? Why?

Reading tip
As you read, think about your own answers to the questions. Can you find expressions you can use?

STUDENT PROFILES Meet your classmates in our online English class.

1. MARIANA BARELLI MATOS



What's your major? Fashion design. My dream is to create incredibly beautiful clothes for women all over the world.


Where are you based? In Milan. I was born and raised in São Paulo, Brazil, but my mother's Italian. She felt very strongly that I should experience her culture.

Why did you choose your major? I inherited my mother's love of fashion. She's very style-conscious and has impeccable taste in clothes.

What skills do you have? I speak Portuguese and Italian fluently and have some knowledge of Mandarin.

What do you do in your free time? I love the outdoors, and I'm fairly adventurous. During the summers I volunteer at a camp for disadvantaged children. It's extremely rewarding.

3. KATYA AKILOVA



Where are you based? In Moscow, Russia, though I'm from St. Petersburg, originally.

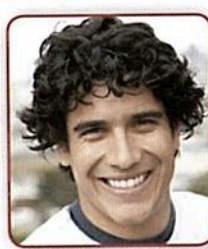
What do your friends say about you? That I'm very down-to-earth, hard-working, and incredibly organized, and that I'm always setting goals for myself.

What's your worst habit? I'm always doing something. I find it hard to relax.

What are your future plans? As a science major, I'm considering a career as an environmentalist because I feel strongly about protecting the environment.

What skills do you have? I'm an accomplished accordion player. I started playing at the age of eight. I'd love to play professionally with an orchestra.

2. MATEO REYES



Where are you from? I was born and raised in Veracruz, Mexico.


What do your friends say about you? They say that I'm extremely laid-back and even-tempered. And that I'm too humble about my talents.

What are your future plans? I have so many. Right now I'm working for a small production company called Film Fast. My major was film studies, and my goal is to tell real-life stories creatively through television and film.

What do you do in your free time? I like to cook, and I'm always trying out new recipes, especially for desserts.

What's something people don't know about you? When I was 12, I was on a reality TV show for young chefs. I didn't win, but at least I tried.

4. AHMED ABD EL-SALAM



What's your job? I'm an engineer. I work for a big company called Syntix.

Why did you choose to study online? You get to "meet" an incredibly diverse range of students, and the teachers are extremely supportive. I can be pretty shy and introverted and studying online feels safe somehow.

Do you have a secret talent? I play guitar in a band called All Kinds. We play all kinds of music. I feel like a totally different person in the band – outgoing and not shy at all.

What are your tips for new students? Take your studies seriously. Make the most of your opportunities to practice English with other students.

C Answer the questions about the students in the profiles. Which student (or students) . . .

- enjoys playing music?
- already has a job?
- is very serious?
- seems like fun?
- is very hard-working?
- is an outdoor type?
- wants a creative career?

D Find the adjectives on the left in the student profiles, and guess their meaning. Then circle the best options to explain them.

- | | |
|------------------|-----------------------------------------------------------------|
| 1. experience | I should <u>have contact with</u> / ignore my mother's culture. |
| 2. disadvantaged | The children are <u>poor</u> / rich. |
| 3. humble | I <u>think</u> / <u>don't think</u> I am really good at things. |
| 4. considering | This is something I <u>am</u> / am not thinking about. |
| 5. diverse | The students are all <u>the same</u> / different. |
| 6. introverted | I'm <u>very outgoing</u> / <u>not outgoing at all</u> . |

Poor → Colocar

About you

E Pair work Ask and answer the questions in the profiles. Give your own answers.

2 Listening Things you don't know about me

A 1.12 Listen to five people talk about themselves. Match the people and the things they will probably say next.

Name	Something you don't know about me
1. Ana	<u>4</u> I can play two instruments really well.
2. Kevin	<u>5</u> I'm a pretty good cook.
3. Jen	<u>Ana</u> I'm a fairly good singer.
4. Patrick	<u>3</u> I'm extremely allergic to nuts.
5. Tom	<u>2</u> I speak two languages fluently.

B 1.12 Listen again. Write three pieces of information about each person above. Compare with a partner. Did you write the same facts?

1. Ana started lessons in elementary school.

3 Writing and speaking Your personal profile

About you

A Write a profile about yourself. Choose five questions from the student profiles, and include information that other people don't know about you. Don't write your name.

Five things you don't know about me

1. Where are you from?

2. Do you have a secret talent?

Help note

Useful expressions

I was born and raised in ...

At the age of 17, I ...

I can be ...

I work for a company called ...

I'm an accomplished ...

I started playing the flute ...

B Class activity Mix up all the profiles. Select one and guess who wrote it. Tell the class. Were you right?

Free talk p. 129



Learning tip *Learning opposite meanings*

When you learn a new word, find out if it has an "opposite." Be careful – sometimes a word has different meanings and different opposites.

This exercise is hard. ≠ This exercise is easy.

He's a hard worker. ≠ He's lazy. He doesn't work hard.

This chair feels hard. ≠ This chair feels soft.

In conversation

Adjectives without prefixes are much more frequent in conversation.

- happy
- unhappy
- honest
- dishonest

1 Rewrite the sentences so that they have an opposite meaning. Use the words in the box.

happy polite mean well

1. My father drives really badly.
2. My best friend can be very kind.
3. My boss is an extremely rude person.
4. I was pretty unhappy in school.

2 For each of the underlined words, think of a word with an opposite meaning.

1. I have a pretty loud voice.
2. My classmate is extremely outgoing.
3. I'm usually late for appointments.
4. My brother eats very slowly.
5. I think English is difficult.
6. My sister and I have different tastes.

3 Word builder Use the prefixes *im-*, *in-*, *un-*, and *dis-* to create opposite meanings for these words.

1. He's patient. impatient
2. She's honest. dishonest
3. He's friendly. unfriendly
4. He's competent. incompetent
5. They're organized. disorganized
6. He looks healthy. unhealthy
7. She's reliable. unreliable
8. She's considerate. inconsiderate



On your own

Make an online photo book. Write five things about each person's personality and a sentence about any funny little habits they have.

She's extremely funny.
She's always telling jokes and laughing.



Can Do! Now I can ...

- I can ... I need to review how to ...

- talk about how people do things.
- describe people's personalities.
- make descriptions stronger.
- use *always* + continuous verb to say what people do a lot.
- use *at least* to point out positive things.
- understand people talking about people they admire.
- predict what people will say next.
- read online student profiles.
- write a personal profile.