

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

4

MICHAEL MCCARTHY

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Touchstone Level 4 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 Interesting lives pages 1–10	<ul style="list-style-type: none"> • Ask questions to get to know someone • Tell interesting stories about my life • Highlight key moments in a story • Highlight important information in a story • Understand a conversation about an accident • Understand a podcast about an athlete's life story • Read about a person who overcame an obstacle • Write an anecdote about facing a challenge 	<ul style="list-style-type: none"> • Simple and continuous verbs (review) • Verb complements: verb + <i>-ing</i> or <i>to</i> + verb <p>Extra practice</p>	<ul style="list-style-type: none"> • Verbs followed by verb + <i>-ing</i> or <i>to</i> + verb 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reductions of auxiliary verbs and the pronoun <i>you</i> in questions <p>Sounds right</p> <ul style="list-style-type: none"> • Word stress
Unit 2 Personal tastes pages 11–20	<ul style="list-style-type: none"> • Talk about my tastes in clothes and fashion • Compare how people look different over time • Describe patterns, materials, and styles of clothing • Show I understand by summarizing what people say • Use <i>Now</i> to introduce follow-up questions • Understand people discussing food, music, and movies • Understand people discussing trends • Read an article about how to develop a personal style • Write interview questions and answers 	<ul style="list-style-type: none"> • Comparisons with (<i>not</i>) <i>as . . . as</i> • Negative questions <p>Extra practice</p>	<ul style="list-style-type: none"> • Colors, patterns, materials, and styles of clothing 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Linking words with the same consonant sound <p>Sounds right</p> <ul style="list-style-type: none"> • Are the sounds the same or different?
Unit 3 World cultures pages 21–30	<ul style="list-style-type: none"> • Talk about my country's cultural traditions • Talk about manners, customs, and appropriate behavior in my country • Use expressions like <i>to be honest</i> to sound more direct • Use <i>of course</i> to show I understand or agree • Understand a conversation about living away from home • Understand people explaining proverbs • Read an article about proverbs • Write an article about a favorite proverb 	<ul style="list-style-type: none"> • The simple present passive • Verb + <i>-ing</i> and <i>to</i> + verb • Position of <i>not</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Cultural items, icons, and events • Manners, customs, and culturally appropriate behavior 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Silent syllables in which unstressed vowels are not pronounced <p>Sounds right</p> <ul style="list-style-type: none"> • Matching vowel sounds
Checkpoint Units 1–3 pages 31–32				
Unit 4 Socializing pages 33–42	<ul style="list-style-type: none"> • Talk about going out and socializing • Talk about things I am <i>supposed to</i> do, things I think will happen, or plans that changed • Check my understanding with "statement questions" • Use <i>so</i> in different ways • Understand people discussing their evening plans • Understand someone talk about his social style • Read an article about introverts and extroverts • Write an article about my social style 	<ul style="list-style-type: none"> • <i>be supposed to</i>; <i>was / were going to</i> • Inseparable phrasal verbs <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions with <i>get</i> 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Intonation of sentences when you are sure vs. when you are checking <p>Sounds right</p> <ul style="list-style-type: none"> • Pronunciation of <i>get</i> before vowels and consonants
Unit 5 Law and order pages 43–52	<ul style="list-style-type: none"> • Talk about what the legal age should be • Discuss rules, regulations, crime, and punishment • Use expressions to organize what I say • Show someone has a valid argument • Understand a conversation about a crime • Understand a class debate about changing the law • Read an article about privacy issues with smartphones • Write a comment responding to a web article 	<ul style="list-style-type: none"> • The passive of modal verbs • <i>get</i> passive vs. <i>be</i> passive • <i>catch</i> + person + verb + <i>-ing</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Rules and regulations • Crimes and offenses, the people who commit them, and punishments 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Saying conversational expressions <p>Sounds right</p> <ul style="list-style-type: none"> • Which sound in each group is different?
Unit 6 Strange events pages 53–62	<ul style="list-style-type: none"> • Talk about coincidences and superstitions • Order events in the past and say why things happened • Show things I have in common • Repeat ideas in other words to be clear • Use <i>just</i> to make what I say softer or stronger • Understand someone talking about a coincidence • Understand conversations about superstitions • Read an article about identical twins • Write about a family story 	<ul style="list-style-type: none"> • The past perfect • Responses with <i>so</i> and <i>neither</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Strange events • Superstitions from around the world 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Stressing new information <p>Sounds right</p> <ul style="list-style-type: none"> • Vowels with consonant sounds /y/ and /w/
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 the present tense to highlight key moments in a story Use <i>this</i> and <i>these</i> to highlight important people, things, and events in a story 	<p>A lucky escape</p> <ul style="list-style-type: none"> Listen for details in a story, and retell it with a partner <p>Facing a challenge</p> <ul style="list-style-type: none"> Listen to a true story and answer questions 	<p>Blind Chef Christine Ha Crowned "MasterChef"</p> <ul style="list-style-type: none"> A news story about a woman who lost her vision and how she won a prize as a TV chef 	<p>Facing a challenge</p> <ul style="list-style-type: none"> Write a story about a time in your life when you faced a challenge Format for writing an anecdote or a story 	<p>An interview with . . .</p> <ul style="list-style-type: none"> Pair work: Complete interesting questions to ask a classmate; then interview each other and note your partner's answers 	<p>Mottoes</p> <ul style="list-style-type: none"> Write down the verb forms that can follow new verbs, and use them in sentences
<ul style="list-style-type: none"> Show understanding by summarizing things people say Use <i>now</i> to introduce a follow-up question on a different aspect of a topic 	<p>Broad tastes</p> <ul style="list-style-type: none"> Listen for details and answer questions; then listen and choose the best responses <p>Keeping up with trends</p> <ul style="list-style-type: none"> Listen to four people talk about trends, identify the topics they discuss, and answer questions 	<p>How to develop your personal style</p> <ul style="list-style-type: none"> An article about developing a personal style 	<p>Style interview</p> <ul style="list-style-type: none"> Write questions to interview a partner on his or her personal style; write answers to your partner's questions Punctuation review: comma, dash, and exclamation mark 	<p>What's popular?</p> <ul style="list-style-type: none"> Group work: Discuss questions about current popular tastes and how tastes have changed 	<p>Blue suede shoes</p> <ul style="list-style-type: none"> Find and label pictures that illustrate new words
<ul style="list-style-type: none"> Use expressions like <i>in fact</i> to sound more direct when you speak Use <i>of course</i> to give information that is not surprising, or to show you understand or agree 	<p>Away from home</p> <ul style="list-style-type: none"> Listen to a woman talk about being away from home, and choose true statements <p>Favorite proverbs</p> <ul style="list-style-type: none"> Listen to people talk about proverbs; number and match them with English equivalents 	<p>Proverbs: The wisdom that binds us together</p> <ul style="list-style-type: none"> An article about the study of proverbs 	<p>Explain a proverb</p> <ul style="list-style-type: none"> Write an article about your favorite proverb and how it relates to your life Useful expressions for writing about proverbs or sayings 	<p>Traditions</p> <ul style="list-style-type: none"> Pair work: Ask yes-no questions to guess traditional cultural items 	<p>Travel etiquette</p> <ul style="list-style-type: none"> Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet

Checkpoint Units 1–3 pages 31–32

<ul style="list-style-type: none"> Check your understanding by using statement questions Use <i>so</i> to start or close a topic, to check your understanding, to pause, or to let someone draw a conclusion 	<p>Going out</p> <ul style="list-style-type: none"> Listen to a couple discussing their evening plans <p>Extrovert or introvert?</p> <ul style="list-style-type: none"> Take a quiz; then listen to a woman describe her social style, and answer the quiz as she would 	<p>Examining the "Extrovert Ideal"</p> <ul style="list-style-type: none"> A magazine article about a book on introverts living in an extroverted society 	<p>Extrovert or introvert?</p> <ul style="list-style-type: none"> Write an article about your own social style as an extrovert, an introvert, or a little of both Uses of <i>as</i> 	<p>Pass on the message</p> <ul style="list-style-type: none"> Class activity: Play a game where you pass a message to a classmate through another classmate, and then tell the class about the message you received 	<p>Get this!</p> <ul style="list-style-type: none"> Expressions with <i>get</i> in context
<ul style="list-style-type: none"> Organize your views with expressions like <i>First (of all)</i> Use <i>That's a good point</i> to show someone has a valid argument 	<p>We got robbed!</p> <ul style="list-style-type: none"> Listen to a conversation; answer questions and check true sentences <p>Different points of view</p> <ul style="list-style-type: none"> Listen to a debate, answer questions, and respond to different views 	<p>Is your smartphone too smart for your own good?</p> <ul style="list-style-type: none"> An article about online invasions of privacy 	<p>Posting a comment on a web article</p> <ul style="list-style-type: none"> Write a comment responding to the online article about privacy issues Use <i>because</i>, <i>since</i>, and <i>as</i> to give reasons 	<p>Do you agree?</p> <ul style="list-style-type: none"> Pair work: Discuss controversial topics 	<p>It's a crime!</p> <ul style="list-style-type: none"> Write down new words in word charts that group related ideas together by topic
<ul style="list-style-type: none"> Repeat your ideas in another way to make your meaning clear Use <i>just</i> to make your meaning stronger or softer 	<p>It's a small world!</p> <ul style="list-style-type: none"> Listen to a story, and answer questions <p>Lucky or not?</p> <ul style="list-style-type: none"> Listen to people talk about superstitions; decide if things are lucky or unlucky; write down the superstitions 	<p>Separated at birth, then happily reunited</p> <ul style="list-style-type: none"> An article about the true story of twins who found each other after growing up in different adoptive families 	<p>Amazing family stories</p> <ul style="list-style-type: none"> Write a true story from your own family history Prepositional time clauses 	<p>What do you believe in?</p> <ul style="list-style-type: none"> Group work: Discuss unusual beliefs and strange events in your life 	<p>Keep your fingers crossed.</p> <ul style="list-style-type: none"> Use word webs to group new sayings or superstitions by topic

Checkpoint Units 4–6 pages 63–64

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 Problem solving pages 65–74	<ul style="list-style-type: none"> • Talk about things you have other people do for you • Talk about things that need to be fixed • Use short sentences in informal conversations • Use expressions like <i>Uh-oh</i> when something goes wrong • Understand a conversation about planning an event • Understand people talk about things they need to fix • Read an article about problem-solving skills • Write a proposal presenting a solution to a problem 	<ul style="list-style-type: none"> • Causative <i>get</i> and <i>have</i> • <i>need</i> + passive infinitive and <i>need</i> + verb + <i>-ing</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Errands • Household problems 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Short question and statement intonation <p>Sounds right</p> <ul style="list-style-type: none"> • Categorizing vowel sounds
Unit 8 Behavior pages 75–84	<ul style="list-style-type: none"> • Talk hypothetically about reactions and behavior • Describe emotions and personal qualities • Speculate about the past • Share experiences • Use <i>like</i> in informal conversations • Understand people sharing experiences • Understand a conversation about rude behavior • Read an article on making apologies • Write a note of apology 	<ul style="list-style-type: none"> • Past modals <i>would have</i>, <i>should have</i>, <i>could have</i> • Past modals for speculation <p>Extra practice</p>	<ul style="list-style-type: none"> • Emotions and personal qualities • Expressions describing behavior 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of <i>have</i> in past modals <p>Sounds right</p> <ul style="list-style-type: none"> • Are the sounds the same or different?
Unit 9 Material world pages 85–94	<ul style="list-style-type: none"> • Talk about possessions and materialism • Discuss money management • Report things that people said and asked • Report the content of conversations • Quote other people or sources of information • Understand an interview about possessions • Understand people say what they couldn't live without • Read a blog about decluttering • Write a survey article about possessions 	<ul style="list-style-type: none"> • Reported speech • Reported questions <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions to describe ownership and possession • Money 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Intonation of finished and unfinished ideas <p>Sounds right</p> <ul style="list-style-type: none"> • Silent letters
Checkpoint Units 7–9 pages 95–96				
Unit 10 Fame pages 97–106	<ul style="list-style-type: none"> • Talk hypothetically about the past using <i>if</i> clauses • Talk about celebrities and being famous • Use tag questions to give views or check information • Use tag questions to soften advice • Answer difficult questions • Understand someone giving advice • Read an article about child stars • Write a profile of a successful person 	<ul style="list-style-type: none"> • Use <i>if</i> clauses with the past perfect form of the verb to talk hypothetically about the past • Tag questions <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions to describe becoming famous, being famous, and losing fame 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Intonation of tag questions <p>Sounds right</p> <ul style="list-style-type: none"> • Weak syllables
Unit 11 Trends pages 107–116	<ul style="list-style-type: none"> • Talk about social changes • Talk about environmental problems • Link ideas with expressions like <i>although</i>, <i>because of</i>, <i>in order to</i>, and <i>instead</i> • Refer back to points made earlier in the conversation • Use formal vague expressions • Understand a discussion about workplace trends • Read an article about success via the Internet • Write a post for a website about technology 	<ul style="list-style-type: none"> • Passive of present continuous and present perfect • Linking ideas <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions to describe change • Environmental problems 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reducing auxiliary verbs <p>Sounds right</p> <ul style="list-style-type: none"> • Which sound in each group is different?
Unit 12 Careers pages 117–126	<ul style="list-style-type: none"> • Talk about career planning and job prospects • Highlight important information • Talk about my future career plans • Use expressions to introduce what I say • Say <i>I don't know if ...</i> to involve others • Understand a conversation with a personal trainer • Understand a discussion about a job advertisement • Read an article about preparing for a job interview • Write a cover letter for a job application 	<ul style="list-style-type: none"> • <i>What</i> clauses and long noun phrases as subjects • The future continuous and future perfect <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions to describe a job search • Areas of work, professions, and jobs 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Stressing <i>I</i> and <i>you</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Categorizing vowel sounds
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
	Conversation strategies	Listening	Reading	Writing	Free talk
<ul style="list-style-type: none"> Speak informally in "shorter sentences" Use expressions like <i>Uh-oh!</i> and <i>Oops!</i> when something goes wrong 	<p>Wedding on a budget</p> <ul style="list-style-type: none"> Listen to people plan a wedding; check what they agree on and what they'll do themselves <p>Fix it!</p> <ul style="list-style-type: none"> Match conversations with pictures; then check which problems were solved 	<p>Developing your problem-solving skills</p> <ul style="list-style-type: none"> An article about an interesting problem-solving technique 	<p>A good solution</p> <ul style="list-style-type: none"> Write a proposal presenting a solution to a problem at work Format for presenting a problem and its solution 	<p>Who gets help with something?</p> <ul style="list-style-type: none"> Class activity: Ask and answer questions to find out who gets help 	<p>Damaged goods</p> <ul style="list-style-type: none"> Find out if new words have different forms that can express the same idea, and use them in sentences
<ul style="list-style-type: none"> Use expressions such as <i>That reminds me (of) . . .</i> to share experiences Use <i>like</i> informally in conversation 	<p>Similar experiences</p> <ul style="list-style-type: none"> Listen to two people share experiences, and number the incidents in order; then answer questions <p>Good and bad apologies</p> <ul style="list-style-type: none"> Listen to conversations; match the people to the apologies; then decide if they were effective 	<p>Apologies: The key to maintaining friendship</p> <ul style="list-style-type: none"> An article about the importance of apologizing and suggesting ways to do so 	<p>A note of apology</p> <ul style="list-style-type: none"> Write an email apologizing for something Expressions for writing a note of apology 	<p>How did you react?</p> <ul style="list-style-type: none"> Group work: Tell a story about an incident, and listen and respond to classmates' stories 	<p>People watching</p> <ul style="list-style-type: none"> Learn new vocabulary by making a connection with something or someone you know, and write true sentences
<ul style="list-style-type: none"> Report the content of conversations you have had Quote other people or other sources of information 	<p>Who's materialistic?</p> <ul style="list-style-type: none"> Listen to someone answer questions, and take notes; then report his answers <p>I couldn't live without . . .</p> <ul style="list-style-type: none"> Listen to four people talk about things they couldn't live without, and complete a chart; then listen and write responses to opinions 	<p>This Stuff's Got to Go!</p> <ul style="list-style-type: none"> A blog post about a woman who declutters her home 	<p>I couldn't live without . . .</p> <ul style="list-style-type: none"> Write an article about your classmates and things they feel they couldn't live without Use of reporting verbs for direct speech and reported speech 	<p>Material things</p> <ul style="list-style-type: none"> Pair work: Ask and answer questions about material things 	<p>Get rich!</p> <ul style="list-style-type: none"> When you learn a new word, notice its collocations – the words that are used with it

Checkpoint Units 7–9 pages 95–96

<ul style="list-style-type: none"> Use tag questions to soften advice and give encouragement Answer difficult questions with expressions like <i>It's hard to say</i> 	<p>Great advice</p> <ul style="list-style-type: none"> Listen to a conversation and answer questions <p>Success is . . .</p> <ul style="list-style-type: none"> Listen to four conversations about success, and complete a chart 	<p>Three Child Stars Who Beat the Odds</p> <ul style="list-style-type: none"> A magazine article about actors who have managed to avoid "Child Star Syndrome" 	<p>A success story</p> <ul style="list-style-type: none"> Write a paragraph about someone you know who has achieved success, and explain why that person became successful Topic and supporting sentences in a paragraph 	<p>Quotations</p> <ul style="list-style-type: none"> Group work: Define success 	<p>Do your best!</p> <ul style="list-style-type: none"> Learn new idioms by writing example sentences that explain or clarify meaning
<ul style="list-style-type: none"> Refer back to points made earlier in a conversation Use more formal vague expressions like <i>and so forth</i> and <i>etc.</i> 	<p>Trends in the workplace</p> <ul style="list-style-type: none"> Listen to conversations about trends, and identify advantages and disadvantages <p>Trends in technology</p> <ul style="list-style-type: none"> Listen to four people talk about trends, and write notes on their views 	<p>The Internet – The new pathway to success?</p> <ul style="list-style-type: none"> An article about the recent trend of using the Internet to become successful 	<p>Trends in technology</p> <ul style="list-style-type: none"> Write a comment on a web article about trends in technology Expressions for describing trends 	<p>What's trending?</p> <ul style="list-style-type: none"> Group work: Discuss trends 	<p>Try to explain it!</p> <ul style="list-style-type: none"> Write definitions in your own words to help you learn the meaning of new words and expressions
<ul style="list-style-type: none"> Introduce what you say with expressions like <i>The best part was (that) . . .</i> Use <i>I don't know if . . .</i> to introduce a statement and involve the other person in the topic 	<p>An interesting job</p> <ul style="list-style-type: none"> Listen to a personal trainer talk about her job; write notes <p>A fabulous opportunity!</p> <ul style="list-style-type: none"> Complete a job ad, and listen to check and answer questions 	<p>Ace that Interview!</p> <ul style="list-style-type: none"> An article about how to answer the most common questions in job interviews 	<p>A fabulous opportunity!</p> <ul style="list-style-type: none"> Write a cover letter in response to an ad Format for writing a cover letter for a job application 	<p>The best person for the job</p> <ul style="list-style-type: none"> Group work: Interview the members of your group for a job 	<p>From accountant to zoologist</p> <ul style="list-style-type: none"> When you learn a new word, learn other words with the same root as well as common collocations to expand your vocabulary quickly

Checkpoint Units 10–12 pages 127–128

Working in groups

We're ready now, aren't we?

Are we ready? Let's get started.

Haven't I interviewed you already?

I've already interviewed you, haven't I?

Where are we?

We're on number _____.

We haven't quite finished yet.

Neither have we.

We still need more time – just a few more minutes.

So do we.

One interesting thing we found out was that _____.

_____ told us that _____.

Checking with the teacher

Would it be all right if I missed our class tomorrow? I have to _____.

I'm sorry I missed the last class. What do I need to do to catch up?

When are we supposed to hand in our homework?

Excuse me. My homework needs to be checked.

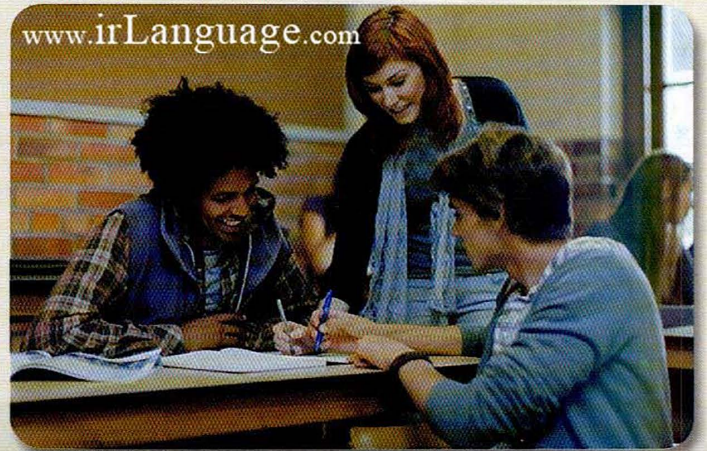
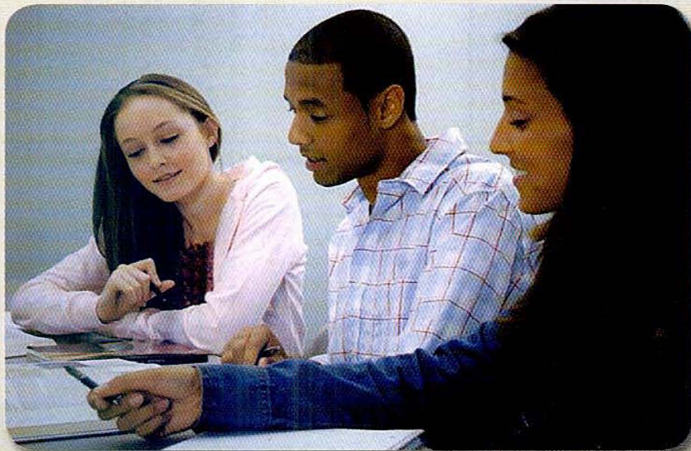
I'm sorry. I haven't finished my homework. I was going to do it last night, but _____.

Will we be reviewing this before the next test?

"_____ " means " _____ , " doesn't it? It's a regular verb, isn't it?

I'm not sure I understand what we're supposed to do. Could you explain the activity again, please?

Could I please be excused? I'll be right back.



Interesting lives



Can Do! In this unit, you learn how to . . .

Lesson A

- Get to know your classmates using simple and continuous verbs

Lesson B

- Tell your life story using verbs followed by verb + *-ing* or *to* + verb

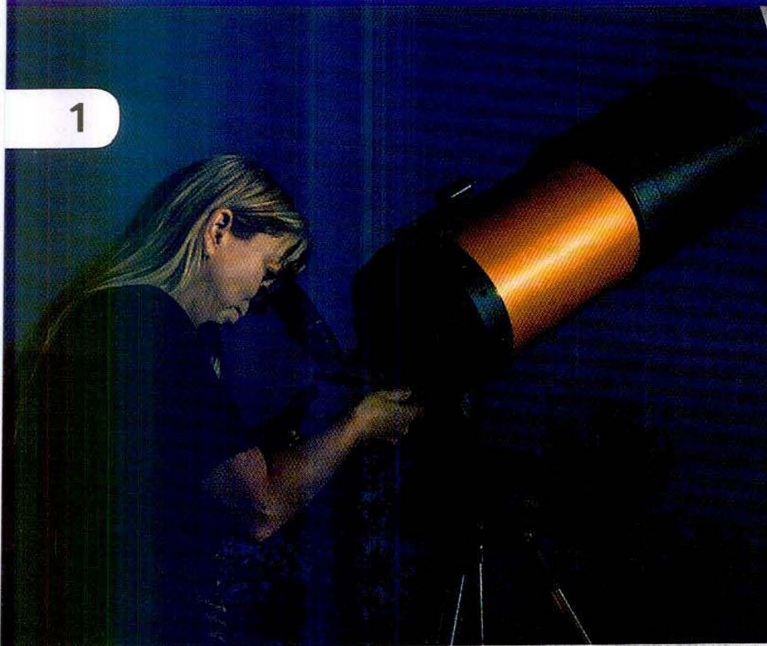
Lesson C

- Highlight key moments in a story with the present tense
- Use *this* and *these* to highlight information

Lesson D

- Read an article about a person who overcame an obstacle
- Write an anecdote about facing a challenge

1



2



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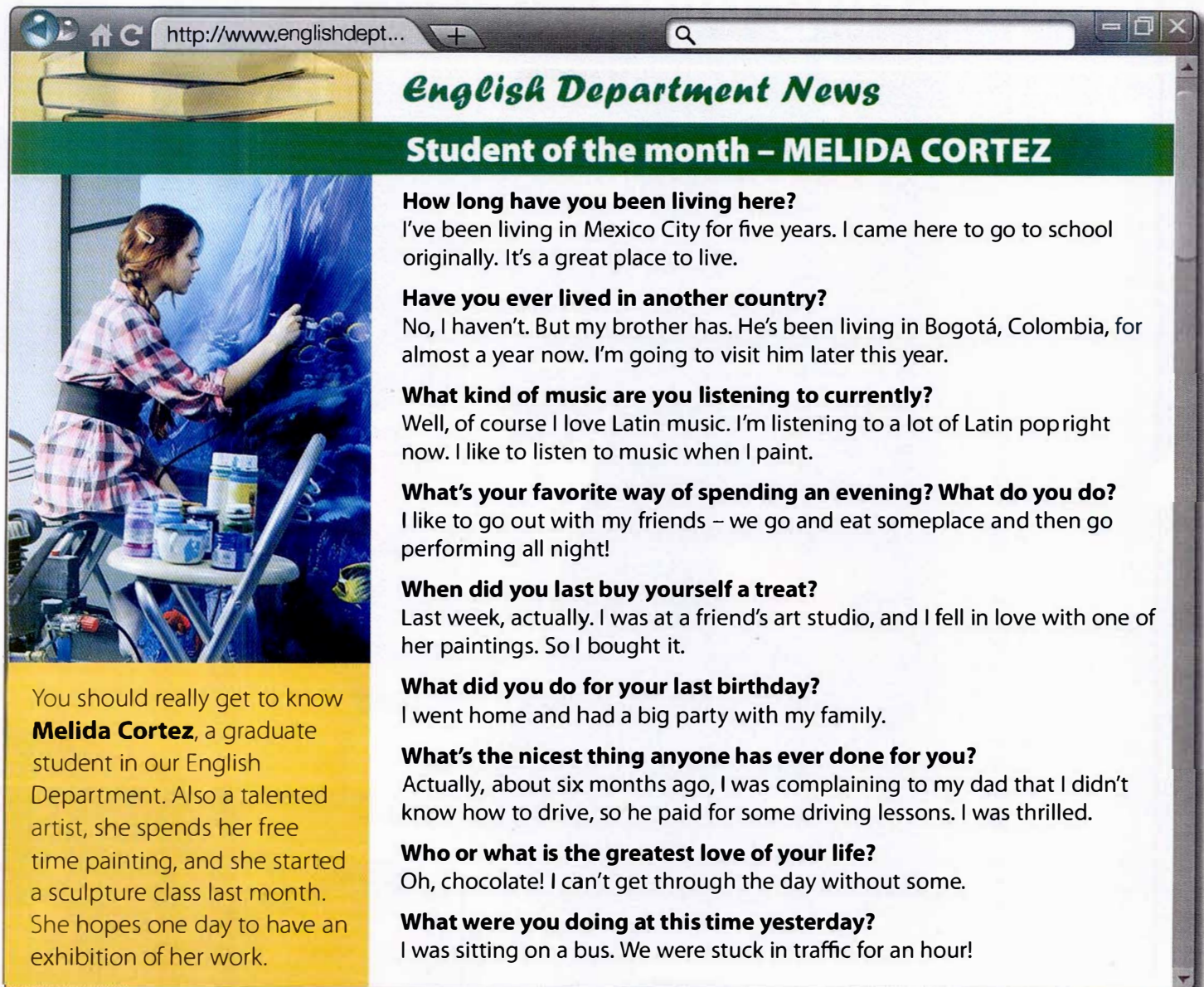
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3


Before you begin . . .

- In what way are these people's lives interesting?
- Do you know anyone who does things like these?
- Do you know any interesting people? Why are they interesting?



English Department News

Student of the month – MELIDA CORTEZ



You should really get to know **Melida Cortez**, a graduate student in our English Department. Also a talented artist, she spends her free time painting, and she started a sculpture class last month. She hopes one day to have an exhibition of her work.

How long have you been living here?
I've been living in Mexico City for five years. I came here to go to school originally. It's a great place to live.

Have you ever lived in another country?
No, I haven't. But my brother has. He's been living in Bogotá, Colombia, for almost a year now. I'm going to visit him later this year.

What kind of music are you listening to currently?
Well, of course I love Latin music. I'm listening to a lot of Latin pop right now. I like to listen to music when I paint.

What's your favorite way of spending an evening? What do you do?
I like to go out with my friends – we go and eat someplace and then go performing all night!

When did you last buy yourself a treat?
Last week, actually. I was at a friend's art studio, and I fell in love with one of her paintings. So I bought it.

What did you do for your last birthday?
I went home and had a big party with my family.

What's the nicest thing anyone has ever done for you?
Actually, about six months ago, I was complaining to my dad that I didn't know how to drive, so he paid for some driving lessons. I was thrilled.

Who or what is the greatest love of your life?
Oh, chocolate! I can't get through the day without some.

What were you doing at this time yesterday?
I was sitting on a bus. We were stuck in traffic for an hour!

1 Getting started

A Do you know someone that other people should get to know? Tell the class about him or her.

"You really should get to know my friend Frank. He's . . ."


B  1.02 Listen and read. Do you have anything in common with Melida? Tell a partner.

Figure it out

C Choose the best verb form to complete the questions. Use the interview above to help you. Then ask and answer the questions with a partner.

1. What book do you read / are you reading currently?
2. What did you do / were you doing for your last birthday?
3. Have you ever been living / lived in the United States?

2 Grammar Simple and continuous verbs (review) 1.03

Extra practice p. 140

Simple verbs are for completed actions or permanent situations.

Present What kind of music **do** you **listen** to?
I **love** Latin music. I **listen** to it a lot.

Present Perfect **Have** you ever **lived** in another country?
No, I've never **lived** anywhere else.

Past What **did** you **do** for your last birthday?
I **went** home and **had** a big party.

Continuous verbs are for ongoing actions or temporary situations.

What kind of music **are** you **listening** to currently?
I'm **listening** to a lot of Latin pop right now.

How long **have** you **been living** here?
I've **been living** here for five years.

What **were** you **doing** at this time yesterday?
I **was sitting** on a bus.

Common errors

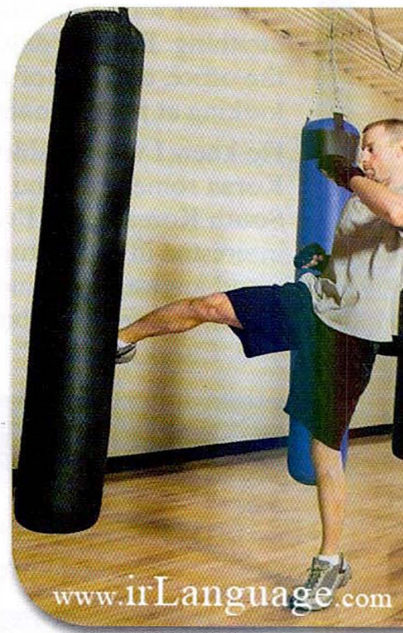
Use the simple past for completed events, not the past continuous.

My birthday was great. My friends came to visit.

(NOT *My friends were coming to visit.*)

A Complete the conversations. Use the simple or continuous form of the verb in the present, present perfect, or past. Sometimes more than one answer is possible. Then practice.

- A What have you been doing (do) for fun lately?
B Well, I _____ (take) kickboxing classes for the past few months. It's a lot of fun, and I _____ (get) in pretty good shape.
- A Who's the most interesting person you know?
B Well, I _____ (think) my best friend is interesting. She _____ (live) in Europe for three years when she _____ (grow up).
- A _____ you ever _____ (meet) anyone famous?
B No, but last year, I _____ (see) a TV star on the street. We _____ both _____ (wait) in line for ice cream.
- A When _____ you last _____ (exercise)?
B Actually, I _____ (not exercise) in months. I _____ (be) really busy at work, so I haven't had time.
- A What _____ you _____ (do) for a living?
B Actually, I _____ (not work) right now. I _____ (look) for a job for six months, but I _____ (not find) anything yet.



About you

B Pair work Ask and answer the questions above. Give your own answers.

3 Speaking naturally Reductions in questions

How long **have you** been learning English?
What **do you** like to do in your English class?

Why **are you** learning English?
What **did you** do in your last class?

A 1.04 Listen and repeat the questions. Notice the reductions of the auxiliary verbs (*have, do, are, did*) and *you*. Then ask and answer the questions with a partner.

About you

B Pair work Interview your partner. Ask the questions in the interview on page 2. Pay attention to your pronunciation of the auxiliary verbs and *you*.

1 Building vocabulary and grammar

A  1.05 Listen to Dan's story. Answer the questions.

1. Where did Dan live before he moved to Seoul?
2. Why did he want to go to South Korea?
3. How did he get his job there?
4. What did his new company offer him?

LIVING ABROAD: Dan's story

مرجع زبان ایرانیان

Dan Anderson was born in the U.S.A. He's now living in South Korea. We asked him, "How did you **end up** living in Seoul?"

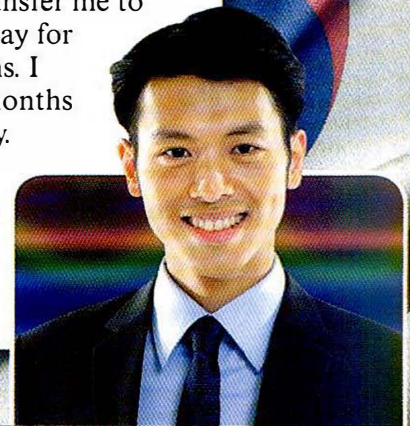
Dan: Well, it's a long story! Before I came here, I **spent** three years working for a small company in Tokyo while I **finished** doing my master's in business. To be honest, I wasn't **planning on** leaving or anything. But one day, I **happened** to be in the office, and one of the salespeople was looking at job ads online.

He knew I was **considering** going to South Korea someday – you see, my mother's South Korean, and I've always been interested in the culture and everything – and anyway, he leaned over and said, "Dan, this **seems** to be the perfect job for you. Check this out."

I looked at the ad, and I **remember** thinking, "Should I **bother** to apply?" But I **decided** to go for it, even though I didn't **expect** to get it, and to make a long story short, I got the job!

The company **offered** to transfer me to Seoul, and they **agreed** to pay for my Korean language lessons. I **started** working here two months later. And the rest is history.

I mean, I **miss** living in Japan, but you can't have it both ways, I guess. Actually, I can't **imagine** living anywhere else now!



Word sort

B Can you sort the verbs in bold above into the correct categories in the chart? Which verbs are followed by *to* + verb, verb + *-ing*, or a particle or preposition + verb + *-ing*?

Verb + <i>to</i> + verb	Verb + verb + <i>-ing</i>	Verb + particle / preposition + verb + <i>-ing</i>
<i>happen (to be)</i>	<i>spend (three years working)</i>	<i>end up (living)</i>

 Vocabulary notebook p. 10

Figure it out

C Complete the sentences with the correct forms of the verbs given. Use Dan's story to help you.

1. I considered _____ (study) electronics, but I ended up _____ (do) math.
2. I expected _____ (graduate) in three years. Then I decided _____ (change) my major.

2 Grammar Verb complements: verb + *-ing* or *to* + verb  1.06

Extra practice p. 140

Verb + verb + <i>-ing</i>: consider finish imagine miss mind spend (time)	I finished doing my master's in business. I spent three years working in Tokyo.
Verb + particle / preposition + verb + <i>-ing</i>: end up keep on think about plan on	How did you end up living here? I wasn't planning on leaving Japan.
Verb + <i>to</i> + verb: agree decide happen offer seem intend expect	They agreed to pay for Korean lessons. I didn't expect to get the job.
Verb + <i>-ing</i> or <i>to</i> + verb with the same meaning: begin bother continue start like love hate	Should I bother applying ? Should I bother to apply ?
Verb + <i>-ing</i> or <i>to</i> + verb with a different meaning: remember stop try	I stopped talking to him. (We don't talk now.) I stopped to talk to him. (I stopped walking.)

A Complete the conversations with the correct forms of the verbs given. Then practice with a partner.

- A How did you end up studying (study) here?

B My friend recommended this school. I remember _____ (think) his English was good, so I decided _____ (sign up) for this class. How about you?

A Well, I wasn't planning on _____ (learn) English, but my company offered _____ (pay) for my classes. I agreed _____ (come), and here I am! I want to keep on _____ (take) classes if I can.
- A What are you thinking about _____ (do) next summer?

B Well, it depends. I just started _____ (work) in a new job, so I don't expect _____ (get) much vacation time. I intend _____ (take) a couple of long weekends off, though. You have to stop _____ (work) occasionally! Anyway, I love _____ (surf), so I hope I can spend a weekend _____ (visit) my cousins at the beach, too.

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

Common errors
Don't use *to* + verb after these verbs.
I finished reading the ad. (NOT... ~~to read~~)
I considered applying. (NOT... ~~to apply~~)
I don't mind working hard. (NOT... ~~to work~~)

About you **B Pair work** Take turns asking the questions. Give your own answers.

3 Talk about it Why did you stop doing that?

Pair work Take turns asking each other questions using the ideas below. Ask follow-up questions.

Can you think of someone you ... ?

- ▶ don't miss seeing
- ▶ expect to see next week
- ▶ happened to run into recently
- ▶ intended to see but didn't
- ▶ keep on calling
- ▶ love to hang out with

"I don't miss seeing my old math teacher."

Can you think of something that you ... ?

- ▶ agreed to do recently
- ▶ are considering doing soon
- ▶ can't imagine doing in the future
- ▶ finished doing recently
- ▶ never bother to do
- ▶ stopped doing recently

"Why's that? Were you bad at math?"

 Sounds right p. 137

1 Conversation strategy Highlighting key moments in a story

A Think of a time when you got lost. What happened? Tell the class.

B  1.07 Listen. How did Mateo and Bryan get lost?



Mateo Remember that time we were hiking in Utah?

Bryan When we got lost? That was funny.

Kim Why? What happened?

Mateo We were on this trail, and it was getting dark. Then Bryan says, "Where are we?"

Bryan Yeah, we couldn't see a thing, and we walked off the trail. It was that bad.

Mateo Yeah, there were all these trees around us, and we were so lost. And we're thinking, "Oh, no." And we're both getting kind of scared. We just wanted to get out of there.

Kim I bet.


Mateo And Bryan says, "Should we jog a little?" And I go, "Yeah. I was thinking the same thing. Let's go."

Bryan So we started jogging, . . .

Mateo And we said to each other, "We've got to stick together, in case anything happens."

C Notice how Mateo changes to the present tense at key moments in his story. It makes them more "dramatic." Find more examples in the conversation.

"We're both getting kind of scared."

D  1.08 Read more of their conversation. Change the underlined verbs to the simple present or present continuous to make the story more dramatic. Then listen and check your answers.

Bryan Yeah. And all of a sudden, we ^{hear} ~~heard~~ this noise.

Mateo And I looked over at Bryan, and I saw his face was white, and he was starting to run fast.

Bryan Well, yeah. I mean, it was a weird noise.

Mateo So, I was thinking, "Wait a minute. What happened to our plan to stick together?" So I started to run with him.

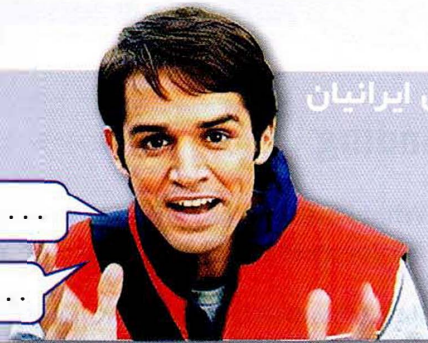
Bryan Yeah, we were running through the trees, scared to death. It was hilarious! It was just like in a movie.

2 Strategy plus *this* and *these* in stories

When you tell stories, you can use **this** and **these** to highlight important people, things, and events.

We were on this trail, . . .

There were all these trees . . .



A Replace *a*, *an*, and *some* with *this* or *these* in the story below. Then take turns telling the story with a partner.

"I have **a** friend who's always getting into funny situations. One time she was invited to **a** going-away party, and she ended up getting totally lost and wandering around a neighborhood she didn't know. Anyway, she finally sees **a** house with **some** cars outside, and **some** people were barbecuing in the backyard. So she knocks on the door, and **a** nice guy lets her in. He thought she was one of his wife's friends. Anyway, she spent about an hour talking to **some** people before **some** guys bring out a big birthday cake and candles and everything. Then she finally realized it was the wrong party!"



About you

B **Pair work** Tell about a time you or a friend got into a funny situation.

3 Listening and strategies A lucky escape

A You're going to hear a story about a skiing accident. Aaron was skiing with friends when one of them fell down the mountain. Circle four questions you want to ask Aaron.

- | | |
|----------------------------------|---------------------------------------|
| 1. Where were you skiing? | 5. Did you get help? How? |
| 2. How far did your friend fall? | 6. Did he have to go to the hospital? |
| 3. What did you do when he fell? | 7. When did this happen? |
| 4. How badly was he hurt? | 8. Is he OK now? |

B 1.09 Listen. Write answers to the questions you chose. Then share answers with a partner. Can you remember the entire story together?

About you

C **Pair work** Think of a time when something went wrong or when you or someone you know had an accident. Tell a partner the story.

"... And suddenly she falls off the climbing wall and lands next to this guy. And all these people run over to see if she's hurt. She was OK. A little embarrassed, but OK!"

1 Reading

- A** What kinds of competitions are there on TV shows? Do you ever watch them?
- B** Read the article. What was Christine Ha's disadvantage in the MasterChef competition? What advantage did she have?

Reading tip

Read the quotes in a news story first. They often give you a quick summary of the article.

Blind Chef Christine Ha Crowned "MasterChef"

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

During the season 3 "MasterChef" finale, Ha won the title, \$250,000, and a cookbook deal, beating out about 100 other home chefs. But that's not what makes her so inspiring. Ha is blind – the first blind contestant on the show.

"I think there are a lot of people who completely discounted me," Ha said. "People will say, 'What is she doing? Is she going to cut her finger off?' But I cooked at home for years without vision, so if I can do it at home, I don't see why I can't prove to everyone else I can do it on national TV."

Week after week, the 33-year-old, who lives in Houston, Texas, managed to whip up culinary masterpieces with only her senses of taste, smell, and touch to guide her.



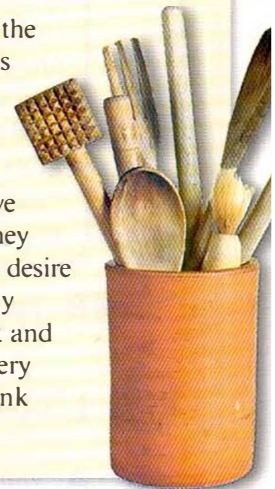
"I couldn't see what anyone else was doing, I was solely focused on myself, and I think that helped me. It gave me an advantage," she said. "When I came out of it, it was the most stressful, intense experience of my life, it was amazing."

Ha lost nearly all of her eyesight about five years ago after being diagnosed with an autoimmune disease that attacks the optic nerves.

"When I lost my vision, there was one time I tried to make a peanut butter and jelly sandwich," she said. "I recall getting it all over the counter. I just started crying and was wondering if I would ever cook again."

But she did more than pick herself up off the counter. She started her own blog, which is how the producers of "MasterChef" discovered her.

Now an official "MasterChef," Ha said, "I just want people to realize that they have it in themselves if they really want to. If they have that passion, that fire, that drive, that desire . . . you can overcome any obstacle and any challenges to really achieve what you want and prove yourself to the world. Everyone is very capable. Much more capable than they think they are."



- C** Find the words below in the article. Which of the two meanings is used in the article? Circle *a* or *b*. Then compare with a partner.

- | | |
|--|---|
| 1. tentative
a. not final
(b.) not certain or confident | 5. whip up
a. make quickly and easily
b. mix quickly until light and fluffy |
| 2. a cookbook deal
a. the chance to publish her own cookbook
b. free cookbooks | 6. pick herself up
a. stand up after falling down
b. recover from a difficult situation |
| 3. beating out
a. mixing rapidly in a bowl
b. winning against | 7. drive
a. determination
b. use a car |
| 4. discounted
a. reduced the price
b. did not consider seriously | 8. overcome any obstacle
a. beat or solve a problem
b. climb over something that's in the way |

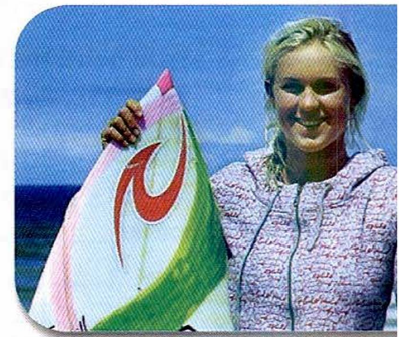
D Read the article again and answer these questions. Compare your answers with a partner.

1. Why do you think Ha “captured America’s heart”? Has she captured yours from your reading of the article?
2. After losing her vision, what did Ha try to do in the kitchen? In what way is this anecdote significant?
3. What do you think Ha means by “people have it in themselves”? Do you agree with her view?

2 Listening and writing Facing a challenge

A  1.10 Listen to a podcast about Bethany Hamilton. Complete the sentences with the correct information. Choose *a*, *b*, or *c*.

1. As a child, Bethany surfed almost every day with **b** .
 a. her parents b. her friend Alana c. Alana’s father
2. Bethany decided to return to surfing _____ after the shark attack.
 a. a couple of weeks b. a month c. three months
3. Bethany managed to stay on her surfboard because _____ added a handle.
 a. her mother b. her father c. Alana’s father
4. In the World Junior Championship, Bethany took _____ place.
 a. first b. second c. fifth
5. Since Bethany lost her arm, she has _____.
 a. written a book b. starred in a movie c. received help from a charity
6. Bethany is described above all else as a great _____.
 a. athlete b. role model c. traveler



About you

B Pair work Think about a time in your life when you faced a challenge. How did you feel? Did someone help you? How did you feel afterward?

C Read the story and the Help note. Then write a story about your challenge.

My biggest challenge

When I was in high school, chemistry was a required subject, but I wasn't very good at it. . . .

One day, the teacher asked us to give a speech about chemistry in our everyday lives. . . .

On the day of the speech, I was extremely nervous. I remember looking at all those faces, and I wanted to run away. . . .

It was a big challenge for me to make that speech, but it helped me become much more confident. . . .

Help note

Writing an anecdote or a story

- Set the general time or place.
- Set the particular time or place.
- Describe what happened.
- End the story and, if possible, link the events to now.

D Pair work Read a partner’s story. Then ask questions to find out more about the story.

Free talk, p. 129

Learning tip Verb patterns

When you learn a new verb, write down the verb form(s) that can follow it. Then use it in a sentence. For example:

imagine verb + -ing	I can't imagine having lots of money.
decide to + verb	I've decided to be a doctor.
start verb + -ing	I'm going to start saving money.
start to + verb	I'm going to start to save money.

1 Write down the form(s) of the verbs that can follow the verbs below. Then complete the mottoes. Use the correct form(s) of the verbs given.

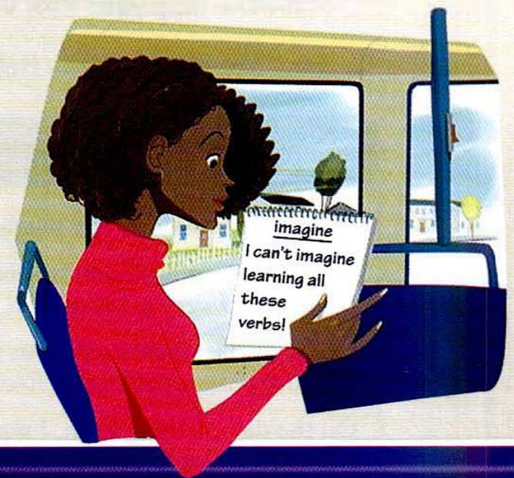
- agree to + verb "Never agree _____ (lend) money to strangers."
- intend _____ "If you don't intend _____ (do) something properly, bother _____ don't bother _____ (start) it!"
- stop _____ "Never stop _____ (do) the things you enjoy _____ (do)."
- keep on _____ "Keep on _____ (try) until you find success."
- consider _____ "Consider _____ (take) every opportunity you get in life."
- seem _____ "Things aren't always what they seem _____ (be)."

2 Word builder Find out the meanings of these verbs, and write down the verb form(s) that can follow them. Then make up your own motto for each verb.

give up promise put off refuse

**On your own**

Make a flip pad for the new verbs you have learned in this unit. Write each new verb in a sentence. Every time you have a spare minute, learn a verb!


 **Can Do!** Now I can ...

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

- | | |
|--|---|
| <input type="checkbox"/> ask questions to get to know someone. | <input type="checkbox"/> understand a conversation about an accident. |
| <input type="checkbox"/> tell interesting stories about my life. | <input type="checkbox"/> understand a podcast about an athlete's life story. |
| <input type="checkbox"/> highlight key moments in a story. | <input type="checkbox"/> read an article about a person who overcame an obstacle. |
| <input type="checkbox"/> highlight important information in a story. | <input type="checkbox"/> write an anecdote about facing a challenge. |

Personal tastes


Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about fashion and makeovers
- Make comparisons with *(not) as . . . as*

Lesson B

- Ask negative questions when you expect someone to agree
- Describe clothing

Lesson C

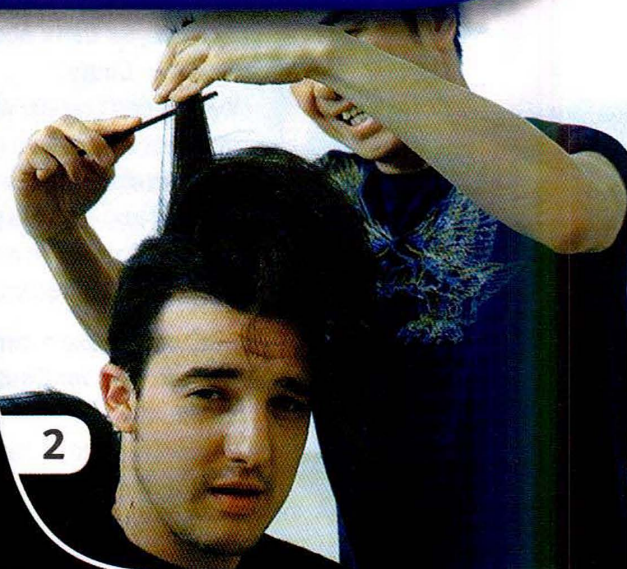
- Show understanding by summarizing what people say
- Use *Now* to introduce follow-up questions

Lesson D

- Read an article about how to develop a personal style
- Write questions and answers for an interview about personal style



1



2



3



4



Before you begin . . .

What kind of . . .

- music do you like?
- hairstyle looks good on you?
- clothes do you wear?
- car would you like?

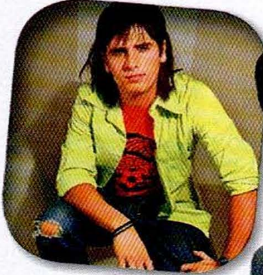
Do you and your classmates have similar tastes?

Would you let a friend give YOU a makeover?

before

We gave Cindy and Scott, two very good friends, the chance to choose a new look for each other. How did they do? Here's the verdict!




before

What do you think about your new look, Cindy?
I love it! I don't usually wear these colors, but this dress is really nice. I like it. I wouldn't usually wear this much makeup – I try to get ready as quickly as I can in the morning – but it looks good. I'm really pleased.

Scott, you chose a completely different look for Cindy. How do you like it?
I like it a lot. I tried as hard as I could to find a style that suits her personality better. Her hair looks great. I mean, I don't usually like short hair as much as long hair, but it looks good on her, I think. And I like the dress on her. She looks great.


How do you like your new look, Scott?
Well, I kind of like it. I'm not used to wearing pants like these, but they're just as comfortable as my jeans. And Cindy made a good choice with the suede jacket. It's cool. Yeah, I don't look as scruffy as I did!

Cindy, do you like Scott's new look? He looks very different!
Yes, I really like it. He doesn't pay as much attention to his appearance as he should. Actually, the pastel shirt I chose doesn't look as good on him as the bright colors he usually wears. I don't think I like pastels that much, after all. But overall, he looks a lot better! I like his hair short like that.



after

1 Getting started

- A** Look at the “before” and “after” pictures of Cindy and Scott. What has changed?
- B**  1.11 Listen. What do Cindy and Scott think about their makeovers? Do you agree with their comments?
- Figure it out** **C** How do Cindy and Scott actually say these things? Find the sentences in the article above. Compare with a partner.
- Scott** These pants and my jeans are equally comfortable.
 - Scott** I used to look scruffier.
 - Cindy** He should pay more attention to his appearance.
 - Cindy** I try to get ready quickly in the morning – I can't get ready faster.