

SECOND EDITION

# TOUCHSTONE

## STUDENT'S BOOK

# 3

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# Touchstone Level 3 Contents and learning outcomes

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



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

## Checkpoint Units 1-3 pages 31-32

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

## Checkpoint Units 4-6 pages 63-64



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



Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> <li>• Soften comments with expressions like <i>I think, probably, kind of, and in a way</i></li> <li>• Use <i>though</i> to give a contrasting idea</li> </ul>	<p><b>People I look forward to seeing</b></p> <ul style="list-style-type: none"> <li>• Listen to someone describe three people; listen for the reasons he likes to see them</li> </ul> <p><b>Getting back in touch</b></p> <ul style="list-style-type: none"> <li>• Listen to a conversation about losing touch and fill in a chart</li> </ul>	<p><b>Looking for love? Online is the way to go!</b></p> <ul style="list-style-type: none"> <li>• Read an article about online dating</li> </ul>	<p><b>Your circle of friends</b></p> <ul style="list-style-type: none"> <li>• Write an article describing your circle of friends</li> <li>• Use <i>both</i> and <i>neither</i> to show what you have in common</li> </ul>	<p><b>Your ideal partner</b></p> <ul style="list-style-type: none"> <li>• Group work: Discuss your ideal partner and questions you should ask before you decide to get married</li> </ul>	<p><b>Matching up</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<ul style="list-style-type: none"> <li>• Give advice using expressions like <i>if I were you, ...</i> and <i>You might want to ...</i></li> <li>• Use <i>That would be ...</i> to comment on a suggestion or possibility</li> </ul>	<p><b>Just one wish</b></p> <ul style="list-style-type: none"> <li>• Identify four people's wishes; then write the reasons they can't have their wishes</li> </ul> <p><b>Here's my advice</b></p> <ul style="list-style-type: none"> <li>• Listen to a conversation about problems and advice</li> </ul>	<p><b>If I could live my life over ...</b></p> <ul style="list-style-type: none"> <li>• Read a blog about regrets</li> </ul>	<p><b>What would you change?</b></p> <ul style="list-style-type: none"> <li>• Write an article about how you would change your life</li> <li>• Use adverbs like <i>probably</i> and <i>definitely</i> in affirmative and negative statements</li> </ul>	<p><b>What would you do?</b></p> <ul style="list-style-type: none"> <li>• Group work: Discuss what you would do in imaginary situations</li> </ul>	<p><b>Imagine that!</b></p> <ul style="list-style-type: none"> <li>• When you learn a new verb, find out what prepositions (if any) can come after it</li> </ul>
<ul style="list-style-type: none"> <li>• Give different opinions using expressions like <i>On the other hand ...</i> and <i>I know what you mean, but ...</i></li> <li>• Use expressions like <i>You know what I mean?</i> when you want someone to agree with you</li> </ul>	<p><b>What do you know about the Internet?</b></p> <ul style="list-style-type: none"> <li>• Answer questions about the Internet; then listen to a conversation and check your answers</li> </ul> <p><b>Technology matters</b></p> <ul style="list-style-type: none"> <li>• Listen to a conversation about the pros and cons of technology; then agree or disagree with three opinions</li> </ul>	<p><b>Savvy and safe</b></p> <ul style="list-style-type: none"> <li>• Read an article about email scams</li> </ul>	<p><b>Keeping it safe</b></p> <ul style="list-style-type: none"> <li>• Write an article about protecting personal information</li> <li>• Planning your article</li> </ul>	<p><b>Technology etiquette</b></p> <ul style="list-style-type: none"> <li>• Pair work: Debate different opinions about technology etiquette</li> </ul>	<p><b>On and off</b></p> <ul style="list-style-type: none"> <li>• When you learn expressions with a new or complex structure, think of everyday situations where you might use them</li> </ul>
Checkpoint Units 7–9 pages 95–96					
<ul style="list-style-type: none"> <li>• Ask for a favor politely using expressions like <i>I was wondering ...</i> and <i>Would it be OK with you ...</i></li> <li>• 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</li> </ul>	<p><b>Favors at work</b></p> <ul style="list-style-type: none"> <li>• Match people with the favors they ask; then listen again for more information</li> </ul> <p><b>I'd really recommend it</b></p> <ul style="list-style-type: none"> <li>• Listen for details of a conversation about going to see a show</li> </ul>	<p><b>Avatar is stunning, memorable, and mesmerizing!</b></p> <ul style="list-style-type: none"> <li>• Read a movie review</li> </ul>	<p><b>A Review</b></p> <ul style="list-style-type: none"> <li>• Write a review of a concert, show, movie, or book</li> <li>• Contrast ideas with <i>although, even though,</i> and <i>even if</i></li> </ul>	<p><b>Who's been doing what?</b></p> <ul style="list-style-type: none"> <li>• Class activity: Ask questions to find out interesting things your classmates have been doing lately</li> </ul>	<p><b>Great movies</b></p> <ul style="list-style-type: none"> <li>• When you learn a new word or expression, link it to something you have recently seen or done</li> </ul>
<ul style="list-style-type: none"> <li>• Show you understand another person's feelings or situation</li> <li>• Use <i>you see</i> to explain a situation</li> <li>• Use <i>I see</i> to show you understand</li> </ul>	<p><b>People and situations</b></p> <ul style="list-style-type: none"> <li>• Match four people and their situations; then write a response with <i>must</i> to each</li> </ul> <p><b>People making a difference</b></p> <ul style="list-style-type: none"> <li>• Listen for details of conversations about people and organizations; discuss which organization you would choose to get involved with</li> </ul>	<p><b>El Sistema</b></p> <ul style="list-style-type: none"> <li>• Read an article about a music education program</li> </ul>	<p><b>My impression is ...</b></p> <ul style="list-style-type: none"> <li>• Write an email to the founder of a charity</li> <li>• Expressions to show impressions, reactions, and opinions</li> </ul>	<p><b>That must be fun!</b></p> <ul style="list-style-type: none"> <li>• Pair work: Make sentences to share with a partner. Then continue the conversation and speculate about what they say.</li> </ul>	<p><b>How would you feel?</b></p> <ul style="list-style-type: none"> <li>• When you learn new words for feelings, link them to different situations where you might experience each one</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce news with expressions like <i>Did you hear (about) ...?</i> and <i>Guess what?</i></li> <li>• Use <i>The thing is / was ...</i> to introduce issues</li> </ul>	<p><b>News update</b></p> <ul style="list-style-type: none"> <li>• Listen to news stories and answer questions</li> </ul> <p><b>What do they say next?</b></p> <ul style="list-style-type: none"> <li>• Listen to people telling personal news and make predictions</li> </ul>	<p><b>Life's work: Christiane Amonpour</b></p> <ul style="list-style-type: none"> <li>• Read an interview with a foreign correspondent</li> </ul>	<p><b>Are you up on the news?</b></p> <ul style="list-style-type: none"> <li>• Write a report using statistics</li> <li>• Writing about statistics</li> </ul>	<p><b>Here's the news!</b></p> <ul style="list-style-type: none"> <li>• Pair work: Make up short TV news reports about pictures and take turns telling news stories to another pair.</li> </ul>	<p><b>Forces of nature</b></p> <ul style="list-style-type: none"> <li>• When you learn a new word, use a dictionary to find out what other words are typically used with it</li> </ul>
Checkpoint Units 10–12 pages 127–128					