

۲۵۱۳۶۸۴

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

4

عنوان: Touchstone 4 Student's Book 2nd Edition

مؤلفان: Michael McCarthy, Jeanne McCarten

Helen Sandiford

شابک: ۹۸۷-۱-۱۰۷-۶۸۰۴۳-۲

نوبت چاپ: اول-۱۴۰۳

ناظر چاپ: کریم افسری

ناشر: نیلاب زبان گستر

تیراژ: ۵۰۰ نسخه

چاپ و صحافی: واصف

قیمت: ۲۲۰۰۰۰ تومان

سرشناسه	مکارتی، مایکل، ۱۹۴۷ - م.
عنوان و نام پدیدآور	McCarthy, Michael
مشخصات نشر	/ Michael McCarthy, Jeanne student's book[Book] 4 Touchstone
مشخصات ظاهری	McCarten, Helen Sandiford.
وضعیت فهرست نویسی	تهران: نشر نیلاب زبان گستر، ۱۴۰۳ م.
یادداشت	۱۶۰ ص: مصور؛ ۲۲ x ۲۹ س.م.
یادداشت	وضعیت فهرست نویسی: فیا
آوانویسی عنوان	زبان: انگلیسی.
موضوع	افست از روی ویراست دوم.
موضوع	تاج استون ...
شناسه افزوده	زبان انگلیسی -- کتاب‌های درسی برای خارجی‌ان
شناسه افزوده	English language -- Textbooks for foreign speakers
شناسه افزوده	مکارتن، جین
شناسه افزوده	McCarten, Jeanne
شناسه افزوده	سندیفورد، هلن
شناسه افزوده	Sandiford, Helen
رده بندی کنگره	۱۱۲۸PE
رده بندی دیویی	۲۴/۴۲۸
شماره کتابشناسی ملی	۹۷۵۳۸۹۶



MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD



CAMBRIDGE
UNIVERSITY PRESS

Acknowledgment

Touchstone Second Edition has benefited from extensive development research. The authors and publishers would like to extend their thanks to the following reviewers and consultants for their valuable insights and suggestions:

Ana Lúcia da Costa Maia de Almeida and Mônica da Costa Monteiro de Souza from IBEU, Rio de Janeiro, Brazil; Andreza Cristiane Melo do Lago from *Magic English School*, Manaus, Brazil; Magaly Mendes Lemos from ICBEU, São José dos Campos, Brazil; Maria Lucia Zaorob, São Paulo, Brazil; Patricia McKay Aronis from CEL LEP, São Paulo, Brazil; Carlos Gontow, São Paulo, Brazil; Christiane Augusto Gomes da Silva from *Colégio Visconde de Porto Seguro*, São Paulo, Brazil; Silvana Fontana from *Lord's Idiomas*, São Paulo, Brazil; Alexander Fabiano Morishigue from *Speed Up Idiomas*, Jales, Brazil; Elisabeth Blom from *Casa Thomas Jefferson*, Brasília, Brazil; Michelle Dear from *International Academy of English*, Toronto, ON, Canada; Walter Duarte Marin, Laura Hurtado Portela, Jorge Quiroga, and Ricardo Suarez, from *Centro Colombo Americano*, Bogotá, Colombia; Jhon Jairo Castaneda Macias from *Praxis English Academy*, Bucaramanga, Colombia; Gloria Liliana Moreno Vizcaino from *Universidad Santo Tomas*, Bogotá, Colombia; Elizabeth Ortiz from *Copol English Institute (COPEI)*, Guayaquil, Ecuador; Henry Foster from *Kyoto Tachibana University*, Kyoto, Japan; Steven Kirk from *Tokyo University*, Tokyo, Japan; J. Lake from *Fukuoka Woman's University*, Fukuoka, Japan; Etsuko Yoshida from *Mie University*, Mie, Japan; B. Bricklin Zeff from *Hokkai Gakuen University*, Hokkaido, Japan; Ziad Abu-Hamattah from *Al-Balqa' Applied University*, Al-Salt, Jordan; Roxana Pérez Flores from *Universidad Autonoma de Coahuila Language Center*, Saltillo, Mexico; Kim Alejandro Soriano Jimenez from *Universidad Politecnica de Altamira*, Altamira, Mexico; Tere Calderon Rosas from *Universidad Autonoma Metropolitana Campus Iztapalapa*, Mexico City, Mexico; Lilia Bondareva, Polina Ermakova, and Elena Frumina, from *National Research Technical University MISIS*, Moscow, Russia; Dianne C. Ellis from *Kyung Hee University*, Gyeonggi-do, South Korea; Jason M. Ham and Victoria Jo from *Institute of Foreign Language Education*, Catholic University of Korea, Gyeonggi-do, South Korea; Sheng Manning from *Hankuk University of Foreign Studies*, Seoul, South Korea; Natalie Renton from *Busan National University of Education*, Busan, South Korea; Chris Soutter from *Busan University of Foreign Studies*, Busan, South Korea; Andrew Cook from *Dong A University*, Busan, South Korea; Raymond Wowk from *Daejin University*, Gyeonggi-do, South Korea; Ming-Hui Hsieh and Jessie Huang from *National Central University*, Zhongli, Taiwan; Kim Phillips from *Chinese Culture University*, Taipei, Taiwan; Alex Shih from *China University of Technology*, Taipei Ta-Liao Township, Taiwan; Porntip Bodeepongse from *Thaksin University*, Songkhla, Thailand; Nattaya Puakpong and Pannathon Sangarun from *Suranaree University of Technology*, Nakhon Ratchasima, Thailand; Barbara Richards, Gloria Stewner-Manzanares, and Caroline Thompson, from *Montgomery College*, Rockville, MD, USA; Kerry Vrabel from *Gateway Community College*, Phoenix, AZ, USA.

Touchstone Second Edition authors and publishers would also like to thank the following individuals and institutions who have provided excellent feedback and support on *Touchstone Blended*:

Gordon Lewis, Vice President, Laureate Languages and Chris Johnson, Director, Laureate English Programs, Latin America from *Laureate International Universities*; *Universidad de las Americas*, Santiago, Chile; *University of Victoria*, Paris, France; *Universidad Tecnológica Centroamericana*, Honduras; *Institut Universitaire de Casablanca*, Morocco; *Universidad Peruana de Ciencias Aplicadas*, Lima, Peru; *CIBERTEC*, Peru; *National Research Technical University (MISIS)*, Moscow, Russia; *Institut Obert de Catalunya (IOC)*, Barcelona, Spain; Sedat Çilingir, Burcu Tezcan Ünal, and Didem Mutçaloğlu from *İstanbul Bilgi Üniversitesi*, İstanbul, Turkey.

Touchstone Second Edition authors and publishers would also like to thank the following contributors to *Touchstone Second Edition*:

Sue Aldcorn, Frances Amrani, Deborah Gordon, Lisa Hutchins, Nancy Jordan, Steven Kirk, Genevieve Kocienda, Geraldine Mark, Julianna Nielsen, Kathryn O'Dell, Ellen Shaw, Kristin Sherman, Luis Silva Susa, Mary Vaughn, Kerry S. Vrabel, and Eric Zuarino.

Authors' Acknowledgments

The authors would like to thank all the Cambridge University Press staff and freelancers who were involved in the creation of *Touchstone Second Edition*. In addition, they would like to acknowledge a huge debt of gratitude that they owe to two people: Mary Vaughn, for her role in creating *Touchstone First Edition* and for being a constant source of wisdom ever since, and Bryan Fletcher, who also had the vision that has led to the success of *Touchstone Blended Learning*.

Helen Sandiford would like to thank her family for their love and support, especially her husband Bryan.

The author team would also like to thank each other, for the joy of working together, sharing the same professional dedication, and for the mutual support and friendship.

Finally, the authors would like to thank our dear friend Alejandro Martinez Global Training Manager, who sadly passed away in 2012. He is greatly missed by all who had the pleasure to work with him. Alex was a huge supporter of *Touchstone* and everyone is deeply grateful to him for his contribution to its success.

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 Extra practice	<ul style="list-style-type: none"> Verbs followed by verb + <i>-ing</i> or <i>to</i> + verb 	Speaking naturally <ul style="list-style-type: none"> Reductions of auxiliary verbs and the pronoun <i>you</i> in questions Sounds right <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 Extra practice	<ul style="list-style-type: none"> Colors, patterns, materials, and styles of clothing 	Speaking naturally <ul style="list-style-type: none"> Linking words with the same consonant sound Sounds right <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> Extra practice	<ul style="list-style-type: none"> Cultural items, icons, and events Manners, customs, and culturally appropriate behavior 	Speaking naturally <ul style="list-style-type: none"> Silent syllables in which unstressed vowels are not pronounced Sounds right <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 Extra practice	<ul style="list-style-type: none"> Expressions with <i>get</i> 	Speaking naturally <ul style="list-style-type: none"> Intonation of sentences when you are sure vs. when you are checking Sounds right <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> Extra practice	<ul style="list-style-type: none"> Rules and regulations Crimes and offenses, the people who commit them, and punishments 	Speaking naturally <ul style="list-style-type: none"> Saying conversational expressions Sounds right <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> Extra practice	<ul style="list-style-type: none"> Strange events Superstitions from around the world 	Speaking naturally <ul style="list-style-type: none"> Stressing new information Sounds right <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 you Use expressions for talking 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 and 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

	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> Extra practice	<ul style="list-style-type: none"> Errands Household problems 	Speaking naturally <ul style="list-style-type: none"> Short question and statement intonation Sounds right <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 Extra practice	<ul style="list-style-type: none"> Emotions and personal qualities Expressions describing behavior 	Speaking naturally <ul style="list-style-type: none"> Reduction of <i>have</i> in past modals Sounds right <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 Extra practice	<ul style="list-style-type: none"> Expressions to describe ownership and possession Money 	Speaking naturally <ul style="list-style-type: none"> Intonation of finished and unfinished ideas Sounds right <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 Extra practice	<ul style="list-style-type: none"> Expressions to describe becoming famous, being famous, and losing fame 	Speaking naturally <ul style="list-style-type: none"> Intonation of tag questions Sounds right <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 Extra practice	<ul style="list-style-type: none"> Expressions to describe change Environmental problems 	Speaking naturally <ul style="list-style-type: none"> Reducing auxiliary verbs Sounds right <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 Extra practice	<ul style="list-style-type: none"> Expressions to describe a job search Areas of work, professions, and jobs 	Speaking naturally <ul style="list-style-type: none"> Stressing <i>I</i> and <i>you</i> Sounds right <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	Vocabulary notebook
<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 	Wedding on a budget <ul style="list-style-type: none"> • Listen to people plan a wedding; check what they agree on and what they'll do themselves Fix it! <ul style="list-style-type: none"> • Match conversations with pictures; then check which problems were solved 	Developing your problem-solving skills <ul style="list-style-type: none"> • An article about an interesting problem-solving technique 	A good solution <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 	Who gets help with something? <ul style="list-style-type: none"> • Class activity: Ask and answer questions to find out who gets help 	Damaged goods <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 	Similar experiences <ul style="list-style-type: none"> • Listen to two people share experiences, and number the incidents in order; then answer questions Good and bad apologies <ul style="list-style-type: none"> • Listen to conversations; match the people to the apologies; then decide if they were effective 	Apologies: The key to maintaining friendship <ul style="list-style-type: none"> • An article about the importance of apologizing and suggesting ways to do so 	A note of apology <ul style="list-style-type: none"> • Write an email apologizing for something • Expressions for writing a note of apology 	How did you react? <ul style="list-style-type: none"> • Group work: Tell a story about an incident, and listen and respond to classmates' stories 	People watching <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 	Who's materialistic? <ul style="list-style-type: none"> • Listen to someone answer questions, and take notes; then report his answers I couldn't live without ... <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 	This Stuff's Gotta Go! <ul style="list-style-type: none"> • A blog post about a woman who declutters her home 	I couldn't live without ... <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 	Material things <ul style="list-style-type: none"> • Pair work: Ask and answer questions about material things 	Get rich! <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> 	Great advice <ul style="list-style-type: none"> • Listen to a conversation and answer questions Success is ... <ul style="list-style-type: none"> • Listen to four conversations about success, and complete a chart 	Three Child Stars Who Beat the Odds <ul style="list-style-type: none"> • A magazine article about actors who have managed to avoid "Child Star Syndrome" 	A success story <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 	Quotations <ul style="list-style-type: none"> • Group work: Define success 	Do your best! <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> 	Trends in the workplace <ul style="list-style-type: none"> • Listen to conversations about trends, and identify advantages and disadvantages Trends in technology <ul style="list-style-type: none"> • Listen to four people talk about trends, and write notes on their views 	The Internet – The new pathway to success? <ul style="list-style-type: none"> • An article about the recent trend of using the Internet to become successful 	Trends in technology <ul style="list-style-type: none"> • Write a comment on a web article about trends in technology • Expressions for describing trends 	What's trending? <ul style="list-style-type: none"> • Group work: Discuss trends 	Try to explain it! <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 	An interesting job <ul style="list-style-type: none"> • Listen to a personal trainer talk about her job; write notes A fabulous opportunity! <ul style="list-style-type: none"> • Complete a job ad, and listen to check and answer questions 	Ace that interview! <ul style="list-style-type: none"> • An article about how to answer the most common questions in job interviews 	A fabulous opportunity! <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 	The best person for the job <ul style="list-style-type: none"> • Group work: Interview the members of your group for a job 	From accountant to zoologist <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