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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?

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Lesson A

Interviews

AC http://www.englishdept... +

Q

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 jazz 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 dancing 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!

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 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?

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It's a long story! Lesson **B**

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

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 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>
happen (to be)	spend (three years working)	end up (living)
		Vocabulary notebook p. 10

Figure 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.

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Lesson C

Conversation We're both getting scared....

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."
- ▶ ■) 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.

hear

- Bryan Yeah. And all of a sudden, we <u>heard</u> 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.

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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 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?
- 2. How far did your friend fall?
- 3. What did you do when he fell?
- 4. How badly was he hurt?
- 5. Did you get help? How?
- 6. Did he have to go to the hospital?
- 7. When did this happen?
- 8. Is he OK now?
- (1) 1.09 Listen. Write answers to the questions you chose. Then share answers with a partner. Can you remember the entire story together?

About 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!"

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More information

Lesson **D** Against the odds



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?



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-yearold, 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

- 2. a cookbook deal
 - a. the chance to publish her own cookbook
 - b. free cookbooks
- 3. beating out
 - a. mixing rapidly in a bowlb. winning against
- 4. discounted
 - a. reduced the price
 - a. reduced the price
 - b. did not consider seriously

- 5. whip up
 - a. make quickly and easily
 - b. mix quickly until light and fluffy
- 6. pick herself up
 - a. stand up after falling down
 - b. recover from a difficult situation
- 7. drive
 - a. determination
 - b. use a car
- 8. overcome any obstacle
 - a. beat or solve a problem
 - b. climb over something that's in the way

Interesting lives UNIT 1

- **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?

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*.
- As a child, Bethany surfed almost every day with <u>b</u>.
 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 weeksb. a monthc. three months
- 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. firstb. secondc. 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. athleteb. role modelc. traveler
- About 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.



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

Free talk, p. 129



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Vocabulary notebook Mottoes 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.	
	The 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.

1.	agree <u>to + verb</u>	"Never agree	(lend) money to strangers."
2.	intend bother	"If you don't intend _ don't bother	(do) something properly, (start) it!"
3.	stop enjoy	"Never stop enjoy	(do) the things you _ (do)."
4.	keep on	"Keep on	(try) until you find success."
5.	consider	"Consider	(take) every opportunity you get in life.'
6.	seem	"Things aren't always	s 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!



Do! Now I can . .

I need to review how to . . .

- 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 an article about a person who overcame an obstacle.
- write an anecdote about facing a challenge.

🖌 l can . . .