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SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

4

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Touchstone Level 4 Contents and learning outcomes



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	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; 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	Skill				Se
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 	A lucky escape <ul style="list-style-type: none"> Listen for details in a story, and retell it with a partner Facing a challenge <ul style="list-style-type: none"> Listen to a true story and answer questions 	Blind Chef Christine Ha Crowned "MasterChef" <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 	Facing a challenge <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 	An interview with . . . <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 	Mottoes <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 	Broad tastes <ul style="list-style-type: none"> Listen for details and answer questions; then listen and choose the best responses Keeping up with trends <ul style="list-style-type: none"> Listen to four people talk about trends, identify the topics they discuss, and answer questions 	How to develop your personal style <ul style="list-style-type: none"> An article about developing a personal style 	Style interview <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 	What's popular? <ul style="list-style-type: none"> Group work: Discuss questions about current popular tastes and how tastes have changed 	Blue suede shoes <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 	Away from home <ul style="list-style-type: none"> Listen to a woman talk about being away from home, and choose true statements Favorite proverbs <ul style="list-style-type: none"> Listen to people talk about proverbs; number and match them with English equivalents 	Proverbs: The wisdom that binds us together <ul style="list-style-type: none"> An article about the study of proverbs 	Explain a proverb <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 	Traditions <ul style="list-style-type: none"> Pair work: Ask yes-no questions to guess traditional cultural items 	Travel etiquette <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 	Going out <ul style="list-style-type: none"> Listen to a couple discussing their evening plans Extrovert or introvert? <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 	Examining the "Extrovert Ideal" <ul style="list-style-type: none"> A magazine article about a book on introverts living in an extroverted society 	Extrovert or introvert? <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> 	Pass on the message <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 	Get this! <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 	We got robbed! <ul style="list-style-type: none"> Listen to a conversation; answer questions and check true sentences Different points of view <ul style="list-style-type: none"> Listen to a debate, answer questions, and respond to different views 	Is your smartphone too smart for your own good? <ul style="list-style-type: none"> An article about online invasions of privacy 	Posting a comment on a web article <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 	Do you agree? <ul style="list-style-type: none"> Pair work: Discuss controversial topics 	It's a crime! <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 	It's a small world! <ul style="list-style-type: none"> Listen to a story, and answer questions Lucky or not? <ul style="list-style-type: none"> Listen to people talk about superstitions; decide if things are lucky or unlucky; write down the superstitions 	Separated at birth, then happily reunited <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 	Amazing family stories <ul style="list-style-type: none"> Write a true story from your own family history Prepositional time clauses 	What do you believe in? <ul style="list-style-type: none"> Group work: Discuss unusual beliefs and strange events in your life 	Keep your fingers crossed. <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> 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				Se
Conversation strategies	Listening	Reading	Writing	Free talk	Voc
<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
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



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



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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?

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English Department News

Student of the month – MELIDA CORTEZ



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!

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.

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

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 jazz 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

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>

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.

 Vocabulary notebook p. 10

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

Verb + verb + *-ing*: **consider finish imagine miss mind spend (time)**

I **finished doing** my master's in busin
I **spent** three years **working** in Tokyo.

Verb + particle / preposition + verb + *-ing*: **end up keep on think about plan on**

How did you **end up living** here?
I wasn't **planning on leaving** Japan.

Verb + *to* + verb: **agree decide happen offer seem intend expect**

They **agreed to pay** for Korean lessons.
I didn't **expect to get** the job.

Verb + *-ing* or *to* + verb with the same meaning:
begin bother continue start like love hate

Should I **bother applying**?
Should I **bother to apply**?

Verb + *-ing* or *to* + 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.

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*)

- 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.

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?"



Beginning



High Beginning



Low Intermediate



Intermediate



High Intermediate



Advanced

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CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
B2	TOUCHSTONE 4
B2	VIEWPOINT 1
C1	VIEWPOINT 2

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