

Unit 1 Interesting lives

Lesson A Interviews pp. 2-3

Exercise 1

Claire: did you start
Alex: I've been taking
Claire: did you use
Alex: showed
Claire: are you working
Alex: I'm talking
Claire: have you taken
Claire: were you doing
Alex: was working; didn't win

Exercise 2

1. Do you like to take a lot of photos?
2. How long have you had a camera?
3. Did your parents take many photos of you when you were a child?
4. Have you ever been to a photographer's studio?
5. When did you last take a photograph?
6. Do you have friends who are always taking / have always taken photos?

Answers to questions will vary. Possible answers may include:

1. Yes, I take lots of photos. I bring my camera to every special occasion.
2. I've had a camera for five years.
3. No, I don't think they took enough photos.
4. Yes, I was a photographer's assistant for two years.
5. I just took one yesterday!
6. Yes, My best friend is a photographer.

Exercise 3

1. Ben: have, been watching
Kim: 've been watching / watch; watch; watched
2. Ann: Have, lived / Did, live
Joel: 've lived / lived; lived; was living / lived
3. Adila: 'm eating / 've been eating; eat; ate / eat
4. Vito: have, been writing
Kim: 've been writing; write; wrote

Exercise 4

Answers will vary. Possible answers may include:

1. I've been studying English for five years.
2. Yes, I've lived in Guatemala.
3. I'm listening to a lot of hip-hop these days.
4. I watch a lot of sitcoms.
5. I went to California and went to the beach.
6. I was traveling to California.

Lesson B It's a long story! pp. 4-5

Exercise 1

1. ended up
finished
considering
decided
offered
agreed
imagine
2. planning on
spent
started
remember
missed
3. happened
considering
bother
seems
expected

Exercise 2

living
being
to move
to share
missing / to miss
being
staying, being
to complete
writing

Exercise 3

Answers will vary. Possible answers may include:

1. I think I'll end up living in Paris after I finish school.
2. I'm planning on taking a more advanced class.
3. Yes, I just started reading a book by Paul Auster.
4. I remember playing on the swings.
5. Yes, I decided to take a job I didn't like.
6. Yes, I definitely expect a good grade in this class.
7. I intend to go bike riding.
8. I can't imagine not being near my family.

Lesson C We're both getting scared. . . . pp. 6-7

Exercise 1

1. 'm / am
2. makes
3. is
4. says
5. acts

Answers Keys Touchstone Workbook 4

Yi-Tong Ma

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the author's name.

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Reading Comprehension: Using Graphic Organizers to Make Inferences Brenda Rollins,2013-05-01 This is the chapter slice Using Graphic Organizers to Make Inferences from the full lesson plan Reading Comprehension A child s ability to read and comprehend the written word is his touchstone to success in school and in life The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations Reading is the most essential communication skill in our society For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences Reading Comprehension emphasize important concepts and appear throughout this series Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand In addition the objectives used in this book are structured using Bloom s Taxonomy of Learning to ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom s

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