

# Touchstone 2 Teacher's Book Pdf Free Download

## Lesson B Favorite classes

### 1 Building language

- **Set the scene** Ask, "What languages are you learning now?" Call on a few Ss. Ask a few Ss to say why people study another language.

#### A 2.16

- **Preview the task** Say, "Mi-Chung, Karina, Brad, and Femi are talking about languages they learned in school. What language did each study? Listen and write the answers."
- **Play the recording** Ss listen and write the languages.
- **Check answers with the class.** Ask individual Ss to answer in a complete sentence.

#### Answers

Mi-Chung studied English; Karina studied Russian and English; Brad studied Spanish; Femi studied French.

#### Figure 4.09

#### B

- **Preview and do the task** Read the instructions aloud. Have Ss circle the correct words. Tell Ss to use the information from Exercise 1A for help. Check answers with the class.

#### Answers

1. Most
2. Most of
3. Some of
4. A few

- **Ask, "Are any of these sentences true for your friends?"** Ask Ss to tell the class a sentence that is true. (e.g., Most of my friends like English.) Tell Ss to tell a partner which sentences are true and which are false.

- **Focus on the form** Explain that words like *most* and *few* are called "quantifiers." They are sometimes followed by *of* (usually to talk about a particular group). They are sometimes used without *of* (usually to talk about a general group).

### 2 Grammar

#### 2.17

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the left side of the chart. Ask a S to read the words that talk about *how many* [all, most, some, a few, no, a lot of]. Say, "These words are *determiners*. They are sometimes called *quantifiers* because they give quantities or describe how many."
- **Tell Ss to look at the right side of the chart.** Ask a S to read the words that talk about *how many* [all (of), most of, some of, a few of, none of, a lot of]. Say, "What comes before the nouns on this side of the chart?" (definite article *the*; possessive adjective *my*)
- **Write on the board:**
  - A Most students have to take exams.
  - B Most of the students in our class have to take exams.
  - A Some students are good at languages.
  - B Some of the students in my class are good at languages.
- **Say, "Read the first pair of sentences. Do they have the same meaning?"** [no] "Does the second pair of sentences have the same meaning?" [no]
- **Ask, "Which sentences talk about a smaller, more specific number of students?"** [the B sentences] Say, "Look at the B sentences. What word comes after *some* and *most*?" [of] "What word follows *of*?" [the]
- **Explain, "The A sentences are about people in general. They don't have *of*. The B sentences are more specific. They talk about a smaller group of people, for example, the students in my class. They have *of*."**
- **Point out a *lot of*.** Say, "A *lot* is different. For both general and specific statements, you have to use *of*."
- **Have Ss look at the sentences on the right side of the chart again and then look at the column that shows the object**

pronouns. Ask, "In the first sentence, who does *them* refer to?" (the children in my town) Ask about the other pronouns in the list.

- **Say, "When you use these determiners with object pronouns, you have to use *of*."**

- **Present *In Conversation*** Ask a S to read the information aloud. (For more information, see Language Notes at the beginning of this unit.)

- **Present *Common Errors*** Read the information aloud. Have Ss write three sentences using *a lot of* and read them to the class.

#### About you

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

#### Possible answers

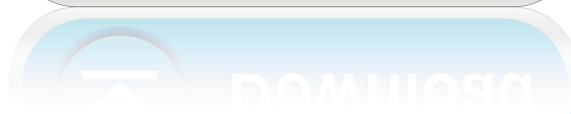
1. A lot of my friends studied English in middle school. Most middle school students take English.
2. Today, some employees need a second language for their jobs. Some companies require English skills to get a job.
3. Some of my friends speak two languages. A few of them speak three languages.
4. Some college students major in languages. A lot of the colleges here teach several different languages.
5. A few students take two foreign languages in high school. In my class, none of us studied two foreign languages.

#### Extra practice

Tell Ss to turn to Extra Practice 5B on p. 144 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-144.)

Unit 5 • Growing up • T-46

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. Oskar Vejdemo Category:1960 births Category:Living people Category:People from Sarpsborg Category:Norwegian columnists Category:Norwegian writers Category:Norwegian public transport administratorsIncidental discovery of congenital choroidal nevus with unusual fundus findings. To report a case of a congenital choroidal nevus incidentally discovered during routine ophthalmological examination. Case report. An 18-year-old man was examined for the first time at age 18 years due to high myopia. Fundus examination showed a circumscribed triangular choroidal lesion with papillae extending into the surrounding retina, pigment epithelium, and choroid. Fluorescein angiography showed the lesion to have a late hyperfluorescent rim. Histopathological examination of the excised lesion revealed proliferation of myofibroblasts and a thickened retinal pigment epithelium. This case illustrates the wide clinical differential diagnosis of a circumscribed choroidal lesion. Ask HN: What are some potential ways to get involved in open source? - jchaffect It seems to me that it's very hard to get involved in open source work. I'm starting to understand what is going on, but I'm struggling to figure out what my best option is. I'd like to be able to contribute to FOSS but I'm struggling to see what the best way to get involved is. Are there any avenues that might be worth exploring? Is it a case of just contributing to projects? Is there some way to find projects that I can contribute to that I might not otherwise encounter?I'm open to suggestions. ===== smt88 The best way is to find a project that's really going to need your help. I've volunteered for a couple of projects that were pretty well-structured and engineered. I've also volunteered for a project that needed help but was entirely unstructured. The best approach for someone new is probably the latter. Projects with people behind them who are being paid to work on them will usually have a reasonable path to contributing. If you can be a paying customer and find a project that fits that profile, that's probably the best 82157476af

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