

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

2

MICHAEL MCCARTHY

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Touchstone Level 2 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 Making friends pages 1–10	<ul style="list-style-type: none"> Ask questions to get to know your classmates using the simple present Talk about your favorite things Use responses with <i>too</i> and <i>either</i> to show what you have in common Start conversations with people you don't know Use <i>actually</i> to give new or surprising information Read an article about small talk Write a <i>How-to</i> article using correct punctuation 	<ul style="list-style-type: none"> Review of simple present and present of <i>be</i> in questions and statements Responses with <i>too</i> and <i>either</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Review of types of TV shows, clothes, food, and weekend activities 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Stress and intonation in questions and answers <p>Sounds right</p> <ul style="list-style-type: none"> Hard and soft consonants
Unit 2 Interests pages 11–20	<ul style="list-style-type: none"> Talk about your interests with <i>can</i>, <i>like</i>, <i>hate</i>, <i>prefer</i>, <i>be good at</i>, etc. Discuss your taste in music using object pronouns and <i>everyone</i>, <i>nobody</i>, etc. Say <i>no</i> in a friendly way Use <i>really</i> / <i>not really</i> to make statements stronger / softer Read an online forum about hobbies Write online forum posts using linking expressions 	<ul style="list-style-type: none"> Verb forms after <i>can</i> / <i>can't</i>, <i>love</i>, <i>like</i>, etc., and prepositions Object pronouns <i>Everybody</i>, <i>everyone</i>, <i>nobody</i>, and <i>no one</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Interests and hobbies Types of music 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Saying lists <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Unit 3 Health pages 21–30	<ul style="list-style-type: none"> Talk about exercise and how to stay healthy using the simple present and present continuous Discuss common health problems using <i>if</i> and <i>when</i> Encourage people to say more Use expressions like <i>Really?</i> and <i>Oh!</i> to show surprise Read an article about staying healthy Write questions and answers about health concerns 	<ul style="list-style-type: none"> Simple present and present continuous Joining clauses with <i>if</i> and <i>when</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Ways to stay healthy Common health problems Common remedies 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Contrasts <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Checkpoint Units 1–3 pages 31–32				
Unit 4 Celebrations pages 33–42	<ul style="list-style-type: none"> Talk about gift giving and birthdays using <i>be going to</i> and indirect objects Talk about how you celebrate special days Talk about plans using the present continuous or <i>be going to</i> Use "vague" expressions like <i>and everything</i> Give vague responses like <i>It depends</i> if you're not sure Read an article about traditions around the world Write an invitation to a special event 	<ul style="list-style-type: none"> Future with <i>be going to</i> Indirect objects Indirect object pronouns Present continuous for the future <p>Extra practice</p>	<ul style="list-style-type: none"> Months of the year Days of the month Special days, celebrations, and holidays Things people do to celebrate special days 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>going to</i> <p>Sounds right</p> <ul style="list-style-type: none"> Which sound in each group is different?
Unit 5 Growing up pages 43–52	<ul style="list-style-type: none"> Talk about growing up and your family background using the simple past Talk about school subjects people studied using <i>most (of)</i>, <i>a few (of)</i>, etc. Correct things you say with expressions like <i>Well</i>, <i>Actually</i>, and <i>No, wait</i> Use <i>I mean</i> to correct a word or name Read an interview about a man's teenage years Write answers to interview questions 	<ul style="list-style-type: none"> <i>be born</i> Review of simple past in questions and statements General and specific use of determiners <p>Extra practice</p>	<ul style="list-style-type: none"> Time expressions for the past Saying years School subjects 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>did you</i> <p>Sounds right</p> <ul style="list-style-type: none"> Hard and soft consonant sounds
Unit 6 Around town pages 53–62	<ul style="list-style-type: none"> Ask about places with <i>Is there . . . ?</i> and <i>Are there . . . ?</i> Say where places are with <i>next to</i>, <i>between</i>, etc. Ask for and give directions Offer and ask for help with <i>Can</i> and <i>Could</i> Check information by repeating words or using expressions like <i>Excuse me?</i> Ask "echo" questions like <i>It's where?</i> to check Read an online guide to Istanbul Write a walking-tour guide 	<ul style="list-style-type: none"> <i>Is there?</i> and <i>Are there?</i> Pronouns <i>one</i> and <i>ones</i> Offers and requests with <i>Can</i> and <i>Could</i> <p>Extra practice</p>		<p>Speaking naturally</p> <ul style="list-style-type: none"> Word stress in compound nouns <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds spelled with <i>a</i> and <i>o</i>
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				Self study
	Conversation strategies	Listening	Reading	Writing	Free talk
<ul style="list-style-type: none"> Start a conversation with someone you don't know Use <i>actually</i> to give or to "correct" information 	<p>What's the question?</p> <ul style="list-style-type: none"> Listen to answers and match them with questions <p>This is a great party!</p> <ul style="list-style-type: none"> Listen to responses and match them to conversation starters; then listen for more information 	<p>Improve your skills and "small talk" your way to success</p> <ul style="list-style-type: none"> A magazine article giving advice 	<p>How to improve . . .</p> <ul style="list-style-type: none"> Write an article giving advice on how to improve something Review of punctuation 	<p>Sally's party!</p> <ul style="list-style-type: none"> Group work: Play a game to make small talk at a party 	<p>Webs of words</p> <ul style="list-style-type: none"> Use word webs to organize new vocabulary
<ul style="list-style-type: none"> Say <i>no</i> in a friendly way Use <i>really</i> and <i>not really</i> to make statements stronger or softer 	<p>Interesting hobbies</p> <ul style="list-style-type: none"> Match conversations about hobbies with photos; fill in a chart <p>Favorite websites</p> <ul style="list-style-type: none"> Listen for details as two people talk about a website 	<ul style="list-style-type: none"> Read an online forum 	<p>A message board</p> <ul style="list-style-type: none"> Write a question to post on a message board Link ideas with <i>and</i>, <i>also</i>, <i>especially</i>, <i>or</i>, <i>but</i>, and <i>because</i> 	<p>Common interests</p> <ul style="list-style-type: none"> Group work: Ask and answer questions about your own hobbies 	<p>I really like to sing!</p> <ul style="list-style-type: none"> Link new words together in word "chains"
<ul style="list-style-type: none"> Encourage people to say more to keep a conversation going Show surprise 	<p>Unhealthy habits</p> <ul style="list-style-type: none"> Predict what people will say about their habits; listen to check <p>Coping with stress</p> <ul style="list-style-type: none"> Match conversations about relaxing with photos; listen for details 	<p>Rethink your way to great health</p> <ul style="list-style-type: none"> Read an article about improving personal health 	<p>That's great advice!</p> <ul style="list-style-type: none"> Write a question asking advice about a health problem, and write replies to your classmates' questions Use commas after <i>if</i> and <i>when</i> clauses 	<p>True or false?</p> <ul style="list-style-type: none"> Pair work: Ask questions to guess true and untrue information about habits 	<p>Under the weather</p> <ul style="list-style-type: none"> Write down words you can use with a new word or expression

Checkpoint Units 1–3 pages 31–32

<ul style="list-style-type: none"> Use "vague" expressions like <i>and everything</i> Give "vague" responses like <i>I don't know</i> and <i>Maybe</i> when you're not sure 	<p>Celebrations around the world</p> <ul style="list-style-type: none"> Listen to people talk about two festivals, and answer questions <p>Congratulations!</p> <ul style="list-style-type: none"> Listen for details in two conversations about invitations, and fill in the blanks 	<p>Let's celebrate!</p> <ul style="list-style-type: none"> Read an article about traditions in different countries 	<p>Congratulations!</p> <ul style="list-style-type: none"> Write an invitation to a special event, and add a personal note Formal and informal ways to begin and end a note or letter 	<p>A new celebration</p> <ul style="list-style-type: none"> Group work: Create a new special day or festival, and talk about it with other groups 	<p>Calendars</p> <ul style="list-style-type: none"> Write new vocabulary about special days and celebrations on a calendar
<ul style="list-style-type: none"> Correct things you say with expressions like <i>Well</i>, <i>Actually</i>, and <i>No, wait</i> Use <i>I mean</i> to correct yourself when you say the wrong word or name 	<p>I don't remember exactly . . .</p> <ul style="list-style-type: none"> Listen for corrections as people talk about childhood memories <p>A long time ago</p> <ul style="list-style-type: none"> Listen for details as a man talks about his teenage years 	<p>Teenage years</p> <ul style="list-style-type: none"> Read an interview with a man who talks about his teenage years 	<p>An interview</p> <ul style="list-style-type: none"> Write interview questions to ask a classmate about when he or she was younger, and reply to a classmate's questions Link ideas with <i>except (for)</i> and <i>apart from</i> 	<p>In the past</p> <ul style="list-style-type: none"> Class activity: Ask your classmates questions about their childhood, and take notes 	<p>I hated moth!</p> <ul style="list-style-type: none"> Group new vocabulary in different ways
<ul style="list-style-type: none"> Repeat key words to check information Use "checking" expressions to check information Use "echo" questions to check information 	<p>Finding your way around</p> <ul style="list-style-type: none"> Match four sets of directions with the destinations by following the map <p>Tourist information</p> <ul style="list-style-type: none"> Listen to conversations at a visitor center, and predict what each person says next to check the information 	<p>3 days in Istanbul . . .</p> <ul style="list-style-type: none"> Read a travel website about Istanbul 	<p>A walking-tour guide</p> <ul style="list-style-type: none"> Write a guide for a walking tour of your city or town Expressions for giving directions 	<p>Apartment hunting</p> <ul style="list-style-type: none"> Pair work: Ask and answer questions about two apartments, and choose one to live in 	<p>Which way?</p> <ul style="list-style-type: none"> Draw and label a map to remember directions

Checkpoint Units 4–6 pages 63–64

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 Going away pages 65–74	<ul style="list-style-type: none"> • Talk about getting ready for a trip using infinitives to give reasons • Give opinions using <i>It's</i> + adjective + <i>to</i> • Talk about things to take on a trip • Give advice and suggestions with <i>should, could</i>, etc. • Respond to suggestions • Use <i>I guess</i> when you're not sure • Read an article about unique hotels • Write an email about a trip 	<ul style="list-style-type: none"> • Infinitives for reasons • <i>It's</i> + adjective + <i>to</i> ... • Ways to give advice and make suggestions <p>Extra practice</p>	<ul style="list-style-type: none"> • Things to do before a trip • Things to take on different kinds of trips 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of <i>to</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Words with and without a silent <i>t</i>
Unit 8 At home pages 75–84	<ul style="list-style-type: none"> • Talk about where you keep things at home • Say who owns things with <i>mine, yours</i>, etc. and <i>whose</i> • Talk about items in the home • Identify things using adjectives and <i>one / ones</i> • Use <i>Do you mind ... ?</i> and <i>Would you mind ... ?</i> to make polite requests • Agree to requests with expressions like <i>Go right ahead</i> • Read comments on a website about unusual habits • Write about your evening routine with expressions like <i>first</i> and <i>as soon as</i> 	<ul style="list-style-type: none"> • <i>Whose ... ?</i> and possessive pronouns • Order of adjectives • Pronouns <i>one</i> and <i>ones</i> • Location expressions after pronouns and nouns <p>Extra practice</p>	<ul style="list-style-type: none"> • Places where you keep things in your home • Home furnishings for different rooms • Things you keep in your room 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of grammatical words <p>Sounds right</p> <ul style="list-style-type: none"> • Matching vowel sounds
Unit 9 Things happen pages 85–94	<ul style="list-style-type: none"> • Tell anecdotes about things that went wrong using the past continuous and simple past • Talk about accidents (e.g., <i>I broke my arm.</i>) using the past continuous and <i>myself, yourself</i>, etc. • React to show interest with expressions like <i>Oh, no!</i> • Use <i>I bet</i> to show you're sure or that you understand • Read anecdotes in an article • Write an anecdote using <i>when</i> and <i>while</i> 	<ul style="list-style-type: none"> • Past continuous statements • Past continuous questions • Reflexive pronouns <p>Extra practice</p>	<ul style="list-style-type: none"> • Parts of the body • Injuries 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Fall-rise intonation <p>Sounds right</p> <ul style="list-style-type: none"> • Simple past verbs with <i>-ed</i> endings
Checkpoint Units 7–9 pages 95–96				
Unit 10 Communication pages 97–106	<ul style="list-style-type: none"> • Compare ways of communicating using comparative adjectives and <i>more, less, and fewer</i> • Manage phone conversations • Interrupt and restart a phone conversation • Use <i>just</i> to soften what you say • Read an article about texting • Write an article giving pros and cons 	<ul style="list-style-type: none"> • Comparative adjectives • <i>More, less, fewer</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Ways of communicating • Adjectives • Phone expressions 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Linking <p>Sounds right</p> <ul style="list-style-type: none"> • The sounds <i>/s/</i> or <i>/z/</i>
Unit 11 Appearances pages 107–116	<ul style="list-style-type: none"> • Describe people's appearance using adjectives and <i>have</i> and <i>have got</i> • Identify people using verb + <i>-ing</i> and prepositions • Use expressions like <i>What do you call ... ?</i> if you can't remember a word • Use expressions like <i>You mean ... ?</i> to check or suggest words and names • Read an article about fashion • Write an article about fashion trends 	<ul style="list-style-type: none"> • Describing people; <i>have got</i> • Phrases with verb + <i>-ing</i> and prepositions <p>Extra practice</p>	<ul style="list-style-type: none"> • Adjectives and expressions to describe people's appearances 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Checking information <p>Sounds right</p> <ul style="list-style-type: none"> • Matching vowel sounds
Unit 12 Looking ahead pages 117–126	<ul style="list-style-type: none"> • Make predictions and discuss future plans with <i>will, may, and might</i> • Talk about jobs • Discuss future plans using the simple present in <i>if</i> and time clauses • Make offers and promises with <i>will</i> • Agree to something using <i>All right</i> and <i>OK</i> • Read an article about the future • Write about an invention using <i>First, Second</i>, etc. 	<ul style="list-style-type: none"> • Future with <i>will, may, and might</i> • Present tense verbs with future meaning <p>Extra practice</p>	<ul style="list-style-type: none"> • Work, study, and life plans • Occupations 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of <i>will</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Stressed and unstressed syllables
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"> Respond to suggestions Use <i>I guess</i> when you're not sure 	<p>It's good to travel.</p> <ul style="list-style-type: none"> Predict what people are going to say about traveling, then listen for the exact words <p>Recommendations</p> <ul style="list-style-type: none"> Match advice about staying at hotels with pictures, then listen to a radio show to check your answers 	<p>Unique hotel experiences</p> <ul style="list-style-type: none"> Read an article about three unusual hotels 	<p>Recommendations</p> <ul style="list-style-type: none"> Write an email about staying at one of the hotels in the lesson Format and expressions for writing an email 	<p>Travel smart!</p> <ul style="list-style-type: none"> Role play: Choose a role and give your partner travel advice according to the pictures 	<p>Travel items</p> <ul style="list-style-type: none"> When you write down a new noun, write notes about it
<ul style="list-style-type: none"> Ask politely for permission to do things with <i>Do you mind . . . ?</i> Ask someone politely to do something with <i>Would you mind . . . ?</i> Agree to requests 	<p>Could you do me a favor?</p> <ul style="list-style-type: none"> Listen to conversations between roommates, complete their requests, and then check if each person agrees <p>Evening routines</p> <ul style="list-style-type: none"> Listen to someone describe his evening routine, and number pictures in order 	<p>Do you have an unusual home habit?</p> <ul style="list-style-type: none"> Read online comments about people's unusual home habits 	<p>Evening routines</p> <ul style="list-style-type: none"> Write a short article about the evening routines of your partner Order events using sequence words 	<p>All about home</p> <ul style="list-style-type: none"> Pair work: Discuss questions about your homes, and find out ways you are alike and different 	<p>The ABCs of home</p> <ul style="list-style-type: none"> Write down a word for something in your home for each letter of the alphabet
<ul style="list-style-type: none"> React to and comment on a story Respond with <i>I bet . . .</i> 	<p>A funny story</p> <ul style="list-style-type: none"> Listen to an anecdote, and choose the best response <p>Happy endings?</p> <ul style="list-style-type: none"> Listen to two anecdotes, and answer questions about the details 	<p>Every cloud has a silver lining . . .</p> <ul style="list-style-type: none"> Read a magazine article featuring anecdotes from readers 	<p>Anecdotes</p> <ul style="list-style-type: none"> Write an anecdote telling about a time something went wrong Link ideas with <i>when</i> and <i>while</i> 	<p>What was happening?</p> <ul style="list-style-type: none"> Pair work: Look at a picture, and see how much detail you can remember about what was happening 	<p>From head to toe</p> <ul style="list-style-type: none"> Draw and label pictures to remember new vocabulary

Checkpoint Units 7–9 pages 95–96

<ul style="list-style-type: none"> Interrupt and restart phone conversations Use <i>just</i> to soften things you say 	<p>Sorry about that!</p> <ul style="list-style-type: none"> Listen to three phone conversations to infer the reason for each call and for each interruption <p>It can be annoying . . .</p> <ul style="list-style-type: none"> Listen to a teenager talk about texting; check the opinions she agrees with 	<p>Why all the interest in texting?</p> <ul style="list-style-type: none"> Read an online article about texting 	<p>The pros and cons</p> <ul style="list-style-type: none"> Write a short article about the advantages and disadvantages of a means of communication Structure of an article comparing pros and cons 	<p>Which is better?</p> <ul style="list-style-type: none"> Pair work: Compare pairs of actions, and discuss which is better and why 	<p>Phone talk</p> <ul style="list-style-type: none"> Learn new expressions by making note of the situations when you can use them
<ul style="list-style-type: none"> Show you're trying to remember a word or name Use <i>You mean . . .</i> or <i>Do you mean . . . ?</i> to help someone remember something 	<p>Celebrities</p> <ul style="list-style-type: none"> Listen to descriptions of celebrities, and match them with their photos <p>What's in style?</p> <ul style="list-style-type: none"> Listen to four people answer questions about current styles, and fill in a chart 	<p>Fashion statements</p> <ul style="list-style-type: none"> Read a blog article about fashion trends 	<p>Fashion trends</p> <ul style="list-style-type: none"> Write a fashion article describing the current "look" Expressions to describe new and old trends 	<p>What's different?</p> <ul style="list-style-type: none"> Pair work: Ask and answer questions to determine what's different about people in two pictures, and guess where they went 	<p>What do they look like?</p> <ul style="list-style-type: none"> Use new vocabulary in true sentences about yourself or people you know
<ul style="list-style-type: none"> Make offers and promises with <i>I'll</i> and <i>I won't</i> Agree to something with <i>All right</i> and <i>OK</i> 	<p>I'll do it!</p> <ul style="list-style-type: none"> Listen to two people planning a party, and identify what each of them says they'll do <p>A good idea?</p> <ul style="list-style-type: none"> Listen to two people discussing predictions; identify who says each is a good idea and why 	<p>What will life be like in the future?</p> <ul style="list-style-type: none"> Read an online article with predictions about the future 	<p>A good idea?</p> <ul style="list-style-type: none"> Write a short article about how a future invention will make our lives better or worse List ideas with <i>First</i>, <i>Second</i>, <i>Next</i>, and <i>Finally</i> 	<p>I might do that.</p> <ul style="list-style-type: none"> Pair work: Interview a classmate to find out his or her future plans 	<p>Writers, actors, and artists</p> <ul style="list-style-type: none"> Write new vocabulary in groups by endings or topics

Checkpoint Units 10–12 pages 127–128

Getting help

How do you say " _____ " in English?

I'm sorry. What did you say?

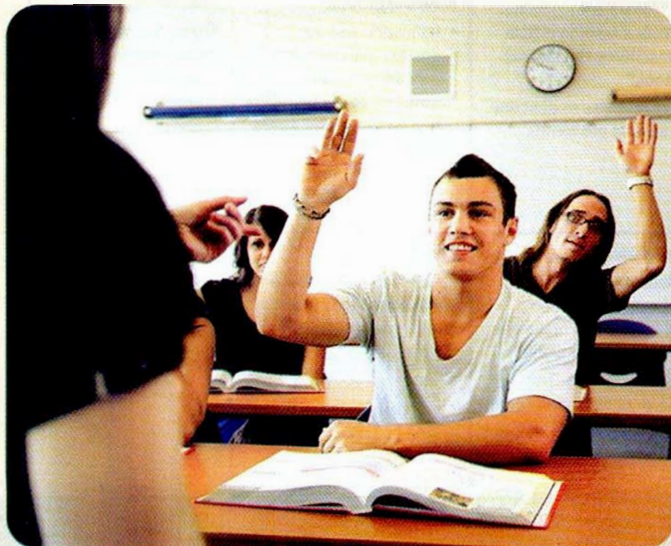
How do you say this word?

What do we have to do?

I don't understand. What do you mean?

Do you mean _____ ?

Can you spell " _____ " for me, please?



Working with a partner

Whose turn is it now?

It's my / your turn.

Do you want to go first?

OK. I'll go first. / No, you go first.

This time we change roles.

OK. I'll start.

Are we done?

Yes, I think so. Let's try it again.

Let's compare answers.

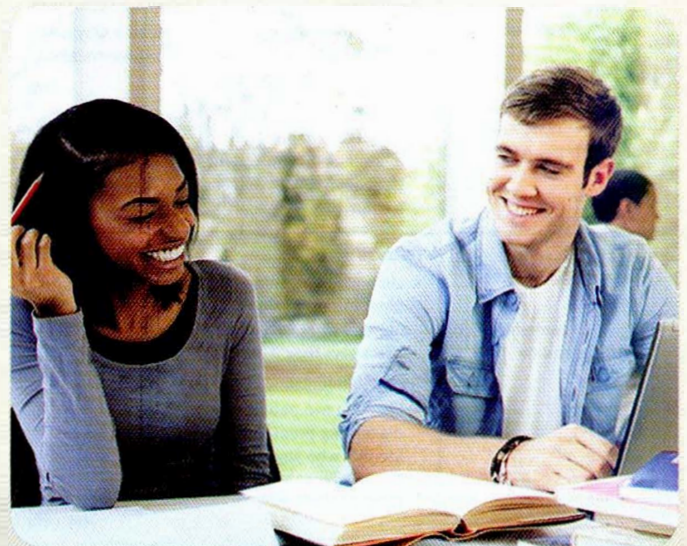
OK. What do you have for number 1?

Do you have _____ for number 3?


No, I have _____. Let's check again.

Do you understand this sentence?

Yeah. It means " _____ ."



Making friends

 **Can Do!** In this unit, you learn how to . . .

Lesson A

- Ask questions to get to know your classmates using the simple present

Lesson B

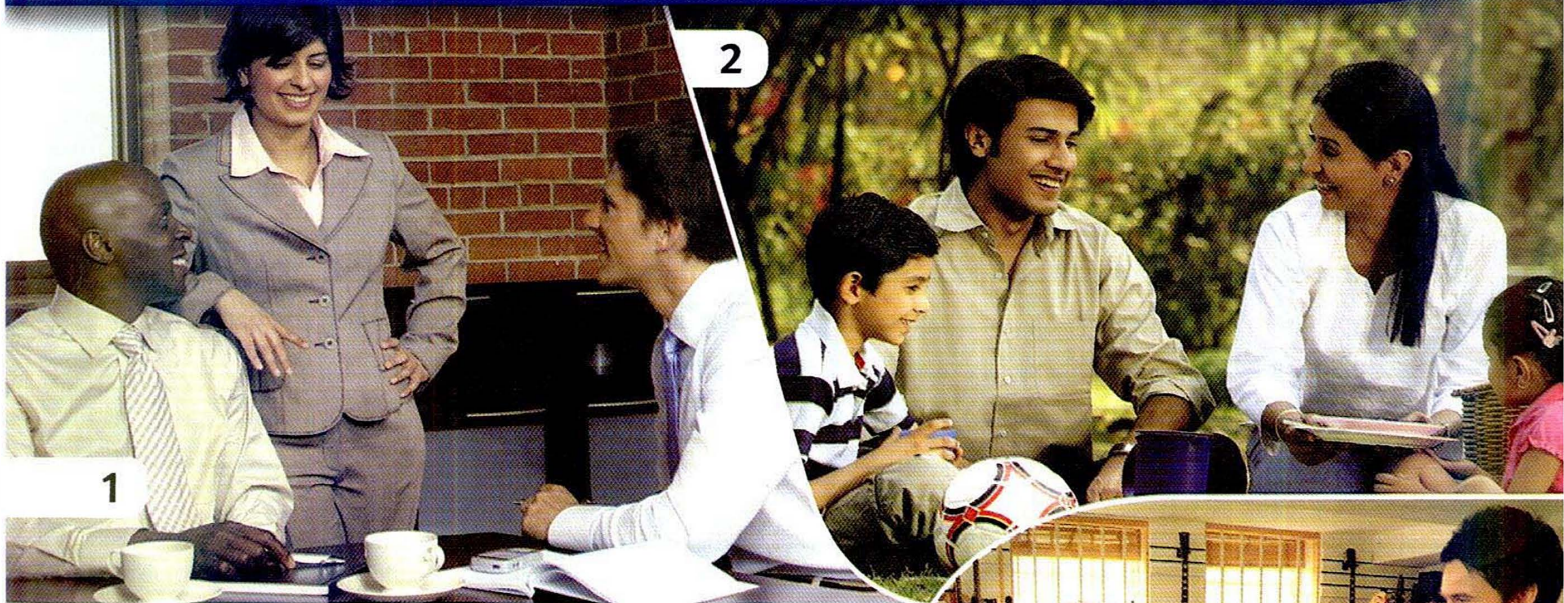
- Talk about your favorite things
- Use responses with *too* and *either* to show what you have in common

Lesson C

- Start conversations with people you don't know
- Use *actually* to give new or surprising information

Lesson D

- Read an article about small talk
- Write a *How-to* article using correct punctuation



مرجع زبان ایرانیان

Before you begin . . .

Where do people make friends? What questions can you ask a new friend about these topics?

- school or work
- home and family
- free time
- favorite things

How well do you know your new CLASSMATES?



YOUR NAME

1. What's your name? _____
2. What does your name mean? _____

3. Are you named after someone? _____
4. Do you like your name? _____
5. *Do you have a middle name?* _____

LIFESTYLE

1. Are you a full-time student? _____
a. If yes: What's your major? _____
b. If no: What do you do for a living? _____
2. How do you get to work (or class)? _____
3. How long does it take? _____
4. _____

HOME AND FAMILY

1. Where do you live? _____
2. Do you like your neighborhood? _____
3. Do you live alone or with your family? _____
4. Where are your parents from? _____
5. _____

FRIENDS

1. Do you often make friends online? _____
2. What's your best friend like? _____
3. What does your best friend do? _____
4. What do you and your friends do when you get together? _____
5. _____

1 Getting started

About you

A Pair work Write one more question in each section of the questionnaire. Then interview a partner and take notes.

B Pair work Tell a new partner five interesting things about your first partner.

2 Speaking naturally Stress and intonation

Do you have a *nickname*?

Yes. People call me *Jimmy*.

Are you from a big *family*?

Yes. I have four *sisters*.

What do you do for *fun*?

I go to the *movies*.

A 1.02 Listen and repeat the questions and answers above. Notice the stress on the important content word. Notice how the voice rises, or rises and then falls, on the stressed word.

About you

B Pair work Ask and answer the questions. Give your own answers.

3 Grammar Present of *be* and simple present (review) 1.03

Extra practice p. 140

Present of *be*

Are you from a big family?
Yes, I **am**. I'm one of six children.
No, I'm **not**. There **are** only two of us.

What's your name? **Is** it Leo?
Yes, it **is**. My name's Leo Green.
No, it's **not**. My name **isn't** Leo. It's Joe.

Are you and your friends full-time students?
Yes, we **are**. We're English majors.
No, we're **not**. We're part-time students.

Where **are** your parents from? **Are** they from Peru?
Yes, they **are**. They're from Lima.
No, they're **not**. My parents **aren't** from Peru.

Simple present

Do you **have** any brothers and sisters?
Yes, I **do**. I **have** a brother.
No, I **don't**. I'm an only child.

What **does** your brother **do**? **Does** he **go** to college?
Yes, he **does**. He **goes** to the same college as me.
No, he **doesn't**. He **works** at a bank.

Do you and your friends **get together** a lot?
Yes, we **do**. We **go out** all the time.
No, we **don't**. We **don't have** time.

Where **do** your parents **live**? **Do** they **live** nearby?
Yes, they **do**. They **live** near here.
No, they **don't**. They **don't live** around here.

A Think of a possible question for each answer. Compare with a partner.

1. A _____?
B No, I'm not. I have a brother and a sister.

5. A _____?
B Yeah, they are. My grandparents are from here, too.

2. A _____?
B She works at a software company.

6. A _____?
B We usually go shopping or have lunch.

3. A _____?
B No, I don't. I usually use my dad's car.

7. A _____?
B No, she doesn't. She lives an hour away.

4. A _____?
B Turquoise. And I like blue, too.

8. A _____?
B My classmates? They're all smart.

About you

B Pair work Ask your questions. Give your own answers.

4 Listening and speaking What's the question?

A 1.04 Listen to Miranda's answers to these questions. Number the questions 1 to 6.

- | | |
|--|---|
| <input type="checkbox"/> Do you have any pets? | <input checked="" type="checkbox"/> 7 What's your favorite season? |
| <input type="checkbox"/> Do you ever go out on weeknights? | <input type="checkbox"/> How much time do you spend with your family? |
| <input type="checkbox"/> What's your favorite band? | <input type="checkbox"/> What do you usually do on the weekends? |

B 1.04 Listen again. What do you learn about Miranda? Take notes for each question.

About you

C Pair work Ask and answer the questions above. Ask your partner follow-up questions to keep the conversations going.

Common errors

Use *do* or *does* in simple present questions.

What do you study?
Where does your family live?
(NOT ~~What you study?~~
~~Where your family live?~~)



1 Building language

A 1.05 Listen. What do these friends have in common? Practice the conversations.



- 1
A Dogs are so noisy, and they always wreck things. I'm just not an animal lover, I guess.
B Well, I'm not either. I'm allergic to dogs and cats.



- 2
A I don't watch much television.
B No, I don't either.
A I mean, I watch pro football.
B Yeah, I do too. But that's about it.



- 3
A I love shopping. I can shop for hours! Too bad I can't afford anything new.
B I know. I can't either. I'm broke.
A Yeah, I am too.

Figure it out

B Complete the responses so the speakers agree. Use the conversations above to help you.

- | | |
|--|--|
| 1. A I'm a football fan.
B Yes, I am _____. | 3. A I don't like animals.
B No, I don't _____. |
| 2. A I love shopping.
B Oh, I do _____. | 4. A I can't have a pet.
B I can't _____. |

2 Grammar Responses with *too* and *either* 1.06

Extra practice p. 140

Present of *be*

I'm allergic to cats.

I am too.

I'm not an animal lover.

I'm not either.

Simple present

I watch pro football.

I do too.

I don't watch much television.

I don't either.

can

I can shop for hours!

I can too.

I can't afford anything new.

I can't either.

People also respond with *Me too* and *Me neither* (or *Me either*).

A Respond to these statements using *too* or *either*.

Then practice with a partner.

- | | |
|--|---------------------------------|
| 1. I watch a lot of sports on TV. <i>I do too.</i> | 4. I'm not a morning person. |
| 2. I'm allergic to nuts. | 5. I don't have a pet. |
| 3. I can't afford a new laptop. | 6. I can eat chocolate all day. |

About you

B **Pair work** Student A: Make the statements above true for you.
Student B: Give your own responses.

A *I don't watch a lot of sports on TV.*

B *I don't either.* OR *Really? I watch all the basketball games.*

In conversation

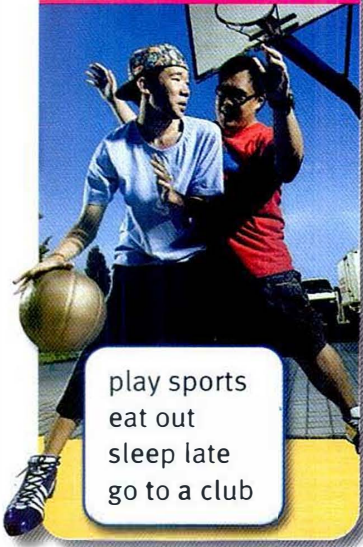
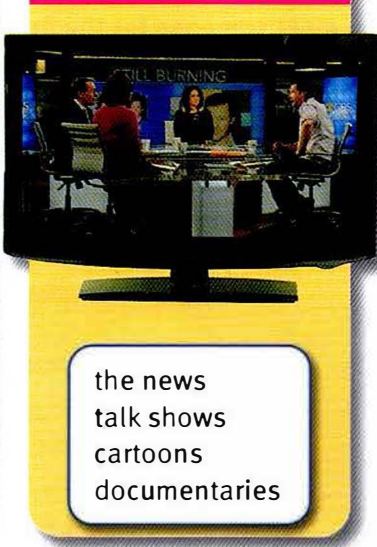
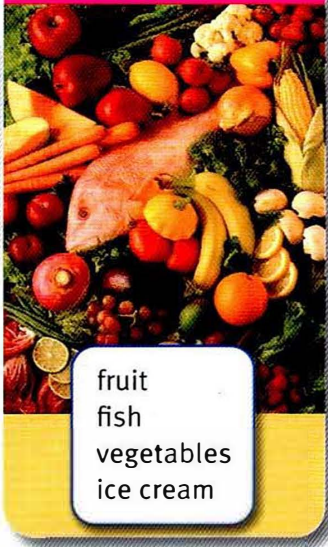
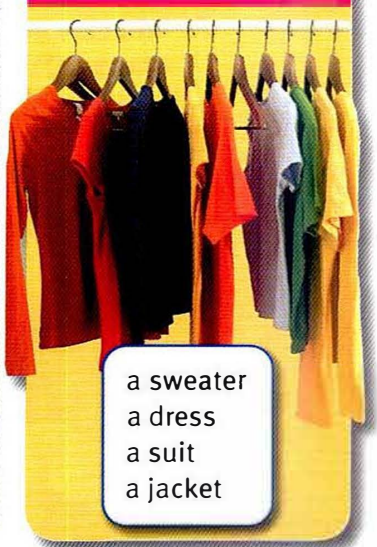
People actually say *Me either* more often than *Me neither*.

Me either.

Me neither.

3 Building vocabulary

A Brainstorm! How many other words can you think of for each topic? Make a class list.

WEEKEND ACTIVITIES	TV SHOWS	FOOD	CLOTHES
 <p>play sports eat out sleep late go to a club</p>	 <p>the news talk shows cartoons documentaries</p>	 <p>fruit fish vegetables ice cream</p>	 <p>a sweater a dress a suit a jacket</p>

Word sort **B** **Pair work** Complete the chart with your favorite things. Compare with a partner. Then tell the class what you and your partner have in common.



weekend activities	TV shows	food	clothes
<i>eat out</i>			

A *I eat out on the weekends.*
 B *I do too.* } *"We both eat out on the weekends."*

 **Vocabulary notebook p. 10**

About you **C** **Class activity** Complete the sentences with your likes and dislikes. Then tell your classmates your sentences. Find someone with the same tastes.

My tastes	Classmate with same taste
1. I love _____. (type of food)	_____
2. I don't _____ very often. (weekend activity)	_____
3. I like to wear _____. (item of clothing)	_____
4. I'm not a big _____ fan. (sport)	_____
5. I like _____. (color)	_____
6. I can't stand _____. (type or name of TV show)	_____
7. I hate _____. (type of food)	_____

A *I love pineapple.*
 B *I do too.* OR *Oh really? I don't like it so much.*

1 Conversation strategy Starting a conversation

A What are good topics to talk about when you meet someone for the first time? Check (✓) the boxes.

- | | | | |
|--------------------------------------|---|--|--|
| <input type="checkbox"/> your salary | <input type="checkbox"/> your family | <input type="checkbox"/> the weather | <input type="checkbox"/> someone's appearance |
| <input type="checkbox"/> your health | <input type="checkbox"/> where you live | <input type="checkbox"/> your problems | <input type="checkbox"/> things you see around you |

B  1.07 Listen. What topics do Eve and Chris talk about?



Eve Ooh, it's cold tonight.
Chris Yeah, it is. But actually, I kind of like cold weather.
Eve You do? Really? . . . Boy, there are a lot of people out here tonight.
Chris Yeah, it gets pretty crowded on weekends.
Eve Do you come here a lot?
Chris Yeah, I do, actually.
Eve So are you a big hip-hop fan?
Chris Yeah, I am. Are you?
Eve Actually, no, but my brother's in the band tonight.
Chris Oh, really? Cool. . . . By the way, my name's Chris.
Eve Nice to meet you. I'm Eve.

C Notice how Eve starts a conversation with a stranger. She talks about the things around them, like the weather and the club, and asks general questions. Find examples in the conversation.

*Ooh, it's cold tonight.
Do you come here a lot?*

D Pair work Think of a situation where you could use each conversation starter below. Compare with a partner. Then role-play the conversations.

- | | |
|--|-----------------------------|
| 1. "The flowers are beautiful, huh? I love spring." | <u>on a bench in a park</u> |
| 2. "Gosh, it's so crowded here. And it's hot!" | _____ |
| 3. "Wow. The elevator is really slow today." | _____ |
| 4. "Hi there. It's windy, huh?" | _____ |
| 5. "Hmm. This food doesn't look too good." | _____ |
| 6. "I'm a bit nervous. Is it your first class, too?" | _____ |

2 Strategy plus *Actually*

You can use **actually** to give new or surprising information.



You can also use **actually** to “correct” things people say or think.

- A So, you're American?
B Well, *actually*, I'm from Canada.

But *actually*, I kind of like cold weather.

In conversation

Actually is one of the top 200 words.

A Match each conversation starter with a response. Then practice with a partner.

- | | |
|--|---|
| 1. It's really chilly in here. <u>b</u> | a. Actually, I take the subway. It takes an hour. |
| 2. Is this your first class here? _____ | b. It's the air conditioning. Actually, I feel OK. |
| 3. So, you're a full-time student? _____ | c. Yes, it is, actually. I'm a little nervous. |
| 4. Do you like this neighborhood? _____ | d. Thanks. It's actually from a vintage store. |
| 5. Do you drive to class? _____ | e. No, actually I'm from a small town about three hours away. |
| 6. I like your sweater. _____ | f. Yeah, I do, actually. It has some great stores. |
| 7. Do you play guitar or anything? _____ | g. Um, part-time, actually. I work in a hotel. |
| 8. So, you're from around here? _____ | h. Actually, I do. And piano. |

About you

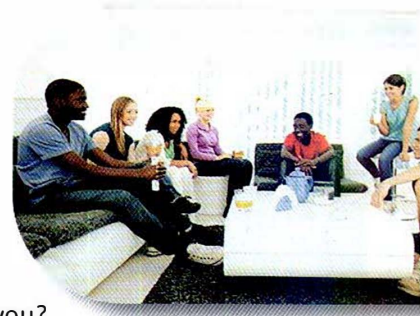
B **Pair work** Start conversations using the ideas above. Use *actually* in your responses if you need to.

"It's pretty warm in here." *"Yeah it is, but I kind of like it, actually."*

3 Listening and strategies This is a great party!

A 1.08 Listen to six people talk at Tom's party. Which conversation starters are the people responding to? Number the sentences 1 to 6.

- | | |
|--|---|
| <input type="checkbox"/> Great music, huh? | <input type="checkbox"/> The desserts look good. |
| <input type="checkbox"/> Are you a friend of Tom's? | <input type="checkbox"/> Is it me, or is it really hot in here? |
| <input checked="" type="checkbox"/> This is a great party. | <input type="checkbox"/> I don't really know anyone here. Do you? |



B 1.09 Now listen to the complete conversations. Check your answers. What six things do you find out about Tom?

About you

C **Class activity** Imagine you are at a class party. Start conversations with your classmates. Find out something new about six classmates.

- A I like your jacket.
B Thanks. *Actually*, it's from a vintage store.

Free talk p. 129

1 Reading

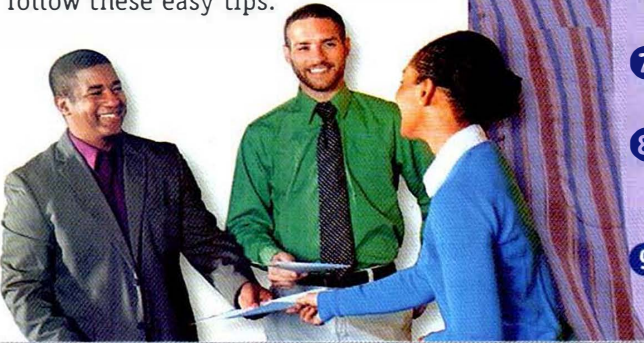
- A** What is small talk? When do people use small talk? Tell the class.
- B** Read the title of the article and the introduction on the left. Think of a tip. Then read the whole article. Was your tip mentioned?

Reading tip

First, read and think about the title. Try to predict three ideas in the article.

Improve your skills and "SMALL TALK" your way to success

According to some surveys, the ability to make small talk is important for social and professional success. Chatting about topics like the weather or weekends helps you connect with people, and that can be the key to making friends or business contacts. You don't have to be outgoing to make small talk. Just follow these easy tips.



- 1 **S**MILE and say "Hello" when you meet someone new. Say your name and shake hands. Try to repeat the person's name: "Nice to meet you, Mariana."
- 2 **M**AKE a comment about your surroundings – for example, the weather ("It's really cold today.") or the event ("There are a lot of people here.").
- 3 **A**SK questions. Try to find something you have in common: "Are you new to the company, too?" However, don't ask very personal questions, for example about someone's salary or age.
- 4 **L**ISTEN actively. Show interest with comments like "Oh, really?" or "That's interesting." Keep eye contact, and don't look around the room during your conversation.
- 5 **L**EARN about what's going on in the world, so you can add to any discussion.
- 6 **T**AKE your time. Don't rush the conversation, and don't look at your watch. It can seem rude.
- 7 **A**NSWER people's questions with interesting or funny stories. People love stories and will remember you.
- 8 **L**EAVE politely. To end a conversation, say something like, "Well, it was nice talking to you." or "Great meeting you. Good luck with your job search!"
- 9 **K**EEP in touch. Send a quick email or text message. Say, "It was good to meet you."

- C** Read the sentences below. Which tips from the article are they examples of? Write the number of the tip.

1. "Well, it was great talking with you. By the way, here's my card." ____
2. "So, what kind of work do you do?" ____
3. "The desserts look really good." ____
4. "Hi, Carlos. Pleased to meet you. I'm Frank." ____
5. "Wow! That sounds amazing!" ____
6. "Well, I often go biking on the weekends. Actually, last weekend I got lost and . . ." ____

D Pair work Discuss the questions below.

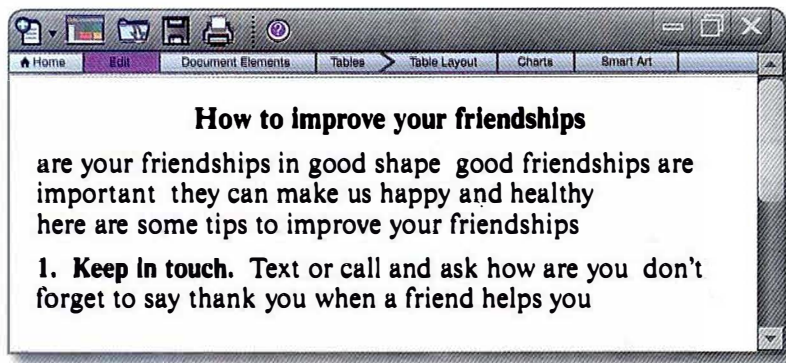
1. Read tip 2 again. Can you think of another example comment?
2. Read tip 3 again. What other good questions can you think of?
3. Read tip 5 again. What is going on in the world at the moment? Choose two topics that you can use in a conversation.
4. Read tip 7 again. Do you have a funny story you can tell? What is it?
5. Can you think of one more tip on how to improve your “small talk” skills?

2 Writing How to improve . . .

A Brainstorm ideas for each topic and write notes.



B Read the Help note and the extract from an article below. Correct the punctuation.



Help note

Punctuation

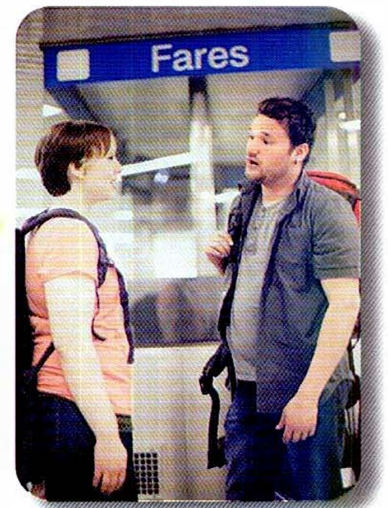
- Use a CAPITAL letter to start a sentence.
- Use a comma (,) before quotation marks (“ ”) and in lists.
- Use a period (.) at the end of a statement and a question mark (?) at the end of a question.

- C** Write an article on one of the topics you brainstormed above. Give three tips. Then read a partner’s article and check the punctuation. Can you think of another tip?

3 Talk about it Friendly conversations

Group work Discuss the questions. Find out about your classmates’ conversation styles.

- ▶ When do you make small talk? What do you talk about?
- ▶ Do you think it’s odd when a stranger talks to you?
- ▶ Are you a talkative person?
- ▶ Do you think you talk too much?
- ▶ Are you a good listener?
- ▶ Are you usually the “talker” or the “listener” in a conversation?
- ▶ What topics do you like to talk about?
- ▶ What topics do you try to avoid?



Sounds right p. 137

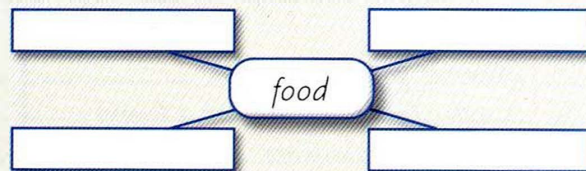
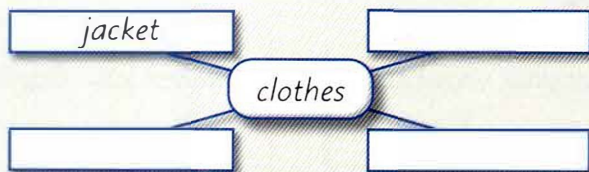


Learning tip *Word webs*

You can use word webs to organize your new vocabulary.

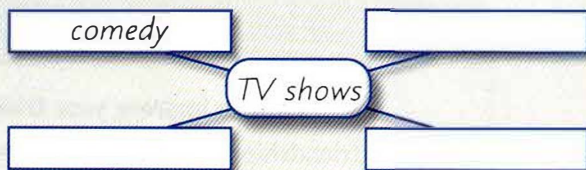
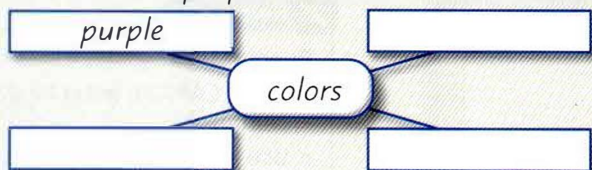
1 Complete the word webs for *clothes* and *food* using words from the box.

bread ✓jacket jeans pineapple rice skirt sweatshirt yogurt



2 Now make word webs about *colors* and *TV shows*. Write a sentence about each word.

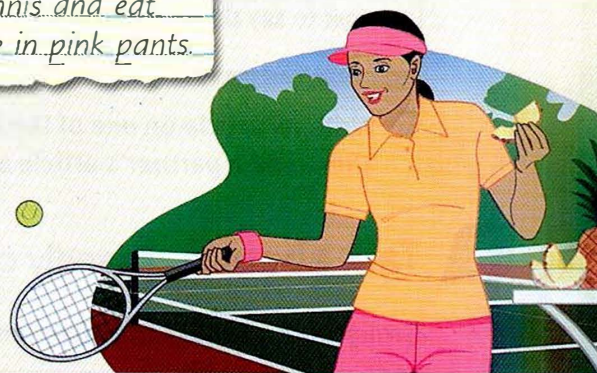
I never wear purple.



On your own

Choose a letter of the alphabet. Think of a color, a food, an activity, and an item of clothing that start with that letter. Then make a sentence using the four words.

I play tennis and eat pineapple in pink pants.



Can Do!

Now I can ...

I can ... I need to review how to ...

- ask questions to get to know people.
- talk about my friends, family, and lifestyle.
- talk about myself and my favorite things.
- show I have things in common with people.
- start conversations with people I don't know.
- use *actually* to give new or surprising information.
- understand conversations about people's lifestyle.
- understand small talk.
- read an article about small talk.
- write a *How-to* article.

Interests



Can Do!

In this unit, you learn how to . . .

Lesson A

Talk about your interests with *can*, *like*, *hate*, *prefer*, *be good at*, etc.

Lesson B

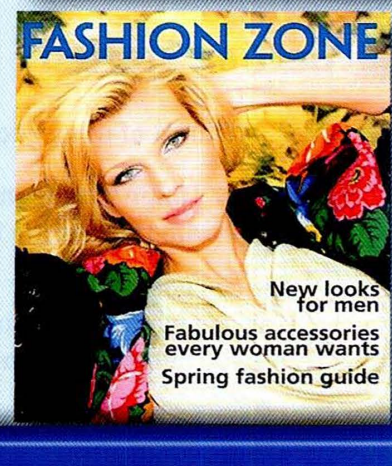
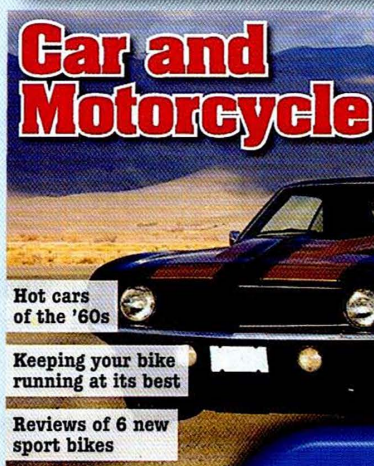
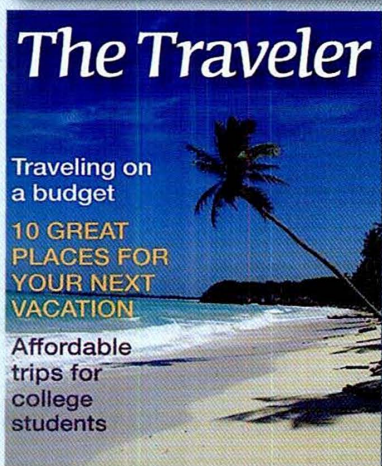
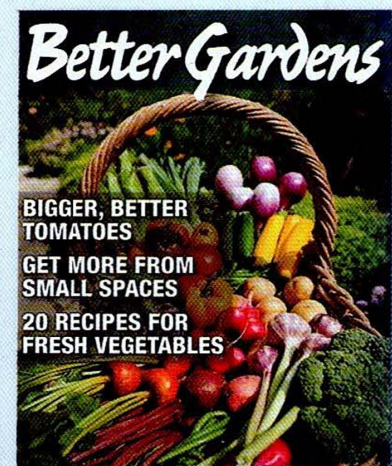
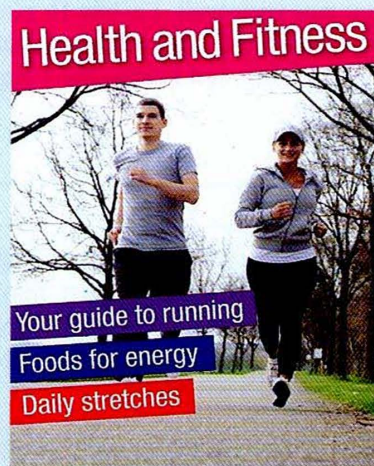
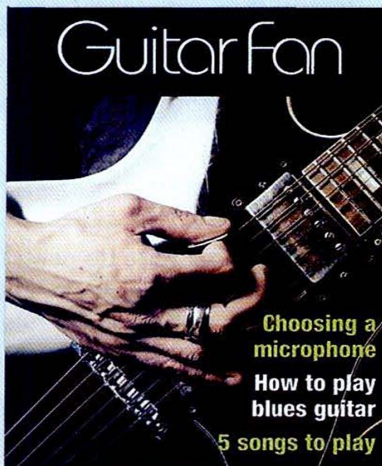
- Discuss your taste in music, using object pronouns and *everyone*, *nobody*, etc.

Lesson C

- Say *no* in a friendly way
- Use *really* and *not really* to make statements stronger or softer

Lesson D

- Read an online forum about hobbies
- Write posts for an online forum using linking expressions



Before you begin . . .

Look at the magazine covers. Which magazines would you like to read? Why?



College News

Meet our new reporter for the *College News*...

The *College News* interviewed Brad Hayes, our new reporter. Brad is a full-time student majoring in journalism. We asked him about his hobbies.

① *College News*: What are your hobbies?

Brad Hayes: Well, I enjoy writing. I like to do a bit of creative writing every day – in the evenings mostly. Someday I want to write a novel, but for now it's just a hobby.

② *CN*: _____

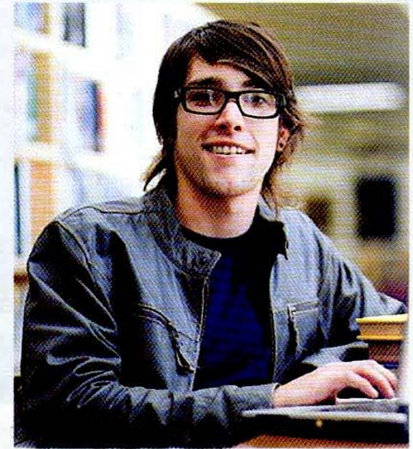
Brad: Let's see, what else? Well, I design cards. I'm good at drawing, and I'm really into computer graphics, so I sit and learn new programs, and I play around with them.

③ *CN*: _____

Brad: Yeah, I play the saxophone, and I can play the piano a little, but not very well. I'd like to play in a jazz band or something. And I like to sing, but I really can't sing at all.

④ *CN*: _____

Brad: Not really. I prefer to watch sports on TV. I like to play pool. Is that a sport? I guess I jog occasionally. But I hate going to the gym and working out.



⑤ *CN*: _____

Brad: Yeah. I love to do new stuff all the time – learn new skills, you know. I'm really excited about writing for the *College News*.

1 Getting started

A What kinds of things do students do in their leisure time? Make a list.

B 1.10 Listen to student reporter Brad answer these five questions. Number the questions 1 to 5. Then write them in the interview.

Are you good at sports?

Can you play a musical instrument?

Are you interested in learning new things?

1 What are your hobbies?

What else do you enjoy doing in your free time?

C 1.11 Listen to the complete interview. Underline the things Brad likes to do. Circle the things he hates doing.

Figure it out

D Circle the correct forms of the verbs to complete the sentences. Which sentences are true for you? Tell a partner.

1. I can play / to play the piano.

2. I like to watch / watch sports on TV.

3. I enjoy listening / to listen to music.

4. I'm good at learn / learning new skills.