

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

3

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Family life



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about family life using *let, make, help, have, get, want, ask, and tell*

Lesson B

- Talk about your immediate and extended family
- Describe memories of growing up with *used to* and *would*

Lesson C

- Give opinions with expressions like *If you ask me*
- Agree with opinions using expressions like *Absolutely* and *That's true*

Lesson D

- Read a blog about family meals
- Write a blog entry about a family memory

1



2



3



4



Before you begin . . .

What activities do you and your family do together?
Tell the class three things.

http://www.gripe... + Q

GRYPE.CUP.ORG FAMILY LOVE WORK SCHOOL



Kids gripe about their parents. . . .

"I want to go to drama school, but my parents want me to study law. They're always pressuring me about it."
– Tom

"My parents won't let me use the car. I have to ask them to drive me everywhere."
– Marina

"My parents won't let me stay out late. I keep telling them not to worry, but they always make me come home before 10:00. It's so embarrassing."
– Pedro



Parents gripe about their kids. . . .

"My kids play computer games all the time. I always try to have them do their homework before dinner, but they play games instead."
– Mae

"My kids never help me clean the house. I can't even get them to clean up their own rooms."
– Eduardo



Spouses gripe about each other. . . .

"My husband never lets me have the remote when we're watching TV. It's so irritating. We're always fighting over it."
– Sue

"My wife is a backseat driver. She's always telling me to slow down, even though I never go over the speed limit."
– Mehmet

MY GRYPE: Here's your chance to send in your own gripe about your family. Enter your gripe(s) here:

1 Getting started

A What are some things family members argue about? Add your own ideas. Tell the class.

chores school sharing things staying out late

B  2.01 Listen and read the messages on the website above. What problems do the people have?

Figure it out **C** Complete sentences about the people above. Add verbs.

- Marina's parents won't let her _____ the car.
- Pedro's parents make him _____ home before 10:00.
- Mae tries to have her kids _____ their homework before dinner.
- Eduardo can't get his kids _____ their rooms.
- Mehmet's wife always tells him _____ even when he's not driving fast.

About you **D** **Pair work** Do you have the same gripes as the ones on the website? Tell a partner.

2 Grammar *let, make, help, have, get, want, ask, tell* 2.02

Extra practice p. 143

let / make / help / have + object + verb

My parents won't **let me stay out** late.
They **make me come** home before 10:00.
My kids never **help me clean** the house.
I **have them do** their homework before dinner.

get / want / ask / tell + object + to + verb

I can't **get them to clean up** their rooms.
My parents **want me to study** law.
I have to **ask them to drive** me everywhere.
My wife is always **telling me to slow down**.

A Choose the correct verbs to complete the sentences.

- When I was a kid, my parents never let me walk to school by myself. (got / let)
- My parents made me _____ to bed at 8:00. (go / to go)
- My mother couldn't _____ me to eat fish. I was a picky eater! (make / get)
- My brother never lets me _____ his computer. (use / to use)
- My parents _____ me to spend more time with them. I should, but I'm too busy. (want / have)
- My dad's always telling me _____ more exercise. (get / to get)
- I always _____ my husband make breakfast on weekends so I can sleep late. (have / get)
- I think kids should _____ their parents clean the house. (get / help)
- My parents always say they want me _____ happy, not rich. (to be / be)
- I usually _____ my parents know when I'm going to be home late. (let / have)

In conversation

You can also say *help me to do something*, but this is much less common.

help + verb
help + to + verb

Common errors

Don't use *to* with *let, make, or have*.

They make me come home before 10:00.
(NOT *They make me to come home . . .*)

About you B Pair work Make five of the sentences above true for you. Tell a partner.

A *When I was a kid, my parents never let me eat junk food.*

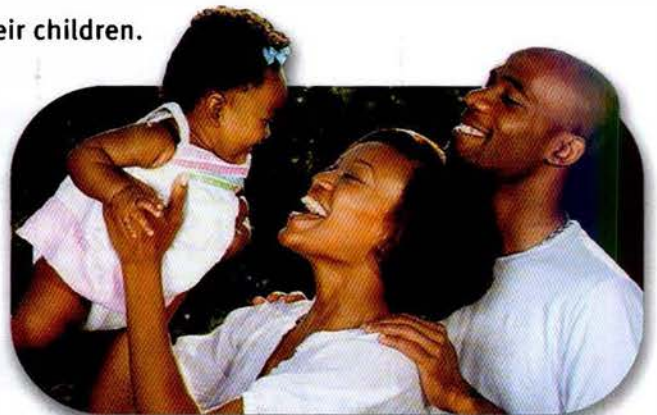
B *Really? My parents let me have soda and stuff, but they made me eat vegetables, too.*

3 Listening and speaking Reasonable demands?

A Read the list of demands that parents make on their children. What other demands do parents make?

My parents want me to . . .

- _____ get married and start a family.
- _____ study a subject I'm not interested in.
- _____ work in the family business.
- _____ change my appearance.
- _____ call them every week.
- _____ move nearer to them.



B 2.03 Listen to five people talk about their parents' demands. Number the demands they talk about above 1 to 5. There is one extra.

About you C Pair work What demands do your parents or your friends' parents make? Why? Which demands are reasonable? Which are not? Tell a partner.

"My parents don't want me to get married too soon. They want me to finish college first."

1 Building vocabulary and grammar

A 2.04 Listen and read the article. What memories do these people have?

Happiest Memories

We asked people to send us a photo and write about their happiest childhood memory.



My happiest memory is of my **great-grandmother**. She always used to keep candy in her pockets, and she'd always give us some when we came to visit. My dad used to tease us and say, "Grandma, don't give them any candy!" But she did anyway.

– Rosa, Guadalajara, Mexico



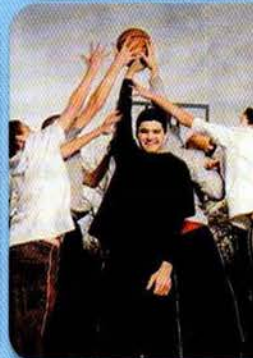
All my **aunts** and **uncles** used to come over for Sunday dinner, and there were always about 12 of us around a gigantic table. My **cousins** and I would crawl under it during dinner and play. I'm **an only child**, so it was nice to be part of a big **extended family**.

– Vasily, Saint Petersburg, Russia



My sister and **brother-in-law** used to live next door. I'm only a little older than my sister's kids, so I kind of grew up with my **niece** and **nephew**. I used to go over there a lot, and we'd play together. I was their favorite **aunt!**

– Haruka, Sendai, Japan



I used to love playing basketball with my four brothers. I grew up in a **blended family**, with two **stepbrothers** and two **half brothers**. After my parents **got divorced**, my father **married** a woman with two sons, and they had two more kids together. Anyway, the five of us used to play on a team, and we would always win.

– Justin, Vancouver, Canada

Word sort

B Complete the chart with male or female family members and with other expressions. Add more ideas. Then tell a partner about your family.

Immediate family		Blended family		Extended family	
father	<i>mother</i>	stepfather			great-grandmother
	sister		stepsister	grandfather	
husband		stepson			aunt
	daughter		half sister	(first / second) cousin	
Other expressions					niece
only child		<i>fiancé</i>		brother-in-law	

"I'm an only child, but I have six first cousins."



Figure it out

C Underline all the examples of *used to* and *would / 'd* in the article. Are these activities and situations in the past or present? Are they finished, or do they still continue?

2 Grammar *used to* and *would* 2.05

Extra practice p. 143

Use ***used to*** for regular activities or situations in the past that don't happen now or are no longer true.

I ***used to go*** over to my sister's house a lot.
My grandmother ***used to keep*** candy in her pockets.
The five of us ***used to play*** on a team.

Negatives and questions with *use to* are less common.

I ***didn't use to like*** jazz.
What kind of music ***did you use to like?***

Use ***would*** or ***'d*** for regular activities in the past.

- ▶ I ***'d play*** with my niece and nephew.
- ▶ She ***'d always give*** us some.
- ▶ We ***would always win.***

Don't use *would* for situations in the past.

My sister ***used to live*** next door.
(NOT My sister ~~*would live*~~ next door.)

In conversation

People often begin a story with *used to* and then continue with *would*.

About you What family memories do you have? Complete each sentence and add a sentence with *would*. Then compare your memories with a partner.

1. My family used to go to the beach in the summer. *We'd go almost every weekend.*
2. My mother used to make _____ for us.
3. My brother / sister and I used to play _____ together.
4. My family used to watch _____ on TV.
5. I used to see my aunts, uncles, and cousins _____.
6. My grandparents used to take me to _____.
7. My family always used to _____ on Sundays.
8. My parents didn't use to _____ on weekends.

A My family used to go to the beach in the summer. We'd go almost every weekend.

B Really? I bet that was fun. My family used to visit my grandmother . . .

Common errors

Don't use *used to* to talk about your routines in the present.

I used to skip lunch, but now I usually have a sandwich.

(NOT . . . ~~*now I used to have a sandwich.*~~)

3 Speaking naturally *used to*

We used to visit my great-grandmother. I used to play with my cousins.

A 2.06 Listen and repeat the sentences above. Notice the reduction of *used to*.

B 2.07 Now listen and repeat these sentences.

1. I used to love jumping rope.
2. I used to hate spinach.
3. I used to be afraid of spiders.
4. We used to have a cat.
5. My sister used to tease me a lot.

About you **C** **Pair work** Use the ideas above to talk about your childhood.

A When I was a child, I used to love playing hopscotch.

B Me too. And I also used to like . . .



Sounds right p. 137

1 Reading

About you

A When you were a child, did you and your family use to eat together every day? What were family meals like? Tell the class.

B Read Barbara's blog. Why does Barbara think families should eat together more often?

Reading tip

Sometimes writers state similar ideas in the first and last paragraph. This helps tie the reading together.

http://www.barbarasblog... 

Barbara's Blog



It seems to me that families used to eat more meals together. And nowadays, there's often a TV nearby, or someone's talking on a cell phone or texting during dinner.

My family always used to eat dinner together, no matter what. We'd wait for everyone to get home, and then we'd all sit down together. My parents never let us take food into another room to watch TV, and if the phone rang, my mom would have us tell the caller to call back later. During dinnertime conversation, everyone had a chance to talk. Back then, I was a bit quieter than my siblings, so my dad would often ask me to talk about my day. That's how we learned to share and take turns, so everyone got to join in.

Speaking of taking turns, all of us kids used to take part in either preparing the meal or cleaning up. Sometimes my mom would let me help her in the kitchen – I'd wash and chop vegetables, or things like that. We'd always have fresh food, or at least leftovers from the night before . . . no fast food or take out.

Now, I won't pretend our mealtimes were absolutely perfect. There was plenty of sibling rivalry, especially between my little brother and me. We used to fight all the time and sometimes kick each other under the table. Then our parents would intervene, telling us to "get along or else!" Nobody knew exactly what "or else" meant, but we didn't want to risk finding out.

These days, it seems like families have little time together, especially at mealtimes. I was reading an article that said children who have regular meals with their families feel less stressed, have a healthier weight, get better grades, and are less likely to get into trouble than children from families that don't eat together. I wonder if those families know what they're missing.

C Find the expressions on the left in the blog. Match each one with a similar expression.


1. no matter what f
2. leftovers _____
3. pretend _____
4. sibling rivalry _____
5. intervene _____
6. or else _____

- a. food remaining after a meal
- b. competition between brothers or sisters
- c. become involved in a difficult situation
- d. act like something is true that is not
- e. or something bad will happen (used as a threat)
- f. in any situation


D Read the blog again. Are these sentences true or false? For each statement below, check (✓) *T* or *F*. Correct the false statements. Then compare with a partner.

	T	F
1. Barbara's mother used to let her watch TV while she ate dinner.	<input type="checkbox"/>	<input type="checkbox"/>
2. As a child, Barbara was less talkative than others in the family.	<input type="checkbox"/>	<input type="checkbox"/>
3. The kids in Barbara's family helped make dinner and clean up.	<input type="checkbox"/>	<input type="checkbox"/>
4. Barbara got along well with all her siblings at dinnertime.	<input type="checkbox"/>	<input type="checkbox"/>
5. Barbara thinks kids are healthier when they eat with their families.	<input type="checkbox"/>	<input type="checkbox"/>

2 Listening and writing Family memories

A  2.11 Listen to three people talk about their memories of family life. What did they use to do? Number the pictures.



B  2.11 Listen again. Why don't the people do these things now? Write a reason for each one on the line. Compare with a partner.

About you

C **Pair work** Think of three things you used to do with your family. Tell a partner.

A We used to go skiing every winter, but my dad hurt his knee, so we stopped.

B Really? My parents didn't let us go skiing because they thought it was too dangerous.

D Read the blog below and the Help note. Underline the time markers. Then write a blog about a family memory from your childhood.

Our roller-skating days

When we were kids, my sister and I used to roller-skate a lot. We would skate on the sidewalk or on the school playground. In those days, we didn't have all the safety equipment kids use today. These days, kids wear helmets, knee pads, and wrist guards. Back then, we just had to skate carefully and try not to fall.

Help note

Using time markers

Use these time markers to show the past:

***When we were kids, ... / When I was ... ,
In those days, ... / Back then, ...***

Use these time markers to show the present:

today, now, nowadays, these days

E **Group work** Read your classmates' blogs. Then ask questions to find out more information.

"Did you use to skate to school?" "Did your parents let you play outside by yourself?"

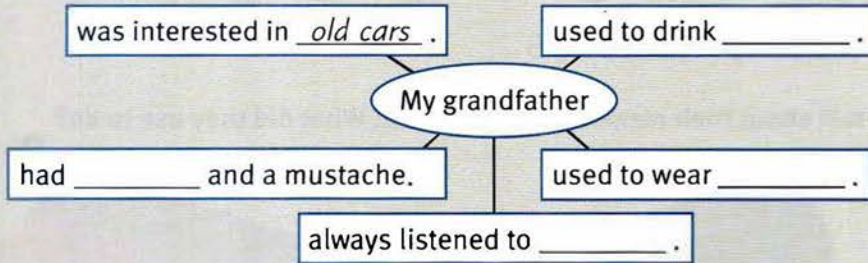
Free talk p. 131



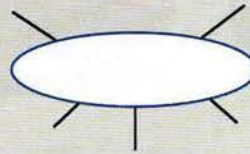
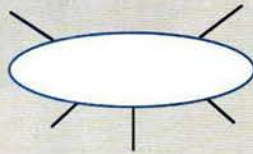
Learning tip *Word webs*

Use word webs to log new vocabulary about your family members. What memories do you associate with each person?

1 Look at the picture. Complete the word web with memories of the grandfather in the picture.



2 Make word webs like the one above about two people in your family. How many memories can you think of?



3 **Word builder** Do you know this vocabulary? Find out the meanings of any words you don't know. Try to add some of the words to your word webs.

adopted ex-husband great-aunt separated single parent



On your own

Make a photo album of your family. Find photos of each of your relatives. Write their names and a short memory about each picture.



Can Do! Now I can ...

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

- talk about my family life and habits.
- share my memories of growing up.
- describe things that happened in the past that don't happen now.
- give my opinions.
- use expressions like *Absolutely, Definitely*, etc.
- understand people talking about demands their parents make on them.
- understand people discussing things they used to do.
- read a blog about family meals.
- write a blog entry about a family memory.

Food choices



In this unit, you learn how to . . .

Lesson A

- Talk about eating habits using expressions like *a bottle of, a little, a few, very little, and very few*

Lesson B

- Talk about different ways to cook food
- Talk about food using *too, too much, too many, and enough*

Lesson C

- Respond to suggestions by letting the other person decide
- Refuse offers politely with expressions like *No, thanks. I'm fine.*

Lesson D

- Read about snacks around the world
- Write about a dish from your country



Before you begin . . .

Can you find these things in the picture? What other food items can you find? Have you bought any of these things recently?

- a bag of potato chips
- some cartons of juice
- a jar of mustard
- a bottle of ketchup
- a box of cereal
- a can of soup
- a package of cookies
- a loaf of bread
- a tub of margarine

What do you have in your refrigerator?

We visited three people to see what they keep in the fridge.

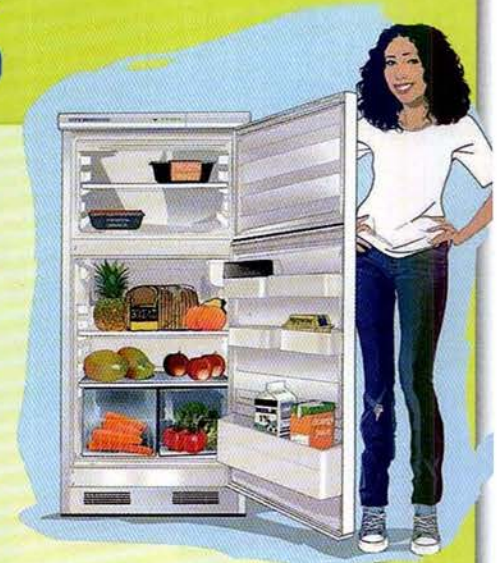
"Let's see, um, a carton of eggs, some milk, a pound of hamburger meat, a few slices of cheese, a jar of mustard, and a little butter. Um, there aren't many vegetables. There are just a few green peppers going bad in the vegetable drawer. I guess I should eat more vegetables."

– David Freeman



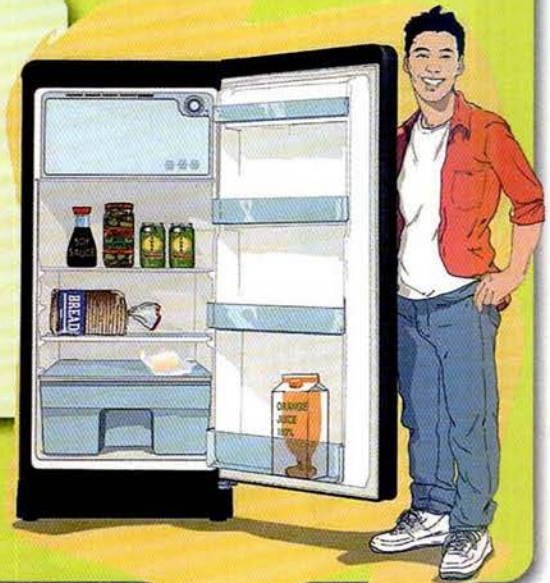
"Oh, there's lots of stuff. There's fruit – oranges, mangoes, a pineapple. And I always have plenty of fresh vegetables – broccoli, tomatoes, and carrots. And there's a carton of orange juice and a tub of margarine. I usually buy 1 percent milk because it has fewer calories. And then in the freezer there are one or two frozen dinners, but not many. We eat very few frozen meals."

– Marta Delgado



"Well, there's very little food in there because I eat out most nights. So there's just a loaf of bread, a bottle of soy sauce, a few cans of soda, and a jar of hot peppers. Yeah, there's not much food in the house."

– Chris Kim



1 Getting started

A How often does your family buy food? Do you buy groceries online? at a supermarket?


B  2.12 Listen to the people above. Who has the healthiest food in their refrigerator?

Figure it out

C Each person above forgot to mention two things in their refrigerator. Circle the correct words in the sentences below.

- Chris also has a **little** / **a few** butter and a **bottle** / **carton of** orange juice.
- Marta also has a **few** / **not much** apples and a **loaf** / **jar** of bread.
- David also has a **bottle of** / **bottle of** ketchup and some soda. He doesn't have **much** / **many** food.

2 Grammar Talking about quantities of food 2.13

Extra practice p. 144

Uncountable nouns

We have **a little** butter in the fridge. = *some*
 There's **very little** food. = *not a lot*
 I'm trying to eat **less** fat.
 There's **not much** food in the house.

Food containers / items

a carton of juice ▶ two cartons of juice
 a loaf of bread ▶ two loaves of bread

Countable nouns

We have **a few** slices of cheese. = *some*
 We eat **very few** frozen meals. = *not a lot*
 1 percent milk has **fewer** calories.
 There aren't **many** vegetables.

Weights and measures

a liter of / a quart of 1 liter = 1.1 quarts
 a kilo of / a pound of 1 kilo = 2.2 pounds
 kilo = kilogram

Common errors

Don't use *a little*, *much* or *many* + *of* + noun.

There isn't much cheese.

(NOT *There isn't much of cheese.*)

A Choose the correct words to complete the sentences. Then compare with a partner.

- In my refrigerator, there's always **a jar / a jar of** spaghetti sauce and **a quart of / a few** milk.
- In my kitchen cabinet, there's **package of / a package of** rice and **a little / a bag of** chips.
- I try to eat healthily, so I eat **a few / not much** vegetables and **a little / very little** fruit every day.
- I've bought **very few / very little** meat and **very few / very little** cookies recently.
- I should eat **less / fewer** junk food. I know it doesn't have **much / many** vitamins.
- I eat **less / little** fast food than I used to, though I still enjoy **a little / a few** fries when I can!
- Yesterday, I had **a little / a few** chocolate as a treat.
- We always keep a few basics in the house: a couple of **loaves of / loaf of** bread, some **cartons of / carton of** milk, **a few slices of / a few** cheese, and **a few / a little** eggs.

About you

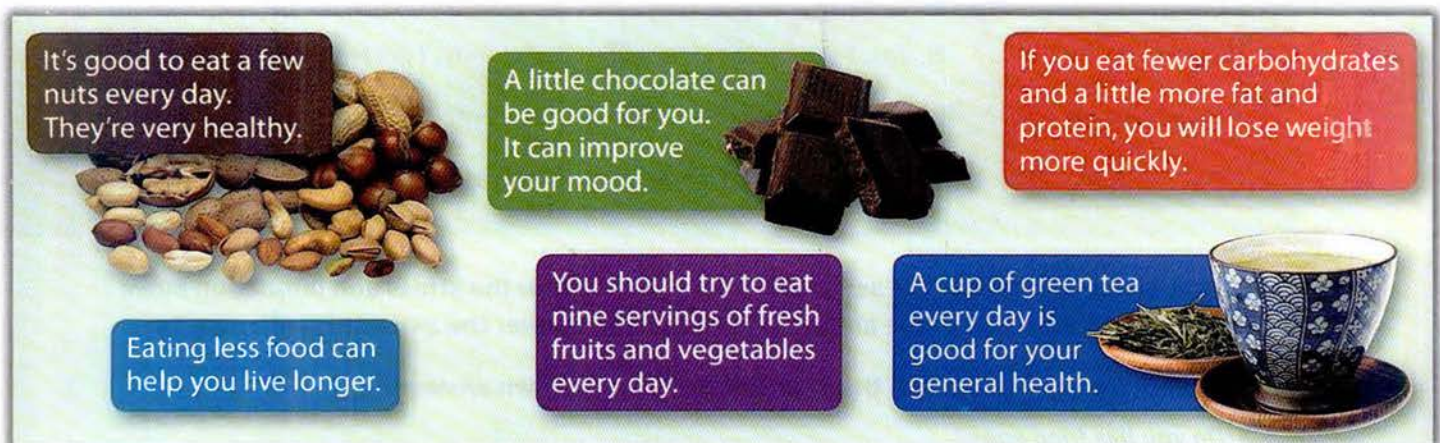
B Pair work Make the sentences true for you. Compare ideas.

A *In my refrigerator, there's always a jar of mayonnaise, but there's not much else!*

B *Yeah? We don't eat much mayonnaise, but we have a few jars of salsa.*

3 Talk about it Is it good for you?

Group work Discuss these beliefs about food. Do you agree? What other beliefs are there?



A *Do you believe it's good to eat a few nuts every day?*

B *Well, I don't eat many nuts, actually. They have a lot of fat in them.*

1 Building vocabulary

A Have you eaten any of these things recently? Which do you like best?



(stir-)fried noodles



grilled shrimp



steamed vegetables



boiled eggs



baked potatoes



pickled cabbage



roast lamb



barbecued beef

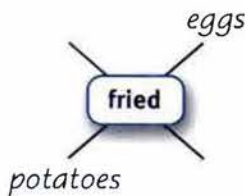


raw fish



smoked fish

Word sort **B** How do you like to eat different kinds of food? Make word webs like these using the words above. Then compare with a partner.



Note
Adjectives *fried, grilled, ...*
Verbs *fry, grill, ...*

Vocabulary notebook p. 52

2 Speaking naturally Stressing new information

A Do you like *fried* rice? B Yes, I *love* fried rice. OR B Actually, I prefer *steamed* rice.
A Do you like *raw* fish? B Yes, I *love* raw fish. OR B I've never *tried* raw fish.
A Have you ever eaten *raw* eggs? B Yes, I eat raw eggs for *breakfast*. OR B No, I only eat *cooked* eggs.

A 2.14 Listen and repeat the sentences above. Notice how the stress and intonation move to the new information in the answers. Then ask and answer the questions with a partner.

About you **B** Pair work Ask questions like the ones above. Give your own answers.

A Do you like *fried* eggs?

B Actually, I prefer *boiled* eggs. OR No, I hate *fried* eggs.

3 Building language

A  2.15 Listen. What do Carla and Leo want to order? Practice the conversation.

Carla Are you going to have dessert?

Leo No, I'm too full. I ate too many fries.

Carla Do you mind if I have something? My salad wasn't filling enough. I mean, is there enough time? I know I eat too slowly – probably because I talk too much!

Leo That's not true! Anyway, I want another iced tea. I'm really thirsty. I guess I put too much salt on my fries.

Carla OK. So I'm going to order some apple pie.

Leo Mmm. Sounds good. Maybe I'll have some, too.

Carla Well, as they say, there's always room for dessert!



Figure it out

B Can you complete these sentences with *enough*, *too*, *too much*, or *too many*?

- Leo ate _____ fries, and he put _____ salt on them.
- Carla's still hungry because she didn't eat _____ food.
- Leo is _____ full, but Carla isn't. Her salad wasn't filling _____.
- Carla eats _____ slowly. She doesn't eat fast _____. She talks _____.

4 Grammar *too*, *too much*, *too many*, and *enough* 2.16

Extra practice p. 144

too / too much / too many

enough

With nouns I ate **too much food / too many fries**.

I didn't eat **enough food / fries**.

As pronouns I ate **too much / too many**.

I didn't eat **enough**.

With adjectives He's **too full**.

Her salad wasn't **filling enough**.

With adverbs She eats **too slowly**.

She doesn't eat **fast enough**.

With verbs She **talks too much**.

Maybe she **doesn't listen enough**.

A Complete these sentences with *too*, *too much*, *too many*, or *enough*.

More than one answer may be possible.

- I eat _____ fast food and not _____ fruits and vegetables.
- There's never _____ time to shop or cook during the week, so I eat out a lot.
- During my exams, I study _____ and I don't sleep _____.
- I don't like fried foods – there's _____ fat in them. It's better to grill or steam food.
- If I don't eat _____ for breakfast, or if breakfast isn't filling _____, I'm usually _____ hungry to wait for lunch.
- Sometimes, I eat _____ fast and I get a stomachache. Or I eat _____.
- I don't like ice cream. I find most desserts are _____ sweet for me.
- I'm probably _____ careful about what I eat, but I get sick if I eat _____ fatty things.

About you

B **Pair work** Are the sentences above true for you? Discuss with a partner.

A Actually, I don't eat too much fast food. I don't eat too many fries or anything.

B That's good. I eat too much fast food. I don't eat properly.

 Sounds right p. 138

1 Reading

- A** Brainstorm! How many different snacks can you think of? Which ones are popular in your country? Make a class list.
- B** Read the article. Which snacks have you heard of? Have you tried any of them?

Reading tip

Writers sometimes start a sentence with a short description of something before they name it. **Originally from Spain**, *empanadas* are baked or deep-fried pastries. . . .

SNACKS AROUND THE WORLD

BAOS

Baos are delicious steamed or baked buns with a variety of fillings such as spicy meat, sweet bean, pickles, or custard. A favorite in many Asian countries, they are delicious at any meal – even breakfast. Although they have been popular for over 2,000 years, people are still coming up with new ideas for fillings – like scrambled eggs or coconut!





MOCHI ICE CREAM

In the 1980s, a Japanese company showed the world a great new way to eat ice cream. They wrapped little ice cream balls in colorful sheets of sticky rice called *mochi*. You can hold these little treats in your hand as you eat them, and the ice cream won't melt on your fingers! Now popular in many countries, frozen mochi ice cream comes in flavors like green tea, chocolate, and mango.

DOLMA

Popular throughout Mediterranean countries, *dolma* are particularly popular as a snack food in Turkey. The best-known dolma are grape leaves stuffed with tasty ground-meat fillings or rice with herbs and spices and a few nuts. (In Turkish, *dolmak* means "stuffed.") Freshly steamed, dolma are delicious with yogurt.





FLAVORED POPCORN

People never get tired of popcorn. Native Americans first ate popcorn over 2,000 years ago, and people around the world still love it today! Buy it ready-made or cook it in a little oil until it "pops." Or make your own microwaved popcorn, and add your own flavors. How about a little cheese, chocolate, or caramel on yours? Some even more creative flavors are baked potato, curry, and taco. What new popcorn flavor can you think of?

EMPANADAS

If you're in Latin America, and you're looking for a quick snack, chances are you're not far from an *empanada* stand. Originally from Spain, empanadas are baked or deep-fried pastries that have a variety of different fillings depending on the region. Traditional fillings often have meat and potatoes or meat with spices, chopped onion, egg, olives, and raisins. In southern Europe, they often have a fish filling. They make a great snack at any time of the day.



C Read the article again. Complete the chart for each snack.

Name of snack	Popular where?	Cooked? How?	Ingredients / flavors
<i>baos</i>	<i>Asia</i>	<i>steamed / baked</i>	<i>spicy meat, sweet bean, ...</i>

2 **Listening and speaking** Snack habits

A Have you tried any of the snacks below? Which countries do you think they come from originally?



B 2.19 Listen. How would the three people answer the questions? Complete the chart.

	Zoe	Josh	Kate
1. What's your favorite snack?			
2. When do you eat it?			
3. Do you think it's healthy?			
4. Do you know how to make it?			

About you **C** **Group work** Discuss the questions above. Complete a chart like the one above with your classmates' information. Which snacks are healthy? Which do you like?


3 **Writing** You should definitely try it!

A Read the Help note and the article below. What do *like*, *for example*, and *such as* give examples of?

A THAI TREAT

If you visit Thailand, you should try some of the delicious desserts, like sweet sticky rice. People often eat it as an afternoon snack with tea or for dessert. You can order it in a restaurant or buy it on the street at a food stand.

There are many types of sweet sticky rice. For example, people make black sticky rice with a special type of wild rice, and they also make sticky rice with corn. You can put different toppings on sweet sticky rice, such as coconut custard, fresh coconut cream, and fresh mangoes.



Help note

Giving examples
 You can introduce examples with:
like
for example
such as

B Choose a popular snack food or traditional dish in your country. Write an article about it for a food website. Include a photo if you can.

C **Class activity** Read your classmates' articles. Choose three to add to your website.

Learning tip Collocations – words that go together

Learn new words in combination with other words. For example, learn adjectives that often go before a noun.

boiled eggs, fried eggs, raw eggs

In conversation

The most common collocations in conversation with these six cooking words are:

1. **fried** chicken
2. **boiled** eggs
3. **baked** potatoes
4. **grilled** cheese
5. **smoked** salmon
6. **raw** fish

1 Cross out the adjective that doesn't go well with each noun.

a. fried
pickled
~~smoked~~
raw } onions

b. barbecued
steamed
fried
boiled } rice

c. stir-fried
spicy
boiled
pickled } noodles

d. smoked
fresh
canned
dried } fruit

2 How many cooking or taste words can you put before these foods? List them from your least favorite to your favorite ways of eating them in a chart like the one below.

carrots chicken eggs fish pineapple red peppers

least favorite		favorite	
<i>boiled</i>	<i>steamed</i>	<i>stir-fried</i>	<i>raw</i>
			carrots

3 Word builder Which adjective goes best with each noun? Complete the expressions.

✓creamed dark grated mashed scrambled sweet and sour whole whole wheat

_____ eggs
_____ milk

_____ shrimp
creamed spinach

_____ chocolate
_____ potatoes

_____ bread
_____ cheese

On your own

Find a restaurant menu online and translate five of the dishes into English.



Can Do! Now I can ...

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

- talk about quantities of food and eating habits.
- discuss different ways to cook food.
- respond to suggestions by letting the other person decide.
- use expressions like *I'm fine* to refuse offers.
- understand people offering and accepting or refusing food.
- understand conversations about snacks.
- read about snacks around the world.
- write about a dish from my country.

Managing life



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about future plans and schedules using *will*, *be going to*, the present continuous, and the simple present

Lesson B

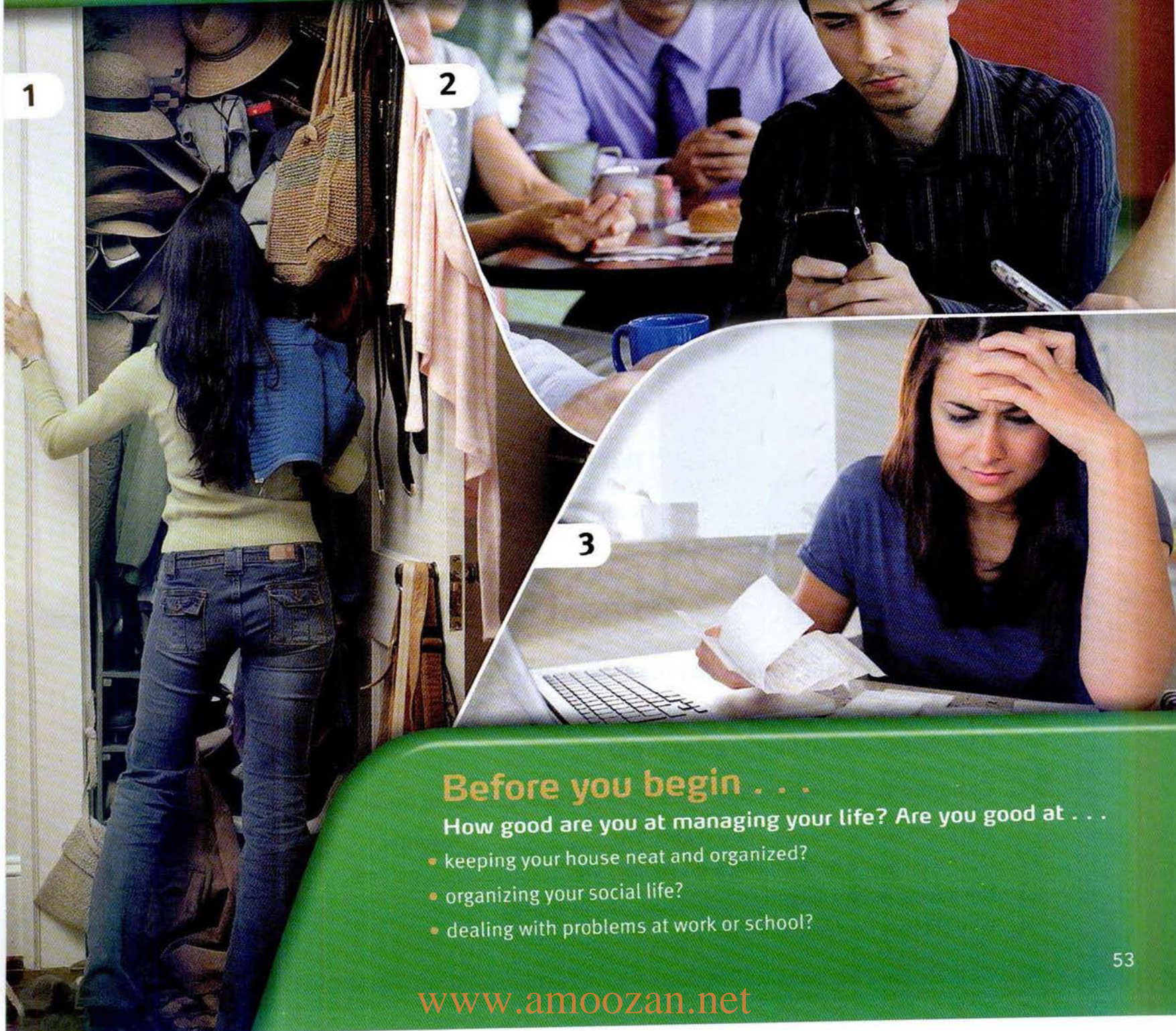
- Discuss problems and solutions using *ought to*, *have got to*, *would rather*, *had better*, etc.
- Use expressions with *make* and *do*

Lesson C

- Use expressions like *I'd better go* to end phone conversations
- Use expressions like *Catch you later* to say good-bye

Lesson D

- Read a blog about multitasking
- Write some advice about time management



1

2

3

Before you begin . . .

How good are you at managing your life? Are you good at . . .

- keeping your house neat and organized?
- organizing your social life?
- dealing with problems at work or school?



Hello?

.....

Oh, hi, Brandon. How are you?

.....

Good, really good. . . . No, it's OK. I'm on my way home.

.....

What am I doing tomorrow night? Actually, I don't think I'm doing anything. . . .

.....

Oh, wait. Tomorrow's Tuesday. I have my kickboxing class. That starts at 7:00, and then I'm meeting Anna afterwards. We're going to have dinner together. But, yeah, I'd love to catch up with you. How about Wednesday night?

.....

Huh. So you're going to be out of town for a couple of days, . . . but you'll be back Friday, right? So what about Friday?

.....

Uh-oh. I just remembered. My boss is going to have us all work late Friday. She mentioned it last week. We have this big deadline.

.....

Yeah, yeah. We won't be finished on time. It's a long story. Uh, I'll tell you about it sometime.

.....

Tonight? Actually, I'm not doing anything!

.....

That's a fabulous idea. I'll just stop by my apartment to get changed, and then I'll come right over to meet you. I can get there by 7:30. And I'll call for a reservation.

.....

Great. So, see you in about an hour. Bye.

1 Getting started

A What kinds of plans do you make in advance? at the last minute? Tell the class.

B 2.20 Listen. Stacy is talking on the phone to her friend Brandon. When do they decide to meet? Can you guess what they're going to do?

Figure it out

C Complete the sentences. How does Stacy tell Brandon about these things?

1. Her plans with Anna tomorrow night: "We _____ together."
2. Not meeting the work deadline on Friday: "We _____ on time."
3. Not having plans tonight: "I _____ anything."
4. Why she can't meet tomorrow: "I _____ class."

2 Grammar Talking about the future 2.21

Extra practice p. 145

Use **will** when you decide to do something as you are speaking.

Use **will** or **be going to** for factual information or predictions based on what you know.

Use the present continuous or **be going to** (not **will**) for decisions you've made and fixed plans.

Use the simple present for schedules.

I'll just stop by my apartment to get changed and then I'll come right over to meet you. (NOT I ~~come~~ right over . . .)

You're **going to** be out of town, but you'll be back Friday?
My boss **is going to** make us work late Friday.
Our project **won't** be finished on time.

I'm **meeting** Anna after my kickboxing class.
We're **going to** have dinner together.
I'm **not doing** anything tonight.

I **have** my kickboxing class tomorrow. It **starts** at 7:00.

A Complete the conversations with appropriate ways to talk about the future, using the words given. There may be more than one possible answer. Then practice with a partner.

- A So, what _____ you _____ (do) after class tomorrow?
 B Well, actually, I _____ (take) the afternoon off tomorrow. I _____ (have) lunch with my sister. So yeah, I _____ (not / work) in the afternoon.
 A That sounds nice. Where _____ you _____ (have) lunch?
 B I'm not sure. Do you want to meet us? I'm sure my sister _____ (not / mind).
 A OK. Sure. I _____ (text) you tomorrow when I get out of class.
- A I _____ (have) a party at my place Friday night. Can you come?
 B Actually, I _____ (have) basketball practice at 7:00 on Friday. It _____ (not finish) until 9:00. Is that too late?
 A No, not at all. My guess is that most people _____ (not arrive) until after 9:00 anyway.
 B OK, great. So I _____ (come) over right after practice. It _____ (be) around 9:30.
- A So _____ you _____ (go away) this weekend?
 B Actually, we _____ (go) on a boat trip on the lake on Saturday. The weather report says it _____ (not / be) too windy. So yeah, it _____ (be) fun, I think.
 A That sounds great. I've never done that.
 B You're kidding. Why don't you come with us? The boat _____ (leave) at 9:00. I _____ (call) my brother and ask him to get you a ticket.

About you **B Pair work** Ask and answer the questions above. Give your own answers.


3 Listening and speaking Fun invitations

A 2.22 Listen. Complete the chart. Which invitation sounds the most interesting to you?

	Anton	Clareta	Callie
What's the invitation for?	<i>a concert</i>		
What day? What time?			
What are his / her plans then?			
What does he / she decide to do?			

B Pair work Student A: Invite your partner to do something with you on a specific day.
 Student B: Tell your partner your plans for that day, and make a decision about what to do.

1 Building vocabulary and grammar

A  2.23 Read the posts and replies on the website. Complete the expressions with the correct form of *do* or *make*. Then listen and check.

Ask the LIFE COACH

Do you have a personal problem that you'd rather not discuss with friends or family? Get some confidential advice from our online life coach.

Q1 Sometimes I think I ought to do **some volunteer work** in a school or a hospital, but I'm too busy just trying to make **a living**. I have very little free time, so I think I'd better not add anything to my schedule right now. Am I right?

Coach Don't make **excuses**. You don't have to spend all your free time doing volunteer work – three hours a week is enough. do **some research**, and find an organization where you feel you can make **a difference** and do **some good** for other people.

Q2 My boss is a bully. He yells at me if I make **a mistake**, and he does **fun of** me in front of my co-workers. I've tried talking to him, but it doesn't do **any good**. He won't listen. I guess I'm going to have to do **something** about this problem, but what?

Coach It doesn't do **any sense** to ignore this problem, and you'd better do something quickly before it gets worse. make **an appointment** with your Human Resources representative. You might want to take a colleague with you, too.

Q3 I'm meeting my girlfriend's parents for the first time next weekend. They've invited me for dinner. I'm going to do **my best** to make **a good impression** on them, but I'm really nervous. Any advice?

Coach do **an effort** to dress nicely, and be **sure** you take them a small gift, such as flowers or chocolates. do **some nice comments** about their home, the food, etc., but don't overdo it. You ought to let them do **the talking** at first. The most important thing, however, is just to be yourself.

Q4 My boss recently offered me a promotion. I've done **a lot of thinking** about it, but I can't make **up my mind** if I should take it. Sometimes I think I'd rather stay in my current job. I've got to decide by next week. What should I do?

Coach make **a list** of the pros and cons of each job, and give each one a score from 1 to 5 (5 = the best). Then do **the math** – add up the points for each list, and subtract the con totals from the pro totals. Which job has the highest score? Does that help you make **a decision**?

Word sort

B Make word webs like these for *do* and *make*. Add other expressions you know. Then discuss the life coach's advice with a partner. Do you agree? What advice can you add?

some volunteer work



 Vocabulary notebook p. 62

Figure it out

C Find expressions on the website with the same meanings as the underlined words below.

1. I should do some volunteer work.
2. You really should do something quickly.
3. I have to make a decision soon.
4. I'd prefer to stay in the same job.

2 Grammar What's advisable, necessary, preferable 2.24

What's advisable	You'd better do something quickly. ('d = had) I'd better not add anything to my schedule. I ought to do some volunteer work. You ought to let them do the talking. You might want to take a colleague with you.
What's necessary	I'm going to have to do something about it. I've got to decide by next week. ('ve = have) You don't have to spend time on this.
What's preferable	I'd rather (not) stay in my current job. ('d = would)

Extra practice p.145

In conversation

Should is more common than **ought to** or **had better**.

- **should**
- **ought to**
- **had better**

Common errors

Don't use **had better** for general advice.

You **shouldn't** ignore problems. (NOT You ~~had better not~~ ignore)

Pair work Complete the conversations with problems and solutions. Then compare with a partner. Did you have any of the same ideas?

- A We have a test tomorrow, so I ought to _____ tonight, but I'd rather _____.

B You know, I think you'd better _____ because _____.
- A I don't know what to do. I received an offer for a job. It looks really interesting, but it doesn't pay very well. I'm going to have to make up my mind if I want to _____.

B That's a hard decision to make. You might want to _____.
- A I need more exercise. I ought to make an effort to _____ every day, but it takes so much time.

B Well, you don't have to _____, but you ought to _____.
- A I have a friend who makes fun of me all the time, but I'd rather not _____.

B That's not good. I think you're going to have to _____.
- A My sister hasn't applied to college. She's got to _____ if she wants to _____.

B She'd better decide soon because _____ she's got to _____.

3 Speaking naturally Reduction of verbs

You might **want to** try a new instructor. (*wanna*) You **ought to** take more lessons. (*oughta*)
 You'd **better** study the driver's manual. (*you better*) You've **got to** pay attention! (*gotta*)
 You're **going to have to** practice more. (*gonna hafta*)

A 2.25 Listen and repeat the sentences above. Notice the reduction of the verbs. In what situation might a person give this advice? Can you think of other advice?

About you **B Group work** Think of six pieces of advice for a student who's not doing well in class.

4 Talk about it What's your advice?

Group work Imagine a friend is in each situation. Give as much advice as you can.

- You're tired and don't feel like going to a friend's party, but you know you ought to go.
- You have time to do some regular volunteer work on the weekend or take a part-time job.
- You had an interview for a job you really want, but it didn't go well.

"Well, you ought to just tell your friend, you know. And say you're not in the mood for a party."

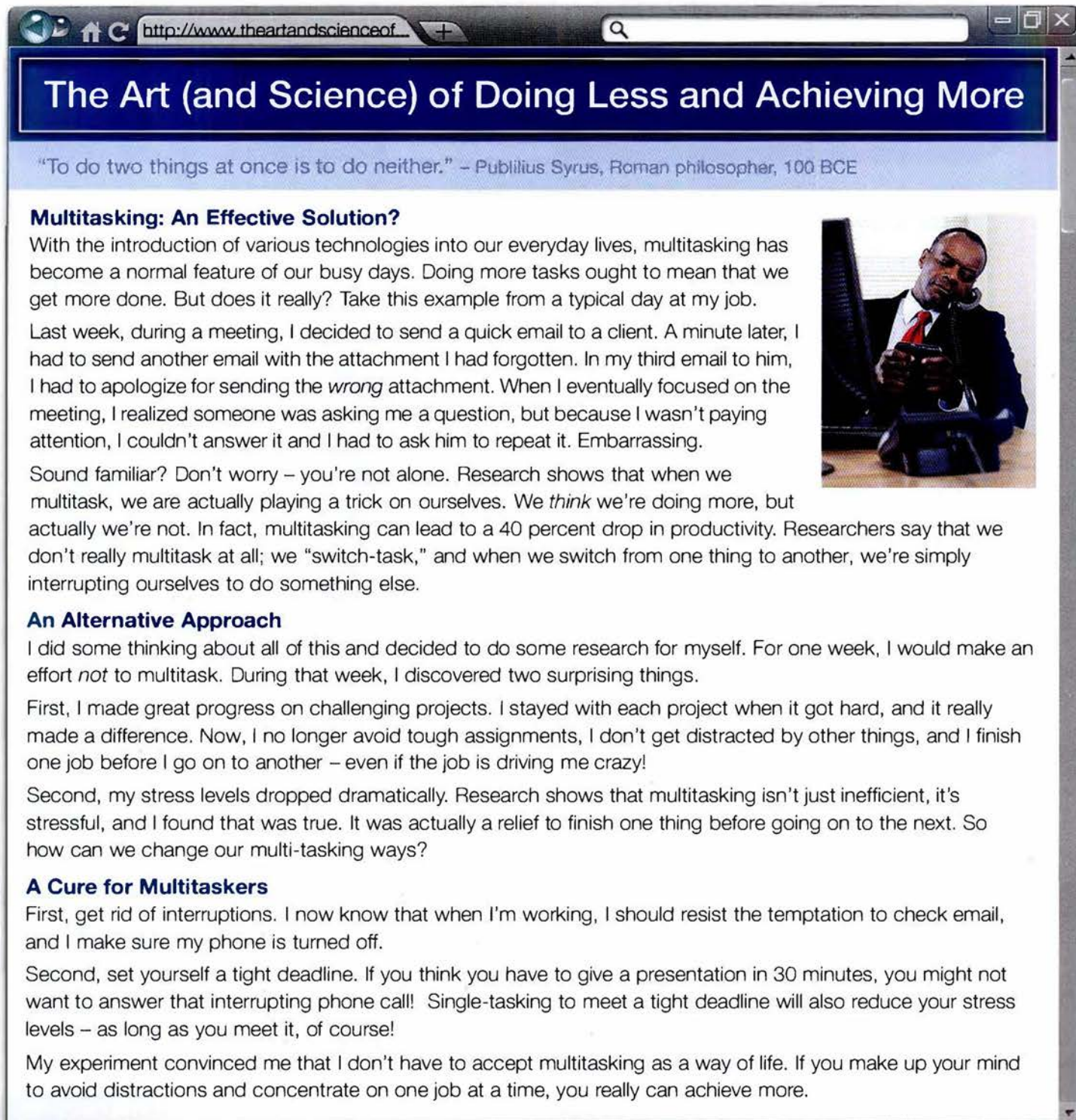
Sounds right p. 138

1 Reading

- A** Do you ever multitask? What kinds of things do you do at the same time? Is multitasking a good thing to do?
- B** Read the blog. What does it say about multitasking?

Reading tip

Writers often ask the reader questions to raise topics and organize their ideas.



The screenshot shows a web browser window with the address bar containing <http://www.theartandscienceof...>. The page title is "The Art (and Science) of Doing Less and Achieving More". Below the title is a quote: "To do two things at once is to do neither." – Publilius Syrus, Roman philosopher, 100 BCE. The main content of the page is a blog post with the following sections:

Multitasking: An Effective Solution?
 With the introduction of various technologies into our everyday lives, multitasking has become a normal feature of our busy days. Doing more tasks ought to mean that we get more done. But does it really? Take this example from a typical day at my job. Last week, during a meeting, I decided to send a quick email to a client. A minute later, I had to send another email with the attachment I had forgotten. In my third email to him, I had to apologize for sending the *wrong* attachment. When I eventually focused on the meeting, I realized someone was asking me a question, but because I wasn't paying attention, I couldn't answer it and I had to ask him to repeat it. Embarrassing. Sound familiar? Don't worry – you're not alone. Research shows that when we multitask, we are actually playing a trick on ourselves. We *think* we're doing more, but actually we're not. In fact, multitasking can lead to a 40 percent drop in productivity. Researchers say that we don't really multitask at all; we "switch-task," and when we switch from one thing to another, we're simply interrupting ourselves to do something else.

An Alternative Approach
 I did some thinking about all of this and decided to do some research for myself. For one week, I would make an effort *not* to multitask. During that week, I discovered two surprising things. First, I made great progress on challenging projects. I stayed with each project when it got hard, and it really made a difference. Now, I no longer avoid tough assignments, I don't get distracted by other things, and I finish one job before I go on to another – even if the job is driving me crazy! Second, my stress levels dropped dramatically. Research shows that multitasking isn't just inefficient, it's stressful, and I found that was true. It was actually a relief to finish one thing before going on to the next. So how can we change our multi-tasking ways?

A Cure for Multitaskers
 First, get rid of interruptions. I now know that when I'm working, I should resist the temptation to check email, and I make sure my phone is turned off. Second, set yourself a tight deadline. If you think you have to give a presentation in 30 minutes, you might not want to answer that interrupting phone call! Single-tasking to meet a tight deadline will also reduce your stress levels – as long as you meet it, of course! My experiment convinced me that I don't have to accept multitasking as a way of life. If you make up your mind to avoid distractions and concentrate on one job at a time, you really can achieve more.

On the right side of the page, there is an image of a man in a suit sitting at a desk, talking on a mobile phone while looking at a laptop screen.

About you

C Replace the underlined words in each question with the correct form of an expression from the blog. Then ask and answer the questions with a partner.

1. Have you ever done something to fool someone? How did it turn out?
2. What do you do if you're not moving forward on an assignment?
3. Do you often have your attention interrupted by email or phone calls?
4. What kinds of personality traits annoy you a lot?
5. Do you ever decide on a time to finish something that's hard to achieve?
6. Do you find it easy to make decisions about things?


D Read the blog again. Answer the questions. Then compare your answers with a partner.

1. What happened when the writer tried to multitask?
2. What was the research the writer did?
3. What were the two things the writer learned?
4. What two things does the writer recommend we do to stop multitasking?
5. What is the writer's opinion of multitasking? Do you agree?


2 Listening and writing When should I do that?

About you

A What do you do when you have a lot to do? How do you balance work, friends, and family time?

B  2.27 Listen to four people talk about their time management problems. Which problems did they have? Write the number of the speaker. There are two extra problems.

- | | |
|--|------------------------------------|
| a. I left things until the last minute. ____ | d. I couldn't meet deadlines. ____ |
| b. I couldn't set priorities. ____ | e. I took on too many jobs. ____ |
| c. I felt I had too much to do. ____ | f. I delayed difficult jobs. ____ |

C  2.27 Listen again and write the advice each speaker received.

D Read the Help note. Then read the question and answer and circle any sentences that link ideas with *as long as*, *provided that*, or *unless*.

I'm trying to be more organized, so I decided to record my lectures, but I never have time to watch them. Any ideas?

Unless you find time to watch the recordings, there is really no point in having them. So make time to review them - provided that they are worth watching again, of course!

Most people waste time when they are traveling to and from work or school, so use that time to watch your classes on your laptop - as long as you're not driving, of course!

Help note

Linking ideas with *as long as*, *provided that*, and *unless*

- *As long as* and *provided that* mean "if" or "only if."
- *Unless* means "except if" or "if . . . not."



About you

E **Pair work** Write a question about a time management problem. Then exchange papers and answer your classmate's question. Give advice.



Learning tip *Writing sentences to show meaning*

When you learn a new expression, use it in a sentence to help you remember it. Add another sentence to clarify or paraphrase the meaning.

*My brother can't make a living as a musician.
He doesn't earn enough money.*

In conversation

The most common collocations with the verb *make* are:

- | | |
|-----------------------------|---------------------------|
| 1. make <i>sure</i> | 4. make <i>a decision</i> |
| 2. make <i>sense</i> | 5. make <i>a mistake</i> |
| 3. make <i>a difference</i> | 6. make <i>money</i> |

1 Complete the sentences with these expressions.

do my best make a difference make a good impression make up my mind

- I'm going to try to _____ on my new boss. I want her to have a good opinion of me.
- I'd like to do something useful in life. I want to _____ in people's lives.
- I can't _____ if I want to buy a new cell phone. I can't decide if I need one.
- I find exams very stressful, but I always _____. I try very hard to do well.

2 Write sentences to help you remember these expressions.

do some thinking do volunteer work make an effort
do something fun make a decision make fun of someone

3 Word builder Which expressions below can you complete with *make*? Find appropriate verbs to complete the other expressions. Write the words on the lines.

- | | | | |
|------------------|-------------------|-----------------------|------------------|
| 1. _____ changes | 3. _____ a dream | 5. _____ a suggestion | 7. _____ a walk |
| 2. _____ a mess | 4. _____ progress | 6. _____ plans | 8. _____ a favor |



On your own

Choose five expressions and make a "to do" list using them.



Can Do!

Now I can ...

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

- | | |
|---|--|
| <input type="checkbox"/> talk about the future. | <input type="checkbox"/> understand people discussing invitations. |
| <input type="checkbox"/> ask for and give advice about personal situations. | <input type="checkbox"/> understand people discussing time management. |
| <input type="checkbox"/> end phone calls with expressions like <i>I'd better go</i> . | <input type="checkbox"/> read a blog about multitasking. |
| <input type="checkbox"/> say good-bye in a friendly, informal way. | <input type="checkbox"/> write some advice about time management. |

1 What do you think?

A Complete these opinions with a verb or *to* + verb. Compare with a partner.

1. Parents shouldn't let teenagers watch violent shows on TV.
2. Parents ought to make their kids _____ books every night.
3. Teachers ask students _____ too much homework.
4. Parents shouldn't help their children _____ their homework.
5. Parents shouldn't let their children _____ too much junk food.
6. Parents should get their kids _____ more vegetables and fewer sweets.
7. We shouldn't let young people _____ cars until they're 21.
8. We ought to make all teenagers _____ some volunteer work.

B Group work Discuss three or four opinions above. Use the expressions in the boxes to give your opinions and to show when you agree.

A If you ask me, parents shouldn't let teenagers watch violent shows on TV.

B Absolutely. It seems to me that teenagers are becoming more violent because of TV.

C I don't know. I don't think people learn violent behavior from TV.

i Give an opinion

If you ask me, ...
It seems to me that ...
I don't think ...

i Agree

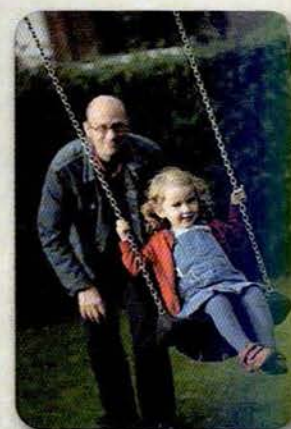
Definitely.
Absolutely.
You're right.
That's for sure.

2 The way it used to be

Complete the story with the correct form of the verbs below.

be bring buy complain get hate live play push ✓ visit

When I was a kid, we used to visit my grandparents every month. They _____ two hours from our home, so we always _____ some books to read in the car. I used to _____ the drive, and I'd always _____, so my dad would _____ us ice cream. That _____ fun. When we _____ to my grandparents' house, my grandma would always let us _____ in her yard. They had a swing set, and my grandpa would _____ us on the swings.



3 How many words can you remember?

Write expressions with *do* or *make* about six family members or friends. Then tell a partner about each person, using the expressions.

1. my uncle George > makes his living as a teacher / doesn't make a lot of money
2. my friend Yoko > does medical research

"My uncle George makes his living as a teacher. He doesn't make a lot of money, but he loves his work."

4 What's going to happen?

Complete the conversation with appropriate ways to talk about the future, using the verbs given. More than one correct answer is possible in some cases. Then practice with a partner.

Cindy What time does your train leave (leave) today?

Dana I _____ (take) the 3:30 train. Oh, no, it's almost 3:00!

Cindy Don't worry. I _____ (drive) you to the station.

Dana Oh, you don't have to do that. I _____ (call) a taxi.

Cindy No way! I can take you. I _____ (go) to the mall this afternoon. It's not far from the train station.

Dana Are you sure it _____ (not be) a problem?

Cindy No problem at all. I _____ (meet) a friend there at 4:00.

Dana Well, OK. Thanks. I _____ (get) my suitcase.

Cindy Yeah. We _____ (have to) leave right away.

Dana OK. I _____ (be) ready in five minutes.



5 A healthy diet?

A Complete the sentences with different foods. Use your own ideas. Then discuss with a partner. Do you agree?

1. It's not healthy to eat too many hamburgers .
2. If you want to lose weight, eat very few _____ .
3. If you eat too much _____ , you'll gain weight.
4. You should drink very little _____ .
5. A little _____ every day is good for you.
6. People should eat less _____ and more _____ .

B Pair work Replace the underlined words in these sentences. How many true sentences can you make? Compare with a partner.

1. I like boiled eggs better than fried eggs.
2. I drink about three cans of soda a day.
3. I'm trying to eat less ice cream and fewer doughnuts.
4. I always keep a jar of mayonnaise in my refrigerator.
5. I ate too much candy and not enough fruit yesterday.

A I like roast chicken better than fried chicken. How about you?

B Actually, I prefer barbecued chicken.

6 Get off the phone!

Role play Student A: You are planning a special dinner for an English-speaking visitor to your country. Call your partner to ask for advice about what kind of food to prepare.

Student B: Your partner calls to ask for advice just as you are leaving to meet a friend. Try to end the conversation politely.

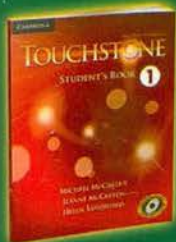
Irregular verbs

Base form	Simple past	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dream	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

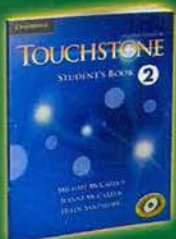
Base form	Simple past	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

SECOND EDITION

TOUCHSTONE



Beginning



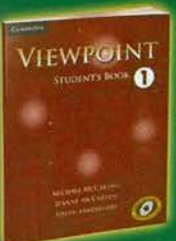
High Beginning



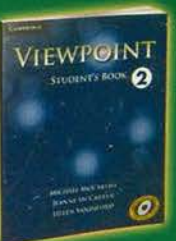
Low Intermediate



Intermediate



High Intermediate



Advanced

Touchstone is an innovative four-level series for adults and young adults, taking students from beginning to intermediate levels (CEFR: A1 – B2). Based on research into the **Cambridge English Corpus**, *Touchstone* teaches English as it is really used. It presents **natural language in authentic contexts**, and explicitly develops **conversation strategies** so learners speak with **fluency and confidence**.

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Presentation Plus: classroom
presentation software

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Video DVD
Video Resource Book
Placement Test

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www.cambridge.org/touchstone2

CEFR

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

CAMBRIDGE ENGLISH CORPUS

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.



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