

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

3

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Relationships



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about your circle of friends using relative clauses

Lesson B

- Talk about dating using phrasal verbs like *get along* and *break up*

Lesson C

- Use expressions like *probably* and *sort of* to soften comments
- Use *though* to give a contrasting idea

Lesson D

- Read an article about online dating
- Write an article describing your circle of friends



Before you begin . . .

What relationships do you have with other people?
 Are you a friend to someone? a family member? a co-worker?
 Which relationships do you enjoy most?

CHRISTOPHER OWEN

talks about his circle of friends.

1

My running buddy . . .

"Well, Mike is the guy I run with in the morning. He's the one who got me started running when I was in college. It's convenient because he lives right down the street."

2

My most exciting friend . . .

"Jennifer is another friend from college. Jen plays in a rock band that's really hot right now, so her life is very different from mine. She still calls a lot to talk about all the things she's doing. That's kind of fun."

6

My oldest friend . . .

"Charlie is someone I grew up with. We've been through a lot together. I can tell him just about anything. He's just someone I can totally trust."

5

A new friend . . .

"Then there's Angela. She's a new friend I met through Mike. She's cool. She's the kind of person you can just call and say, 'You want to go see a movie tonight?' That kind of thing."

4

A friend from work . . .

"Nina is an interesting woman who sits across from me at work. She used to have a company that planned weddings for people. She has some funny stories to tell."

3

My roommate . . .

"Yuya is a guy that Jen introduced me to. He was looking for an apartment to share. It's great because he's a 'clean freak.' I've never lived in a place that's so clean."

1 Getting started

A Where do people make friends? How many places can you think of? Make a list.

B  3.01 Listen and read the article above. How did Christopher meet his friends?

Figure it out

C How does Christopher express these ideas? Underline the sentences in the article.

1. Nina is an interesting woman. She sits across from me at work.
2. Jen plays in a rock band. It's really hot right now.
3. Angela is a new friend. I met her through Mike.
4. Jen calls me a lot to talk about things. She's doing a lot of things.

2 Grammar Relative clauses  3.02

Relative clauses begin with *who*, *that*, and *which*. They give information about people or things. Use *who* and *that* to refer to people and *that* and *which* to refer to things.

Subject relative clauses

Who, *that*, *which* are the subject of the verb.

Nina is an interesting woman **who / that sits across from me.**

Nina used to have a company **that / which planned weddings.**

Object relative clauses

Who, *that*, *which* are the object of the verb.

Charlie is someone (**who / that**) **I can trust.** (I can trust Charlie.)

Jen talks about the things (**that**) **she's doing.** (Jen's doing things.)

in conversation

In subject relative clauses:

- *Who* is more common than *that* for people.
- *That* is more common than *which* for things.

In object relative clauses:

- People often leave out *who* and *that*, especially before pronouns.
- *Which* is not frequent.

A Combine each pair of sentences using relative clauses. More than one answer may be possible.

- I have a really good friend. She works at a local radio station.

- There was a really funny guy in my high school. He was always telling jokes.

- One of my friends from class has a football. His favorite team signed it.

- My best friend has a really pretty gold ring. Her grandfather gave it to her.

- I have a new friend. I met him in my kickboxing class.

- My friend and I saw a movie last night. It made us both cry.

Common errors

Don't use pronouns that repeat ideas in relative clauses.

Janet has a company that makes toys. (NOT . . . company that ~~it~~ makes toys.)

She's a friend that I met through Mike. (NOT . . . friend that I met ~~her~~ through Mike.)

About you

B **Pair work** Make five true sentences about people you know. Take turns telling a partner. Ask questions to find out more information.

A I have a really good friend who works for an airline.

B Really? Which airline?

3 **Talk about it** Who's in your circle of friends?

Group work Discuss the questions. Give as much information as you can.

- ▶ Who's your closest friend? How did you meet?
- ▶ How many friends do you have on your social networking site?
- ▶ Do you have any friends that you only contact occasionally?
- ▶ Who were your friends when you were growing up?
- ▶ Are you still in touch with the friends that you grew up with?
- ▶ Do you have any friends that have exciting lives? Explain why.
- ▶ Do you have any friends who are very different from you? How are they different?



1 Building vocabulary and grammar

A 3.03 Put the story in the correct order. Number the parts from 1 to 6. Then listen and check your answers.

HIGH SCHOOL SWEETHEARTS

He discovered that Anna was a member. He wrote her an email, and she **wrote back** right away. It **turned out** that Anna was still single and was looking for him, too! They made plans to meet at a restaurant in her city.

Steve and Anna **grew up** in a small town called Greenville. In high school, they **hung out** with the same crowd. They **got along** very well, and they started **going out** together. Anna was Steve's first love, and he was her first love, too.

When Steve was 35, he was ready to **settle down** with someone, but no one seemed right. He still thought about Anna. Then he heard about a website that helps find old classmates. He signed up immediately.

But the long-distance relationship didn't **work out**, and they decided to **break up**. A year later, Anna's family **moved away** from Greenville, and Steve lost touch with her.

When they saw each other, all the old memories **came back**, and they started **going out** again. Within a few months they were married, and they are now living "happily ever after." Sometimes your first love **turns out** to be the best.

After they graduated, Anna **went away** to college, while Steve attended a college nearby. They would get together about once a month, when Anna **flew back** home to visit her parents.



Anna and Steve at their high school prom



A recent photo of the happy couple

Figure it out **B** Which verbs in the story mean the same as the underlined expressions below?

1. Steve and Anna spent their childhood in the same town.
2. Steve and Anna started dating.
3. Anna went somewhere else to college.
4. Steve and Anna decided to stop dating.

Word sort **C** Complete the chart with phrasal verbs from the story. Then take turns retelling the story with a partner. How many verbs can you use?

along	away	back	down	up	out
		<i>wrote back</i>			

2 Grammar Phrasal verbs 3.04

Extra practice p. 146

A phrasal verb is a verb plus a particle like *along, away, back, out, up, etc.*

Steve and Anna **grew up** in the same town.
They **got along** well and started **going out** together.
Anna **went away** to college.
She **flew back** home once a month.
Things didn't **work out**, so they decided to **break up**.

Notice

Steve and Anna **got along** well.
Steve **got along with** Anna.
Anna **got along with** Steve.
Steve and Anna **went out** together.
Steve **went out with** Anna.
Anna **went out with** Steve.

A Complete the opinions with the phrasal verbs in the box.

break up	go back	move away	sign up	work out
get along	✓ go out	settle down	turn out	write back


- It's more fun to go out with someone you know than to go on a "blind date."
- If you don't _____ well with your boyfriend's or girlfriend's family, your relationship won't _____.
- It's good to date a lot of different people before you _____ with one person.
- After you _____ with someone, you should try and stay friends.
- You should never _____ to someone you've broken up with.
- If you want to meet someone, it's a good idea to _____ for a class.
- First dates usually _____ to be a disaster!
- Relationships never work out when one person has to _____.
- When a close friend sends you an email, you should _____ immediately.

About you

B Pair work Discuss the opinions above. Do you agree?

3 Speaking naturally Stress in phrasal verbs

Are you going **out** with anyone? How are you getting **along**?

A  3.05 Listen and repeat the questions above. Notice that in phrasal verbs the particle is stressed more than the verb.

B  3.06 Listen and repeat the questions below. Underline the stressed particles.

- Do you think it's OK to go out with more than one person at the same time?
- What should you do if you're not getting along with your boyfriend or girlfriend?
- Do you think relationships can work out if you work in the same place?
- Is it OK to go out with someone who is a lot older or younger than you?
- What's a good age to settle down?
- What's the best way to break up with someone?

About you

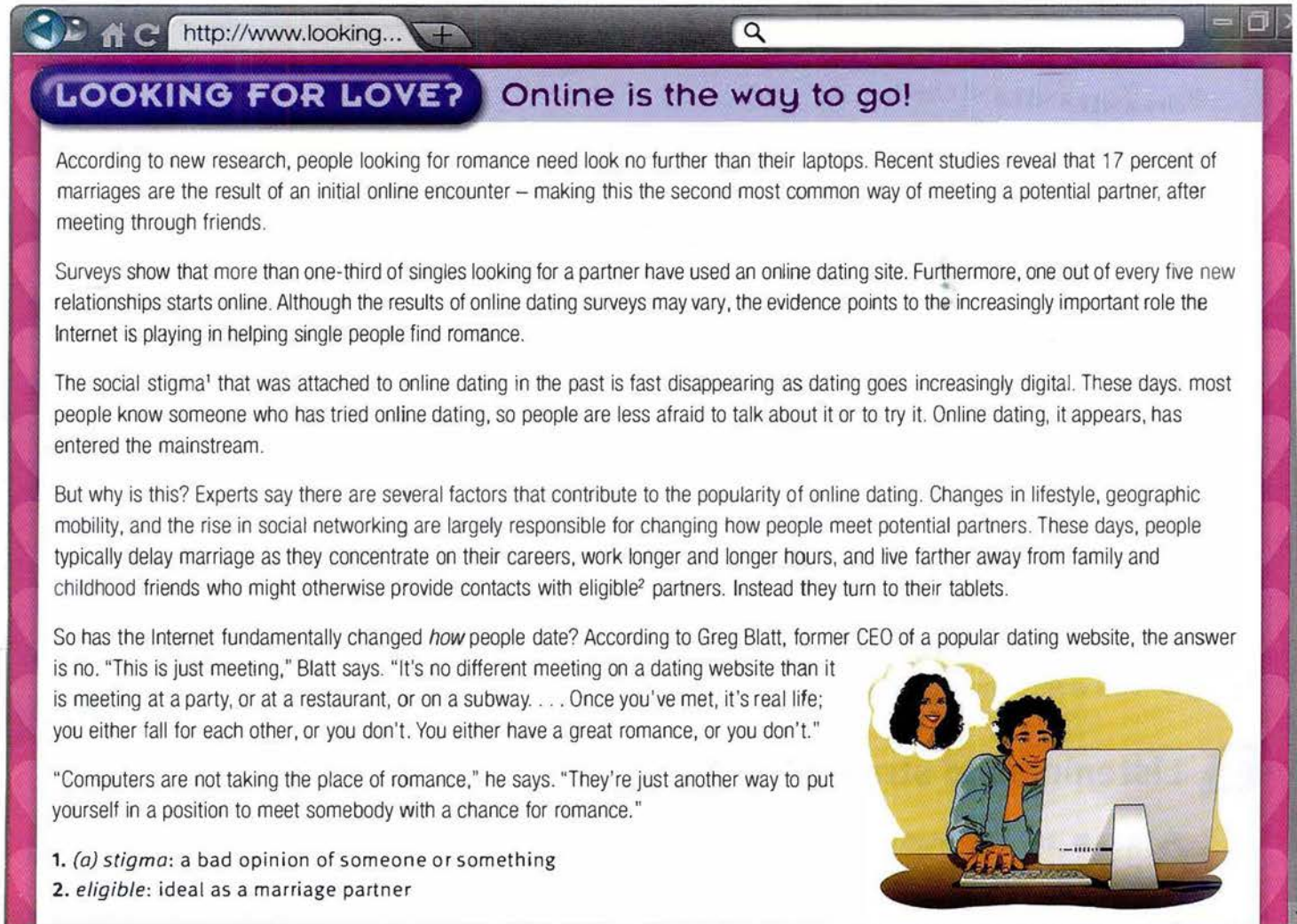
C Group work Ask and answer the questions. How many different opinions do you have?

1 Reading

- A** What are some good ways to make new friends? Make a list.
- B** Read the article. What have studies found about online dating? What are the reasons for its popularity?

Reading tip

Writers often use different ways to present statistics, like *20 percent*, *one in five*, or *one out of (every) five*.



LOOKING FOR LOVE? Online is the way to go!

According to new research, people looking for romance need look no further than their laptops. Recent studies reveal that 17 percent of marriages are the result of an initial online encounter – making this the second most common way of meeting a potential partner, after meeting through friends.

Surveys show that more than one-third of singles looking for a partner have used an online dating site. Furthermore, one out of every five new relationships starts online. Although the results of online dating surveys may vary, the evidence points to the increasingly important role the Internet is playing in helping single people find romance.

The social stigma¹ that was attached to online dating in the past is fast disappearing as dating goes increasingly digital. These days, most people know someone who has tried online dating, so people are less afraid to talk about it or to try it. Online dating, it appears, has entered the mainstream.

But why is this? Experts say there are several factors that contribute to the popularity of online dating. Changes in lifestyle, geographic mobility, and the rise in social networking are largely responsible for changing how people meet potential partners. These days, people typically delay marriage as they concentrate on their careers, work longer and longer hours, and live farther away from family and childhood friends who might otherwise provide contacts with eligible² partners. Instead they turn to their tablets.

So has the Internet fundamentally changed *how* people date? According to Greg Blatt, former CEO of a popular dating website, the answer is no. "This is just meeting," Blatt says. "It's no different meeting on a dating website than it is meeting at a party, or at a restaurant, or on a subway. . . . Once you've met, it's real life; you either fall for each other, or you don't. You either have a great romance, or you don't."

"Computers are not taking the place of romance," he says. "They're just another way to put yourself in a position to meet somebody with a chance for romance."

1. (a) *stigma*: a bad opinion of someone or something
2. *eligible*: ideal as a marriage partner

C Read the article again. Circle the correct words to make the sentences true according to the article.

- Seventeen percent of people who get married now meet **on the Internet / through friends**.
- Meeting people through friends is **more / less** common than meeting online.
- A third of people looking for romance **don't use / use** dating websites.
- Online dating is now considered more **acceptable / dangerous**.
- One reason why people try online dating is because they live farther away from their **place of work / original community**.
- Blatt says that meeting online is **like / not like** meeting at an actual place, such as a party.

About you


D Pair work Discuss the opinions expressed in the article. Which do you agree with? Why?

2 Speaking and listening Getting back in touch


About you **A Pair work** How do friends lose touch with each other? Add ideas to the list. Have you ever lost touch with a friend? Tell your partner how it happened.

Friends lose touch when one of them . . .

- moves away.
- gets interested in different things.
- _____.
- gets married.
- gets too busy with school or work.
- _____.

B  **3.10** Listen to Javier talk about his old friends. Does he want to get back in touch with them? Check (✓) the correct boxes in the chart below.

	Yes	No	Don't know	Why did he lose touch?
1. His college friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. His running buddy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. His old girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

C  **3.10** Listen again. Why did Javier lose touch with his friends? Complete the rest of the chart.

3 Writing Your circle of friends

About you **A Pair work** Think about three of your friends. Tell a partner about them. Discuss the questions below.


- What is your friend like?
- How did you meet?
- Why did you become friends?
- What do you have in common?
- What do you do together?

About you **B** Read the article below and the Help note. Then write an article like the one on page 66 about your circle of friends. Use *both* and *neither* to show what you have in common. Include photos if you can.

My circle of friends

My best friend from high school

Ronaldo is a friend I met on my first day of high school. We sat next to each other in art class. Neither of us was very good at art, but we had a good time together in class. He's very easygoing. He's the kind of guy who gets along with everyone. We're both science-fiction fans, so we spend a lot of time at the movies.



Help note

Both and neither

We're **both** science-fiction fans. **Both of us** are science-fiction fans.

We **both** like going to the movies. **Both of us** like going to the movies.

Neither of us was very good at art.

C Pair work Read your partner's article. Ask questions about your partner's friends.

Free Talk p. 132



Learning tip Phrasal verbs

When you learn a phrasal verb, it's a good idea to write down

- some other verbs you can use with the particle.

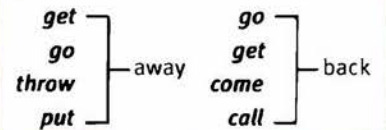
back: get back / call back / fly back

- some other particles you can use with the verb.

go: go back / go out / go away

In conversation

The most common verbs with the particles **away** and **back** are:



1 Circle the two verbs in each list that go with the particle on the right.

- | | | | | | |
|----------------------|-------------|-----------------------|-------------|------------------------|-------------|
| 1. go / move / hang | away | 3. come / break / get | back | 5. sign / grow / sleep | up |
| 2. wake / eat / work | out | 4. wake / go / come | over | 6. fall / eat / settle | down |

2 Complete each expression with a different verb.

wake	up	in the morning		out	with your friends
		for a class			late
		without an alarm clock			to a club
		in a small town			at a nice restaurant
		with your boyfriend / girlfriend			at the gym

3 Word builder How many new phrasal verbs can you make from these particles?

away back down out up



On your own

Make lists with headings for different topics such as "Relationships" or "Going out." Write phrasal verbs for each topic, and learn the words whenever you have a minute.



Can Do! Now I can ...

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

- | | |
|---|---|
| <input type="checkbox"/> describe people and things using relative clauses. | <input type="checkbox"/> understand a conversation about old friends. |
| <input type="checkbox"/> talk about friends and romantic relationships. | <input type="checkbox"/> understand someone talking about losing touch with people. |
| <input type="checkbox"/> soften comments with expressions like <i>sort of</i> . | <input type="checkbox"/> read an article about online dating. |
| <input type="checkbox"/> use <i>though</i> to give contrasting ideas. | <input type="checkbox"/> write about my circle of friends. |
| <input type="checkbox"/> understand descriptions of people. | |

What if?



In this unit, you learn how to . . .

Lesson A

- Talk about wishes using *I wish* + past form
- Talk about imaginary situations or events in the present and the future with *If*-clauses

Lesson B

- Discuss how to deal with everyday dilemmas
- Ask about imaginary situations or events

Lesson C

- Give advice using expressions like *If I were you, . . .* or *I'd . . .*
- Use *That would be . . .* to comment on a suggestion or a possibility

Lesson D

- Read a blog about regrets
- Write an article about how you would change your life

1



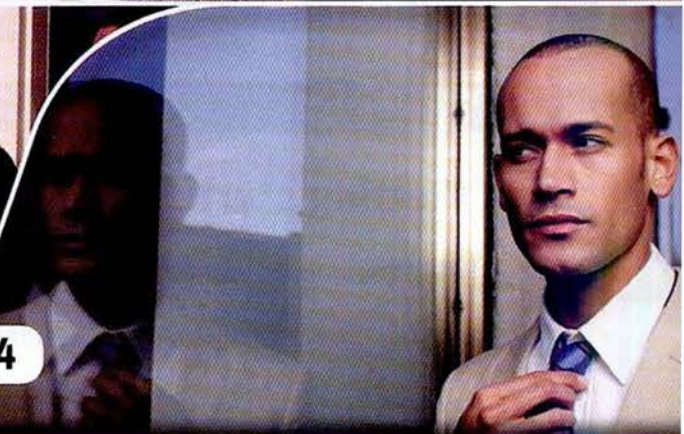
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3



4



Before you begin . . .

What are your priorities in life? Rank these things in order from 1 (most important) to 6 (least important).

- | | | |
|--------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> your health | <input type="checkbox"/> your career | <input type="checkbox"/> wealth |
| <input type="checkbox"/> your family | <input type="checkbox"/> relationships | <input type="checkbox"/> looking good |

What other things matter to you?

How do you wish your life were different

"I just wish I weren't so busy with my work. I have to work most weekends, so I never have enough time to do anything fun. If I had more free time, I'd go kayaking every weekend."

– Berta Palmas,
Monterrey



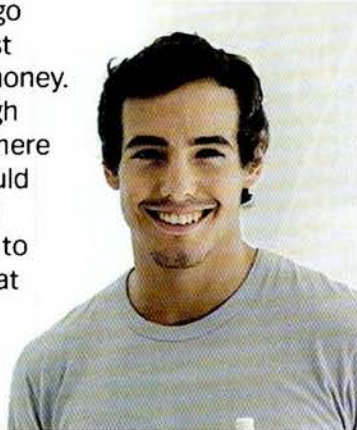
"We just got married, and we're renting a tiny little apartment. It would be great if we could afford a bigger place to live. We don't have enough room for all our stuff."

– Min Sup and Jin Eun Cho, Seoul



"Well, I never get to go away on holiday. I just don't have enough money. So I wish I had enough money to go somewhere exciting. Yeah, if I could choose anywhere, I'd probably go to Egypt to see the pyramids. That would be great!"

– Bryan Gibson,
Melbourne



"I wish I didn't live so far away from my family. My sister just had a baby – a little boy – and I never get to see him. I really miss everyone. If I lived closer, I'd be able to help out."

– Irene Chang,
Taipei



1 Getting started

A What would you like more of in your life? Tell the class.

fun money time vacations work

B 3.11 Listen to the people above talk about their wishes. What do they want?

Figure it out

C Circle the correct verbs in the sentences below. Use the article above to help you. Then answer the questions. What do you notice about the verbs you circled?

1. Bryan **wishes** he **has** / **had** enough money to go away. Does he have enough money?
2. Berta says, "I just wish I'm **not** / **weren't** so busy." Is she busy now?
3. Irene says if she **lives** / **lived** closer, she would help her sister. Does she live close?
4. Min Sup and Jin Eun say it **would** / **will** be great if they could rent a big apartment. What's their place like?

2 Grammar Wishes and imaginary situations or events 3.12

EXTRA PRACTICE p. 147

Wishes for the present or future

wish + past form of verb

I wish I **had** more free time.
(I **don't have** enough free time,

She wishes she **didn't live** so far away.
(She **lives** very far away

I wish I **weren't** so busy with my work.
(I'm very busy with my work,

We wish we **could afford** to move.
(We **can't afford** to move,

Imaginary situations or events in the present or future

If + past form of verb . . . would (could) + verb

If I **had** more free time, I'd / I **would go** kayaking.
so I **don't go** kayaking.)

If she **lived** closer, she'd / she **would be able to** help out.
so she **isn't able to** help out.)

If I **were** less busy, I **could go away** on the weekends.
so I **can't go away** on the weekends.)

If we **could afford** to move, we **wouldn't live** in this tiny place.
so we **live** in this tiny place.)

In conversation

People say *I wish I was . . .* and *If I was . . .* more frequently than *I wish I were . . .* and *If I were . . .*, but this is not considered correct in written English.

I wish I was . . .
I wish I were . . .

Common errors

Use the simple past form after *if*.

If we had more money, we could go on vacation more often.
(NOT ~~*if we would have more . . .*~~)

A Complete the sentences with the appropriate form of the verbs given.

- I wish I could do (can do) something more exciting with my life. If I had (have) the chance, I would travel (travel) around South America.
- I wish I _____ (not be) so shy. If I _____ (have) more confidence, I _____ probably _____ (enjoy) going out more.
- I wish I _____ (not have to) study so hard. If I _____ (not get) so much homework, I _____ (be able to) play on the soccer team.
- I wish _____ (can finish) my degree this year. If I _____ (graduate) this year, I _____ (can get) a job, and I _____ (can start) to pay off my student loans.
- I wish I _____ (can find) a job nearer to home. If I _____ (get) a new job, maybe I _____ (not have to) commute two hours a day.
- I wish I _____ (be) famous. If I _____ (be) famous, I _____ (be able to) go to shows and get the best seats! And I _____ (not eat) in the cheapest restaurants anymore.

About you B Pair work Discuss the sentences above. Do you have any wishes like these?

"I wish I could do something more exciting. If I had the chance, I would live in another country."

3 Listening and speaking Just one wish

A 3.13 Listen to four people talk about their wishes. Complete the sentences.

What do they wish for?

Why can't they have their wish?

- | | |
|--------------------------|-------|
| 1. Daniel wishes _____. | _____ |
| 2. Martine wishes _____. | _____ |
| 3. Miguel wishes _____. | _____ |
| 4. Mi Yun wishes _____. | _____ |

B 3.13 Listen again. Why can't they have their wishes? Write the reason(s) above.

About you C Class activity Ask your classmates about their wishes. What are the most popular wishes?

1 Building vocabulary and grammar

About you **A** 3.14 Listen and take the quiz. Circle your answers. Then compare with a partner.

WHAT WOULD YOU DO?

1. What would you do if a friend accidentally spilled coffee all over your phone, and it stopped working?



Would you . . .

- a. let your friend buy a new one?
- b. tell your friend not to **worry about** it and **buy** a new phone **for** yourself?

4. What would you do if a friend came for dinner and brought an expensive box of chocolates?



Would you . . .

- a. **thank** your friend **for** the gift and not open it?
- b. **share** the chocolates **with** your friend after dinner?

2. What would you do if you **borrowed** a camera **from** a friend and broke it?



Would you . . .

- a. simply **apologize for** breaking it?
- b. take it to a store and **pay for** the repairs?

5. What would you say if a friend **asked** you **for** a loan to buy a new laptop?



Would you say . . . ?

- a. "Sorry, I never **lend** money **to** anyone."
- b. "I'll **think about** it and let you know."

3. How would you react if a friend started dating someone you used to go out with?



Would you . . .

- a. **talk to** your friend **about** your feelings?
- b. feel hurt but **say** nothing **to** either of them?

6. What would you do if a friend borrowed \$10 and forgot to pay you back?



Would you . . .

- a. **remind** your friend **about** it several times?
- b. **forget about** it?

Word sort **B Pair work** Write the prepositions that are used in the quiz in the expressions below. Then ask and answer the questions with a partner.

- 1. What do you worry about ?
- 2. Who do you talk to _____ problems?
- 3. Do you ever think _____ your diet?
- 4. How do you remind yourself _____ things?
- 5. Can you forget _____ your problems?
- 6. Do you buy gifts _____ your friends?
- 7. Do you use cash to pay _____ things?
- 8. Do you apologize _____ being late?
- 9. How do you thank people _____ gifts?
- 10. Did you ask a friend _____ a favor today?
- 11. Do you borrow clothes _____ friends?
- 12. Do you lend books _____ friends?
- 13. What can't you say no _____ ?
- 14. Do you ever share secrets _____ friends?

Figure it out **C** Complete these questions about imaginary situations. Use the quiz to help you. Then ask and answer the questions in pairs.


- 1. What _____ you _____ (do) if your friend _____ (forget) your birthday?
- 2. How _____ you _____ (react) if a friend _____ (tell) everyone a secret about you?



2 Speaking naturally Intonation in long questions

How would you *react* if a friend started *dating* someone you used to go *out* with?

What would you *do* if a friend came for *dinner* and brought an expensive box of *chocolates*?

A  3.15 Listen and repeat the questions above. Notice how the intonation falls and then rises to show the question is not finished and then falls at the end.

About you **B** **Pair work** Find a partner. Take turns asking the questions in the quiz on page 78 and giving your own answers. Pay attention to the intonation of the long questions.

3 Grammar Asking about imaginary situations or events 3.16

Extra practice p. 147

What **would** you **do** if you **broke** a friend's camera?

I'd **apologize** for breaking it.

I'd **pay** for the repairs.

I **wouldn't say** anything about it.

Would you **pay** for a new one?

Yes, I **would**. / No, I **wouldn't**.

A Make questions with *would* using the ideas below. Compare with a partner.

1. a friend is 15 minutes late / call and remind him about it

What would you do if a friend was 15 minutes late? Would you call and remind him about it?

2. you hear a strange noise in the middle of the night / go and see what it was

3. a salesperson charges you the wrong price for something / say something to her

4. you scratch a car with a shopping cart in a parking lot / leave a note with your name and number

5. you find a nice pair of gloves on the sidewalk / think about keeping them

6. you have an extra ticket for a show / offer it to a friend but ask him to pay for it

7. you get a gift that you hate from a friend / thank her for it and then get rid of it

8. your friend asks for help moving into an apartment / find an excuse to get out of helping him

9. your friend is in a bad mood / take him out for a fun night

About you **B** **Pair work** Take turns asking the questions above. Discuss your answers. Do you agree?

A *What would you do if a friend was 15 minutes late for a date?*

B *I'd probably just wait a little longer. Would you call and remind him about it?*

1 Reading

- A** What kinds of things do people regret in life? Make a class list.
- B** Read the blog. What impression do you have of the writer (age, gender, personality)? Compare ideas with a partner.

Reading tip

As you read, try to imagine the situations, places, or people that the writer describes.

IF I COULD LIVE MY LIFE OVER ...

If I could change the past and live my life over, I'd do a lot of things differently. I'd be more laid-back – I'd worry less about small or imaginary problems and maybe a little more about things that really matter. I'd complain less about unimportant things. I'd slow down and take each day as it comes. I'd be more patient with people.

I'd stop being afraid of making mistakes and make an effort to try new things. I'd learn to scuba dive and speak a new language. I'd do things I enjoyed, even if I wasn't good at them, like playing the piano. I'd continue with my lessons and wouldn't give up because I wasn't all that good. I would enjoy what I could do and not worry about what I couldn't do. Yes, I'd still be competitive – I wouldn't want to change that – but I wouldn't get upset if I didn't win.

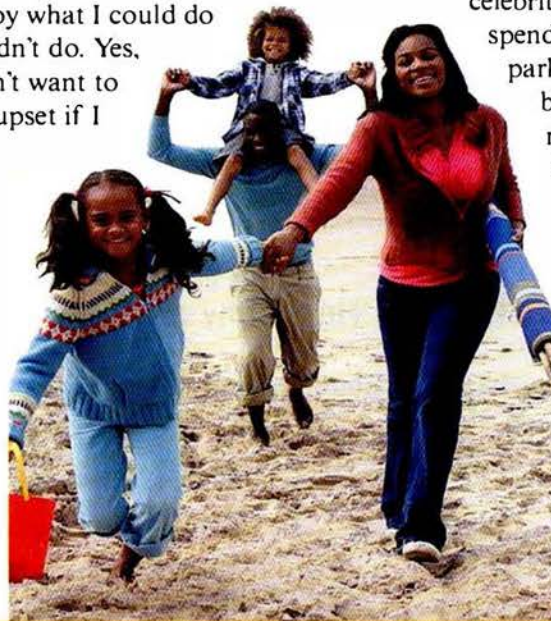
I'd try to make a difference in people's lives. I'd be more generous – with my money and especially my time. Maybe do more volunteer work. I'd spend more time listening to the stories that older people have to tell without looking at my watch and thinking about the other things I could be doing. I'd get to know my neighbors and offer to help those I knew

needed help or who had problems. I would ask people on the bus, "What's wrong?" if they seemed upset.

If I could change the last few years, I'd find more time to share long and laughter-filled meals with friends or family and spend less time shut away with my computer, working. I'd be more considerate. I'd send more handwritten thank-you notes and tell people what they mean to me. I would be completely reliable, someone that everyone can count on.

If I had another chance, I wouldn't read so much about celebrities' lives. I mean, who cares? I'd spend less time in malls and more time in parks, flying a kite, or watching the birds. I'd clean the house less and read more. I'd walk barefoot on beaches and feel the sand between my toes and the sun on my face. I'd spend a summer on a Greek island, see the Pyramids in Egypt, climb a mountain in Africa, watch more sunrises and sunsets.

Life is an incredibly enjoyable trip, but it's also incredibly short. Next time around, I'd focus more on the journey and less on the destination. You'll arrive sooner than you think.



- C** Find these words and expressions in the blog. Choose the best meaning and circle *a*, *b*, or *c*.

- | | | | |
|------------------------------|--------------------------|-------------------------|-------------------------------|
| 1. take each day as it comes | a. worry life is short | b. live for the present | c. do nothing |
| 2. give up | a. start | b. stop | c. give something to a friend |
| 3. upset | a. happy | b. disorganized | c. unhappy |
| 4. considerate | a. intelligent | b. selfish | c. kind |
| 5. barefoot | a. wearing leather shoes | b. wearing no shoes | c. quickly |

About you **D Group work** Discuss these questions.

1. What have been the most important things in the writer's life?
2. What aspects of his or her life would he or she change?
3. Do you think the writer would be a better person "next time around"? How?
4. Does the writer remind you of anyone you know? Who?
5. Do you have anything in common with the writer? If so, what?

2 Speaking and writing What would you change?

About you **A** If you had last year to live over again, what would you change? Think of answers to the questions, and make notes below.

Is there . . .

- a person you'd spend more time with? _____
- something you'd spend more time doing? _____
- something you'd spend less time doing? _____
- a place you'd go more often? _____
- something you'd take more seriously? _____
- something you'd worry about less? _____
- a sport or activity you'd try? _____
- a subject you'd study? _____

B Pair work Take turns. Tell your partner about some things you'd change.

"I'd spend more time with my grandpa and less time on my social network."

About you **C** Read the Help note, and underline the examples of *definitely* and *probably* in the article below. Then write an article about changes you would make if you could live your year over again.

THINGS I'D CHANGE

If I had last year to live over again, I would definitely get more exercise. I definitely wouldn't watch so much TV, and I'd probably work out more at the gym. I'd try to stop eating so many snacks, but I probably would not give up ice cream because it's my favorite snack! If I got more exercise and ate less junk food, I'd lose some weight. I'd probably feel much healthier, too.

Help note

Adverbs of certainty in affirmative and negative statements

Notice the position of the adverbs.

*I would **definitely** get more exercise.*

*I'd **probably** work out more at the gym.*

But:

*I **definitely** wouldn't watch so much TV.*

*I **probably** would not give up ice cream.*

D Read your classmates' articles. Does anyone want to change the same things as you?



Free talk p. 133



Learning tip Verbs + prepositions

When you learn a new verb, find out what prepositions (if any) can come after it. Remember that a verb coming after a verb + preposition has the form verb + *-ing*.

They apologized for making so much noise.

1 Read the problem below. Complete the possible solutions with the prepositions *about*, *for*, and *to*.

You forget you have a dinner date with a friend, and you don't show up. Your friend calls you, and she is very upset. What would you do?

1. I wouldn't worry _____ it. People usually forget _____ things like that.
2. I'd apologize immediately _____ forgetting the date.
3. I'd offer to pay _____ dinner another time.
4. I'd tell her I was thinking _____ other things.
5. I wouldn't speak _____ her until she was less upset.
6. I'd blame my boss _____ keeping me in a meeting at work.
7. I'd wait _____ her to finish, and then I'd remind her _____ the time she didn't meet me.

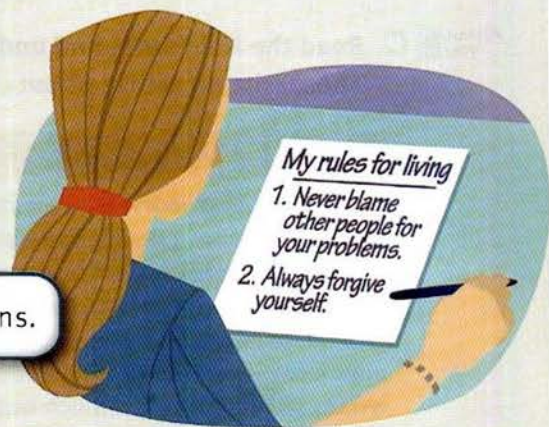
2 Word builder Find the prepositions that go with the verbs. Then complete the sentences.

1. I agreed _____ my boss _____ the best solution.
2. He applied _____ a job with a software company.
3. I explained the problem _____ my boss.
4. I forgave my friend _____ losing my favorite sweater.
5. My neighbor invited me _____ a party last week.
6. We complained _____ the neighbors _____ the noise.
7. My parents blamed me _____ damaging their car.



On your own

Write six rules for living, using verbs that take prepositions.



Can Do!

Now I can ...

I can ...

I need to review how to ...

- talk about wishes and imaginary situations.
- say how I would deal with everyday dilemmas.
- give advice with expressions like *If I were you, ...*
- use *That would be* to comment on a suggestion or possibility.

- understand people talking about their wishes.
- understand people giving advice.
- read a blog about regrets.
- write an article about how I would change my life.

Tech savvy?



In this unit, you learn how to . . .

Lesson A

- Talk about problems with technology using questions within sentences

Lesson B

- Describe how things work using separable phrasal verbs like *turn on* and *plug in*
- Ask for help with technology using *how to + verb*, *where to + verb*, etc.

Lesson C

- Give different opinions with expressions like *On the other hand*
- Use *You know what I mean?* to ask someone to agree with you

Lesson D

- Read an article about email scams
- Plan and write an article about protecting personal information

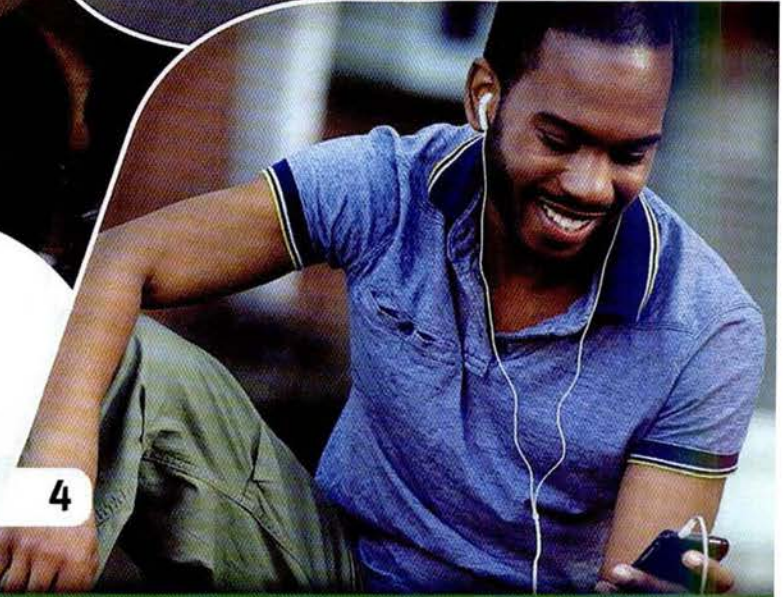
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2



4

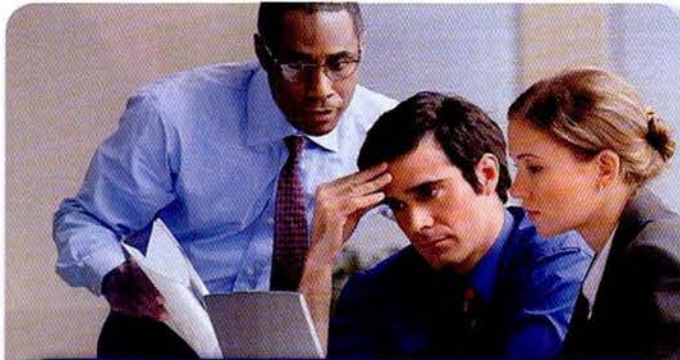


3



Before you begin . . .

How tech savvy are you? How do you use technology in your everyday life? Are you planning on buying any new electronic devices or gadgets soon?



- 1 Sean My computer won't turn on. Do you know what the problem is?
 Mark I wonder if there's something wrong with your power cord.
 Sue Mine did that, and I called tech support. But I can't remember what they said.



- 2 Pam There's something wrong with my tablet. It keeps freezing up. I have no idea why it's doing that.
 Sally Do you know if the battery's charged?
 Peter I wonder if you have a virus. Try running your antivirus software.



- 3 Olivia I don't know what the problem is, but I can't print anything.
 Tom The last time that happened to me, I got the answer on a website. But I have no idea which site I used.



- 4 Cara I can't get on the Internet. Do you know what I should do?
 Anita I wonder if you accidentally turned off the wireless connection. Let me see.

1 Getting started

A What kinds of problems do people have with their computers? Make a class list.

B 3.19 Listen. What problems are the people above having? What do their friends suggest?

Figure it out C How do the people say the things below in one sentence? Write what they actually say. Then compare with a partner.

1. Sean What's the problem? Do you know? _____
2. Sally Is the battery charged? Do you know? _____
3. Tom Which site did I use? I have no idea. _____
4. Anita Did you accidentally turn the wireless connection off? I wonder. _____

2 Grammar Questions within sentences 3.20

Direct questions

What's the problem?
Which site did you use?
What should we do?
Why is it doing that?
Is the battery charged?

Questions within questions

Do you know **what the problem is**?
Can you remember **which site you used**?
Do you know **what we should do**?
Do you have any idea **why it's doing that**?
Do you know **if* the battery is** charged?

Questions within statements

I don't know **what the problem is**.
I have no idea **which site I used**.
I know **what we should do**.
I have no idea **why it's doing that**.
I wonder **if* the battery is** charged.

*Use **if** for **yes-no** questions.

Notice the word order: What is **the problem**?

Do you know what **the problem** is?

Common errors

Don't use question word order for a question within a question or statement.

I know what you can do.

Do you know what you need to do?

(NOT *I know what can you do.*)

Do you know what do you need to do?)

A Rewrite these sentences. Start with the expressions given.

- Are there any useful new apps for students? *Do you know . . .*
Do you know if there are any useful new apps for students?
- What are the most popular sites for streaming movies? *I wonder . . .*
- Which song did you last download? *Can you remember . . .*
- Where can I get some cool accessories for a tablet? *Do you know . . .*
- What's the most popular smartphone? *Do you know . . .*
- How do you design your own website? *Do you have any idea . . .*
- Will the price of tablets come down? *I wonder . . .*
- What new technology is coming out? *Do you have any idea . . .*

About you

B Pair work Start conversations using the sentences above. How tech savvy are you?

A *Do you know if there are any useful new apps for students?*

B *Well, I don't know if they're new, but you can get some good grammar apps.*



3 Speaking and listening What do you know about the Internet?

A 3.21 **Pair work** Discuss the questions. Can you guess the answers?
Then listen to a conversation about the Internet. Write the answers you hear.

- Do you know when the public first used the World Wide Web? _____
- Can you find out what the first webcam filmed? _____
- Do you know what the most popular online activities are? _____
- Can you guess how many new blogs people add to the Internet each day? _____
- Do you know what the first email spam advertised? _____
- Do you know what the three most common languages on the Internet are? _____

B 3.21 Listen again. Write one more piece of information about the answer to each question.
Then compare your answers with a partner.

C **Pair work** Student A: Read one of the answers to the questions above.
Student B: Can you remember what the question is without looking at your book? Take turns.

1 Building language

A  3.22 Listen. What problem is Ken having? Practice the conversation.

Pedro, do you know how to get this game controller to work?
I read the instructions, but I can't figure out how to do it.
Let's see. You have to turn it on first. Did you put the batteries in?
Yeah. I turned the controller on — see? But the box won't work.
Oh, OK. Well, did you plug it in? Oh, yeah, you did. Oh wait, I think you need to hookup another cable. Do you know where the blue cable is?
Yeah, it's here. Do you know where to plug it in?
Yes. It goes here.
Thanks. Now, can you show me how to set this game up?
OK, hand me the controller. Let me show you what to do.

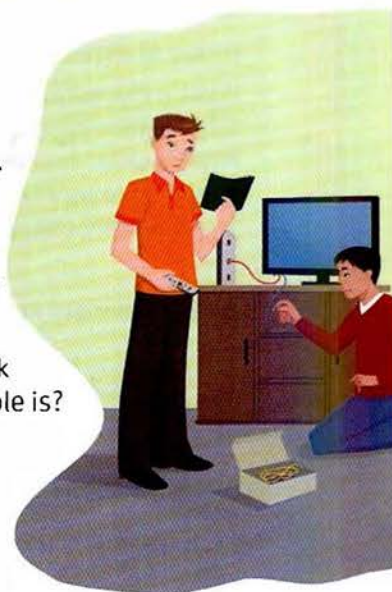


Figure it out

B Circle the two correct choices in each question. Then ask and answer the questions with a partner.

1. Can you **set up a game** / **set a game up** / **a game set up**?
2. If you have a game controller, can you **hook it up** / **hook up it** / **hook the box up**?
3. If there's a problem, do you know **what you do** / **what to do** / **to do**?
4. Can you show someone **how to use** / **how you use** / **to use** a game controller?

2 Grammar

Separable phrasal verbs; *how to*, etc.  3.23

Extra practice p. 148

Separable phrasal verbs with objects

How do you { **turn on** the game controller?
turn the game controller **on**?
turn it on? (NOT ~~turn on it~~?)

Question word + *to* + verb

Let me show you **what to do**.
Can you show me **how to turn it on**?
Do you know **where to plug it in**?

A Write A's sentences in two ways using the words given. Complete B's responses.

1. A Do you know how to turn on the TV / to turn the TV on? (the TV / turn on)
B Yeah. You need to turn it on with this remote – not that one.
2. A Do you know how _____? (this computer / turn off)
B Oh, you can _____ here.
3. A I can't see where _____. (these headphones / plug in)
B Huh. I'm not sure where _____, either. I think they go here.
4. A I don't know how _____ on my tablet. (the volume / turn down)
B Here. I can show you how _____. It's easy. Look.
5. A I can't figure out how _____. (the air conditioning / turn up)
B I have no idea how _____ either. Oh, you need to use the remote. Here – see?

B **Pair work** Practice the conversations above. Practice again using different gadgets.

“Do you know how to turn on the air conditioning?”

3 Speaking naturally Linking consonants and vowels

I'm not sure how to turn it on. I don't know where to plug it in.

A 3.24 Listen and repeat the sentences above. Notice how the consonants are linked to the vowels. Then practice Exercise 2 on page 88 again with a new partner.

B 3.25 Listen and complete the sentences you hear. Then imagine you have a new tablet. Take turns asking and answering the questions with a partner.

1. Can you show me how to _____?
2. Now tell me how to _____.
3. Can you _____ to speakers?
4. Can you show me how to _____?

4 Building vocabulary

A Match the pictures with the sentences. Then compare with a partner. Say what's happening in each picture.

"He's hooking up his game system to the TV."



- a. Put them away.
- ✓ b. Hook it up.
- c. Look it up.
- d. Pick it up.
- e. Put it down.
- f. Print it out.
- g. Put them on.
- h. Take them off.
- i. Take it apart.
- j. Throw it away.
- k. Turn it down.
- l. Turn it up.

Word sort **B** What can you do with the things below? Write at least two expressions from above for each item. Add ideas. Then compare with a partner.

A computer	<i>hook it up</i>	A ringtone	
A photo		A phone number	
A cell phone		Batteries	
A pair of ear buds		A printer	

About you **C** **Pair work** Discuss the things below. Think of three ...

Vocabulary notebook p. 94

- different things you turn on every day.
- situations when you have to turn something off.
- different things you have to plug in before using.
- things you can turn up and down.
- useful pieces of information you can look up.
- things you have thrown away recently.

A *Well, I turn my computer on every morning.*

B *Really? I leave it on all night.*

1 Reading

- A** What is identity theft? What can happen when someone steals your identity?
- B** Read the magazine article. What scams does it describe? How do they work?

Reading tip

If you don't understand words in the title of an article, read the first paragraph. It often explains the title.



SAVVY AND SAFE

Most people know how to stay safe in the city: Don't walk alone after dark, hold onto your bag on crowded subways, and only ride in registered cabs. However, many people are not so savvy when it comes to staying safe on the Internet and don't know what to look for. Identity theft – when thieves steal your personal information and use your identity to open bank or credit card accounts or take out home loans in your name – is on the rise. In some cases, thieves charge thousands of dollars to credit cards, empty bank accounts, and can ruin your credit. Criminals are getting better at cheating you out of your money. What's worse is that they sometimes do it with your help. To avoid becoming a victim of an Internet scam, know what to look for.

DON'T BE THE VICTIM OF A SCAM

The friend in need scam Have you ever received an email from a friend who is overseas and urgently needs you to send money? Emma Park did, and it cost her \$2,000. Emma, 22, from Chicago, was the victim of a scam. Somebody hacked into her friend's email account and sent urgent messages to everyone in the contacts list. Emma didn't even think of calling her friend to check if the email really was from him. She sent the money, and by the time she realized it was a scam, it was too late. Emma never got her money back.

DON'T send money to anyone if you get an email like this.

DO contact your friend to ask if there is a problem.

Information-request scam Your bank sends an email saying it has lost customer data. It asks you to send your bank account details, including your full password and PIN¹. At least the email *looks* as if it's from your bank. It has their logo and looks official.

DON'T reply! Banks and credit card companies *never* ask for your full password or PIN in this way.

DO check the spelling and grammar. If there are mistakes, the email is probably a scam.

The "make money fast" chain email scam Someone sends you an email with a list of names. It asks you to send a small amount of money to the person at the top of the list, delete that name, and add your name to the bottom. The email explains that when your name gets to the top of the list, you'll receive a lot of money. You might even become a millionaire! Usually, however, the scammer's name stays at the top of the list, so he or she gets all the money.

DON'T forward the email. Sending this type of chain email is not only expensive, but it's also illegal.

DO block the sender, and block any emails that come from names you don't recognize.

Being savvy about scams is the best way to stay safe. If something seems a little strange, it probably is. Don't fall for it.

1. **PIN**: Personal Identification Number

C Are these sentences true or false according to the article? Write T or F.

1. Most people know how to recognize scams on the Internet. ____
2. Identity theft is increasing. ____
3. Emma lost \$2,000 of her own money. ____
4. Emma sent money to a friend who was traveling overseas. ____
5. Your bank may ask you for your password if they lose it. ____
6. Your name will never get to the top of the list in the chain email. ____

About you

D Pair work Discuss the questions.

1. Have you or people you know received emails like the ones in the article?
2. How often do you get emails from people you don't know? What do you do with them?
3. How do you keep your personal information safe online?
4. What other scams have you heard about?

2 Speaking and writing Keeping it safe

About you

A Group work Brainstorm ideas on how to keep your personal information safe. Discuss the questions and take notes.

1. Which documents should you shred? Do you shred them?
2. Do you memorize your PINs? Would you ever tell anyone your PIN?
3. Where do you keep important documents? Do you have copies of them?
4. What do you have passwords for? How can you choose a good password?
5. How can you shop safely online or on the phone?
6. What can you do to protect your credit or debit card information?
7. What precautions do you take when you use an ATM?
8. How else can people keep their personal information safe?

"Well, you should shred your bank statements. I don't usually do it, though. I forget. You know?"

**B Read the Help note. Then write a short article like the one below.**

Keeping your personal information safe!

Credit cards
It's important to keep your credit card number safe. Thieves may use it to buy goods without your knowledge. You might then find you can't use the card when you really need it.

Do shred credit card bills. If you don't, a thief may find your credit card number in the trash.

Don't give your credit card number to someone who calls you. Only give your number if *you* have made the call, and you trust the person you are talking to.

Help note**Planning your article**

- Write all your ideas down in any order. Don't worry about spelling and grammar.
- Choose the best ideas you want to use.
- Number your ideas to help you plan your article.
- Write the article.
- Check your spelling and grammar.

C Read your classmates' articles. What tips did you learn?

Free talk p. 134



Learning tip *Writing short conversations*

When you learn expressions with a new or complex structure, think of everyday situations where you might use them. Write short conversations using the expressions.

In conversation

The top six things people talk about *turning on* and *turning off* are their:

- | | |
|-------------|---------------|
| 1. radio | 4. phone |
| 2. light(s) | 5. computer |
| 3. music | 6. television |

1 Complete the conversations. Use the sentences in the box.

I'll look it up. ✓ I'll turn it down. Then I'd take them off.
 I'll print it out. I'll turn it up. You can put them away in the closet.

- | | |
|--|-----------------------------|
| 1. A The music's too loud. | B <u>I'll turn it down.</u> |
| 2. A I don't know what to do with these boxes. | B _____ |
| 3. A What does this word mean? | B _____ |
| 4. A I need a copy of that document. | B _____ |
| 5. A I can't hear the radio. | B _____ |
| 6. A I think I'm allergic to these earrings. | B _____ |

2 Word builder Find the meaning of the phrasal verbs in the sentences below. Think of a situation for each one, and write conversations.

- | | |
|---|---|
| 1. A _____ | 4. A _____ |
| B Sure. What time should I pick you up ? | B Can I call you back tonight? I'm late. |
| 2. A _____ | 5. A _____ |
| B It's a nice color. Why don't you try it on ? | B OK. I'd better take it out right now. |
| 3. A _____ | 6. A _____ |
| B Take it back to the store. | B I'll show you how to put it together . |



On your own

Make labels with different expressions to put around the house. When you have learned the expression, you can throw the label away.



Can Do!

Now I can ...

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

- | | |
|---|--|
| <input type="checkbox"/> talk about problems with technology. | <input type="checkbox"/> understand a conversation about the Internet. |
| <input type="checkbox"/> ask and describe how things work. | <input type="checkbox"/> understand people talking about the pros and cons of technology. |
| <input type="checkbox"/> give different opinions using expressions like <i>On the other hand</i> | <input type="checkbox"/> read an article about email scams. |
| <input type="checkbox"/> ask someone to agree with me using expressions like <i>You know what I mean?</i> | <input type="checkbox"/> plan and write an article about protecting my personal information. |

1 How many words can you remember?

A How many different phrasal verbs can you use to complete the sentences below?

What can you say about relationships?		What can you do to a television?	
You can	<i>get along with someone.</i>	You can	<i>turn it on.</i>

B **Pair work** Compare with a partner. Score 1 point for each correct sentence. Score 2 points for a correct sentence your partner doesn't have.

2 Can you use these expressions?

Complete the conversation with the expressions in the box. Use capital letters where necessary. Then practice with a partner. There is one extra.

you might want to ✓ I know what you mean don't you think sort of
on the other hand you know what I mean I'm not so sure though

- Jan My boyfriend never picks up his phone. It drives me crazy.
 Rob Oh, I know what you mean. My girlfriend never answers hers either.
 Jan That's annoying. If you have a phone, you should answer it. It's rude to ignore it, _____? Well, I think so.
 Rob _____. Sometimes it *is* rude to answer it, like if you're having dinner or something. _____?
 Jan Yeah, but you can always pick it up and say, "Can I call you back? I'm having dinner."
 Rob Maybe. _____, sometimes people start talking anyway, and you can't get them off the phone.
 Jan Oh, no. I can't believe it. He's *still* not picking up.
 Rob _____ leave him a message. Then you can eat.
 Jan Yeah, I could I guess. He never checks his voice mail, _____.



3 Here's my problem. Any thoughts?

Write a piece of advice for each person below. Then role-play conversations in groups.

1. My best friend doesn't study enough because he spends too much time on the Internet.
2. I wish I could email my parents, but they don't know how to use their computer!
3. My boyfriend / girlfriend wants to settle down and start a family, but I don't want children.
4. I wish I had more money for travel. If I did, I could go to some pretty exciting places.

A *My best friend doesn't study enough because he spends too much time on the Internet.*

B *Well, you might want to talk to him about it.*

C *I don't know. If I were you, I wouldn't say anything to him. But you could...*

4 I wish, I wish . . .

A What do these people wish for and why? Complete the sentences. Compare with a partner.

1. I wish I had (have) a car. If I had (have) a car, I could go (can go) places.
2. I wish I _____ (know) how to swim. If I _____ (can swim), I _____ (be able to) go snorkeling with my friends.
3. I wish I _____ (can speak) Portuguese fluently. If I _____ (be) fluent, it _____ (be) easier to travel around Brazil.
4. I wish I _____ (have) more money. If I _____ (find) a job, I _____ (earn) more money. On the other hand, I _____ (not have) enough time to study.
5. I wish I _____ (not have to) work tonight. If I _____ (be) free, I _____ (go out) with my friends.
6. I wish I _____ (know) how to use more software programs so I _____ (can get) a better job.

B **Pair work** Use the ideas above to tell a partner two things you wish. Explain why.

"I wish I had a motorcycle. If I had a motorcycle, I could ride it to work."

5 I wonder . . .

A Rewrite these questions about the picture. Compare with a partner.

- | | |
|---------------------------|---------------------------------|
| 1. What is it? | Do you know <u>what it is</u> ? |
| 2. How do you turn it on? | Can you tell me _____ ? |
| 3. Does it still work? | I wonder _____ ? |
| 4. How much did it cost? | Do you know _____ ? |
| 5. How do you use it? | Can you tell me _____ ? |

B **Pair work** Look at the picture and ask and answer your questions.

A Do you know what it is?

B Yes, it's an old record player. OR I have no idea what it is.



6 It's all relative.

A How many ways can you complete these questions? Use *who*, *that*, or *which*. Write them (in parentheses) if you can leave them out.

1. What do you do with electronic gadgets _____ don't work anymore?
2. What would you do if you got a gift _____ you didn't like?
3. What do you do when you see a word _____ you don't know?
4. What do you do with clothes _____ are out of style?
5. What would you do if you had neighbors _____ played their music too loud?

B **Pair work** Ask and answer the questions. Can you use phrasal verbs in your answers?

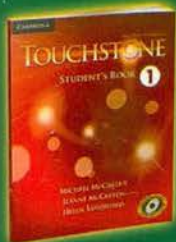
Irregular verbs

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

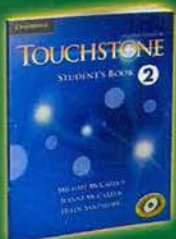
Base form	Simple past	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	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



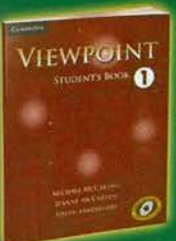
High Beginning



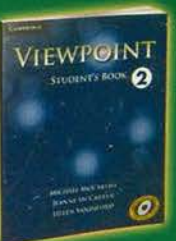
Low Intermediate



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

Class Audio CDs
Video DVD
Video Resource Book
Placement Test

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- Automated grading and progress tracking
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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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