

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

3

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What's up?



In this unit, you learn how to . . .

Lesson A

- Talk about your news using the present perfect, present perfect continuous, *since*, *for*, and *in*

Lesson B

- Describe movies
- Talk about your social life using the present perfect with *already*, *still*, and *yet*

Lesson C

- Ask for a favor politely
- Use *All right*, *OK*, and *Sure* to agree to requests and *All right*, *OK*, and *So* to change topic

Lesson D

- Read a movie review
- Write a review

1

2

3

4

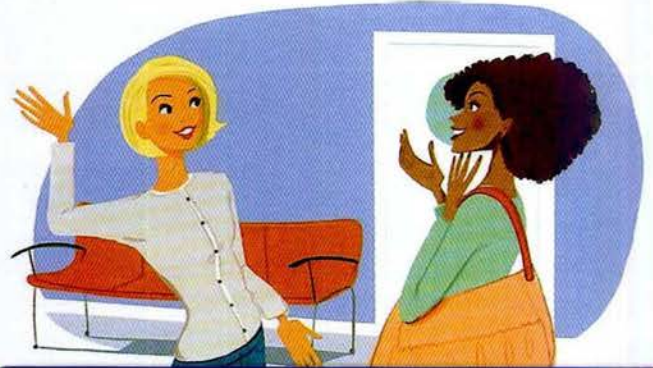
Before you begin . . .

Have you done these things lately? What else is happening in your life these days? Have you . . .

- been out with your friends?
- done anything special?
- had a party?
- gone dancing anywhere?
- eaten anywhere nice?
- joined any clubs?
- been to any concerts?
- seen any good movies?



- 1 Bob So, what have you been doing since I saw you last?
Lois Working. That's pretty much it. I haven't been out in months. What about you?
Bob Same here. I've been working late every night. Uh . . . do you have time to grab a bite to eat?



- 2 Maya I haven't seen you in ages! What have you been up to?
Gail Well, you won't believe it, but I've been seeing a guy from work. We've gone out three or four times now, so I guess it's getting serious.



- 3 Will What have you been up to recently? I haven't seen you at the gym.
Diane Well, I've been going to a pottery class since September.
Will Pottery . . . really! So, what kind of things do you make?
Diane So far I've made eight vases and two bowls. Here's something I just made.



- 4 Luis Hey, good to see you. I see you're still doing karate.
Ahmad Oh, yeah.
Luis How long have you been doing that? About three years?
Ahmad Actually, for nine years now.
Luis Wow! That's impressive.

1 Getting started

A What kinds of things do people talk about when they are catching up with friends? Make a list.

B 4.01 Listen. What topics do the people above talk about? Were the topics on your list?

Figure it out

C Circle the correct words to complete the sentences.

- Bob has been **working** / **worked** late every night recently.
- Ahmad has been doing karate **since** / **for** nine years.
- Diane's been going to a pottery class **since** / **for** September.
- Maya hasn't seen Gail **in** / **since** ages.

2

Grammar Present perfect continuous vs. present perfect 4.02

Extra practice p. 149

Use the present perfect continuous for an ongoing or repeated activity that started before now and continues into the present.

What **have** you **been doing** lately?

I've **been going** to a pottery class.

Who **has** she **been seeing**?

She's **been seeing** a guy from work.

Use the present perfect to show the results of an activity or how many times it has happened.

What things **have** you **made** so far?

I've **made** eight vases and two bowls.

How many times **have** they **gone out** together?

They've **been** out three or four times.

Since, for, and in for duration

Use **since** with points in time.

I've been going to a pottery class **since** September.

What have you been doing **since** I saw you last?

Use **for** and **in** with periods of time, but use **in** only in negative statements.

He's been doing karate **for** nine years. (NOT . . . ~~since nine years.~~)

I haven't been out to eat **in** months.

In conversation

The present perfect is about 10 times more frequent than the present perfect continuous.

present perfect
present perfect continuous

A Complete the conversations with the present perfect or the present perfect continuous of the verbs given. Sometimes both forms are correct. Add *for*, *since*, or *in*.

1. A Have you been working (work) a lot recently?
I haven't seen you in ages.

B Actually, yeah. I _____ (not take) one day off _____ weeks. So yeah, I _____ (not go) out _____ ages. How about you? What _____ you _____? (do)

A Well, I _____ (take) a weight training class at the gym _____ May.

2. A _____ you _____ (do) anything interesting lately?

B Not really. I _____ (fill) out college applications _____ the last month.

A Yeah? How many colleges _____ you _____ to? (apply)

B Well, I _____ (send) three applications, but I _____ (not hear) anything.

3. A _____ you and your friends _____ (go) out a lot recently?

B Actually, yeah. We _____ (go) to a few clubs lately. We _____ (have) fun.

4. A How long _____ you _____ (learn) English?

B _____ I was in elementary school. I guess _____ 12 years now.

A Wow. That's a long time. So, how long _____ you _____ (come) to this class?

B _____ April.

About you

B Pair work Practice the conversations above. Practice again and give your own answers.

3

Speaking naturally Reduction of *have*

What **have** you been doing for fun lately? (What've)

How many times **have** you gone out this month? (times've)

Where **have** you been hanging out? (Where've)

A 4.03 Listen and repeat the questions above. Practice the reduction of *have* to 've. Then ask and answer the questions. Continue your conversations.

About you

B 4.04 Listen. Write the four questions you hear. Then ask and answer with a partner.

1 Building vocabulary

A What kinds of movies are these? Label the pictures with the words in the box. Add other kinds of movies to the list. Which ones do you like? Which do you never watch?



- an action movie
- an animated film
- a horror movie
- a musical
- a (romantic) comedy
- a science-fiction movie
- a thriller
- a war movie

B What kind of movie is each person talking about? Complete the descriptions with a type of movie. Then listen and check your answers.

1 It's a _____. It's **about** these two people who **fall in love** over the Internet. It's a great **love story**, and it's **funny**, too.

2 It's a new _____ **set in** ancient China. Michelle Yeoh is in it. The **stunts** and the kung-fu **fight scenes** are amazing. It's kind of **violent**, though.

3 I just saw this _____. A family moves into an old house, and they find a **monster** living in the attic. It was so **scary** that I couldn't watch most of it.

4 It's a _____ that **takes place** in Delhi. So, it's in Hindi, but it's **subtitled**. The **costumes**, the dancing, and the music are just wonderful.

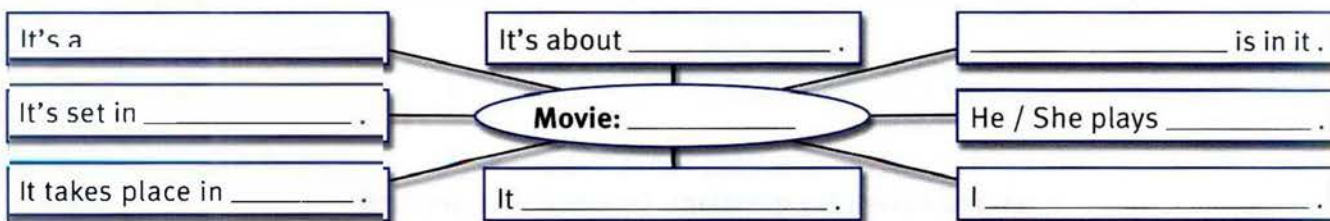
5 It's a _____. Matt Damon **plays** a spy who can't remember who he is. It was so exciting. I couldn't stand the **suspense**.

6 It's about **aliens** who come to take over the earth. It's a classic _____. The **special effects** are incredible.

7 I saw this _____ about two soldiers who are brothers. It's a **true story** with a really **sad ending**. I cried a lot. It's a real **tearjerker**.

8 We saw this **hilarious** movie. It's one of those _____ for both kids and adults. Eddie Murphy is the voice of one of the **cartoon characters**.

Word sort **C** Make a word web about a movie. Use the words in bold. Then describe it to a partner.



2 Building language

A 4.06 Listen. What do Carl and Jolene decide to do? Why? Practice the conversation.

- Carl Sorry I'm late. Have you been waiting long?
 Jolene No, just a few minutes.
 Carl So, which movie do you want to see? I've heard good things about *Starship*. Have you seen it yet?
 Jolene Yeah. I've already seen it. It was OK.
 Carl Oh. Well, there's *Funny Guy*. It's been playing for ages, and I still haven't seen it.
 Jolene Actually, I saw it when it first came out.
 Carl OK, well, how about *Joker*? I haven't seen that yet, either.
 Jolene I've seen it, but I'll go again. It was hilarious. At the end, the guy falls into a . . .
 Carl Hey, don't spoil it for me. Let's just go see it.



Figure it out

B Write the name of a movie you've seen in A's question, and circle the correct word in each response. Then work with a partner. Take turns asking your questions and giving true answers.

- A I recently saw _____. Have you seen it?
 B You know, I **already** / **still** / **yet** haven't seen that movie.
 C Actually, I haven't seen that movie **already** / **still** / **yet** either.
 D Yeah. I've **already** / **still** / **yet** seen it.

3 Grammar *already, still, and yet* with present perfect 4.07

Extra practice p. 149

Have you seen <i>Funny Guy</i> yet ?	= I imagine you're planning to see it.
Yes, I've already seen it. / Yes, I've seen it already .	= I saw it earlier.
No, I haven't seen it yet . / No, not yet .	= I haven't seen it, but I plan to.
No, I still haven't seen it.	= I've wanted to see it for weeks, but I haven't yet.

In conversation

With this meaning of *yet*, about 83 percent of its uses are in negative statements and about 17 percent are in questions.

A Complete the conversations. Add *already, still, or yet*. Then practice with a partner.

- A There's a new comedy out. Have you seen it _____ ?
 B Oh, the Ben Stiller movie? Yeah, I've _____ seen it. It was hilarious. Have you seen it _____ ?
 A No, I haven't, not _____. I'd like to, though.
- A Have you seen the latest James Bond movie _____ ?
 B No. I haven't had a chance _____. Actually, I _____ haven't seen the last one.
- A So, do you want to go see a movie later?
 B I don't know. I've _____ seen most of the movies that are out now.
 A Really? I _____ haven't seen any of them.

About you

B Pair work Take turns asking the questions above. Give your own answers.

Sounds right p. 139

1 Reading

- A** Do you ever read reviews before deciding to see a movie? Are the reviews usually accurate? Tell the class.
- B** Read the movie review and the comments. What kind of movie is it? Does the review encourage you to see the movie? Why or why not?

Reading tip

Scan reviews for adjectives. They will tell you if the review is positive or negative.



AVATAR is magnificent, mesmerizing, and memorable!

It's an action movie, science fiction, and fantasy all in one – with, of course, some romance. *Avatar*, directed by James Cameron, is 162 minutes of thrilling entertainment. Millions of people saw the movie worldwide on its opening weekend. It went on to win a string of awards and break box office records, including the record for the highest-grossing film of all time with more than \$2 billion in sales, finally ending the 12-year reign of *Titanic*.

The story takes place in 2154 on the moon Pandora, where 10-foot tall, blue-skinned, human-like creatures – the Na'vi – live in complete harmony with their environment. Pandora is rich in minerals, and humans, who have an energy crisis on Earth, have traveled to Pandora to conquer it and to mine its minerals. Since humans cannot breathe in Pandora's atmosphere, they use Na'vi-like "avatars," which they control. Sam Worthington gives an excellent performance as Jake Sully, who becomes sympathetic to the Na'vi and their desire to protect their homeland. There is inevitably conflict that ends in a violent war.

The computer-generated special effects are stunning. The music is memorable, and the invented Na'vi language is mesmerizing. All in all, it's a movie that keeps you firmly glued to your seat.

I have already seen *Avatar* several times now – more recently in 3D. It's one of those movies that you could watch again and again. Sad, scary, exciting – I'm sure every viewer will find his or her own way to describe the movie. If you haven't seen it yet, I recommend it. At least then you'll be ready for the sequels. And I, for one, can't wait.

READERS' COMMENTS:

MIKI: *I haven't seen this movie yet, and I can't comment on the acting or anything, but my friends say it's the best movie they've ever seen.*

JON: *Although it sounds good, I'm not going to see this movie. I heard it's violent in parts, and I don't like violent movies.*

SUE-ANN: *Even if you don't like sci-fi movies, you'll enjoy this one. I did!*

MARIBETH: *I loved this movie, even though I cried all the way through.*


- C** Find the underlined expressions in the review or in the readers' comments. Match them with the definitions. Write *a* to *f*.


- | | |
|---|---|
| 1. <u>a string of awards</u> _____ | a. you won't get up, so you don't miss anything |
| 2. <u>break box office records</u> _____ | b. a fight |
| 3. <u>highest-grossing film of all time</u> _____ | c. several, one after another |
| 4. <u>conflict that ends in violent war</u> _____ | d. movies that continue a story begun in a previous movie |
| 5. keeps you firmly <u>glued to your seat</u> _____ | e. do better than ever before |
| 6. you'll be ready for the <u>sequels</u> _____ | f. earned more than any other has ever earned |

D Read the review and comments again. Answer the questions below, and then compare your answers with a partner.

1. What movie was previously the highest-grossing film of all time?
2. Why do humans need Pandora's minerals?
3. How does Jake Sully feel about the Na'vi?
4. What are two things the reviewer really likes about the movie?
5. What is one thing that might keep some people from seeing *Avatar*?
6. Will someone who doesn't like science fiction or tearjerkers enjoy *Avatar*?

2 Listening and writing I'd really recommend it.

A  4.11 Listen to Jim and Marissa talk about a Cirque du Soleil show. Does Marissa want to see the show? Would you like to see it? Tell a partner.

B  4.11 Listen again. Are the sentences true or false? Check (✓) *T* or *F*. Correct the false sentences.

	T	F
1. Cirque du Soleil performers are all Canadian.	<input type="checkbox"/>	<input type="checkbox"/>
2. The group started in Quebec more than 20 years ago.	<input type="checkbox"/>	<input type="checkbox"/>
3. They now perform all over the world.	<input type="checkbox"/>	<input type="checkbox"/>
4. The acrobats perform with animals.	<input type="checkbox"/>	<input type="checkbox"/>
5. Jim has already seen a Cirque du Soleil show.	<input type="checkbox"/>	<input type="checkbox"/>
6. Jim is going to call to find out about tickets.	<input type="checkbox"/>	<input type="checkbox"/>




3 Writing A Review

A Read the review and the Help note. Circle the expressions in the review that show contrasting ideas.

The Lion King

Even though I don't usually like musicals, I really enjoyed *The Lion King*. The music from a live orchestra is memorable, and the costumes are simply amazing. Although the story may seem like it's for children, adults can really enjoy it, too.

Even if you find theater tickets a little expensive these days, it's really worth going to this show. If you haven't had a chance to see it yet, I highly recommend it.



Help note

Contrasting ideas

Although the story may seem like it's for children, adults can really enjoy it, too.

Even though I don't usually like musicals, I loved this one.

Even if you don't like musicals, you might enjoy this one.

About you **B** Think of a concert, a show, a movie, or a book you have seen or read. Write a review about it. Then read your classmates' reviews. Can you find . . .

- a concert or show you'd like to go to?
- a book you've been wanting to read?
- a play you've already seen?
- a movie you haven't seen yet?

Free talk p. 135



Learning tip *Linking new words to your experiences*

When you learn a new word or expression, link it to something you have recently seen or done.

In conversation

People say *movie* 15 times more frequently than *film*.

movie *movie*
film *film*

1 Think of a movie title for each of these kinds of movies.

- | | |
|----------------------------------|---|
| 1. an animated film _____ | 6. a movie with great stunt scenes _____ |
| 2. a thriller _____ | 7. a movie that's a true story _____ |
| 3. a musical _____ | 8. a movie with great special effects _____ |
| 4. a romantic comedy _____ | 9. a movie that's subtitled _____ |
| 5. a science-fiction movie _____ | 10. a movie with a sad ending _____ |

2 Make a list of different types of movies. Link each one to a specific movie you have seen. Then write a sentence saying what the movie is about.

	Type of movie	Name of movie	What is it about?
1.			
2.			
3.			
4.			

3 **Word builder** Find out what kinds of movies these are. Put them in a chart like the one above. Can you think of the name of a movie for each one and say what it's about?

- | | | | |
|-----------------|----------------|--------------------|------------|
| detective movie | fantasy film | historical drama | teen movie |
| documentary | gangster movie | martial arts movie | western |



On your own

Read a review in English of a new movie. Then write a paragraph about the movie.

It's an animated film about robots. It takes place in the future. It's pretty funny.



Can Do!

Now I can ...

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

- | | |
|---|---|
| <input type="checkbox"/> catch up with friends and tell them my news. | <input type="checkbox"/> say <i>All right, OK,</i> and <i>So</i> to change topic. |
| <input type="checkbox"/> say how long things have been happening. | <input type="checkbox"/> understand people asking for favors. |
| <input type="checkbox"/> describe different kinds of movies. | <input type="checkbox"/> understand people talking about going to see a show. |
| <input type="checkbox"/> ask someone for a favor politely. | <input type="checkbox"/> read a movie review. |
| <input type="checkbox"/> use <i>All right, OK, Sure</i> to agree to requests. | <input type="checkbox"/> write a review. |

Impressions


Can Do!

In this unit, you learn how to . . .

Lesson A

- Speculate using *must*, *may*, *might*, *can't*, and *could*

Lesson B

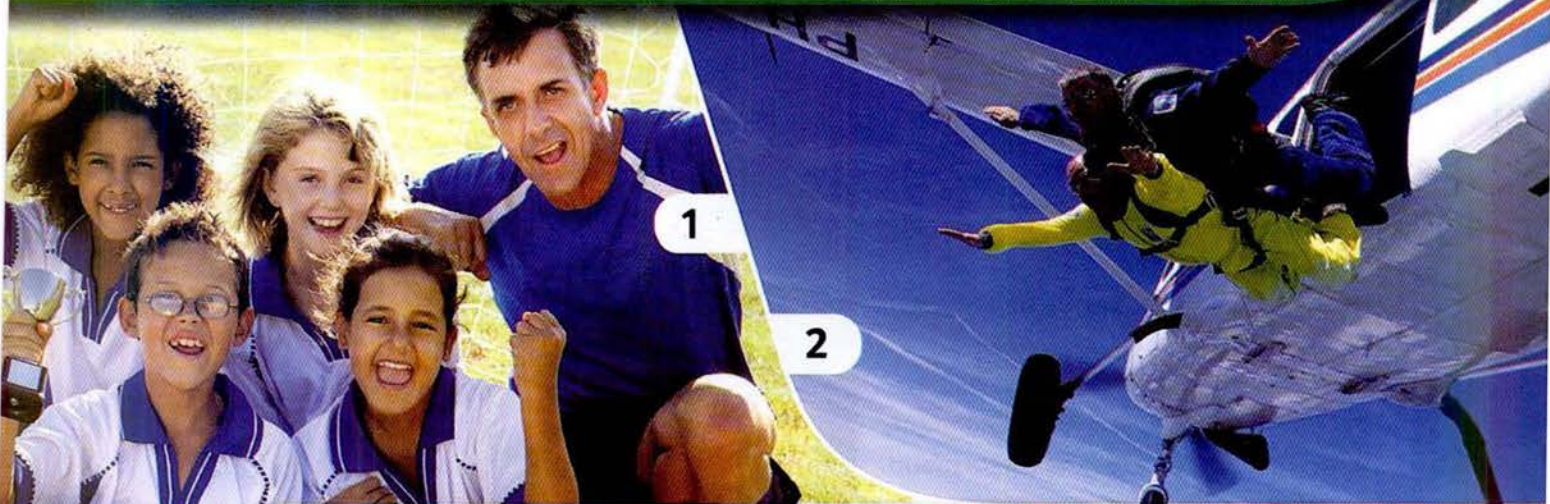
- Describe situations and feelings with adjectives ending in *-ing* and *-ed*

Lesson C

- Show you understand another person's feelings or situation
- Use *you see* to explain a situation and *I see* to show you understand

Lesson D

- Read an article about *El Sistema*, a music education program
- Write an email to the founder of a charity



Before you begin . . .

What impressions do you get from each of these pictures? Make some guesses.

- What do you think is the relationship between the people in each picture?
- What do you think is happening?
- How do you think each person feels?

1 Getting started

A Make three guesses about the picture. Who do you think the people are? How old are they? Where are they?

- Emma Hey, look. That girl over there must be graduating.
- Lloyd From college? Are you kidding? She can't be more than 12. She can't be graduating, surely?
- Emma Well, she's wearing a cap and gown.
- Lloyd Huh. She must be a genius.
- Emma Sure, but she must study a lot, too.
- Lloyd Yeah, probably all the time. She can't have too many close friends here. I mean, she's so much younger than everyone.
- Emma Well, the guy she's talking to might be one of her friends.
- Lloyd He could be. Or he may be one of her professors.
- Emma True. . . . Oh, look. Those must be her parents – the people with the cameras.
- Lloyd Yeah. They must be feeling pretty proud.



B 4.12 Listen. Emma and Lloyd are speculating about the young girl. What guesses do they make?

Figure it out

C Complete the second sentences so they mean the same as the first sentences. Use the conversation above to help you. There may be more than one correct answer.

- I'm sure that girl is smart. She _____ smart.
- I'm sure she isn't older than 12. She _____ older than 12.
- Maybe the guy she's talking to is her professor. The guy she's talking to _____ her professor.
- I'm sure her parents are feeling proud. Her parents _____ proud.

2 Speaking naturally Linking and deletion with *must*

Before a vowel sound and / h, l, r, w, y /

She must enjoy school.

She must have some friends who are her age.

She must live with her parents.

Before most consonant sounds

She mus(t) be a genius.

She mus(t) study all the time.

She mus(t) feel lonely sometimes.

A 4.13 Listen and repeat the sentences above. Practice linking the words as shown.

B Which of the speculations about the girl do you agree with? Can you add any more? Tell the class.

3 Grammar Modal verbs for speculating **4.14**

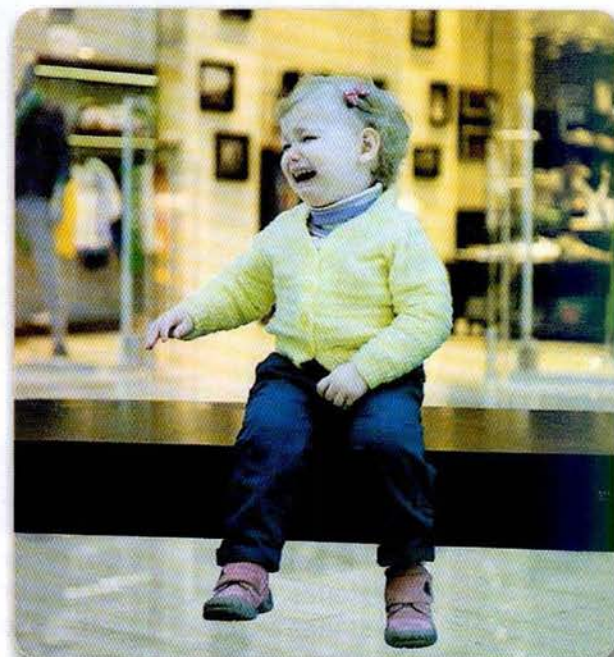
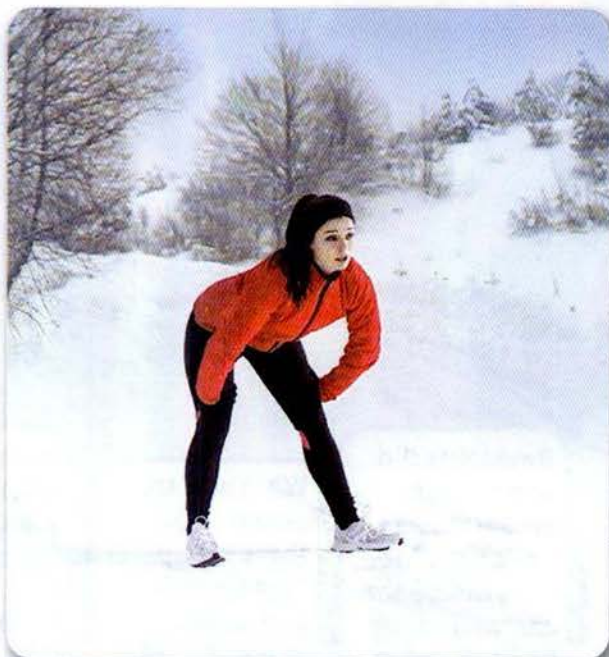
Extra practice p. 150

- | | |
|--|---|
| She must be a genius. | = <i>I bet she's a genius.</i> |
| She must work pretty hard. | = <i>I bet she works pretty hard.</i> |
| She must not go out much. | = <i>I bet she doesn't go out much.</i> |
| She must be graduating today. | = <i>I bet she's graduating today.</i> |
| She can't be more than 12. | = <i>It's not possible she's more than 12.</i> |
| He could be one of her friends. | = <i>It's possible he's one of her friends.</i> |
| He may be her professor. | = <i>Maybe he's her professor.</i> |
| They might be feeling sad. | = <i>Maybe they're feeling sad.</i> |

In conversation

Most uses of **must** and **might** – over 90 percent – are in affirmative statements. In negative statements, people usually say **must not** and **might not** with no contractions

A Look at the pictures below. Rewrite the sentences with modal verbs. There may be more than one possible answer.



- I'm 100 percent sure she's feeling cold.
She must be feeling cold.
- It's possible that she's training for a marathon.

- I'm sure she's taking a break.

- I'm sure she's exercising. She's not doing anything else.

- I think she's definitely crazy to run in the snow.

- Maybe she's trying to get in shape.

- Maybe she's lost.

- I bet her parents are looking for her.

- It's possible she's in trouble.

- I bet she's scared. It's not possible she's on her own.


- It's possible her mother is standing nearby.

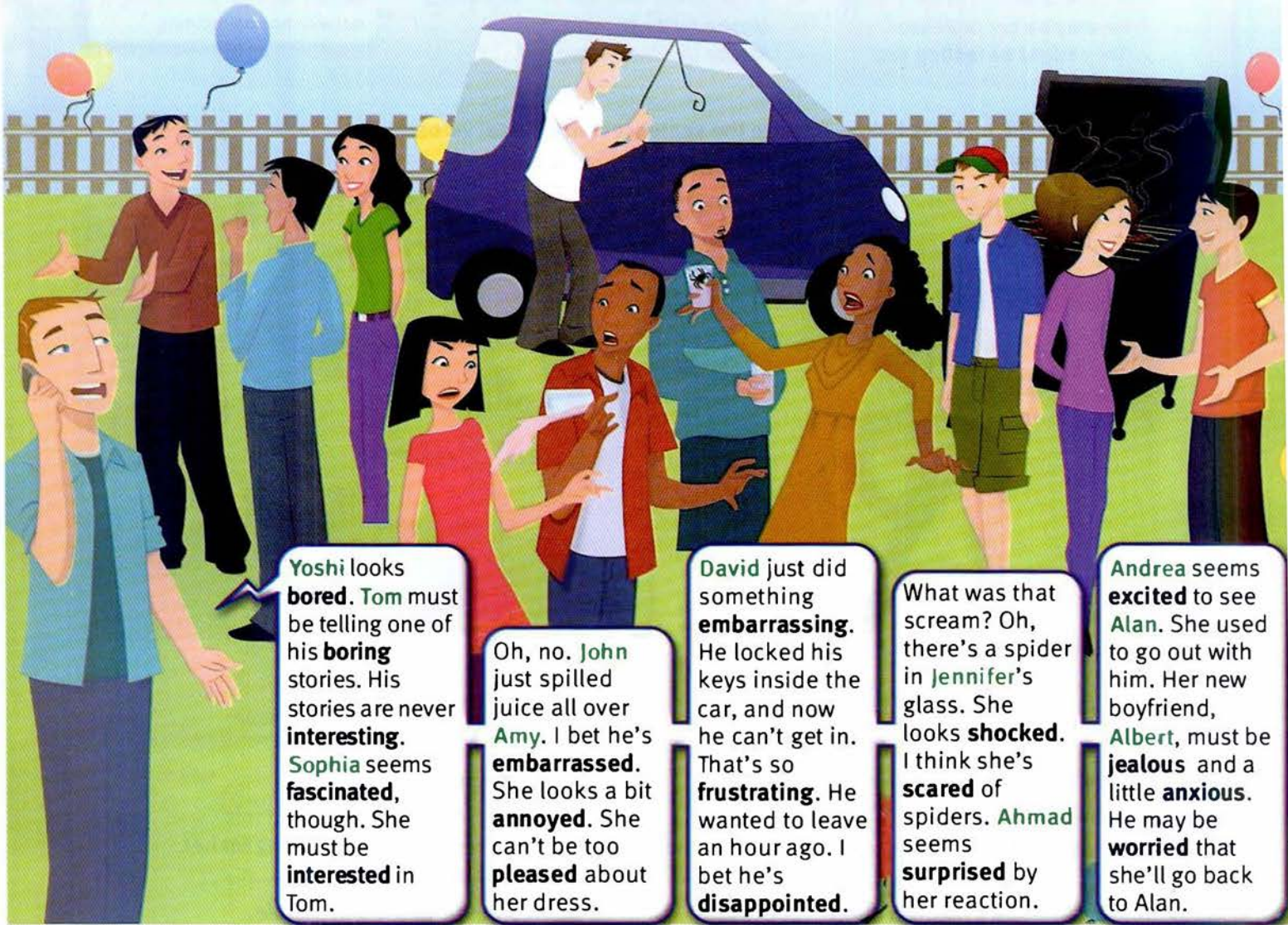
- Maybe she's throwing a tantrum.

B Pair work What other guesses can you make about each picture? Discuss with a partner. Explain your guesses.

"She must be pretty tough. It looks really cold."

1 Building vocabulary and grammar

A  4.15 Look at the picture. What guesses can you make about the party? Then listen. Can you identify each guest Fred describes?



Yoshi looks **bored**. Tom must be telling one of his **boring** stories. His stories are never **interesting**. Sophia seems **fascinated**, though. She must be **interested** in Tom.

Oh, no. John just spilled juice all over Amy. I bet he's **embarrassed**. She looks a bit **annoyed**. She can't be too **pleased** about her dress.

David just did something **embarrassing**. He locked his keys inside the car, and now he can't get in. That's so **frustrating**. He wanted to leave an hour ago. I bet he's **disappointed**.

What was that scream? Oh, there's a spider in Jennifer's glass. She looks **shocked**. I think she's **scared** of spiders. Ahmad seems **surprised** by her reaction.

Andrea seems **excited** to see Alan. She used to go out with him. Her new boyfriend, Albert, must be **jealous** and a little **anxious**. He may be **worried** that she'll go back to Alan.

Word
sort

B Look at the things people say below. How are they feeling? Make guesses. Use the adjectives in bold above. Then compare with a partner.

- "This movie's too long."
He must be bored.
- "I lost my house keys."
- "Oh no! He has a girlfriend!"
- "My vacation starts on Friday."
- "This show is interesting."
- "I fell and broke my glasses!"
- "I failed the test? No!"

 Vocabulary notebook p. 115

Figure
it out

C Can you complete the sentences with the adjectives given? Compare with a partner.

- Yoshi isn't _____ in Tom's story. It's not an _____ story. (interesting, interested)
- Sophia isn't _____. She doesn't think Tom's story is _____. (boring, bored)

2 Grammar Adjectives ending in *-ed* and *-ing* 4.16

Extra practice p. 150

Adjectives ending in *-ed* can describe how you feel about someone or something.

I'm **bored** with my job.
I'm **interested** in astronomy.
I get **annoyed** with my sister.
I'm **excited** about my vacation.
I'm **scared** of spiders.

Adjectives ending in *-ing* can describe someone or something.

My job is very **boring**.
I think astronomy is **interesting**.
She does a lot of **annoying** things.
My vacation is going to be **exciting**.
But: I think spiders are **scary**.

CONVERSATION

Interesting, interested, amazing, scary, surprised, worried, scared, excited, exciting, and boring are all in the top 2,000 words.

Common errors

Don't confuse *boring* and *bored*.
I often feel bored at work.
(NOT *I often feel boring at work.*)

A Choose the correct words to complete the sentences.

- I get really **frustrated** / **frustrating** when I call somewhere and they put me on hold. It's very **annoyed** / **annoying**.
- We watched a really **bored** / **boring** TV show last night. I actually fell asleep.
- I'm really **excited** / **exciting** about my trip. I'm going to Hong Kong.
- It's really **embarrassed** / **embarrassing** when you forget someone's name.
- I get really **confused** / **confusing** when movie plots jump around.
- I wasn't able to get tickets to see my favorite band. I was so **disappointed** / **disappointing**.
- I heard something **surprised** / **surprising**. Coffee might actually be good for you.
- We went whitewater rafting recently. It was **amazed** / **amazing**.
- My sister forgot my birthday. I was **shocked** / **shocking**.
- We went on a huge roller coaster last weekend. It was really **scared** / **scary**.
- I think documentaries about space are really **fascinated** / **fascinating**.
- All of my friends think golf is **interested** / **interesting** to watch. I have no idea why.

About you

B Pair work Make the sentences above true for you. Tell your partner.

A I get really frustrated when I don't understand something.

B Like with your homework or something? I find that frustrating, too.

3 Talk about it Feelings

Group work Discuss the questions. Write down any interesting or unusual responses, and then tell the class.

- ▶ Do you know anyone who is annoying? Do you get annoyed with people often?
- ▶ What kinds of things do you find boring? Do you get bored easily?
- ▶ Are you scared of things like spiders? heights? flying? What's most scary?
- ▶ What things make you feel anxious or worried? Do you worry a lot?
- ▶ Have you ever felt really disappointed? What happened?
- ▶ Are you excited about anything right now?
- ▶ What's the most exciting thing you've ever done?
- ▶ What subjects do you find fascinating? What are you most interested in?

*"One of our neighbors is really annoying.
He's always borrowing things."*

Sounds right p. 139

1 Reading

- A** What kinds of cultural activities are available in your area? Have you ever participated in any of them? Tell the class.
- B** Read the article. How does El Sistema benefit young people?

Reading tip

Before you read a factual piece, ask yourself questions like *What is it? Where is it? Who does it?* Then scan the text to see if you can find answers.

EL SISTEMA

Venezuela has a revolutionary and inspiring music education program, which aims to improve the lives of disadvantaged children and their families. *El Sistema* – meaning “the system” – is a total-immersion¹ program that brings children together to play music every day. Preschool children sit on their mothers' knees to sing, play rhythm games, or play with paper instruments that they make themselves. At age five, children start to play a real instrument, which is a thrilling experience for them. As soon as the children are good enough, they teach the younger ones. The program is highly successful. By high school, students are tackling some of the most difficult pieces of classical music. However, the program is demanding, and participants need to be committed; they practice after school every day and on weekends.

There are now some 500 or so orchestras throughout the country, some of which perform internationally. Many of the young musicians have even become professionals. El Sistema graduates include conductors of the Venice Opera and Los Angeles Philharmonic and the Berlin Philharmonic's youngest player ever. According to British conductor Sir Simon Rattle, “There is nothing more important in the world of music than what is happening in Venezuela.” These young musicians must surely be motivating role models² for other young people in their home country.



However, music wasn't the primary goal when the program began in 1975 with just 11 students in a garage. El Sistema's founder, José Antonio Abreu, was interested in “human development,” or social action through music. Abreu's slogan, “*Tocar y Luchar*,” (Play and Struggle) describes his hope that learning and playing music together helps children overcome academic, social, and economic obstacles. “If you put a violin in a child's hands, that child will never hold a gun,” he is quoted as saying. Interestingly, 90 percent of the program's funding comes from social service agencies rather than cultural organizations. Since 1975, El Sistema has made an amazing difference in many lives. Two million graduates have become skilled musicians, and according to Abreu, they are resilient, flourishing citizens, as well. More than 25 countries, including the United States, Austria, and India, have since copied El Sistema's groundbreaking³ model⁴.

1 *total-immersion*: constant involvement in an activity
2 *role model*: someone that other people respect and copy

3 *groundbreaking*: completely new
4 *model*: type of program

- C** Read six people's comments about El Sistema. Are their impressions correct? Write **Yes** or **No**. Find evidence in the article to support your answer.
1. A program like that can't really work. I mean, they can't teach them to play advanced pieces. ____
 2. The children must spend hours practicing. ____
 3. Sir Simon Rattle must be really impressed with the program. ____
 4. Some of the students may come from wealthy families. ____
 5. They must get a lot of their money from arts and music organizations. ____
 6. Programs like that can't work in other countries, though. ____

2 Listening and speaking People making a difference

A Look at the people and the organizations they are involved with. Can you guess what the organizations do?



Janine Licare



Arn Chorn-Pond



Ardena Gojani

1. Kids Saving the Rainforest
2. Cambodian Living Arts
3. The International Book Project

B 4.19 Listen to three conversations about the people and organizations above. Write three things each organization does. Were your guesses correct?

C 4.19 Listen again. How does each student plan to get involved with the organization? Take notes. Tell the class which program you would choose to get involved in.

About you **D** **Group work** Think of a volunteer project you could start. Who would it help? What would it do? Present your program to the class. Choose two programs to support.

3 Writing My impression is . . .

A Read the two emails and the Help note. Circle the expressions in the emails that show impressions, reactions, and opinions.

To: cambodianlivingarts@cup.org

From: Stella792@cup.org

Dear Arn Chorn-Pond,

I recently heard about your Cambodian Living Arts program. You must be very proud of the program. It seems to me that you have helped many young people appreciate Cambodian music. I believe that it is important to save the cultural traditions of a country.

Help note

Impressions, reactions, and opinions

My impression is that . . .

It seems to me that . . .

I think / believe / feel that . . .

In my opinion / view, . . .

To: kidssavingtherainforest@cup.org

From: Evan3830@cup.org

Dear Janine,

I was interested to read about Kids Saving the Rainforest and the work you do. My impression is that you are passionate about the project and that it has been successful. In my opinion, the rain forest is very valuable and I feel that we need to do everything we can to save it.

About you **B** Which person in this lesson would you like to contact? Why? Tell a partner. Then choose one, and write an email.

C **Group work** Read your classmates' emails. Who did most people write to?



Learning tip *Linking situations and feelings*

When you learn words for feelings, link them to different situations where you might experience each one.

1 Complete the sentences. Use the adjectives in the box or other words you know.

annoyed bored disappointed scared

1. In class, you've finished your work. There's nothing else to do. *I'd probably feel* _____.
2. You are waiting for a friend, and she calls to say she can't meet you. *I think I'd be* _____.
3. A friend borrowed one of your sweaters and returned it stained. *I'd feel* _____.
4. You're on a dark street. Someone is following you. *I'd feel* _____.

2 Think of situations for these different emotions. Complete the sentences.

1. I feel very motivated to practice my English when _____.
2. I think it's annoying when _____.
3. I was really shocked once when _____.
4. Sometimes I get frustrated when _____.
5. I think it's embarrassing when _____.
6. Sometimes I get confused when _____.

3 **Word builder** Can you make sentences with each pair of adjectives?

astonished / astonishing terrified / terrifying thrilled / thrilling upset / upsetting



On your own

Observe the people around you during the week. Notice what they are doing, and guess how they feel. Write sentences in your notebook.

The baby's screaming.
She must be hungry.



Can Do!

Now I can ...

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

- | | |
|--|--|
| <input type="checkbox"/> speculate about people and things. | <input type="checkbox"/> understand people talking about their situations. |
| <input type="checkbox"/> describe situations and people's feelings. | <input type="checkbox"/> understand conversations about charities. |
| <input type="checkbox"/> use <i>must</i> to show that I understand. | <input type="checkbox"/> read an article about <i>El Sistema</i> . |
| <input type="checkbox"/> use <i>you see</i> to explain something and <i>I see</i> to show that I understand. | <input type="checkbox"/> write an email to the founder of a charity. |

In the news

12



In this unit, you learn how to . . .

Lesson A

- Talk about news events using the simple past passive

Lesson B

- Talk about natural disasters using the simple past passive + by

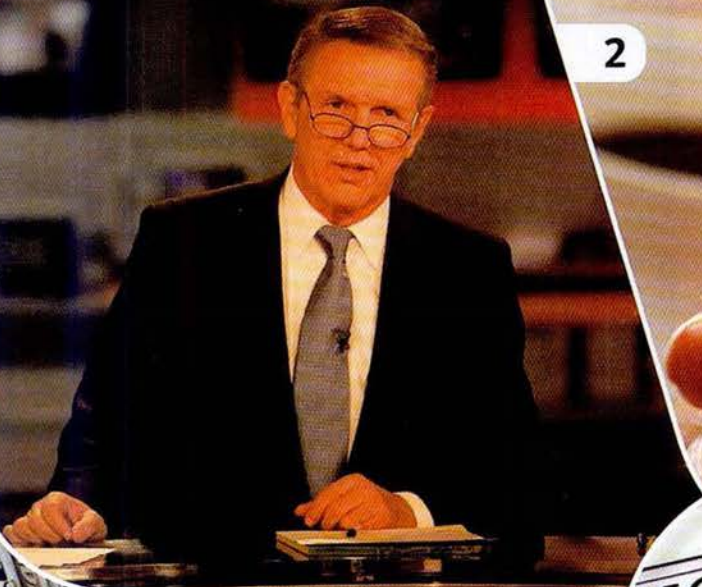
Lesson C

- Use expressions like *Guess what?* to tell news
- Use expressions like *The thing is . . .* to introduce ideas

Lesson D

- Read an interview with a foreign correspondent, Christiane Amanpour
- Write a survey and report statistics

1



2



3



4



Before you begin . . .

- How do you find out about what's going on in the world?
- Which aspects of the news are you most interested in?
- What major events are in the news right now?

Ruth Anything interesting in the paper?
 Jack Oh, not much. Let's see. Uh, \$10,000 was found in a bag on a city bus.
 Ruth \$10,000? I should ride the bus more often!
 Jack Yeah, and listen to this. Two large bears were seen last night in someone's yard.
 Ruth Huh. That's kind of scary.
 Jack Oh, and a jewelry store was broken into, and some diamonds were stolen. Um, what else? The city airport was closed yesterday because of strong winds.
 Ruth Really? Well, it was pretty windy.
 Jack Yeah. All the flights were delayed. Oh, and a bus was hit by a falling tree. Fortunately, the passengers weren't hurt.
 Ruth Is that all? Nothing exciting, I guess.



1 Getting started

A How often do you read local news? What local news have you read recently?

B 4.20 Listen. Jack is telling Ruth some local news. Complete the sentences.

1. Someone found _____ on a city bus.
2. There were two bears in a _____.
3. A thief broke into a _____.
4. The airport had to close because of _____.
5. A falling tree hit a _____.

Figure it out

C Complete the second sentence so it means the same as the first. Use the conversation above to help you. What do you notice about the verbs?

- | | |
|---|---------------------------------------|
| 1. Someone broke into a jewelry store. | A jewelry store _____. |
| 2. A falling tree hit a bus. | A bus _____ by a falling tree. |
| 3. Someone saw two bears last night. | Two bears _____ last night. |
| 4. Someone stole some diamonds. | Some diamonds _____. |
| 5. The accident didn't hurt the passengers. | The passengers _____ in the accident. |

2 Grammar Simple past passive 4.21

Extra practice p. 151

In sentences with active verbs, the **subject** is the “doer” and the **object** is the “receiver” of an action. Use active verbs to focus on the “doer” or cause.

A student **found** a bag on a bus.
The authorities **closed** the airport.
A teenager **saw** two bears in a yard.
The accident **didn't injure** the passengers.

In sentences with passive verbs, the **subject** is the “receiver” of the action. Use passive verbs to focus on the “receiver” or when the “doer” or cause is not known or not important.

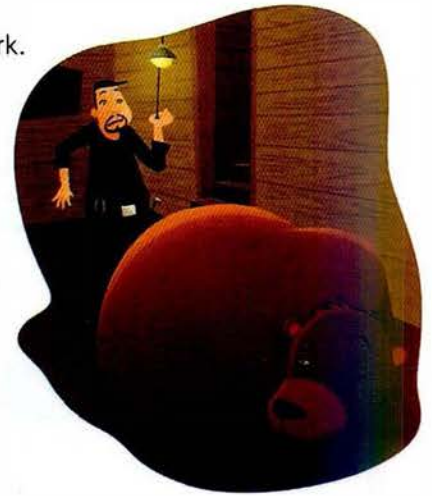
A bag **was found** on a bus.
The airport **was closed**.
Two bears **were seen** in a yard.
The passengers **weren't injured**.

In conversation

The passive is approximately 5 times more common in written news than in conversation.

A Complete the sentences. Use the simple past passive.

1. A 500-pound bear _____ (find) asleep in a basement on Tuesday morning. The bear _____ (wake up) by a workman, who said he “freaked” when he realized it was a bear. Wildlife officers _____ (call), and the bear _____ (take) to a state park.
2. A sporting goods store _____ (break into) yesterday, and 50 bicycles _____ (steal). A white truck _____ (see) outside the store around 5:00 a.m. However, security cameras _____ (damage) during the break-in, so the thieves _____ (not catch) on camera.
3. Millions of stolen banknotes _____ (find) in a police raid this morning. Police believe the money _____ (steal) from a city bank two years ago.
4. The highway _____ (close) for several hours last night after a car _____ (hit) by an oil truck. Hundreds of gallons of oil _____ (spill) onto the highway. Two passengers in the car _____ (take) to the hospital. The driver of the truck _____ (not injure).



B Pair work Take turns retelling the stories above without looking at your books. Then prepare a story about a recent news event to tell your partner.

A *A bear was discovered in a basement last week.*

B *Right. I guess it was found after a workman went in there.*

3 Speaking naturally Breaking sentences into parts

Ten thousand **dollars** / was found in a **bag** / on a city **bus**.
Two large **bears** / were **seen** last night / in someone's **yard**.
A **jewelry store** / was broken **into**, / and some **diamonds** were stolen.
The city **airport** / was **closed** yesterday / because of strong **winds**.

A 4.22 Listen and repeat the sentences above. Notice how long sentences are broken into shorter parts. The word with the new information in each part is stressed.

B Pair work Take turns saying the sentences above. How many times can you change the information?
“A suspicious suitcase was found in the airport terminal.”

1 Building vocabulary and grammar

A 4.23 Listen. Which picture goes with each news item? Number the pictures.

1 The island of Puerto Rico was hit by **Hurricane Calvin** late this morning. Electric power was temporarily **disrupted** throughout the island, and many homes were **damaged** by **heavy rains** and **strong winds**.

2 Quebec was hit by **severe thunderstorms** yesterday. Flights at several airports were delayed by heavy rains, **thunder**, and **lightning**. Last night, three families were **rescued** by emergency workers after their homes were damaged by **flash floods** resulting from the rains.

3 Firefighters in Australia say over 10,000 acres of forest were completely **destroyed** by **catastrophic wildfires** this year. Investigators suspect some fires were caused by careless campers. They believe other fires started when trees were **struck** by lightning.

4 A shopping mall in Kansas was badly damaged by a **tornado** last night. A nearby town was later hit by a **freak hailstorm**. Cars were struck by **hailstones** the size of golf balls. Amazingly, no one was seriously **injured** by the tornado or the storm.

5 A small town in Italy was struck by a **minor earthquake** this morning. The quake measured 4.9 on the Richter scale. **Aftershocks** were felt in several towns. Some homes were partially destroyed, but no serious injuries were reported.



Word sort

B Write words and expressions from the news stories in the chart below. Add your own ideas. Then compare with a partner.

Weather problems	Other natural disasters	Verbs for damage and help
hurricane typhoon	(catastrophic) wildfires	hit

Figure it out

C Can you put these statements in the correct order?

Vocabulary notebook p. 126

1. firefighters / rescued / two families / by / were
2. was / hailstones / struck / a car / by
3. injured / was / seriously / no one
4. completely / a mall / destroyed / was / by / a fire

2 Grammar Simple past passive + by + agent 4.24

Extra practice p. 151

When the “doer” of the action – the agent – is important, you can use **by** to introduce it.

Three families were rescued **by** emergency workers.
The fires were caused **by** careless campers.
A shopping mall was damaged **by** a tornado.

Adverbs with the passive

A mall was **badly** damaged.
No one was **seriously** injured.
The forest was **completely** destroyed.
Power was **temporarily** disrupted.
Homes were **partially** destroyed.

A Rewrite the extracts from news stories. Use the simple past passive with **by** + agent. Add the adverb where given in parentheses.

1. A fire destroyed an old warehouse. (partially)

2. A minor earthquake disrupted power supplies. (temporarily)

3. A hurricane damaged a high school. (badly)

4. A tornado destroyed a police station. (completely)

5. Lightning injured two golfers. (seriously)


6. Catastrophic wildfires destroyed three homes. (totally)

7. Emergency workers rescued two injured hikers in a state park. (finally)

8. High winds blew down a 500-year-old tree yesterday.

B **Pair work** Choose one of the news extracts above. Add details to make it into a short news report. Then read your report to the class. Which story is the most interesting?

3 Listening and speaking News update

A  4.25 Listen to two news stories. Answer the questions.

1. What kinds of weather does the reporter talk about? _____

2. What problems did the weather cause? _____

3. Who were the people rescued by? _____

4. Why was the wedding canceled? _____

5. What happened to the groom? _____

6. What update on the story does the reporter give? _____

B **Pair work** Create your own news story. Role-play a TV news anchor and a reporter. Practice your story, and then act it out for the class.

 Sounds right p. 139

1 Reading

- A** What qualities do you need to be a foreign correspondent for a news organization? Make a list. Then read the interview. How many of your ideas are mentioned?

Reading tip

After you read, ask yourself questions, for example, *What did I learn? Do I agree? What can I take away from this article?*



LIFE'S WORK: Christiane Amanpour

An Interview with Christiane Amanpour,
by Alison Beard

Christiane Amanpour gained global fame in the 1990s as a war correspondent for CNN. After a short time in the studio, she returned to foreign news reporting because "there simply aren't enough people doing it."

How did you get started in journalism?

My first job was at a local television station in Providence [Rhode Island]. They took a leap of faith with me, I think because they saw a young woman who was very serious about her career path and knew exactly what she wanted to do with her life. I was committed to journalism; I wanted to be a foreign correspondent. Today I think that's quite unusual. So I think it was the ambition I showed, the sense of mission, the desire to improve myself, and also the willingness to do anything, go anywhere.

You've said covering the war in Bosnia for CNN was a turning point in your career. Why?

That's where I really started my professional journey. I was questioned early on about my objectivity. And I was very upset about it because objectivity is our golden rule, and I take it very seriously. But I was forced to examine what objectivity actually means, and I realized it means giving all sides a fair hearing.

Has being a woman been an advantage or a disadvantage for you?

It's been nothing but an advantage. It's allowed me to get my foot into places where men have not been able to.

Your father is Persian, your mother is British, and you grew up in Iran and the UK. How did that cross-cultural experience help you in your career?

It simply made me aware, from the moment I was born, of different cultures. I've lived in a completely multicultural, multiethnic, multireligious environment, in some of the most difficult places in the world. I've seen firsthand that you can bridge differences; you can have tolerance between groups. The trick is to minimize the extremes and to stick to the sensible center.

Would you ever want to take on more of a leadership role in a news organization?

I don't know. I hope I'm fulfilling my responsibility to lead when it's necessary and to follow when it's necessary, and to encourage young people who come to me.

What advice do you give them?

Have a dream. Have a passion. Know that there's no such thing as overnight success, that success comes only with enormous hard work. And know that the only way to be good at something is to love what you do.

Source: *Harvard Business Review Magazine*

B Find these expressions in the interview. What do you think they mean? Compare with a partner.

- | | | |
|-----------------------------------|----------------------------------|-----------------------|
| 1. take a leap of faith | 3. give all sides a fair hearing | 5. bridge differences |
| 2. objectivity is our golden rule | 4. see firsthand | 6. overnight success |

C Read the interview again. Are these sentences about Christiane Amanpour true or false?

Check *T* or *F*. Correct the false sentences.

	T	F
1. She was unsure about what job she wanted to do.	<input type="checkbox"/>	<input type="checkbox"/>
2. She started her career in Bosnia.	<input type="checkbox"/>	<input type="checkbox"/>
3. She wants people to believe she is objective.	<input type="checkbox"/>	<input type="checkbox"/>
4. She believes that being a woman makes her job more difficult.	<input type="checkbox"/>	<input type="checkbox"/>
5. Her family background has helped her understand different cultures.	<input type="checkbox"/>	<input type="checkbox"/>
6. She believes you have to love your work to be successful.	<input type="checkbox"/>	<input type="checkbox"/>

2 Speaking and writing Are you up on the news?

A Class activity Survey your classmates, and find out their news habits. Keep a record of their answers, and then tally (Tally) the results.

News Survey

1 How often do you keep up with the news?

every day once or twice a week less than once a week never

2 Where do you usually get the news?

TV newspapers Internet
radio magazines smartphone other _____

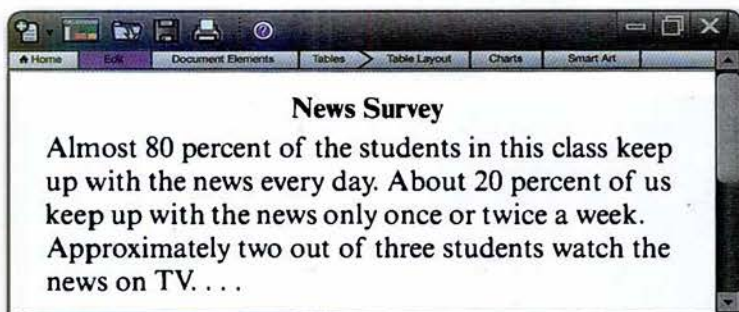
3 What news are you most interested in?

local / regional national international

4 What three topics are you most interested in?

politics / current events sports business science / technology
celebrities arts / culture the weather other _____

B Use the information from your survey to write a report about the class's interest in the news. Use the Help note to make sure you use the correct forms of verbs.



Help note

Writing about statistics

80% of the students are interested in the news.

80% of the class is interested in the news.

Approximately 20% of us get the news from TV.

The majority of students have access to the Internet.

About half of the class is interested in current events.

Four out of ten students read a newspaper.

About you

C Pair work Read a partner's report. Do you agree on your findings? What information from the survey is most surprising? Why?



Learning tip Collocations

When you learn a new word, use a dictionary to find out what other words are typically used with it. For example, you can say *flash floods*, but not usually *quick floods*. Or you can say *seriously injured*, but not usually *completely injured*.

In conversation

In the United States and Canada, the 6 most frequent adjectives people say before the word **weather** are:

- | | |
|---------|---------|
| 1. cold | 4. good |
| 2. nice | 5. warm |
| 3. bad | 6. hot |

1 Look at the adjectives on the left. Circle the word that is typically used with each one.

- | | | | |
|------------------------|------------|------------|------------|
| 1. freak | rain | hailstorm | earthquake |
| 2. heavy | wildfire | tornado | rain |
| 3. minor | earthquake | rain | wind |
| 4. flash | tornado | earthquake | flood |
| 5. catastrophic | thunder | wildfire | hailstones |

2 **Word builder** For each sentence below, cross out the one word that *cannot* be used to complete it.

- A building was _____ by lightning.
a. damaged b. destroyed c. injured d. struck e. hit
- _____ was disrupted by an ice storm yesterday.
a. Electrical power b. A shopping mall c. Traffic d. Telephone service e. Train service
- Two people were _____ injured.
a. seriously b. critically c. severely d. partially e. slightly
- The village was struck by _____.
a. an earthquake b. lightning c. a hurricane d. hailstones e. rain

3 **Word builder** Look at the expressions below. Can you figure out their meanings?

freak accident heavy traffic major earthquake minor injuries



On your own

Think of three places in different parts of the world. Go online and find out what the weather is like today.



Can Do!

Now I can ...

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

- | | |
|---|--|
| <input type="checkbox"/> talk about news events. | <input type="checkbox"/> understand news stories. |
| <input type="checkbox"/> talk about natural disasters. | <input type="checkbox"/> listen to people telling personal news. |
| <input type="checkbox"/> use expressions like <i>Guess what?</i> to tell news. | <input type="checkbox"/> read an interview with a journalist. |
| <input type="checkbox"/> introduce ideas with expressions like <i>The thing is...</i> | <input type="checkbox"/> write a report including statistics. |

1 What can you guess about Suki?

A Look at the pictures of Suki's apartment. What has she been doing? What has she finished? Complete each sentence with the present perfect or present perfect continuous.



There are two pots on the stove, so she *'s been cooking* (cook). She _____ already _____ (bake) some cookies. She _____ (write) a letter, but she _____ (not finish) it yet. There's a whole pizza, so I bet she _____ (not eat) lunch. Her headphones are on the table, so she _____ probably _____ (listen) to music. Her paints and brushes are out, so it looks like she _____ (paint). She _____ already _____ (paint) a vase of flowers.

B Pair work Make more guesses about Suki and the pictures. Use *must, may, might, can't, or could*.

"She must like pizza." "She might be an art teacher."

2 That must be interesting!

Complete A's statements with *since, for, or in*, and add an adjective to B's responses. Practice with a partner. Then practice again, making the sentences true for you.

- | | |
|--|-----------------------|
| 1. A I've been taking dance lessons _____ I was a kid. | B You must be _____. |
| 2. A I haven't heard from my boyfriend _____ ages. | B You must be _____. |
| 3. A I've been going out with someone _____ several months now. | B That must be _____. |
| 4. A I've been working hard _____ May. I haven't had a vacation. | B That must be _____. |

"I've been taking piano lessons since I was five." "You must be really good."

3 Have you seen any good movies lately?

Complete the chart with three movies you've seen. Discuss with a partner.

Name of movie	Type of movie	What was it like?
<i>The Hunger Games</i>	<i>science fiction / drama</i>	<i>The suspense was unbearable.</i>
1.		
2.		
3.		

A Have you seen any good movies lately?

B Yeah. I saw The Hunger Games. It was so good!

A I read the book, but I haven't seen the movie yet.

4 Can you complete this conversation?

Complete the conversation with the words and expressions in the box. Use capital letters where necessary.

all right ✓guess what I was wondering the only thing is yet
already I see that must be the thing is you know what

- Ana Guess what? We have a new boss – Abigail Freeman.
And _____? Things are going to change around here!
- Nat Really? So, have you met her _____?
- Ana No, but I've _____ heard lots of stories about her. _____, she's a "clean freak." She hates clutter. So everyone is busy cleaning and putting things away.
- Nat _____. So I guess we're going to have to clean up this mailroom.
- Ana Actually, _____ if we could start now because she might come by later.
- Nat Yeah. We need to make a good first impression. _____, every time I clean up, I lose something!
- Ana Really? _____ frustrating! So let's be careful when we throw things away!
- Nat Good idea. _____, let's get started!



5 I was wondering . . .

Pair work Think of two more favors to add to the list below. Then think of a way to ask politely for each favor. Role-play conversations.

1. Ask a teacher for more time to finish an assignment.
2. Ask a friend to give you a ride to the airport.
3. _____
4. _____

A Excuse me. I was wondering if I could have more time to finish my assignment.

B Well, can you tell me why you need more time?

6 Here's the news.

A Complete the news report. Use the simple past passive.

Four cars _____ (involve) in an accident on the highway this morning. The accident _____ (cause) by a truck that spilled hundreds of tomatoes onto the road. Fortunately, the drivers _____ seriously _____ (not injure). Two people _____ (take) to the hospital with minor injuries. The truck driver _____ (interview) by police. The highway _____ (open) again two hours later.

B Pair work Brainstorm words and expressions describing extreme weather and natural disasters. Then write five sentences to create a news report. Read your report to the class.

severe thunderstorm heavy rains

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

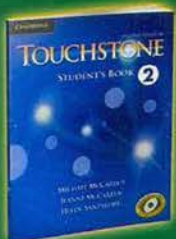
Base form	Simple past	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send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



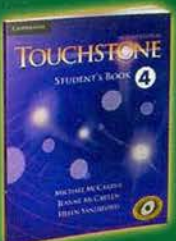
Beginning



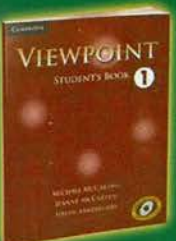
High Beginning



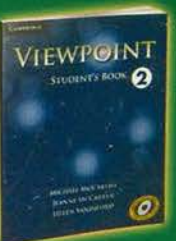
Low Intermediate



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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Workbook –
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Teacher's Edition with
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Presentation Plus: classroom
presentation software

Class Audio CDs
Video DVD
Video Resource Book
Placement Test

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Find out more:
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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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