

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

2

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Making friends


Can Do!

In this unit, you learn how to . . .

Lesson A

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

Lesson B

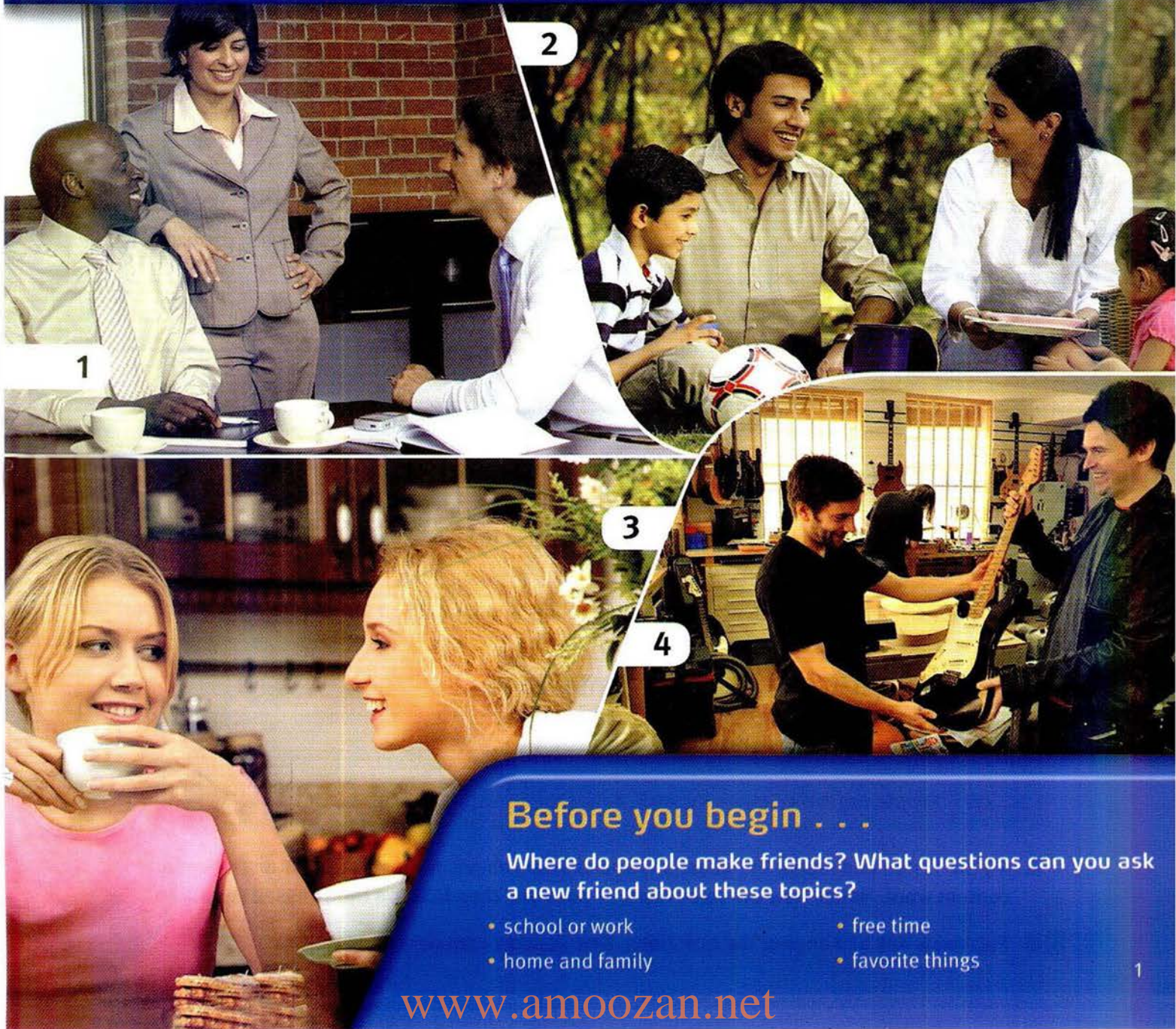
- Talk about your favorite things
- Use responses with *too* and *either* to show what you have in common

Lesson C

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

Lesson D

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



2

1

3

4

Before you begin . . .

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

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

How well do you know your new CLASSMATES?



YOUR NAME

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

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

LIFESTYLE

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

HOME AND FAMILY

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

FRIENDS

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

1 Getting started

About you

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

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

2 Speaking naturally Stress and intonation

Do you have a *nickname*? Are you from a big *family*? What do you do for *fun*?
Yes. People call me *Jimmy*. Yes. I have four *sisters*. I go to the *movies*.

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

About you

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

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

Extra practice p. 140

Present of *be*

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

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

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

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

Simple present

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

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

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

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

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

- | | |
|--|--|
| 1. A _____?
B No, I'm not. I have a brother and a sister. | 5. A _____?
B Yeah, they are. My grandparents are from here, too. |
| 2. A _____?
B She works at a software company. | 6. A _____?
B We usually go shopping or have lunch. |
| 3. A _____?
B No, I don't. I usually use my dad's car. | 7. A _____?
B No, she doesn't. She lives an hour away. |
| 4. A _____?
B Turquoise. And I like blue, too. | 8. A _____?
B My classmates? They're all smart. |

About you

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

4 Listening and speaking What's the question?

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

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

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

About you

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

Common errors

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

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



1 Building language

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



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



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



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

Figure it out **B** Complete the responses so the speakers agree. Use the conversations above to help you.

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

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

Extra practice p. 140

Present of be

I'm allergic to cats.
 I **am too**.
 I'm **not** an animal lover.
 I'm **not either**.

Simple present

I **watch** pro football.
 I **do too**.
 I **don't watch** much television.
 I **don't either**.

can

I **can** shop for hours!
 I **can too**.
 I **can't** afford anything new.
 I **can't either**.

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

A Respond to these statements using *too* or *either*.
 Then practice with a partner.

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

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

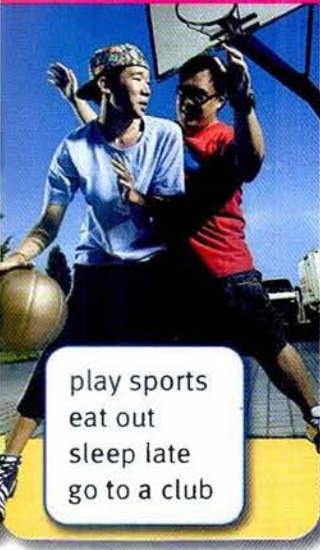
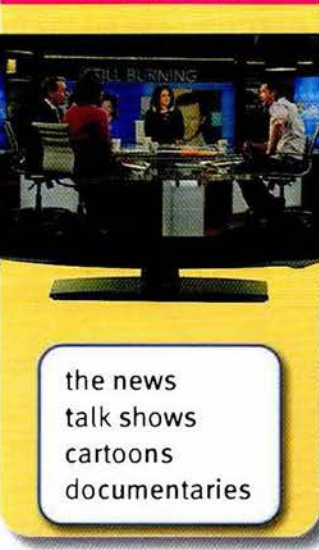
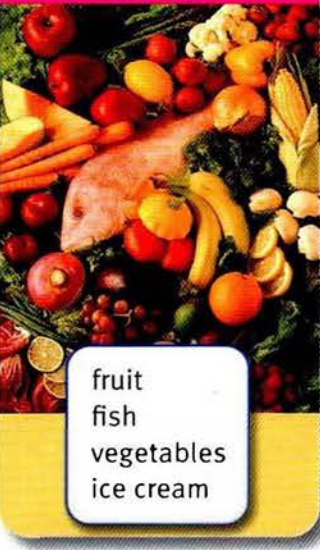
Me either.
Me neither.

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

A I don't watch a lot of sports on TV.
B I don't either. OR Really? I watch all the basketball games.

3 Building vocabulary

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

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

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

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

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

 **Vocabulary notebook** p. 10

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

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

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

1 Reading

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

Reading tip

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

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

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



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

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

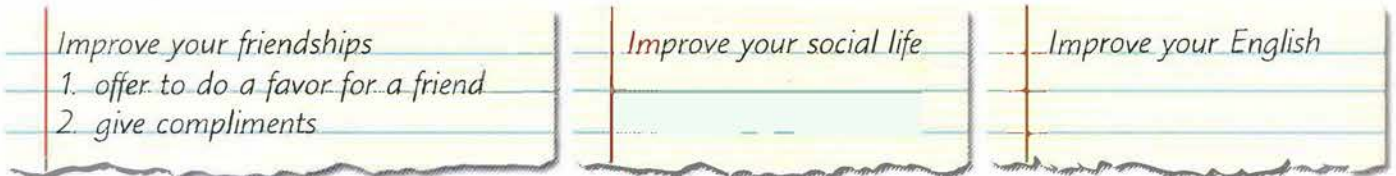
1. "Well, it was great talking with you. By the way, here's my card." ____
2. "So, what kind of work do you do?" ____
3. "The desserts look really good." ____
4. "Hi, Carlos. Pleased to meet you. I'm Frank." ____
5. "Wow! That sounds amazing!" ____
6. "Well, I often go biking on the weekends. Actually,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

D Pair work Discuss the questions below.

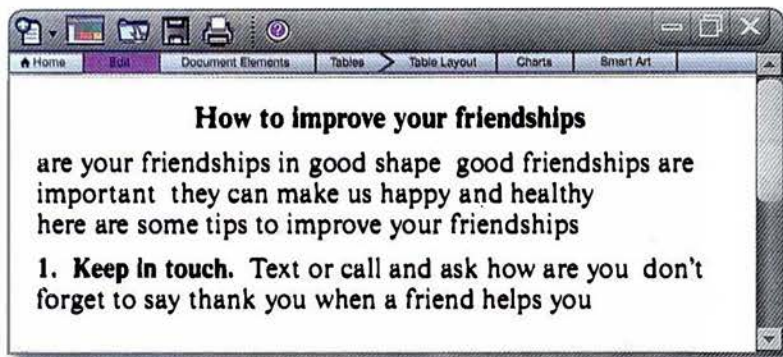
1. Read tip 2 again. Can you think of another example comment?
2. Read tip 3 again. What other good questions can you think of?
3. Read tip 5 again. What is going on in the world at the moment? Choose two topics that you can use in a conversation.
4. Read tip 7 again. Do you have a funny story you can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

2 Writing How to improve . . .

A Brainstorm ideas for each topic and write notes.



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



Help note

Punctuation

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

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

3 Talk about it Friendly conversations

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

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



Sounds right p. 137

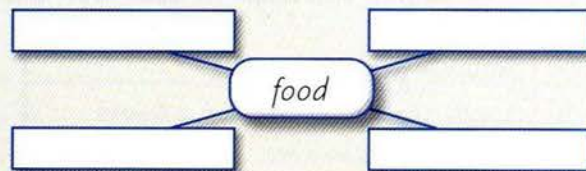
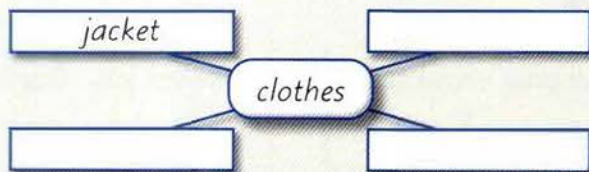


Learning tip *Word webs*

You can use word webs to organize your new vocabulary.

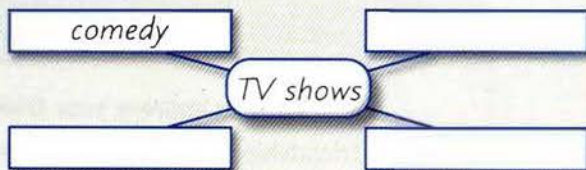
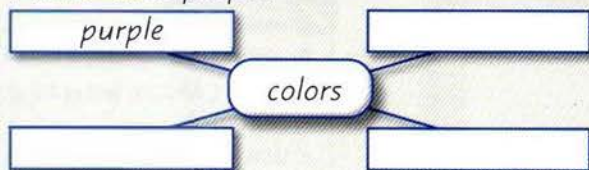
1 Complete the word webs for *clothes* and *food* using words from the box.

bread ✓jacket jeans pineapple rice skirt sweatshirt yogurt



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

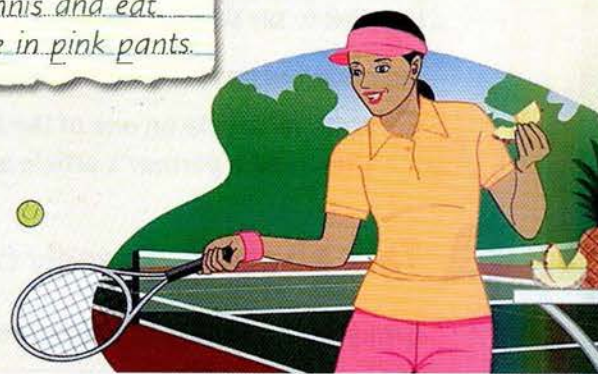
I never wear purple.



On your own

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

I play tennis and eat pineapple in pink pants.



Can Do!

Now I can ...

I can ...

I need to review how to ...

- ask questions to get to know people.
- talk about my friends, family, and lifestyle.
- talk about myself and my favorite things.
- show I have things in common with people.
- start conversations with people I don't know.

- use *actually* to give new or surprising information.
- understand conversations about people's lifestyle.
- understand small talk.
- read an article about small talk.
- write a *How-to* article.

Interests



Can Do!

In this unit, you learn how to . . .

Lesson A

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

Lesson B

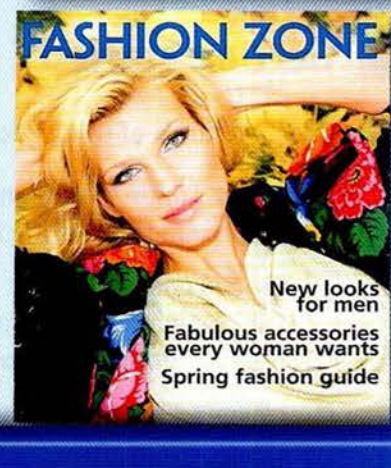
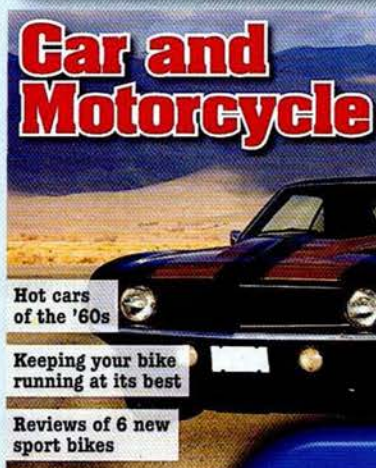
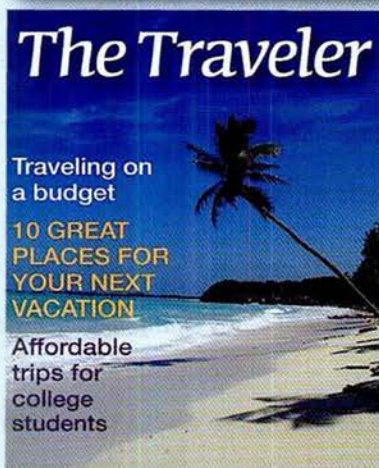
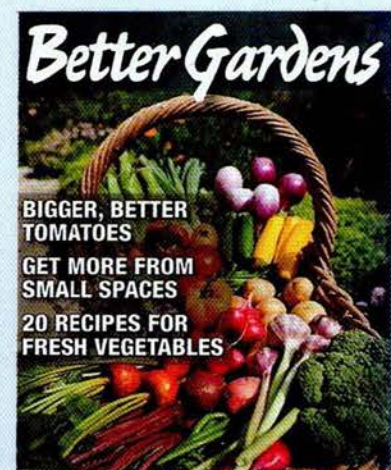
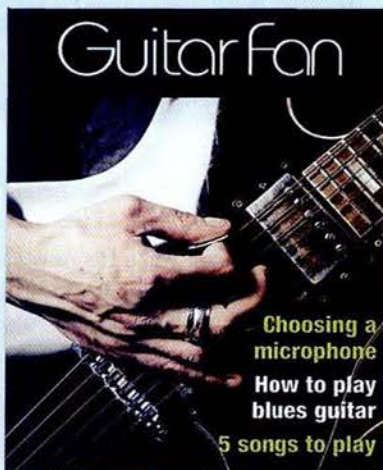
- Discuss your taste in music, using object pronouns and *everyone*, *nobody*, etc.

Lesson C

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

Lesson D

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



Before you begin . . .

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



College News

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

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

① *College News*: What are your hobbies?

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

② *CN*: _____

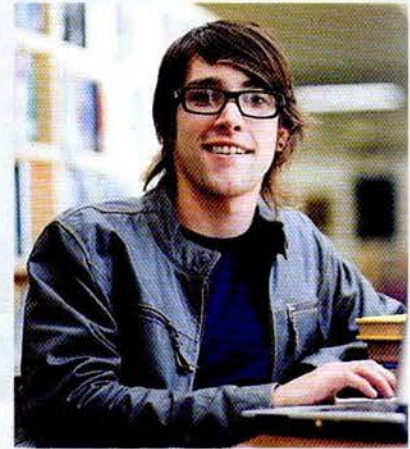
Brad: Let's see, what else? Well, I design cards. I'm good at drawing, and I'm really into computer graphics, so I sit and learn new programs, and I play around with them.

③ *CN*: _____

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

④ *CN*: _____

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



⑤ *CN*: _____

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

1 Getting started

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

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

Are you good at sports?

Can you play a musical instrument?

Are you interested in learning new things?

1 What are your hobbies?

What else do you enjoy doing in your free time?

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

Figure it out

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

1. I can play / to play the piano.

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

3. I enjoy listening / to listen to music.

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

2 Grammar Verb forms 1.12

Extra practice p. 141

can / can't + verb

I can **play** the piano.
I can't **play** very well.
I can't **sing** at all.

Verb + to + verb

I love **to swim**.
I like **to play** pool.
I hate **to work out**.
I prefer **to watch** TV.
I'd like **to play** jazz.

Verb + verb + -ing

I love **swimming**.
I like **playing** pool.
I hate **working out**.
I prefer **watching** TV.
I enjoy **reading**.

Preposition + verb + -ing

I'm good at **drawing** people.
I'm not interested in **skiing**.

In conversation

I like / love / hate to + verb
is more common than
I like / love / hate + verb + -ing.

I like to ...

I like ... ing

I love to ...

I love ... ing

I hate to ...

I hate ... ing

Common errors

Remember: *I'd like = I want.*
I'd like to find a piano teacher.
(NOT ~~I like~~ to find ...)

A Complete the conversations. Sometimes more than one answer is possible. Then practice with a partner.

- A Do you enjoy cooking (cook)?
B Actually, yeah. I like _____ (make) my own bread, too.
- A Are you good at _____ (read) music?
B No, but I can _____ (play) music by ear.
- A What kinds of games do you enjoy _____ (play)?
Do you like to _____ (play) games online?
B No. I hate _____ (sit) at the computer in my free time.
- A Are you interested in _____ (join) a gym class?
B Well, I enjoy _____ (go) to the gym, but I'm not interested in _____ (take) a class. I'd like _____ (start) tennis lessons though.
- A How do you like _____ (spend) an evening? Do you prefer _____ (be) alone or with friends?
B That's easy. I love _____ (eat out) with my friends.

About you

B Pair work Ask and answer the questions above and in Brad's interview. Give your own answers.

3 Survey What are your interests?

About you

A Class activity Write questions in the chart. Then ask your classmates the questions and take notes.

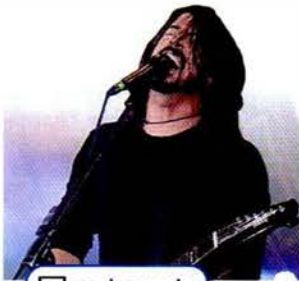
Find someone who ...	Question	Name	Notes
1. can sing really well	<u>Can you sing really well?</u>	<u>Pablo</u>	<u>He can whistle, too!</u>
2. likes to read or write blogs	_____	_____	_____
3. hates dancing	_____	_____	_____
4. can ride a motorcycle	_____	_____	_____
5. is good at playing guitar	_____	_____	_____
6. enjoys horseback riding	_____	_____	_____

B Tell the class about someone on your list.

"Pablo sings really well. He sings pop songs, and he can whistle, too."

1 Building vocabulary

A 1.13 Listen. Number the types of music you hear. What other kinds of music do you know?



rock music



hip-hop and rap



pop music



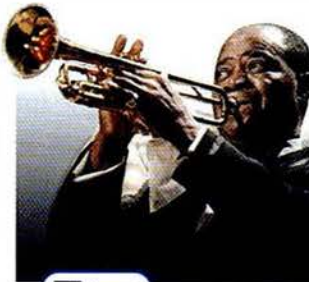
classical music



country music



folk music



jazz



Latin music

Word sort **B** Complete the chart with the words above. Add ideas. Then compare with a partner.

I love ...	I like ...	I don't care for ...	I can't stand ...
pop music		electronic music	

A I love pop music.

B Yeah, I do too. Adele is my favorite singer.

Vocabulary notebook p. 20

2 Speaking naturally Saying lists

Jim What kinds of music do you like?


Sam I like *classical*, and *hip-hop*, and *jazz*.

Silvia I like *pop*, and *rock*, and *folk*, ...

A 1.14 Listen and repeat the sentences above. Notice that Sam's list is complete, but Silvia's list is not.

About you **B** Class activity Ask your classmates, *What kinds of music do you like?* What are the most popular answers?

3 Building language

A  1.15 Listen. What does Carla think of the band? Practice the conversation.

- Alex Listen. What do you think of this song?
 Carla It's good – I like it. Who is it?
 Alex A new band . . . some local guys. Do you like them?
 Carla They're local? Really? They're pretty good. Who's the lead singer? I like her. She sounds like Mariah Carey.
 Alex Yeah, everybody says that. It's my friend Lori.
 Carla Who's the guy singing with her? I'm not sure about him.
 Alex Uh . . . actually, that's me. I'm in the band, too.



Figure it out

B Complete the questions with your own ideas. Circle the correct words in the answers. Then ask and answer your questions with a partner.

- A What do you think of _____ (male singer)? B I like him / it / them.
- A Do you know _____ (female singer)? B Yeah, I love him / her / them.
- A Do you like _____ (band)? B Yeah. Everybody like / likes their music.

4 Grammar Object pronouns; *everybody, nobody* 1.16

Object pronouns

- I'm a singer. That's **me** on the CD. It's a nice song. I like **it**.
 You're a musician? I'd like to hear **you**. We play in a band. Come listen to **us**.
 She's pretty good. I like **her**. They're local guys. Do you like **them**?
 He's not local. I don't know **him**.

Extra practice p. 141

Everybody, nobody
Everybody says that.
Everyone likes pop.
Nobody is a jazz fan.
No one listens to rap.

In conversation

Everybody and *nobody* are more common than *everyone* and *no one*.

- everybody*
- everyone*
- nobody*
- no one*

A Complete the conversations. Use object pronouns or the correct form of the verbs given. Then practice with a partner.

- A I love classical music. Everyone in my family likes (like) it.
 B Really? Nobody in my house _____ (listen) to classical music.
- A I like to watch talent shows. Do you like _____?
 B I do, actually. Do you know Javier Colon? He was a winner.
 I like _____.
 A Yeah. It's amazing. Nobody _____ (know) these people,
 and then the next day everybody _____ (love) _____.
- A Do you know Taylor Swift? She's great. I like _____.
 B Oh yeah. My friend and I saw _____ in concert. She smiled at _____!
- A My favorite band is Coldplay. They're great in concert. Do you like _____?
 B Yeah. No one _____ (write) music like they do. And Chris Martin – he's got a great voice. Too bad I can't sing like _____!

About you

B **Pair work** Practice the conversations above with your own ideas.

- A I love *The Beatles*. We listen to them a lot.
 B Yeah. I think everyone likes them.

1 Reading

- A** Look at the list of hobby groups on the online forum. Which ones are you interested in? Tell the class.
- B** Read the online forum. What problem does each person have?

Reading tip

Before you read something, "scan" it for key words that give you the information you need. Read the sentence with the key word or words.

The screenshot shows a web browser window with the URL <http://www.qna.hobbies/groups...>. The page has a navigation bar with categories: Music, Outdoors, Video & online games, Pets, Board games, Arts & crafts, Fashion, Cars. There is a search bar with the text "What's your question?" and an "OK" button.

Question 1: I'd like to do something outdoors, but I'm not interested in running or jogging. I'm no good at sports like tennis. Actually, I don't really like sports at all. Help!
- rockman

#1 Answer: I'm not great at sports either, and prefer to do other things outdoors. Try geocaching. It's great fun. Just log onto a geocaching website, and choose something interesting that you want to find. Then head outdoors with a smartphone or GPS device, and try and find it!
More answers >>

Question 2: I want to find a hobby and make things! My brother really likes to make jewelry, and his rings and bracelets are really beautiful, but I'm looking for something different. I'm not really artistic, but I am good with my hands. Any ideas?
- daisylady

#1 Answer: Buy some colorful duct tape. You can make lots of great things with it. I like to make flowers and gift cards, but you can make really cool purses and wallets, too.
More answers >>

Question 3: I enjoy knitting, and I make some really cool hats. My friends say they love wearing them because they are so unique. I'd like to sell them. So how can I turn my hobby into a small business?
- moneymaker

#1 Answer: You can start your own hat shop online. Use one of the arts and crafts websites. Or, if you're like me, and you hate to spend lots of time on your computer, go to some local gift stores or coffee shops and ask them to sell some for you!
More answers >>


- C** Read more answers to the questions above. Who are they for? Write the names.

- To:** _____ I like making jewelry, especially necklaces and earrings. I usually take them to a flea market and sell them there. It's easy to find flea markets in your area if you search online.
- To:** _____ More and more I hear that walking is one of the best exercises around. It's really good for you. And you don't have to walk fast. Just walk for 30 minutes or an hour at a normal speed.
- To:** _____ You could try pottery. You can make cups and bowls. You don't have to be creative.
- To:** _____ There are some good classes. They teach you all about making money out of your hobby.
- To:** _____ How about creating your own greeting cards? People love getting handmade cards.
- To:** _____ Buy a bicycle. It's fun, it's good for you, and getting around is free!

About you

- D Pair work** What do you think of the answers to the questions on the message board? Can you think of a different answer for each question? Discuss with a partner.

2 Listening and speaking

A  1.19 Listen to Lisa and Joe talk about a website. What kind of website is it? Why does Joe like it?

B  1.19 Listen again. Circle the correct options to complete the sentences.

1. Joe checks the website every day / every week.
2. The website lists 50,000 / 5,000 places to hike.
3. Joe is reading an article about hiking in the U.S. / in different countries.
4. Joe wants to enter the competition to win a tent / bike.
5. Lisa prefers to cycle indoors / outdoors.

About you

C Pair work Ask and answer the questions.

- What kinds of websites do you regularly use? What do you use them for?
- What are your favorite websites?
- Do you ever post comments on websites?
- Do you have your own website? What's it like?
- Do you ever enter competitions online?
- Do you prefer to read magazines online or in print?
- Do you ever read websites in English? Which ones?



3 Writing A message board

A Read the Help note. Then read the question and answer about hobbies. Circle the linking expressions.

What's your question? OK

Q I'm interested in learning a musical instrument. I also want to join a band and play with other people, but I don't have a lot of time. What do you recommend?

#1 Answer I love to play music, especially with other people. I recommend the guitar because you can play it alone or in a band. Join a class and meet other musicians. It's only an hour a week, but you need to find time to practice, too!

Help note

Linking ideas

- Add an idea:
*I enjoy knitting, **and** I make some really cool hats.*
*I **also** like making jewelry, **especially** bracelets.*
*I'm not interested in running **or** jogging.*
- Contrast two ideas:
*I'm not good at sports, **but** I want to do something outdoors.*
- Give a reason:
*My friends love wearing my hats **because** they are unique.*

About you

B Write a question about hobbies to post on a message board. Write an answer to three of your classmates' questions.

C Group work Read your question and classmates' answers to the group. Decide on the best idea.



Learning tip *Word chains*

Link new words together in word "chains."

1 Complete the word chains using the words and expressions below.

bake cakes	play the guitar	skiing
listen to rock music	playing chess	writing poetry

I'm good at ▶ _____ and _____ and _____
 I don't like to ▶ _____ or _____ or _____

2 Now complete the word chains with your own ideas.

I enjoy ▶ _____ and _____ and _____
 I can't ▶ _____ or _____ or _____
 I hate to ▶ _____ and _____ and _____
 I'd like to ▶ _____ and _____ and _____

3 Now make your own word chains using the expressions below.

I'm not interested in I can I like



On your own

Think of different things you are interested in. Can you link them together? Use the last letter of each word or expression to start the next word.



Can Do! Now I can ...


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

- | | |
|--|---|
| <input type="checkbox"/> ask and answer questions about interests. | <input type="checkbox"/> understand people talking about their hobbies. |
| <input type="checkbox"/> talk about my taste in music. | <input type="checkbox"/> understand a conversation about a website. |
| <input type="checkbox"/> answer more than just <i>no</i> to be polite. | <input type="checkbox"/> read an online forum. |
| <input type="checkbox"/> use <i>really</i> and <i>not really</i> to strengthen or soften what I say. | <input type="checkbox"/> write questions and answers for an online forum. |

Health

UNIT

3

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

Lesson A

- Talk about exercise and how to stay healthy using the simple present and present continuous

Lesson B

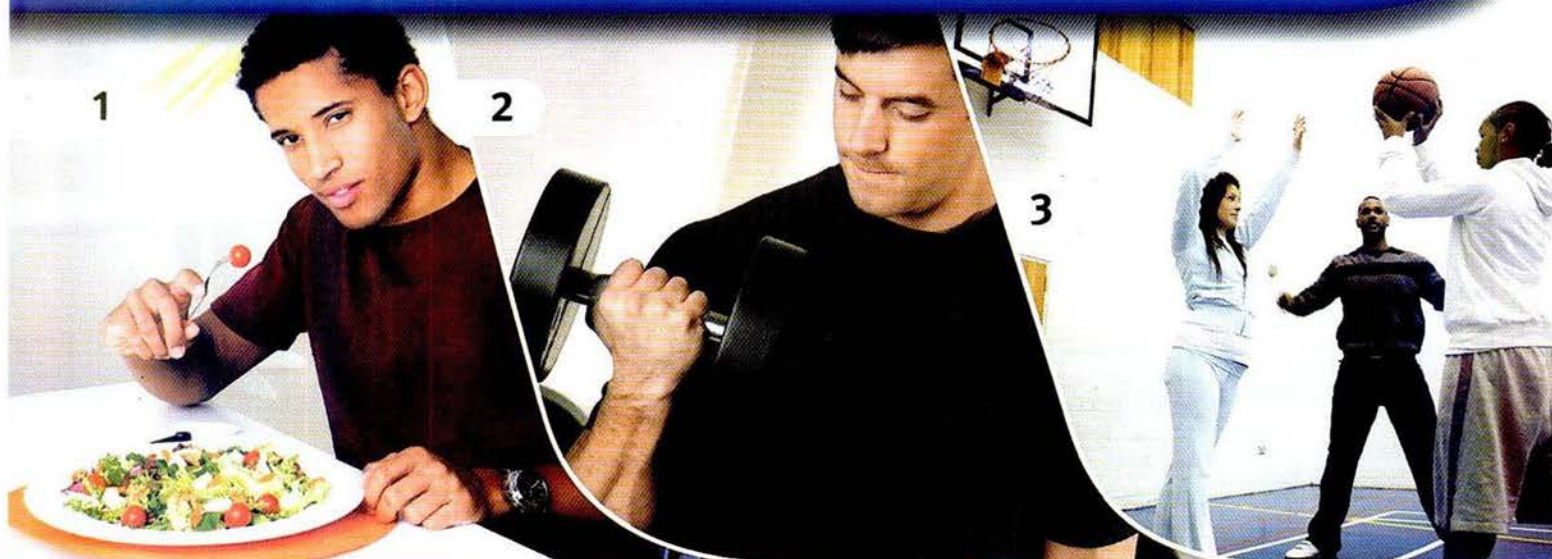
- Discuss common health problems using *if* and *when*

Lesson C

- Comment and ask follow-up questions to encourage people to say more
- Use expressions like *Really?* and *Oh!* to show surprise

Lesson D

- Read an article about staying healthy
- Write questions and answers about health concerns



Before you begin . . .

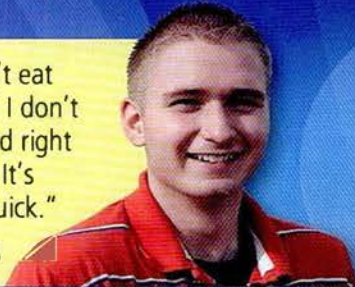
Which of these things do you do to stay healthy? What else can you do?

- Eat plenty of fruits and vegetables.
- Go to the gym and work out.
- Play sports.
- Take regular breaks to cope with stress.
- Sleep at least seven hours a night.
- Get a checkup once a year.

Are you doing anything to stay healthy?

"Well, I generally don't eat a lot of junk food, and I don't eat red meat at all. And right now I'm doing karate. It's getting me in shape quick."

—Brian Jones



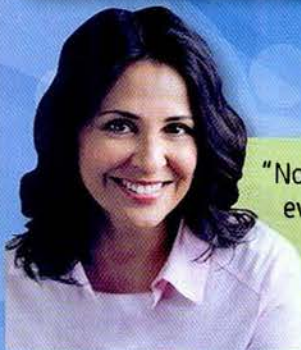
"Um . . . right now I'm trying to lose weight before my school reunion, so I'm drinking these diet drinks for dinner."

—Carmen Sanchez



"Not really. I kind of eat everything I want. I don't do anything to stay in shape. I'm just lucky, I guess."

—Lisa da Silva



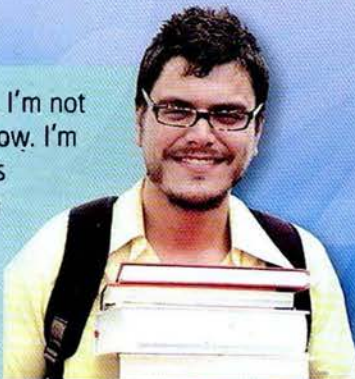
"Well, I walk everywhere I go because I don't have a car, so I think I get enough exercise."

—Mei-ling Yu



"Um . . . to be honest, I'm not doing anything right now. I'm studying for exams this month, so I'm eating a lot of snacks, and I'm not getting any exercise at all."

—Michael Evans



"Yeah, we exercise six days a week. We go swimming every other day, and in between we go to the gym. And once in a while, we go hiking."

—The Parks



1 Getting started

A 1.20 Listen to the on-the-street interviews. Who do you think has a healthy lifestyle? Why?

Figure it out

B Complete these sentences with a simple present or present continuous verb. Use the interviews to help you. Are the sentences true for you? Tell a partner.

1. I generally _____ (not eat) junk food.
2. I usually _____ (get) enough exercise.
3. We usually _____ (go) to the gym every other day.
4. I _____ (eat) a lot of snacks this month.
5. These days I _____ (not get) any exercise at all.
6. Right now I _____ (try) to get in shape.

2 Grammar Simple present and present continuous 1.21

Extra practice p. 142

Use the simple present to talk about “all the time” (*usually or generally*) and routines.

How **do** you **stay** in shape?

I **walk** everywhere. I **don't have** a car.

Does she **get** regular exercise?

Yes, she **does**. She **exercises** six days a week.

No, she **doesn't**. She **doesn't exercise** at all.

Use the present continuous to talk about “now” (*these days, this month*) and temporary events.

What sports **are** you **playing** these days?

I'm **doing** karate. It's **getting** me in shape.

Is she **trying** to lose weight?

Yes, she **is**. She's **drinking** diet drinks.

No, she's **not**. She's **not trying** to lose weight.

A Complete the conversations with the simple present or present continuous. Then practice with a partner.

1. A How do you cope (cope) with stress?

_____ you _____ (get) stressed a lot?

B Well, generally I _____ (not feel) stressed, but we

_____ (work) long hours this month. So my

co-workers and I _____ (take) a meditation class rig

now. It's great. Meditation really _____ (relax) you.

2. A _____ you _____ (like) to play sports?

B Not really, but my wife and I _____ (enjoy) swimming.

We usually _____ (go) to the pool together in the summer.

Now that it's winter, I _____ (not swim) at all. But my wife

_____ (go) every day, even when it's cold.

3. A _____ your family _____ (do) anything new to stay healthy?

B Actually, yeah. We _____ (try) to eat a balanced diet. I mean,

everybody in the family _____ (love) fast food, but right

now, we _____ (cook) healthy meals. It's not easy because

my husband _____ (not like) vegetables and things like that.

In conversation

The simple present is about six times more frequent than the present continuous and even more frequent with *like, love, know, need, and want*.

Common errors

Don't forget to use *be* in the present continuous.

I'm doing karate.

(NOT ~~doing~~ karate.)

About you

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

3 Listening and speaking Unhealthy habits

A 1.22 Try to guess what unhealthy habit each person is talking about. Then listen and complete the sentences.

1. Ian says he eats a lot of _____, but he wants to cut down on it.

2. Kaylie wants to give up _____, but she can't.

3. Martin's mom says Martin spends too much time _____.

4. Silvia's husband says she's not _____ enough these days.

B 1.23 Listen again to the last thing each person says. Do you agree? Why or why not? Tell the class.

About you

C Pair work Do you have any of the same unhealthy habits? What other unhealthy habits do you have? Tell your partner.



1 Building vocabulary

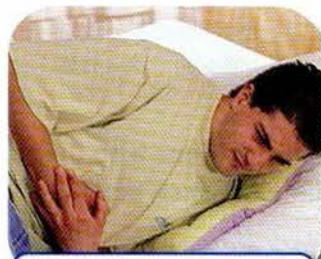
A 1.24 Listen and say the sentences. Do you have any of these problems right now?



I have a **fever**. I think I'm getting **the flu**.



I have a **bad cough**. I'm **coughing** a lot.



I have a **stomachache**. I often get stomachaches.



I have a **toothache**.



I hardly ever get **headaches**, but I have one now.



I have a **cold** and a **sore throat**. I get a lot of colds.



I feel **sick**. I often get sick when I eat shellfish.



I have **allergies**. I'm **sneezing** all the time, and my eyes itch.

Word sort **B** Complete the chart with the words above. Add other ideas. Then compare with a partner.

I never ...	I hardly ever ...	I sometimes ...	I often ...
get colds		have a runny nose	sneeze

"I never get colds. But sometimes I have a runny nose. I think I have allergies."

Vocabulary notebook p. 30

2 Speaking naturally Contrasts

*What's the matter? Do you have a **cold**?
No, I have a **headache**. I feel **terrible**.
That's too bad. I hope you feel **better**.
Thanks.*

A 1.25 Listen and repeat the conversation above. Notice how stress shows the contrast between *headache* and *cold*, and between *better* and *terrible*.

B Pair work Practice the conversation. Then practice again using different health problems.

3 Building language

A  1.26 Listen. What does Nora want to make for Ken? Practice the conversation.

Ken Hello?
 Nora Hi, Ken. How are you feeling?
 Ken Awful. I still have this terrible cold.
 Nora That's too bad. Are you taking anything for it?
 Ken Just some cold medicine.
 Nora Hmm. I never take that stuff when I have a cold. But if I get a really bad cold, I drink hot vinegar with honey. I can make you some.
 Ken Oh, no thanks! I don't feel *that* bad!

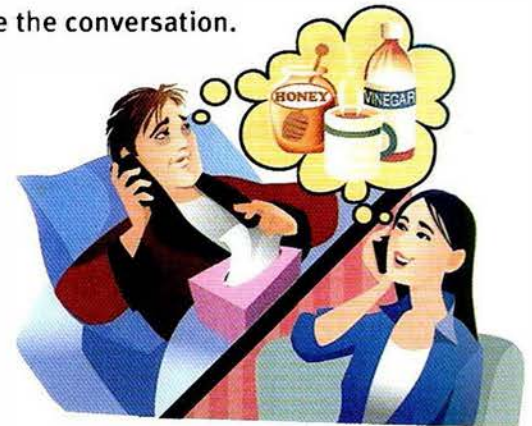


Figure it out **B** Unscramble the sentences below. Are the sentences true for you?

- I take / a cold / when / medicine / I have
_____.
- I make / I have / hot tea with lemon / If / the flu,
_____.

4 Grammar Joining clauses with *if* and *when* 1.27

Extra practice p. 142

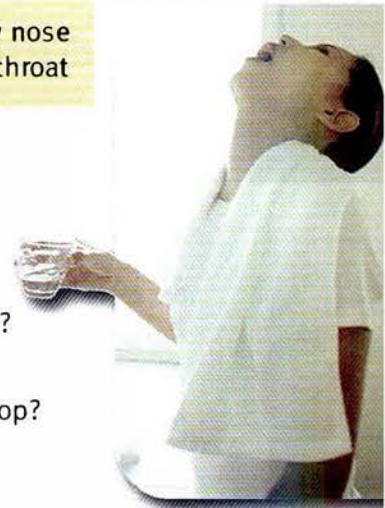
What do you take **when** you have a cold?
 I don't take anything **when** I have a cold.
When I have a cold, I don't take anything.

What do you do **if** you get a really bad cold?
 I drink hot vinegar with honey **if** I get a really bad cold.
If I get a really bad cold, I drink hot vinegar with honey.

A Complete the questions with *if you* followed by the correct expressions from the box.

feel run down get a toothache have a bad cough have a runny nose
 feel sore get an upset stomach have a headache ✓ have a sore throat

- Do you gargle salt water if you have a sore throat ?
- _____ after a meal, do you drink herbal tea?
- What do you do _____ and you have no energy?
- Do you stretch _____ after exercising?
- _____ and itchy eyes, do you take allergy medicine?
- _____, do you go to the dentist right away?
- What do you do _____? Do you suck on a cough drop?
- What do you do _____? Do you take aspirin?



About you **B** **Pair work** Ask and answer the questions above. Use *when* in your answers.

A Do you gargle salt water if you have a sore throat?

B Actually, when I have a sore throat, I drink hot tea with honey. Do you take anything?

About you **C** Do you and your partner do any of the same things in the situations above? Tell the class.

 Sounds right p. 137

1 Reading

- A** What can you do to stay healthy? How many ideas can you think of in 30 seconds? Make a list.
- B** Read the article. Which of your ideas are mentioned? What other ideas does it suggest?

Reading tip

Articles sometimes start with a problem (for example, *Let's face it: many of us are not too healthy.*) and then continue with possible solutions (*exercise, etc.*).

Rethink Your Way to Great Health

Let's face it: many of us are not too healthy. We often take an "all or nothing" approach to health. If we can't exercise every day, follow a healthy diet, or manage our stress levels, then we give up and do nothing. However, looking after our health doesn't have to take a lot of time and effort. It just takes a little thought. Follow these simple ideas and rethink your way to better health!

First, get moving. How much are you exercising these days? Not a lot? Research shows not exercising is really bad for your health. If you can't afford to go to the gym, go running. Skip the elevator and take the stairs; don't take the bus or train all the way – walk. Or, try exercising while you watch TV.

Second, don't forget to take a break from work sometimes. Our bodies can't go, go, go all day! We need to take regular

breaks. If work is stressing you out, take a few deep breaths in between tasks. Try a relaxation technique, like meditation, or take a relaxing ten-minute walk.

Next, be sure to make good food choices. When you get stressed, do you reach for a cookie? Don't snack on junk food. Plan ahead and keep healthy snacks like fruit or nuts nearby. When you go shopping, buy only healthy foods for your next meal. If you have to order fast food, choose something light, go easy on the dressings, and add a healthy side dish like a salad or fruit.

Finally, remember to sleep well. Don't fall asleep with the TV on.

When you go to bed, make sure your room is quiet, cool, and dark. Research shows it's the best way to get a good night's sleep.

With simple changes like these, you can rethink your way to great health, one choice at a time. It's up to you!



- C** Read the article again. Answer the questions. Then compare with a partner.

1. Why do some people stop exercising and eating well?
2. What relaxation technique does the article mention?
3. What are some examples of healthy snacks from the article?
4. What healthy options do you have when you eat fast food?
5. What kinds of things can you do to get more exercise?
6. What can help you get a good night's sleep?

About you

- D** **Pair work** Discuss the suggestions in the article. Do you follow any of them? If yes, which ones? If no, say why not.

2 Listening Coping with stress

A What do you do to cope with stress? Do you do any of these things? Tell a partner.



B 1.31 Listen to four people talk about how they cope with stress. Number the pictures 1 to 4.

C 1.32 Listen again. What else do they do when they're feeling stressed? Write the activity under the picture.

3 Writing That's great advice!

A Read the Help note and the posts on a social networking site. Add commas to the *if* and *when* clauses in the two suggestions.

Home Mail RSS Print Logged in as Susana

Susana
I get colds all the time. Any suggestions?

Mi-young
Try exercising more. Go to the gym or go jogging. If you get a cold take vitamin C and drink a lot of water.

Luis
Are you stressed? When I get stressed I get a lot of colds. Try to get plenty of sleep if you feel stressed. Take more breaks if you get stressed at work.

Help note

Commas after *if* and *when* clauses

- Use a comma here:

If you're feeling stressed, try these ideas.
When you feel stressed, go to the gym.

- Don't use a comma here:

Go to the gym when you feel stressed.

B Write your own suggestion to Susana. Then compare with a partner.

About you

C Group work Write a question about your health on a piece of paper. Use the ideas below to help you. Then exchange papers. Write a reply to each person.

Marla
I'm not sleeping at night. Help!

Derin
I want to get in shape. What can I do?

About you

D Group work Read the replies. Which suggestion(s) would you like to try? Tell the group.



Learning tip *Learning words together*

When you learn a new word or expression, write down other words you can use with it.

In conversation

What's the matter?

The top five health problems people talk about are:

1. cold
2. headache
3. allergies
4. flu
5. fever

1 Complete these expressions. Use the words in the box.

a break better home in bed medicine sick

feel

stay

take

2 Which of these verbs can you use with the words and expressions in the chart? Complete the chart. You can use some verbs more than once.

be do feel get go (to) have see stay take

be, feel, get

sick

exercise

a vacation

allergies

a headache

a cough

a checkup

home

healthy

stressed

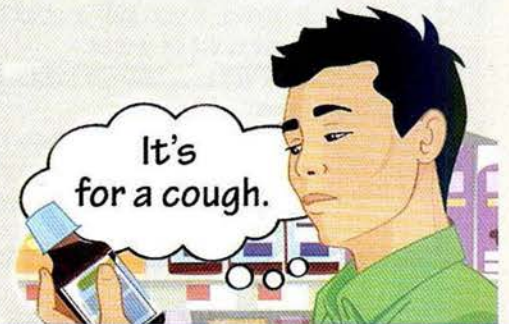
in shape

a doctor



On your own

Go to a drugstore and look at different medicines. What health problems are they for? Can you remember the names of the health problems in English?



Can Do!

Now I can ...

I can ...

I need to review how to ...

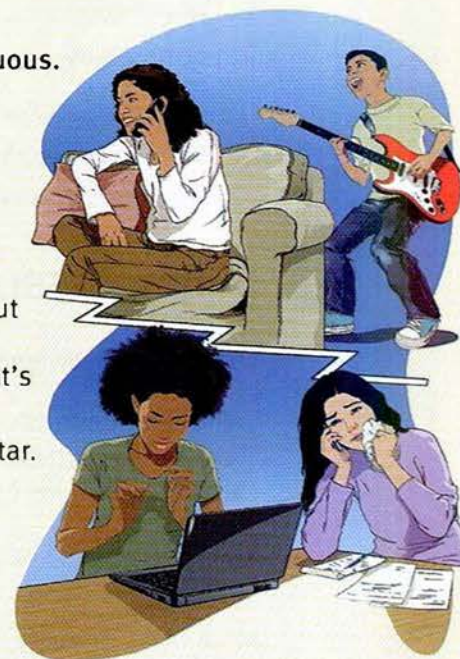
- talk about exercise and how to stay healthy.
- discuss common health problems.
- say what I do when I have a health problem.
- keep a conversation going.

- show surprise in formal and informal conversations.
- understand people talking about unhealthy habits.
- understand conversations about coping with stress.
- read an article about how to stay healthy.
- write questions and answers about health concerns.

1 Can you complete this conversation?

Complete the conversation. Use the simple present or present continuous. Then practice with a partner.

- Teri Hi. How are you doing (do)?
 Ruth Not bad. Actually, I _____ (have) a cold again. But I'm OK.
 Teri Oh, that's too bad. So, what _____ you _____ (do)?
 Ruth My classmate Sally's here. We _____ (plan) an end-of-term party. Everybody _____ (want) some live music this year, but we _____ (not know) any good bands. How about you? _____ you _____ (do) anything special today? And what's that music? _____ you _____ (listen) to the radio?
 Teri No, that _____ (be) my brother. He _____ (play) his guitar. He _____ (practice) every morning.
 Ruth Wow. He's good. Hey, _____ (be) he free on Saturday? _____ he _____ (want) to play at our party? We _____ (need) somebody like him.
 Teri _____ you _____ (kid)? He's only ten!



2 How can you say no?

Add object pronouns to the sentences. Then ask and answer the questions with a partner. If your answer is *no*, remember to say *no* in a friendly way.

- Some friends and I go to a jazz club every week. Do you want to join us next Monday?
- I hate colds, and I get _____ a lot. Do you get a lot of colds?
- I have to go to the hospital tomorrow. Can you come with _____?
- My brother wants to learn English. Can you teach _____?
- I love Kelly Clarkson. She's great! Do you like _____, too?
- I have a great book about martial arts. Would you like to borrow _____ sometime?

A Some friends and I go to a jazz club every week. Do you want to join us next Monday?

B No, thanks. I'm not really a jazz fan.

3 How many words do you remember?

A Complete the chart. How many things can you think of for each column?

Types of music	Types of TV shows	Hobbies	Clothes	Health problems
hip-hop				

B Pair work Talk about the items in your chart. Encourage your partner to talk.

A I like to listen to hip-hop.

B Really? Who do you listen to? I mean, who is your favorite artist?

4 What do you have in common?

Complete the sentences with activities. Then compare with a partner. Continue your conversations.

1. I'm not good at _____.
2. I don't enjoy _____.
3. I like _____.
4. I can't _____.
5. I hate _____.
6. I'm interested in _____.

A *I'm not good at singing.*

B *Oh, I'm not either. But actually, I'd really like to take singing lessons.*

A *Really? Do your friends take lessons?*

5 Surprise, surprise!

Complete the conversation. Use the sentences in the box. Then practice with a partner.

What instruments do you play?

Are you serious?

✓ How's school?

Not well, but I'd love to play in a band.

Yeah? I am too.

No way! What kind of music?

Me too. I have my first piano lesson today!

What do you want to do?

Alice Hi, Carl. How are things?

Carl Great. *How's school?*

Alice Um, actually, I'm not at school this year.

Carl _____ So, what are you doing?

Alice Well, I'm looking for a job right now.

Carl Really? _____

Alice Well, I'd like to play music in clubs, but –

Carl _____

Alice Well, I play jazz.

Carl No! _____

Alice Saxophone and trumpet. But I really need to find someone to play with me.

Carl I play the piano. _____

Alice You play the piano? That's great. Maybe we can practice together sometime. I'm free this Friday.

Carl _____

What's your phone number?

Alice It's 555-9003. OK, so call me. Oh, look at the time. Sorry, I have to go.

Carl _____

6 What can you say or do . . . ?

A Pair work What can you say or do in these situations? Ask your partner. Do you agree?

- A new student joins the class and seems nervous.
- You meet your new neighbors for the first time.
- The person sitting next to you in class looks sick.
- You see someone standing alone at a party.
- The person next to you drops their cell phone.
- You have an umbrella at a bus stop on a rainy day, and the person next to you is getting very wet.
- You are getting on a train, and the person in front of you is carrying a very heavy bag.
- _____ (think of your own idea)

A *What can you say when a new student joins the class and seems nervous?*

B *Let me think. . . . You can say "Hi!" and say your name, or you can ask, "Are you a new student?"*

B Pair work Choose a situation. Prepare a short conversation to act out for the class.

Irregular verbs

Base form	Simple past
be	was / were
become	became
begin	began
break	broke
bring	brought
build	built
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
forget	forgot
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
leave	left
lend	lent

Base form	Simple past
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put
read	read
ride	rode
ring	rang
run	ran
say	said
see	saw
sell	sold
send	sent
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
steal	stole
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wear	wore
win	won
write	wrote

SECOND EDITION

TOUCHSTONE

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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- **Common error information** from the Cambridge Learner Corpus helps students avoid making basic errors.
- **Sounds right** activities provide regular pronunciation practice and enable students to speak with confidence.

Touchstone Components

For Students

Student's Book
Workbook –
print and online

For Teachers

Teacher's Edition with
Assessment Program
Presentation Plus: classroom
presentation software

Class Audio CDs
Video DVD
Video Resource Book
Placement Test

Touchstone Blended Learning



- Maximum flexibility for students and teachers – lessons can be done in class or online
- Automated grading and progress tracking
- Includes games, animated grammar presentations, online communication activities and more

Find out more:
www.cambridge.org/touchstoneblended

www.cambridge.org/touchstone2



Beginning



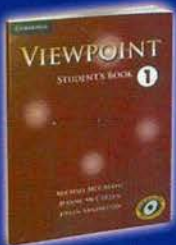
High Beginning



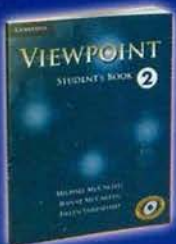
Low Intermediate



Intermediate



High Intermediate



Advanced

CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 4
B2	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.



Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

www.cambridge.org/corpus

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