

CAMBRIDGE

SECOND EDITION

# TOUCHSTONE

STUDENT'S BOOK

2

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# Celebrations

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

## Lesson A

- Talk about gift giving and birthdays using *be going to* and indirect objects

## Lesson B

- Talk about how you celebrate special days
- Talk about plans using the present continuous or *be going to*

## Lesson C

- Use “vague” expressions like *and everything*
- Give vague responses like *It depends* if you’re not sure how to answer

## Lesson D

- Read an article about traditions around the world
- Write an invitation to a special event



## Before you begin . . .

Which of these special events are the people celebrating?

- |  |                                       |   |
|--|---------------------------------------|---|
| <input type="checkbox"/> a graduation  | <input type="checkbox"/> a wedding    | <input checked="" type="checkbox"/> the birth of a baby |
| <input type="checkbox"/> an engagement | <input type="checkbox"/> a retirement | <input type="checkbox"/> a wedding anniversary          |

What other special days do people celebrate?





Months		
January	May	September
February	June	October
March	July	November
April	August	December

Days of the month			
1st	first	17th	seventeenth
2nd	second	18th	eighteenth
3rd	third	19th	nineteenth
4th	fourth	20th	twentieth
5th	fifth	21st	twenty-first
6th	sixth	22nd	twenty-second
7th	seventh	23rd	twenty-third
8th	eighth	24th	twenty-fourth
9th	ninth	25th	twenty-fifth
10th	tenth	26th	twenty-sixth
11th	eleventh	27th	twenty-seventh
12th	twelfth	28th	twenty-eighth
13th	thirteenth	29th	twenty-ninth
14th	fourteenth	30th	thirtieth
15th	fifteenth	31st	thirty-first
16th	sixteenth		

Alicia It's Mom's birthday on the first. Remember? She's going to be 50!

Dave Oh, that's right. What are you going to get her?

Alicia I'm going to buy her something special, like a necklace. Then it's Mom and Dad's anniversary on the tenth.

Dave Right. We usually give them something.

Alicia We? You mean, / do! Let's, um, send them some flowers.

Dave OK. Then it's my birthday on the twenty-third.

Alicia Yeah, I know. I'm going to get you the same thing you got me – nothing!

**1** Getting started

- A** What kinds of events do you mark on your calendar? Make a list.
- B** 2.01 Listen and say the months and days of the month. When is your birthday? Circle the month and the day above. Then tell the class.  
*"My birthday's in May." OR "My birthday's on May tenth." OR "My birthday's on the tenth of May."*
- C** 2.02 Listen to Alicia and her brother Dave. What are the three events on their calendar? Practice the conversation.
- D** Complete the conversation. Use the conversation above to help you. Then practice with a partner.
  - A What \_\_\_\_\_ you \_\_\_\_\_ buy your mom for her next birthday?
  - B I think I \_\_\_\_\_ get her some flowers.
  - A Do you always buy \_\_\_\_\_ something on her birthday?
  - B Yeah, and on Mom and Dad's anniversary, I always send \_\_\_\_\_ some flowers.



## 2 Grammar Future with *be going to*; indirect objects 2.03

Extra practice p. 143

### *be going to*

I'm **going to** buy something special.  
 You're **going to** get a present.  
 She's **going to** be 50.  
 We're **going to** send some flowers.  
 They're **going to** have a party.

What **are you going to** do for your birthday?  
 I'm **not going to** do anything special.

**Are you going to** have a party?  
 Yes, we **are**. We're **going to** invite all our friends.  
 No, we're **not**. We're **not going to** do much.

### Indirect objects

*buy / give / send someone something*  
 I'm going to buy **my mother** something special.  
 Alicia isn't going to give **Dave** anything.  
 Let's send **Mom and Dad** some flowers.

### Indirect object pronouns

*me, you, him, her, us, them*  
 I'm going to buy **her** something special.  
 Alicia isn't going to give **him** anything.  
 Let's send **them** some flowers.

**A** Write questions with *be going to* using the prompts given. Then write your own answers using indirect object pronouns where necessary.

- you / do anything special / for your next birthday?  
*Are you going to do anything special for your next birthday?*  
*Actually, my friends are going to buy me dinner.*
- your parents / buy / you / something nice / on your next birthday?  
 \_\_\_\_\_
- What / you / get / your friends / for their birthdays?  
 \_\_\_\_\_
- you and your classmates / send / your teacher / a birthday card?  
 \_\_\_\_\_
- When are your parents' birthdays? What gifts / you / buy?  
 \_\_\_\_\_
- What / you / buy / your parents / for their anniversary?  
 \_\_\_\_\_


About you

**B** **Pair work** Ask and answer the questions.


*A Are you going to do anything special for your next birthday?*  
*B Well, actually, I'm going to be 21, so I'm going to have a big party.*

## 3 Speaking naturally *going to*

What are you **going to** do tonight? Are you **going to** go to the movies? I'm **going to** stay home. . .

**A**  2.04 Listen and repeat the sentences above. Notice the ways of saying *going to*.

About you

**B**  2.05 Listen and complete the sentences with the missing words. Then ask a partner the questions.

- Are you going to send anyone flowers this year?
- Are you \_\_\_\_\_ any expensive gifts this year?
- Are you \_\_\_\_\_ any cards this month?
- Are you \_\_\_\_\_ anyone's birthday this month?
- Who are you \_\_\_\_\_ your next birthday with?

*A Are you going to send anyone flowers this year?*  
*B Yeah, I'm going to send my mom flowers on Mother's Day.*





**1** Building vocabulary

**Word sort** **A** What do people do on these special days? Find two expressions from the box for each event. What else do people do? Add ideas.

blow out candles on a cake  
exchange rings  
give someone chocolates  
get a degree or diploma

go out for a romantic dinner  
go to see fireworks  
go trick-or-treating  
have a reception

✓ shout "Happy New Year"  
sing "Happy Birthday"  
wear a cap and gown  
wear a costume



**1** New Year's Eve  
*shout "Happy New Year"*  
\_\_\_\_\_  
\_\_\_\_\_



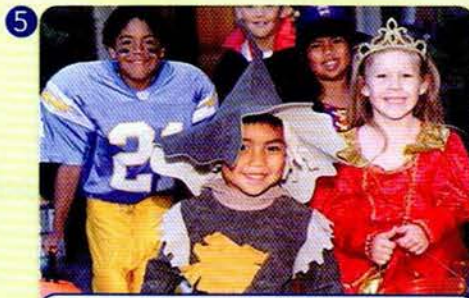
**2** Valentine's Day  
\_\_\_\_\_  
\_\_\_\_\_



**3** birthday  
\_\_\_\_\_  
\_\_\_\_\_



**4** graduation day  
\_\_\_\_\_  
\_\_\_\_\_



**5** Halloween  
\_\_\_\_\_  
\_\_\_\_\_



**6** wedding day  
\_\_\_\_\_  
\_\_\_\_\_

Vocabulary notebook p. 42


**About you** **B** **Pair work** Talk about special days or events you are going to celebrate this year. When are they? How are you going to celebrate them?

- A What are you going to do on New Year's Eve?
- B I'm going to go to a New Year's Eve party with some friends.

Sounds right p. 137



## 2 Building language

**A**  2.06 Listen to Marcella's phone message. What are her plans for tomorrow night?

Voice mail Hi. This is Laurie. Please leave a message after the beep. Thanks for calling.

Marcella Hi, Laurie. This is Marcella. Listen, what are you doing tomorrow night? A group of us are going out for dinner and then to a big New Year's Eve party. Do you want to come? We're meeting at the restaurant at 8:30, and we're probably going to go to the party around 11:00. It's going to be a lot of fun. So call me back, OK? Oh, and by the way, they say it's going to snow tomorrow, so be careful. Bye.



**Figure it out** **B** Find Marcella's plans and the weather prediction. What verb forms does she use?

## 3 Grammar Present continuous for the future; *be going to*

Extra practice p. 143

**You can use the present continuous or *be going to* to talk about plans. The present continuous is often used for plans with specific times or places.**

What **are you doing** for New Year's Eve?  
 We're **going to** The Sea Grill for dinner.  
 We're **meeting** friends there at 8:30.

What **are you going to do** for New Year's Eve?  
 We're **going to go** somewhere for dinner.  
 We're **going to meet** some friends at a restaurant.

**You can also use *be going to* for predictions.**

It's **going to be** fun. (NOT ~~It's being fun.~~)  
 It's **going to snow** tomorrow. (NOT ~~It's snowing tomorrow.~~)

### Common errors

Remember to use a form of *be* with *going to* and the present continuous.

We're **going to meet** some friends.  
 (NOT ~~We going to meet . . .~~)

We're **meeting** some friends.  
 (NOT ~~We meeting . . .~~)

**A** Match each plan with a prediction. Then role-play with a partner. Ask follow-up questions.

- I think my parents are going to get me something special for graduation. h
- My neighbors are going trick-or-treating on Halloween. \_\_\_\_\_
- My best friend's getting married in May. \_\_\_\_\_
- My sister's graduating from law school soon. \_\_\_\_\_
- I'm going to get my dad a tie for his birthday. \_\_\_\_\_
- My best friend and I are going to Paris next month. \_\_\_\_\_
- My sister's having a baby next month. \_\_\_\_\_
- My mom's going to retire next year. \_\_\_\_\_

- I think he's going to love it.
- She's going to be a great lawyer.
- It's going to be a fun wedding.
- We're going to have a great time.
- I think it's going to be a boy.
- It's going to rain, but they don't care.
- She's going to love not going to work.
- Or they're going to give me some money.

**About you** **B** **Pair work** Find out about each other's plans for next weekend.

**A** *What are you doing next weekend?*

**B** *Well, I'm meeting a friend, and we're going to go roller-skating.*



# 1 Reading

**A** What do people in your country do for these events?

*They exchange rings.*



**B** Read the article. Which traditions are similar to the ones in your country? Which are different?

### Reading tip

Look at the photos. They can sometimes help you with the vocabulary in an article.

## Let's celebrate!

Although people around the world celebrate many of the same events, they sometimes celebrate these special days quite differently. We found some interesting – and unique – traditions for celebrating New Year's Eve, birthdays, and weddings.



What is the new year going to bring?

### NEW YEAR'S EVE

In Mexico, people celebrate the start of the new year by getting together with friends and family. On New Year's Eve, they have a special dinner. Then, when the clock strikes midnight, everyone starts eating grapes – one for each month of the next year. A sweet grape means the month is going to be a good one. If a grape is sour then the month is not going to be so good.

### BIRTHDAYS

In China, there's an interesting birthday tradition for infants. A baby is one year old on the day he or she is born. One year later, friends and relatives get together for the baby's second birthday. They put several objects in front of the baby, such as some money, a doll, and a book. If the baby picks up the money, it means he or she is going to be wealthy. Reaching for the book means the baby is going to be a teacher, and picking up the doll means the baby is going to have a lot of children one day.

What's this baby's future?



Are these newlyweds going to have good luck?



### WEDDINGS

Weddings around the world have different traditions, and Venezuela is no exception. Of course, during a wedding ceremony, couples promise that they will always love and take care of each other. However, in Venezuela, the bride and groom don't always say their promises – sometimes they sing them. Later, during the reception, the bride and groom sneak away. If no one sees them leave, it means they are going to have good luck in their marriage. And that seems to be something that all these traditions have in common – they are all meant to bring good luck.



**C** Read the article again. Are the sentences true or false? Check (✓) *True* (T) or *False* (F).

	T	F
1. In Mexico, people eat grapes at a special dinner.	<input type="checkbox"/>	<input type="checkbox"/>
2. If you eat a sweet grape on New Year's Eve, it means that the year ahead is going to be good.	<input type="checkbox"/>	<input type="checkbox"/>
3. In China, the family gets together on the day the baby is born.	<input type="checkbox"/>	<input type="checkbox"/>
4. If the baby picks up a doll, it means he or she is going to have a lot of brothers and sisters.	<input type="checkbox"/>	<input type="checkbox"/>
5. In Venezuela, the bride and groom can sing their promises to love each other.	<input type="checkbox"/>	<input type="checkbox"/>
6. If they don't go to the reception, it means they will have good luck in their marriage.	<input type="checkbox"/>	<input type="checkbox"/>

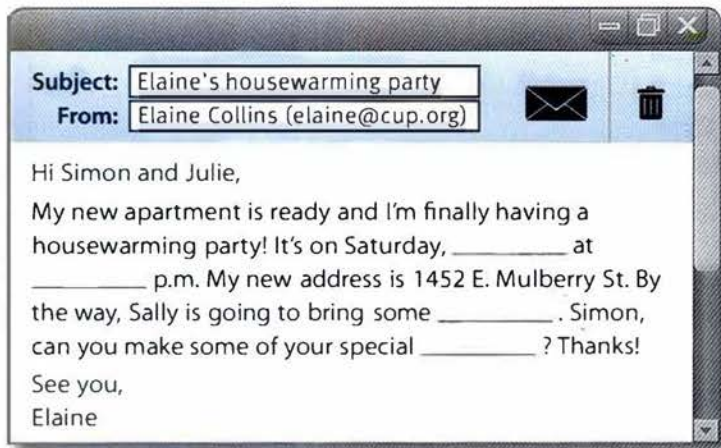
About you

**D Group work** Discuss these questions about traditions.

- What traditions do you have for wedding receptions?
- Which birthdays are extra special? How do people celebrate them?
- What traditions do you have for New Year's Day? What brings good luck for the new year?

## 2 Listening and writing Congratulations!

**A** 2.10 Listen to these people talk about their invitations to the events below. Complete the information.



*In celebration of their \_\_\_\_\_ wedding anniversary, Iris and Derek invite you to dinner on \_\_\_\_\_, \_\_\_\_\_, at \_\_\_\_\_ p.m. at The French Restaurant.*

*Dear John and Jessie,  
Hope you can make it to the dinner. There's going to be \_\_\_\_\_ and \_\_\_\_\_ afterward. We look forward to seeing you both.  
Best regards, Iris and Derek*

**B** Read the Help note. Then find the expressions in the invitations above and circle them.

**Help note**

**Writing personal notes and emails**

	Less formal	More formal
Start like this:	<i>Dear (name),</i>	<i>Dear (name),</i>
	<i>Hi (name),</i>	
End like this:	<i>Take care,</i>	<i>Best wishes,</i>
	<i>See you,</i>	<i>Best regards,</i>
	<i>Love,</i>	<i>All the best,</i>

About you

**C** Invite a partner to a special event. Write an invitation and add a personal note. Then exchange invitations with your partner. Write a response.





### Learning tip *Linking events with dates*

You can write down some of your new vocabulary on a calendar. It's a useful way to learn the names of special events and celebrations.

#### In conversation

##### February blues

The month people talk about least is **February**. The month people talk about most is **July**.

### 1 Complete the calendar with words from the box.

anniversary	dinner	February	flowers	graduation	May	September	Valentine's
card	Eve	fireworks	gown	Halloween	November	vacation	

<b>January</b>	11th – Mom's birthday. Buy her _____ and a cake.	<b>July</b>	1st – Summer _____ starts. 22nd – Dad's 65th birthday.
_____	14th – _____ Day!	<b>August</b>	16th – Summer party and _____ at night.
<b>March</b>	23rd – Suzanne's birthday. Go out for _____.	_____	10th – Jack and Betty's wedding _____. Send them a _____.
<b>April</b>	1st – April Fool's Day	<b>October</b>	31st – _____.
_____	4th – My birthday!	_____	28th – Family reunion for Thanksgiving.
<b>June</b>	2nd – End of exams 21st – School _____. Rent a cap and _____.	<b>December</b>	31st – New Year's _____ party.

### 2 Now make your own calendar. Note important dates and plans in your year.



#### On your own

Buy a wall calendar. Each month, circle your important dates and write your appointments and events in English.



### Can Do! Now I can ...

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

- |   |  |
|---|--|
| <input type="checkbox"/> talk about birthdays, celebrations, and holidays.    | <input type="checkbox"/> give vague responses like <i>It depends</i> . |
| <input type="checkbox"/> discuss future plans and make predictions.           | <input type="checkbox"/> understand conversations about festivals.     |
| <input type="checkbox"/> talk about gift giving.                              | <input type="checkbox"/> understand conversations about parties.       |
| <input type="checkbox"/> describe how I celebrate special days and holidays.  | <input type="checkbox"/> read an article about world traditions.       |
| <input type="checkbox"/> use "vague" expressions like <i>and everything</i> . | <input type="checkbox"/> write an invitation to a special event.       |



# Growing up


**Can Do!**

In this unit, you learn how to . . .

## Lesson A

- Talk about growing up and your family background using the simple past

## Lesson B

- Talk about school subjects people studied using *most (of)*, *a few (of)*, etc.

## Lesson C

- Correct things you say with expressions like *Well*, *Actually*, and *No, wait*
- Use *I mean* to correct a word or name

## Lesson D

- Read an interview with someone about his teenage years
- Write answers to interview questions

1



2



3



4



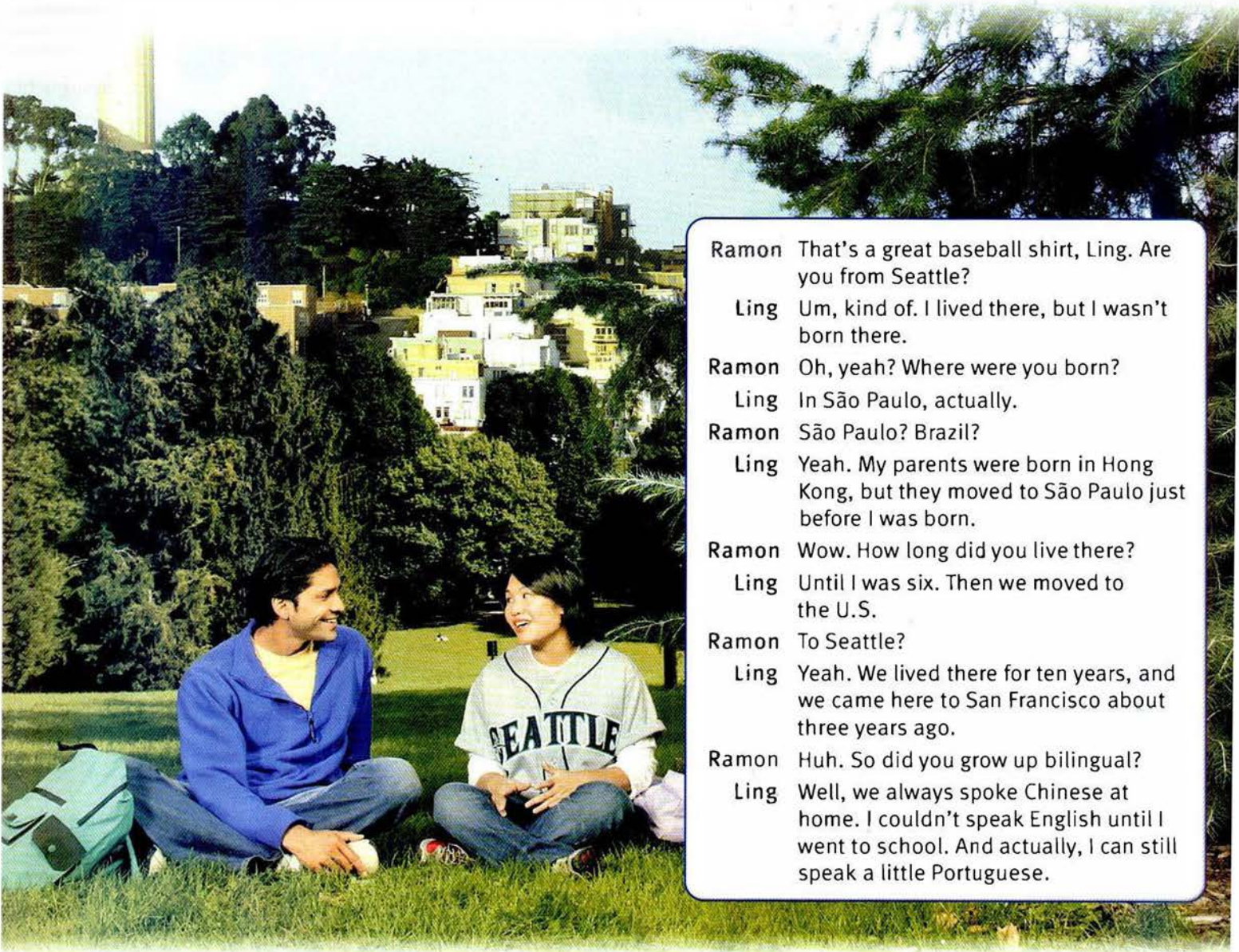
## Before you begin . . .

Do you remember . . .

- your first close friend?
- a time you got into trouble?
- learning to swim?
- your first day of school?

Do you have other memories like these?





- Ramon That's a great baseball shirt, Ling. Are you from Seattle?
- Ling Um, kind of. I lived there, but I wasn't born there.
- Ramon Oh, yeah? Where were you born?
- Ling In São Paulo, actually.
- Ramon São Paulo? Brazil?
- Ling Yeah. My parents were born in Hong Kong, but they moved to São Paulo just before I was born.
- Ramon Wow. How long did you live there?
- Ling Until I was six. Then we moved to the U.S.
- Ramon To Seattle?
- Ling Yeah. We lived there for ten years, and we came here to San Francisco about three years ago.
- Ramon Huh. So did you grow up bilingual?
- Ling Well, we always spoke Chinese at home. I couldn't speak English until I went to school. And actually, I can still speak a little Portuguese.

## 1 Getting started

**A** Complete the two sentences below. Then tell the class.

I was born in \_\_\_\_\_. I grew up in \_\_\_\_\_.


**B**  2.11 Listen. Where was Ling born? Where does she live now? Practice the conversation.

Figure it out

**C** Circle the correct words to complete the sentences. Use the conversation above to help you.

- Ling's parents **born** / **were born** in Hong Kong.
- Ling lived in São Paulo **for** / **until** six years.
- Ling moved to Seattle **when** / **until** she was six.
- Ling's family moved to San Francisco three years **long** / **ago**.



**2 Grammar** *be born*; simple past (review); time expressions **2.12**

Extra practice p. 144

Where **were** you **born**?

I **was born** in São Paulo.  
I **wasn't born** in Seattle.

Where **were** your parents **born**?

They **were born** in Hong Kong.  
They **weren't born** in the U.S.

How long did you live in São Paulo?

We lived there **until** I was six. **From** 1995 to 2001.  
We didn't leave **until** 2001. **Then** we came to the U.S.

When did they come here?

They came here about **three years ago**.  
They came **when** Ling was sixteen.

Did you live there **for a long time**?

Yes, (I did). I lived there **for six years**.  
No, (I didn't). I didn't live there **long**.

Did she move here **last year**?

Yes, (she did). She moved **in May**.  
No, (she didn't). She moved **in 2011**.

**A** **2.13** Complete the conversations with the verbs given. Circle the correct words. Then listen and check.

- A Where was your mother born (be born)?  
\_\_\_\_\_ your father \_\_\_\_\_ (be born) there, too?

B My parents \_\_\_\_\_ (be born) in Vancouver (in) / to 1945.
- A Where \_\_\_\_\_ you \_\_\_\_\_ (live) when you were young? \_\_\_\_\_ you \_\_\_\_\_ (grow up) in a big city?

B Actually, I \_\_\_\_\_ (grow up) in Seattle. We \_\_\_\_\_ (stay) there **from** / **until** I started high school.
- A Who \_\_\_\_\_ (be) your best friend in school? How long \_\_\_\_\_ (be) you friends?

B Well, my best friend \_\_\_\_\_ (be) Jane. We \_\_\_\_\_ (be) friends **for** / **from** a long time.
- A \_\_\_\_\_ you and your best friend ever \_\_\_\_\_ (argue)? What \_\_\_\_\_ you \_\_\_\_\_ (fight) about?

B We \_\_\_\_\_ (not / fight) a lot. But one time we \_\_\_\_\_ (not / talk) **for** / **until** three weeks.
- A Who took care of you **ago** / **when** you \_\_\_\_\_ (be) little? \_\_\_\_\_ your mother \_\_\_\_\_ (have) a job?

B My mother \_\_\_\_\_ (work), so no one \_\_\_\_\_ (be) home **when** / **then** I \_\_\_\_\_ (get) home from school. I \_\_\_\_\_ (go) to a neighbor's house. But I \_\_\_\_\_ (not / be) there **long** / **until**.
- A \_\_\_\_\_ you ever \_\_\_\_\_ (get) in trouble? What \_\_\_\_\_ you \_\_\_\_\_ (do)?

B Oh, I \_\_\_\_\_ (get) in big trouble one time **when** / **then** I was seven. My mom \_\_\_\_\_ (be) mad at me **for** / **from** days! **Then** / **When** I \_\_\_\_\_ (make) her a card saying, "Sorry."

**Saying years**

1906 = "Nineteen oh-six"  
1988 = "Nineteen eighty-eight"  
2007 = "Two thousand (and) seven"  
2015 = "Twenty fifteen"

**Common errors**

Don't confuse *before* and *ago*.  
*We moved here six years ago.*  
(NOT *We moved here before six years.*  
OR *We moved here six years before.*)

**About you** **B** **Pair work** Practice the conversations. Then take turns asking the questions again. Give your own answers.

**3 Speaking naturally** *did you*

Where did you go on vacation?      What did you do?      Did you have fun?

**A** **2.14** Listen and repeat the questions above. Notice the ways of saying *did you*.

**About you** **B** **2.15** Listen and complete the questions about childhood vacations. Then ask and answer the questions with a partner.

- Did you \_\_\_\_\_ ?
- Where did you \_\_\_\_\_ ?
- How long did you \_\_\_\_\_ ?
- Who did you \_\_\_\_\_ ?
- Did you \_\_\_\_\_ ?
- What did you \_\_\_\_\_ ?



## 1 Building language

A  2.16 Listen. What languages did these people study in school?



"All the students in my high school had to take English – it was required. And I needed English to get into my university. Some people need it for their jobs as well."

–Mi-chung, Seoul



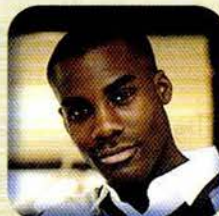
"Well, years ago, most people learned Russian, and only a few people took English. I studied both."

–Karina, Prague



"I took Spanish last year, and most of my friends did, too. But only a few of us speak it well. Um, there are a lot of Spanish speakers around here, so it's kind of useful."

–Brad, Los Angeles



"A lot of my classmates dropped French after ninth grade. Almost all of them – except me. But then, later, some of them had to take evening classes because they needed it for work."

–Femi, Lagos

Figure it out

B Circle the correct expression to complete the sentences. Are they true for your friends?

1. Most / Most of people like English.
2. Most / Most of my friends study English.
3. Some / Some of them are fluent in English.
4. A few / A few of people study two languages.

## 2 Grammar Determiners 2.17

Extra practice p. 144

### General (students, Canadians)

**All children** learn a language.  
**Most Canadians** need French.  
**Some students** take Spanish.  
**A few people** are good at Latin.  
**No students** like exams.

But

**A lot of people** speak English well.

### Specific (the students in my class, my friends)

**All (of) the children in my town** take English.  
**Most of the people in my office** know French.  
**Some of the students in my class** take Greek.  
**A few of my classmates** got As.  
**None of my friends** failed the exams.

**A lot of the people in this city** speak English.

### With pronouns

**All of them ...**  
**Most of us ...**  
**Some of us ...**  
**A few of them ...**  
**None of them ...**

**A lot of them ...**

About you

Make true sentences using determiners. Then compare with a partner.

1. \_\_\_\_\_ my friends studied English in middle school.  
 \_\_\_\_\_ middle school students take English.
2. Today, \_\_\_\_\_ employees need a second language for their jobs.  
 \_\_\_\_\_ companies require English skills to get a job.
3. \_\_\_\_\_ my friends speak two languages.  
 \_\_\_\_\_ them speak three languages.
4. \_\_\_\_\_ college students major in languages.  
 \_\_\_\_\_ the colleges here teach several different languages.
5. \_\_\_\_\_ students take two foreign languages in high school.  
 In my class, \_\_\_\_\_ us studied two foreign languages.

### In conversation

People usually say *everybody* and *nobody*, not *all people* or *no people*.

### Common errors

Remember to use *a* in *a lot of*.

*A lot of students study English.*  
 (NOT ~~lot of~~ students study English.)




### 3 Building vocabulary

**A** 2.18 Listen and say the subjects. Circle your three favorite subjects. Tell a partner.

algebra economics band orchestra choir geometry drama physics gymnastics art  
 history geography track chemistry dance calculus biology literature computer studies

**Word sort** **B** Put the subjects above into the categories below. Can you think of other subjects?

**social studies**




*economics*

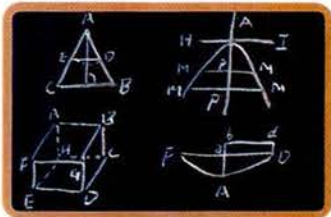
**music**




**science**




**mathematics**



**physical education (P.E.)**



**other subjects**



**About you** **C** **Pair work** Talk about each subject above. Use the expressions below or use your own ideas. What do you have in common?

**Vocabulary notebook** p. 52

*I took / didn't take ... I was good / bad at ... I was / wasn't interested in ... I liked / didn't like ...*

### 4 Survey What was your best subject?

**About you** **A** **Class activity** Choose a subject and write it in the first question. Then ask your classmates the questions about high school (or last year). Keep a tally (H) of the answers.

	Yes	No		Yes	No
1. Did you take _____?	<input type="checkbox"/>	<input type="checkbox"/>	4. Were your classes hard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was it your favorite subject?	<input type="checkbox"/>	<input type="checkbox"/>	5. Did you enjoy them?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you get good grades in it?	<input type="checkbox"/>	<input type="checkbox"/>	6. Did you hate them?	<input type="checkbox"/>	<input type="checkbox"/>

**B** Tell the class your results. What interesting information did you learn?

*"Most of us took chemistry. But only a few of us were good at it. ..."*

**Sounds right** p. 138



## 1 Reading

**A** Brainstorm the word *teenager*. What do you think of? Make a class list.

*teenager: parties, loud music, fights with parents*

**B** Read the interview. What, if anything, do you have in common with Joe?

### Reading tip

After you read, reflect. Compare your answers to the questions with the interviewee's.



# Teenage Years

AN INTERVIEW WITH JOE HODGSON. JOE GRADUATED FROM THE UNIVERSITY OF MANCHESTER, ENGLAND WITH A DEGREE IN GENETICS.

**1. Where were you born? Did you spend your teens there?**

I was born in a small town near Manchester. I spent my teens there until I went to university\* when I was 18.

**2. What's one thing you remember about school?**

I had a lot of fun with all my friends, playing soccer and pool. We used to try and sneak out of school during breaks to go to the sweet shop\* around the corner.

**3. What were your best subjects in school and your worst?**

My best subject was science, especially biology, and that's what I ended up doing for my degree. My worst subject was algebra. I was never very good at it.

**4. How did you spend your free time?**

I spent a lot of time playing sports – soccer, cricket, and handball. I also did a lot of music – I played trumpet in the school orchestra. I sang in the choir as well.

**5. What fashions and trends do you remember from your teen years?**

The fashion I remember most was "emo" fashion because that was something I used to wear. We wore slim-fit jeans, black T-shirts and like most of my friends, I had long hair.

**6. What was the most difficult thing about being a teenager?**

Being stuck between being a kid and being an adult – so trying to balance the two. I think most teens feel that way.

I wanted to be treated like a true adult some of the time, and like a kid at other times. It was frustrating when someone got the "wrong" age.

**7. What's the happiest memory you have from your teen years?**

I played handball for my college team, and my happiest memory was when I was picked to play for England when I was 17. It was such a great feeling when I heard the national anthem and knew I was representing my country.

**8. Who or what influenced you when you were a teenager? What did you learn?**

My parents influenced me a lot, although I only really appreciated it when I was older. Some of my best friends influenced me, too. They all taught me the value of hard work, and of being yourself and enjoying that.

**9. What do you miss about your teen years?**

I miss the lack of responsibility! Now I have to worry about so much stuff like work and money, so I miss being a teenager because everything was a lot easier then.

**10. What's one piece of advice you would give to today's teenagers?**

Enjoy it! Have lots of fun. It's a great time – so have a great time.

\*go to university = go to college  
\*sweet shop = candy store



**C** Are these sentences true or false? Check (✓) *True* (T) or *False* (F). Can you correct the false ones?

	T	F
1. Joe was born in Manchester.	<input type="checkbox"/>	<input type="checkbox"/>
2. He liked to sneak out of school to go to the movie theater.	<input type="checkbox"/>	<input type="checkbox"/>
3. His worst subject in school was biology.	<input type="checkbox"/>	<input type="checkbox"/>
4. He wore black T-shirts and had long hair when he was in school.	<input type="checkbox"/>	<input type="checkbox"/>
5. Joe's best memory was playing soccer for England when he was 17.	<input type="checkbox"/>	<input type="checkbox"/>
6. Joe enjoyed having no responsibility as a teenager.	<input type="checkbox"/>	<input type="checkbox"/>

About you

**D** **Pair work** Ask and answer three questions from the interview.

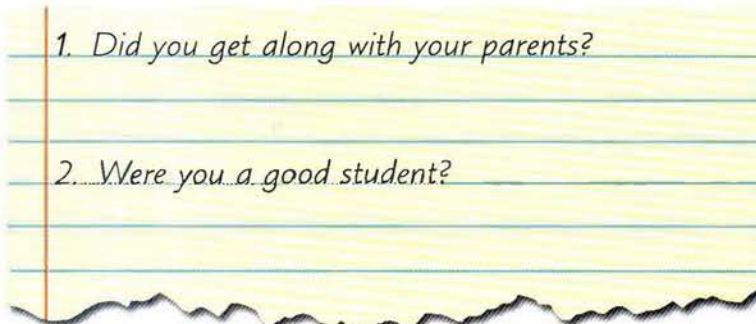
## 2 Listening A long time ago

2.21 Listen to Colin talk about being a teenager in England many years ago. Complete the sentences by circling *a*, *b*, or *c*.

- |                               |                          |                         |                     |
|-------------------------------|--------------------------|-------------------------|---------------------|
| 1. Colin was a teenager       | a. in the '40s.          | b. in the '50s.         | c. in the '60s.     |
| 2. He quit school when he was | a. 13.                   | b. 14.                  | c. 15.              |
| 3. His first job was          | a. in a factory.         | b. in a store.          | c. on a farm.       |
| 4. His main interest was      | a. music.                | b. buying clothes.      | c. watching TV.     |
| 5. His main regret is that he | a. spent a lot of money. | b. didn't take classes. | c. didn't have fun. |

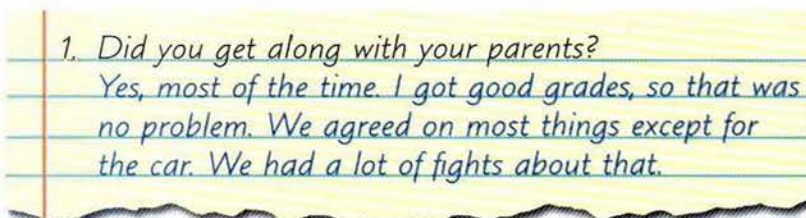
## 3 Writing An interview

**A** Write five interview questions to ask a classmate about when he or she was younger. Leave spaces for the answers.



About you

**B** **Pair work** Exchange your questions with a classmate. Write answers to your classmate's questions. Use the example and the Help note below to help you.



**Help note**  
Linking ideas: *except (for), apart from*  
We agreed on most things *except for* the car. We didn't agree on much *apart from* my best friend. They liked her.

About you

**C** **Pair work** Read your partner's answers. Ask questions to find out more information.



### Learning tip *Grouping vocabulary*

You can group new vocabulary in different ways to help you remember it. For example, group things you can or can't do or things you are interested in or not interested in.

### In conversation

#### Talk about school

The top four school subjects people talk about are:

1. math
2. science
3. physics
4. history

People say *math* almost ten times more than *mathematics*.

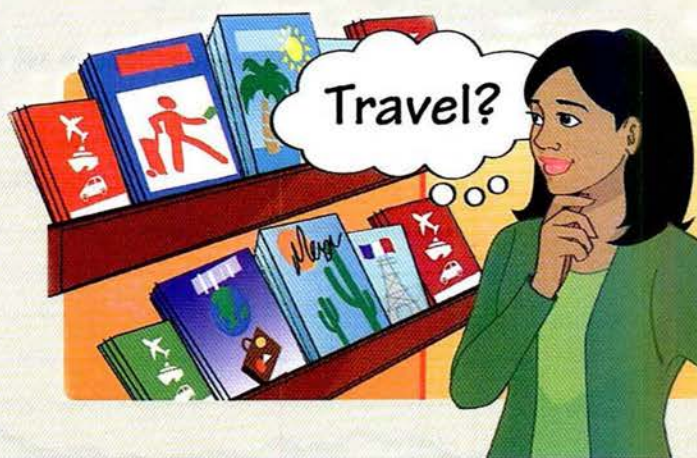
Complete the chart with the school subjects in the box. Add more ideas.

art      chemistry      geography      math      P.E.  
 biology      English      history      music      physics

I'm / I was good at ...	I'm not / wasn't very good at ...	I can't / couldn't do ... at all.
I like / liked ...	I hate / hated ...	I'm not / wasn't very interested in ...

### On your own

Walk around a large bookstore and look at the different sections. How many subjects do you know in English?



### Can Do! Now I can ...

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

- |   |   |
|---|---|
| <input type="checkbox"/> talk about my family background and memories of growing up.        | <input type="checkbox"/> understand conversations about childhood memories. |
| <input type="checkbox"/> discuss school subjects.   | <input type="checkbox"/> understand someone talk about his teenage years.   |
| <input type="checkbox"/> say how many people do things.                                     | <input type="checkbox"/> read an interview about being a teenager.          |
| <input type="checkbox"/> use <i>Well, Actually, No, wait, and I mean</i> to correct myself. | <input type="checkbox"/> write answers to interview questions.              |



# Around town

# 6


**Can Do!**

In this unit, you learn how to . . .

**Lesson A**

- Ask about neighborhood places with *Is there . . . ?* and *Are there . . . ?*
- Say where places are with expressions like *next to*, *between*, etc.

**Lesson B**

- Ask for and give directions
- Offer and ask for help with *Can* and *Could*

**Lesson C**

- Check information by repeating words or using expressions like *Excuse me?*
- Ask “echo” questions like *It’s where?* to check information

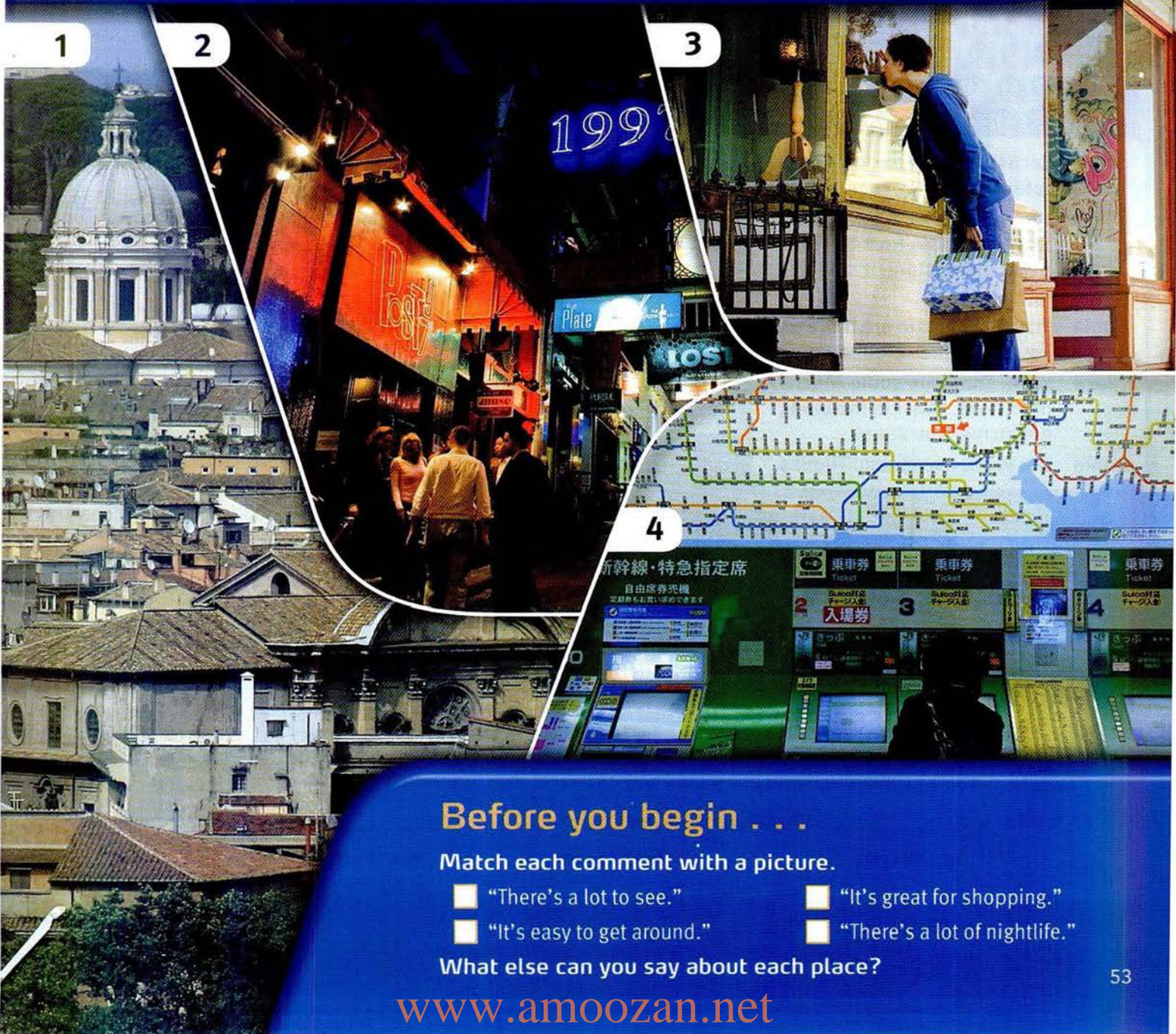
**Lesson D**

- Read an online guide to Istanbul
- Write a walking-tour guide

1

2

3



4

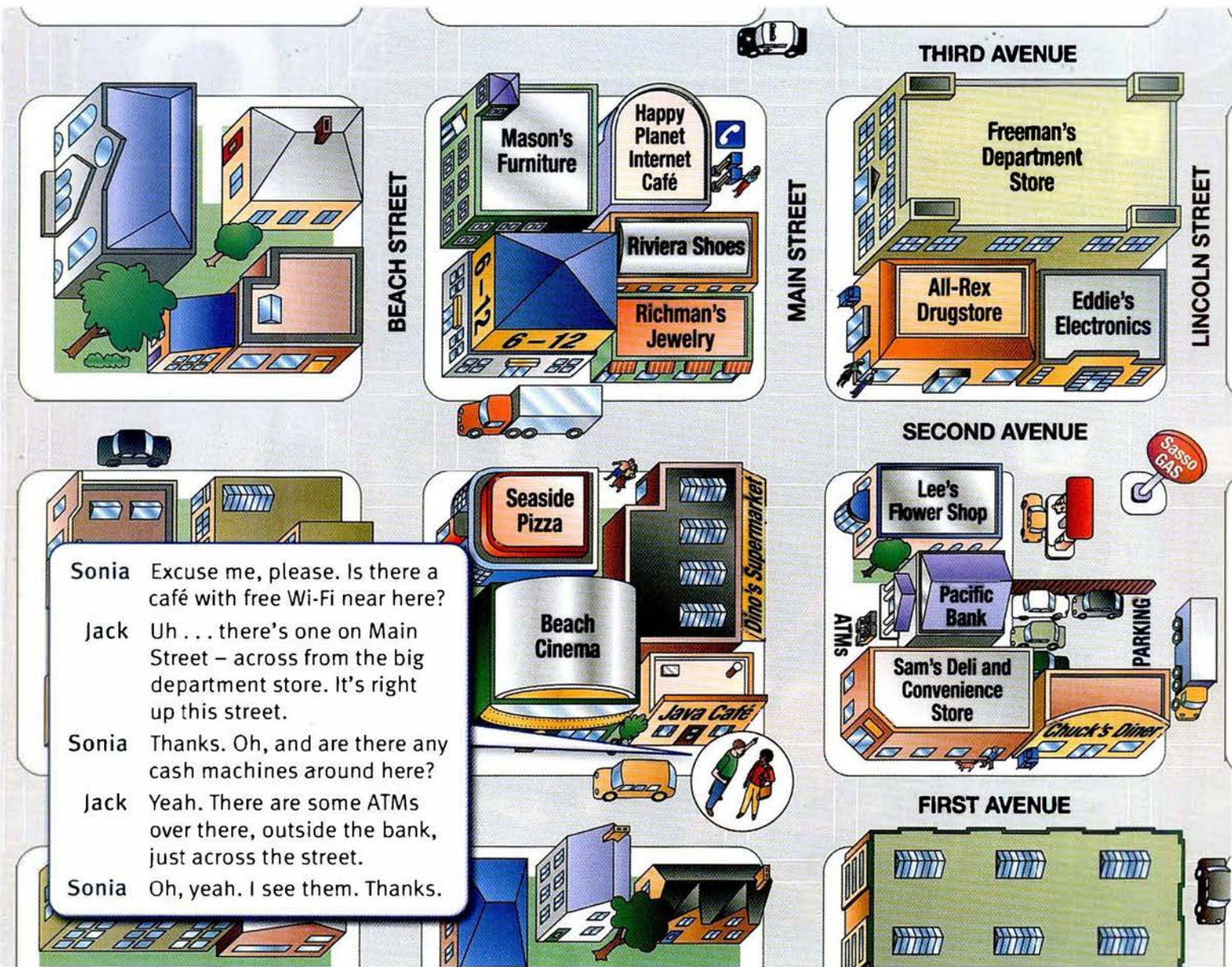
**Before you begin . . .**

Match each comment with a picture.

- |   |  |
|---|--|
| <input type="checkbox"/> “There’s a lot to see.”    | <input type="checkbox"/> “It’s great for shopping.”    |
| <input type="checkbox"/> “It’s easy to get around.” | <input type="checkbox"/> “There’s a lot of nightlife.” |

What else can you say about each place?





Sonia Excuse me, please. Is there a café with free Wi-Fi near here?

Jack Uh . . . there's one on Main Street – across from the big department store. It's right up this street.

Sonia Thanks. Oh, and are there any cash machines around here?

Jack Yeah. There are some ATMs over there, outside the bank, just across the street.

Sonia Oh, yeah. I see them. Thanks.

### 1 Getting started

**A** Look at the map. What can you do at each place you see? Tell the class.

*“Well, there’s a furniture store. I guess you can buy tables and . . .”*

**B** 2.22 Listen. Sonia is asking Jack for help. What is she looking for? Practice the conversation.

Figure it out

**C** Can you complete these questions and answers? Practice with a partner.

- |   |  |
|---|--|
| 1. A _____ a furniture store near here? | 2. A _____ any ATMs around here?                             |
| B Yes, there’s _____ on Beach Street.   | B Yes, there are _____ cash machines just across the street. |



**2 Grammar** *Is there? Are there?; location expressions* 2.23

Extra practice p. 145

**Is there a** café with free Wi-Fi near here?  
Yes, **there is**. There's **one** on Main Street.  
No, **there isn't**. There isn't **one** in this neighborhood.

**Are there any** cash machines near here?  
Yes, **there are**. There are **some** outside the bank.  
No, **there aren't**. There aren't **any** nearby.

**A** Look at the map on page 54. Complete the questions with *Is there a* or *Are there any*. Complete the answers with *one*, *some*, *any*, and location expressions. Then practice.

Driver Is there a bank around here?

Matt Yeah, there's one right on Main Street.  
It's \_\_\_\_\_ the deli. Do you see Sam's Deli – just \_\_\_\_\_ the street?

Driver Oh, yeah. Can I park there? I mean, \_\_\_\_\_ parking lot?

Matt Well, there's \_\_\_\_\_ just \_\_\_\_\_ the bank, but the entrance is \_\_\_\_\_ Lincoln.

Driver \_\_\_\_\_ public restrooms near there?

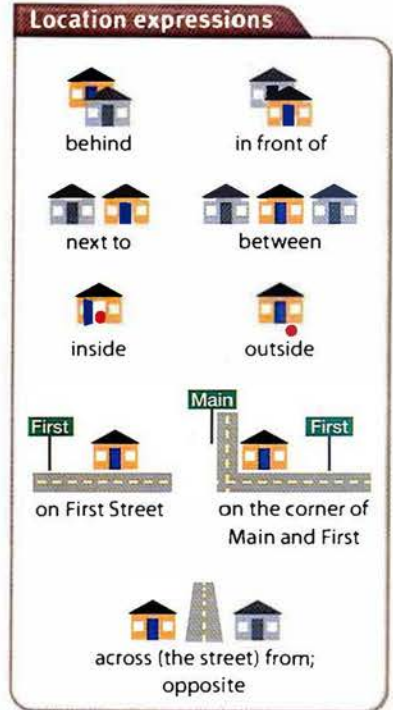
Matt No, there aren't \_\_\_\_\_ there, but there's a department store \_\_\_\_\_ Main and Third. I'm sure there are \_\_\_\_\_ there, \_\_\_\_\_ the store.

Driver Thanks. Oh, and \_\_\_\_\_ shoe stores near here?

Matt Well, there's \_\_\_\_\_ on Main, \_\_\_\_\_ Second and Third Avenues. But that's about it.

Driver Okay. And one more thing – \_\_\_\_\_ post office around here?

Matt Um . . . actually, there isn't \_\_\_\_\_ in this neighborhood.  
There's only a mailbox \_\_\_\_\_ the drugstore – \_\_\_\_\_ the shoe store.



**B Pair work** Now ask and answer questions about these places on the map.

- a jewelry store
- restaurants
- a convenience store
- a gas station
- electronics stores

**Common errors**

Don't use *Is there* with plural nouns.

**Are there any ATMs?**  
(NOT ~~is there~~ any ATMs?)

**3 Speaking naturally** Word stress in compound nouns

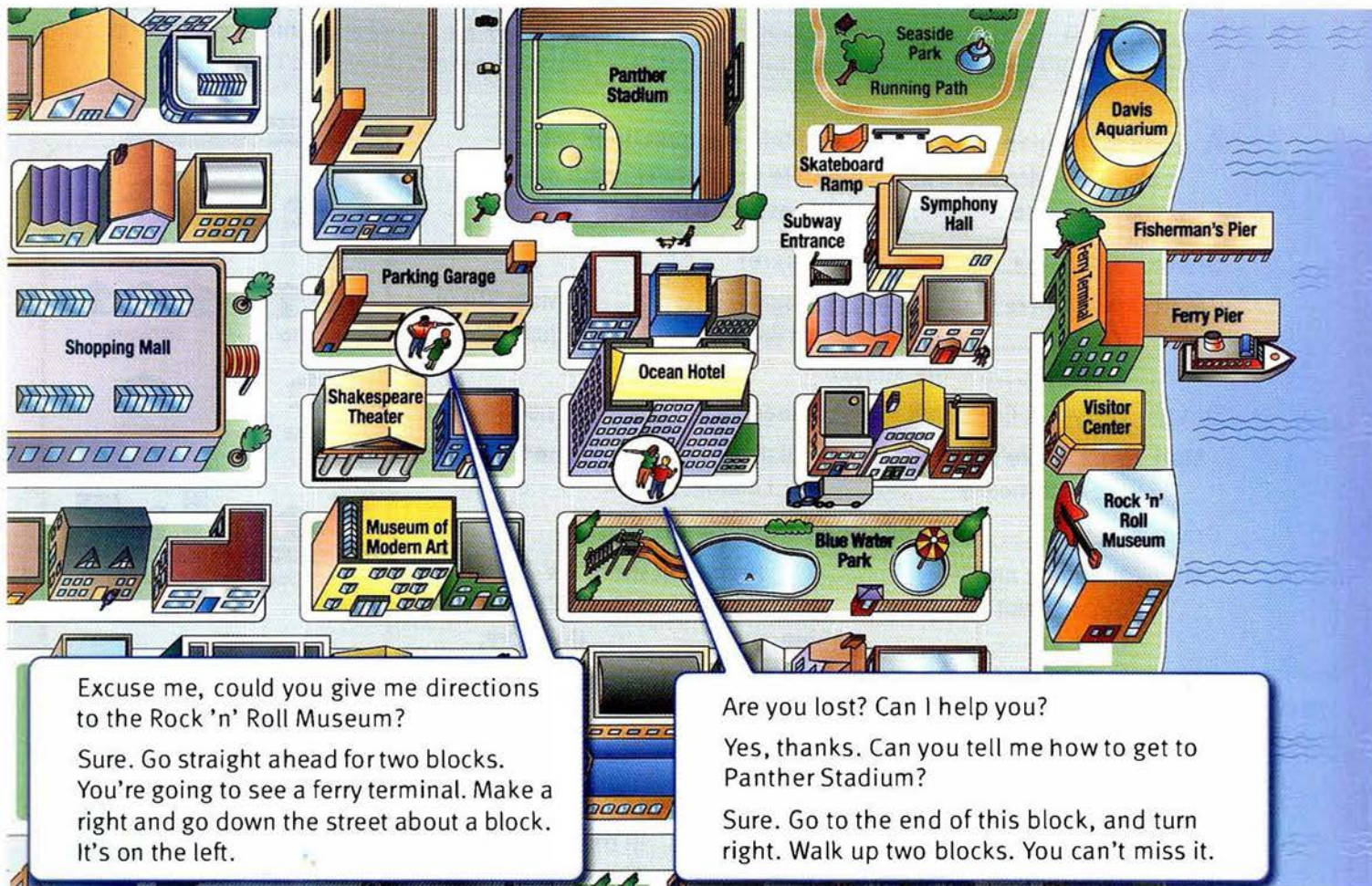
**bookstore**      **restroom**      **drugstore**

**A** 2.24 Listen and repeat the compound nouns above. Notice the stress pattern.

**About you** **B** 2.25 Listen and complete the questions. Then ask and answer the questions with a partner.

1. Are there any nice \_\_\_\_\_ near your home?
2. Is there a \_\_\_\_\_ around here?
3. Is there a \_\_\_\_\_ in this area?
4. Are there any good \_\_\_\_\_ in this neighborhood?
5. Is there a good \_\_\_\_\_ near your home?
6. Are there any \_\_\_\_\_ around here?





Excuse me, could you give me directions to the Rock 'n' Roll Museum?

Sure. Go straight ahead for two blocks. You're going to see a ferry terminal. Make a right and go down the street about a block. It's on the left.

Are you lost? Can I help you?

Yes, thanks. Can you tell me how to get to Panther Stadium?

Sure. Go to the end of this block, and turn right. Walk up two blocks. You can't miss it.

## 1 Building vocabulary and grammar

**A** 2.26 Listen to the conversations above, and follow the directions on the map. Then underline all the expressions for directions. Practice with a partner.

Figure it out

**B** Look at the information below. Find your location and destination on the map. Then complete the questions and put the directions in order.

1. You're in the Ocean Hotel. Someone asks:

- A Are you lost? \_\_\_\_\_ I help you?  
 B Thanks. \_\_\_\_\_ you give me directions to Symphony Hall?  
 A  Um, then make a right.  
 Turn left again at the corner, and walk up two blocks.  
 It's right there, on the right.  
 Um, yes. When you go out of the hotel, turn left.

2. You're outside the parking garage. You ask:

- A \_\_\_\_\_ you tell me how to get to the aquarium?  
 B  The aquarium is going to be on your right.  
 You're going to see a ferry terminal.  
 Sure. Go straight ahead for two blocks.  
 Make a left.  
 Walk up the street about one block.



## 2 Grammar Offers and requests with *Can* and *Could*

Extra practice p. 145

### Offers

Can I help you?  
What can I do?  
How can I help?

### Requests

Can you help me?  
Can you tell me how to get to the aquarium?  
Could you give me directions?

### In conversation

*Can you ... ?* is more common than *Could you ... ?* for requests.

People use *Could you ... ?* to make their requests more polite.

Can you ... ?


Could you ... ?

**A** Look at the map on page 56. Some people are asking for directions at the Visitor Center. Complete the questions and directions.

- A \_\_\_\_\_ you give me directions to the Museum of Modern Art? Is it far from here?  
B Uh, no, it's not far. So, go out of the door and turn \_\_\_\_\_.
- A \_\_\_\_\_ you recommend a place to go running?  
B Let me think. There's a running path in Seaside Park. Go \_\_\_\_\_.
- A Good morning. \_\_\_\_\_ I help you?  
B Yeah, thanks. \_\_\_\_\_ you tell me how to get to Panther Stadium?  
A Sure, you need to go \_\_\_\_\_.
- A I'm staying at the Ocean Hotel. \_\_\_\_\_ you give me directions from there to the aquarium?  
B Oh, no problem. Go \_\_\_\_\_.
- A Hello. \_\_\_\_\_ I help you? Oh, I'm sorry. You're waiting for a subway map. Here you go. So, the subway is just a short walk from here. Go \_\_\_\_\_.  
B Thanks. Have a good day.

**B Pair work** Take turns asking for and giving directions to different places on the map on page 56.

## 3 Listening and speaking Finding your way around

**A**  2.28 Look at the map on page 56 again. Listen to the concierge at the Ocean Hotel give directions to people. Where do they want to go? Write the places.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

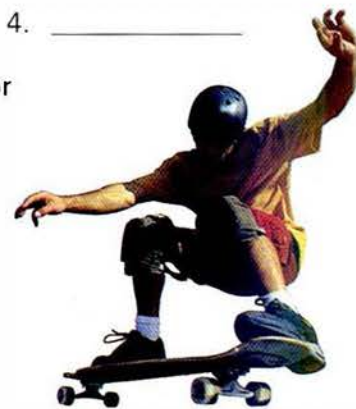
About you

**B Pair work** Take turns asking the questions below and giving directions for the neighborhood you are in.

- Is there a place to go skateboarding near here?
- Could you recommend a cheap restaurant around here?
- Are there any cash machines within walking distance?
- Can you tell me how to get to the subway or to a bus stop?
- Could you give me directions to the nearest drugstore?
- Can you recommend a good place to go shopping?

**A** *Is there a place to go skateboarding near here?*

**B** *Well, let me think. There's a skateboarding park behind the library. You just walk ...*



 Sounds right p. 138



## 1 Reading

**A** What do you know about Istanbul? Make a class list.

*It's in Turkey.*

**B** Read the website below. Find one thing you didn't know about Istanbul and one thing you knew already.

### Reading tip

Writers sometimes define words they use with a dash:  
*Enjoy a cup of **chay** – Turkish tea.*

http://www.discoveringturkey...

# 3 days in Istanbul...

Is there any other city quite like Istanbul? Europe and Asia meet in this fascinating and lively place. With amazing sights, sounds, and smells on every corner, it's a must-see for everyone!

**Day 1: START WITH A WALKING TOUR** Your tour begins at Gülhane Park. Enjoy the shaded lawns and beautiful gardens, and walk toward the famous Topkapi Palace. The museum has incredible jewels, gold, and works of art. Then walk through the palace grounds for fabulous views across the Bosphorus. Walk back into the park and enjoy a cup of *chay* – Turkish tea – at one of the little outdoor cafés.

Outside the park, walk down one of the little cobblestone streets with traditional wooden houses. Find your way to the seventeenth century Blue Mosque – named for the blue tiles on its inside walls. Then walk north for a couple of blocks and visit the beautiful Hagia Sophia mosque – now a museum.

**Day 2: SHOP TILL YOU DROP** Start your day at the colorful and bustling Grand Bazaar. There are thousands of shops with everything from gold and silver to beautiful Turkish rugs. You'll find plenty of souvenirs here to take home with you. Then head north and continue to the fabulous spice market.

For a quick lunch, go to one of Istanbul's pastry shops and try a *borek* – a pastry with a cheese or meat filling. Delicious!

Spend the rest of your day exploring the fashionable area of Nisantasi, with its designer shops and exciting nightlife. Ready to drop? End your day at one of Istanbul's famous Turkish baths.

**Day 3: TAKE A TRIP ON THE RIVER** Today, take the local ferry from Eminonu to Anadolu Kavagi. Don't forget your camera so you can take spectacular photos of palaces, old houses, and forts along the way. Then, before the boat returns, be sure to have a leisurely lunch at one of the seafood restaurants. Or, if you're feeling energetic, hike up the hill for a fantastic view.



**C** Read the website again and answer the questions. Then compare with a partner.

1. Where can you do these things, according to the website?
  - a. buy a Turkish rug
  - b. walk around beautiful gardens
  - c. see jewels and works of art
  - d. drink Turkish tea
2. What is a *borek*?
3. What sights can you see on the boat trip?
4. How did the Blue Mosque get its name?
5. Which three places would you like to see on this tour? Why?
6. Are there any places you would *not* go to? Why?

**2** **Talk about it** What are some of your favorite places?

**Group work** Discuss places in your town or city. Can you agree on the best place to do these things?

Is there . . .

- ▶ a good place to sit and watch people go by?
- ▶ a fun place to spend a rainy afternoon?
- ▶ a cheap (but good) place to eat?
- ▶ a quiet area to go for a walk or a jog?
- ▶ a good place to shop for electronics?
- ▶ an interesting museum?
- ▶ a neighborhood with a lot of cultural events?
- ▶ a neighborhood with lots of interesting nightlife?



**3** **Writing** A walking-tour guide

**A** Read the guide to Rockville and the Help note below. Underline the expressions for giving directions.

**Help note**

**Giving directions**

- *The tour begins at* \_\_\_\_\_ .
- *Turn right on* \_\_\_\_\_ Street.
- *Return to . . . / Walk back to . . .*
- *Walk north for two blocks.*
- *Continue east on* \_\_\_\_\_ Street.

**About you** **B** Now write a guide for a walking tour in your city or town. Write about three different places and explain why they are worth visiting. Give directions to each place.

**C** **Group work** Read your classmates' guides. Then tell the group which tour you would like to take and why.







### Learning tip *Drawing maps*

Draw and label a map to help you remember directions.

**1** Use the map to number the directions to the bank below.

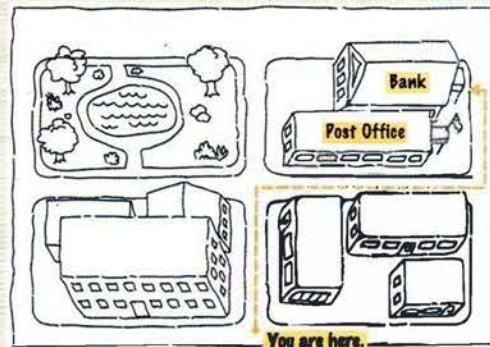
- Walk one more block.
- Turn right.
- 1 Walk up one block.
- Make a left.
- It's on the left, just past the post office.

**2** Now draw your own map. Show the way from your home or class to a place you often go. Then write the directions to go with the map.

### In conversation

Is there a bank around here?

People say *around here* 50 times more frequently than *near here*.



### On your own

Buy or download a map of your town or city. Highlight the route from one place you know to another. Then write directions. Learn the directions.



Can Do!

### Now I can . . .

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

- ask questions about places in a neighborhood.
- say where places are in a neighborhood.
- make offers like *Can I help you?*
- make requests like *Can you help me?*
- ask for and give directions.
- use expressions like *Excuse me?* to check information.
- ask "echo" questions to check information.
- understand directions and follow along on a map.
- understand conversations at a visitor center.
- read an online city guide.
- write a walking-tour guide for a neighborhood.



## 1 Unscramble the questions.

Put the words in the correct order to make questions. Then ask and answer the questions with a partner.

1. doing / are / next weekend / what / you ?  
What are you doing next weekend?
2. after class / going to / you / go shopping / are ?  
\_\_\_\_\_
3. it / rain / tomorrow / going to / is ?  
\_\_\_\_\_
4. you / here / did / another city / from / move ?  
\_\_\_\_\_
5. last year / you / did / on vacation / go / where ?  
\_\_\_\_\_
6. what / your / in school / favorite / was / subject ?  
\_\_\_\_\_
7. are / a lot of / in / fun places / neighborhood / there / your ?  
\_\_\_\_\_

## 2 Can you complete this conversation?

Complete the conversation. Use the words and expressions in the box. Use capital letters where necessary. Then practice with a partner.

actually      ✓are there any      him      I'm not sure      on      some      was born      where  
and everything      did you say      I mean      my grandfather      one      until      what time

- A Are there any nice gift stores around here?  
 B \_\_\_\_\_ gift stores? Um, there's \_\_\_\_\_ just across the street.  
 Oh, \_\_\_\_\_ no, it closed. But there are \_\_\_\_\_ in the mall.  
 A Oh yeah. I need to get \_\_\_\_\_ something. It's his birthday next week.  
 B Oh, really? How old is he going to be?  
 A Well, he \_\_\_\_\_ in 1948, so how old is that?  
 B Oh, I'm not good at math. So, what are you going to get \_\_\_\_\_ ?  
 A Um, \_\_\_\_\_ .  
 B Does he have any hobbies?  
 A Well, he's pretty active. He's really into exercise.  
 B Well, here's an idea. Take him to a bowling alley for his birthday.  
 A Take him \_\_\_\_\_ ?  
 B To a bowling alley. There's one \_\_\_\_\_ Fifth, \_\_\_\_\_ ,  
 Sixth Avenue. And you can play pool and table tennis \_\_\_\_\_ .  
 It doesn't close \_\_\_\_\_ midnight.  
 A It closes at \_\_\_\_\_ ? Actually, that's a great idea. Thanks.





### 3 What can you remember?

**A** Add four words to each category, and compare with a partner. Ask questions to find out more information.

Events you are going to celebrate this year	Important dates for you	Places in town you go to often	Subjects you'd like to know more about
<i>New Year's Eve</i>	<i>May 1st – my birthday</i>	<i>the bank</i>	<i>biology</i>

*A How are you going to celebrate New Year's Eve?*

*B We're going out for dinner. How about you? Are you going to have a party, or . . . ?*

**B** Choose a category and survey your class or group. Report your findings to the class.

*"Most of us are going to celebrate New Year's Eve."*

*"Nobody is going to have a birthday party."*

### 4 Get it right!

**A** Can you complete these questions? Use the words in the box.

1. What's your city, I mean, your \_\_\_\_\_ like?
2. Are you going to any birthday parties, I mean, \_\_\_\_\_ this year?
3. Can you give me directions to a bank around here? I mean, a \_\_\_\_\_ ?
4. When did you learn to walk? I mean, when did you learn to \_\_\_\_\_ ?
5. What was your worst, I mean, \_\_\_\_\_ subject in school?

swim  
best  
neighborhood  
weddings  
post office

**B** **Pair work** Take turns asking the questions above. Use "vague" expressions in your answers. Check your partner's answers with "echo" questions.

*A What's your city, I mean, your neighborhood like?*

*B Well, I like it. There's a lot to do. We have a lot of cafés and restaurants and everything.*

*A I'm sorry. A lot of what?*

### 5 Do you know your city?

**Pair work** Write directions from your class to three places nearby. Then trade papers. Can your partner guess the places?

1. Cross the street, turn left, and walk up three blocks. This place is on the right, next to the bank. What is it?

1. A convenience store



## 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**.

## New in the Second Edition

- **Extra grammar practice** focuses on key grammar points in each unit.
- **Can-do statements** help students understand the learning outcomes of each lesson and rate their own performance.
- **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](http://www.cambridge.org/touchstoneblended)

[www.cambridge.org/touchstone2](http://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.



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](http://www.cambridge.org/corpus)

**CAMBRIDGE QUALITY GUARANTEE**



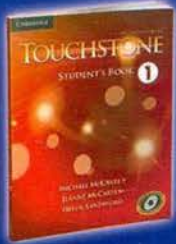
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Beginning



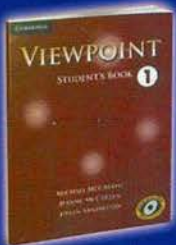
High Beginning



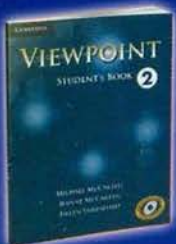
Low Intermediate



Intermediate



High Intermediate



Advanced

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