

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

2

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Going away


Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about getting ready for a trip using infinitives to give reasons
- Give opinions using *It's + adjective + to*

Lesson B

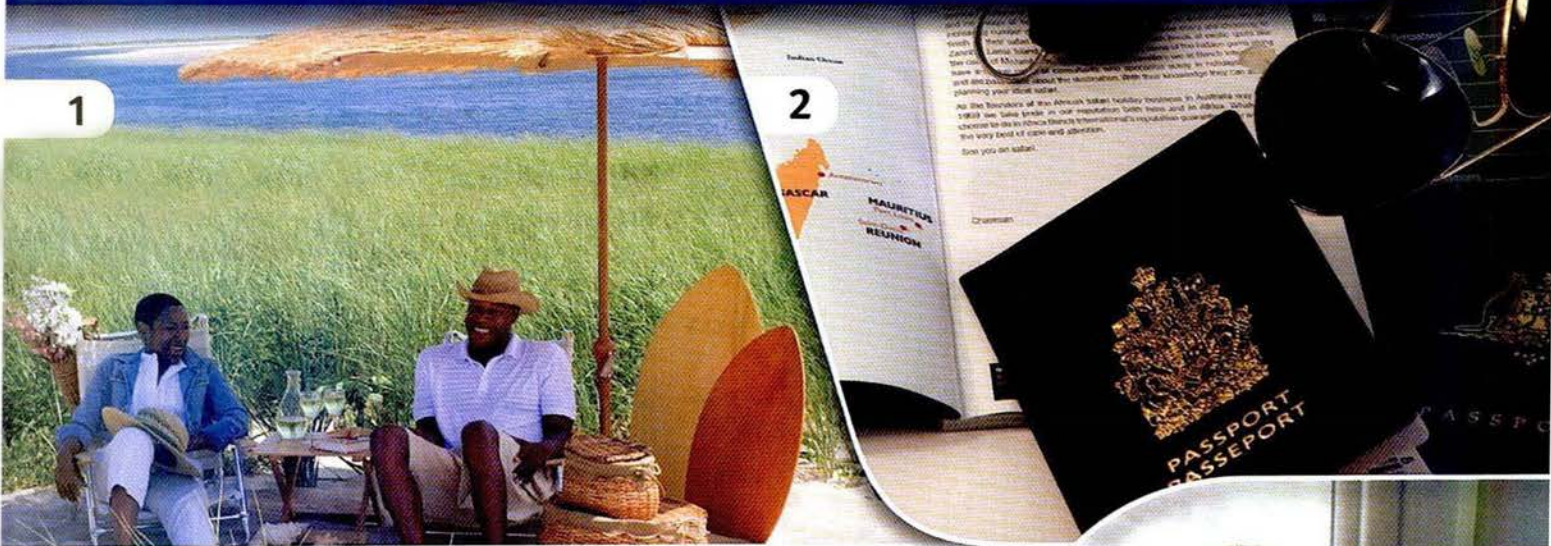
- Talk about things to take on a trip
- Give advice and suggestions with *should*, *could*, *need to*, etc.

Lesson C

- Respond to suggestions
- Use *I guess* when you're not sure

Lesson D

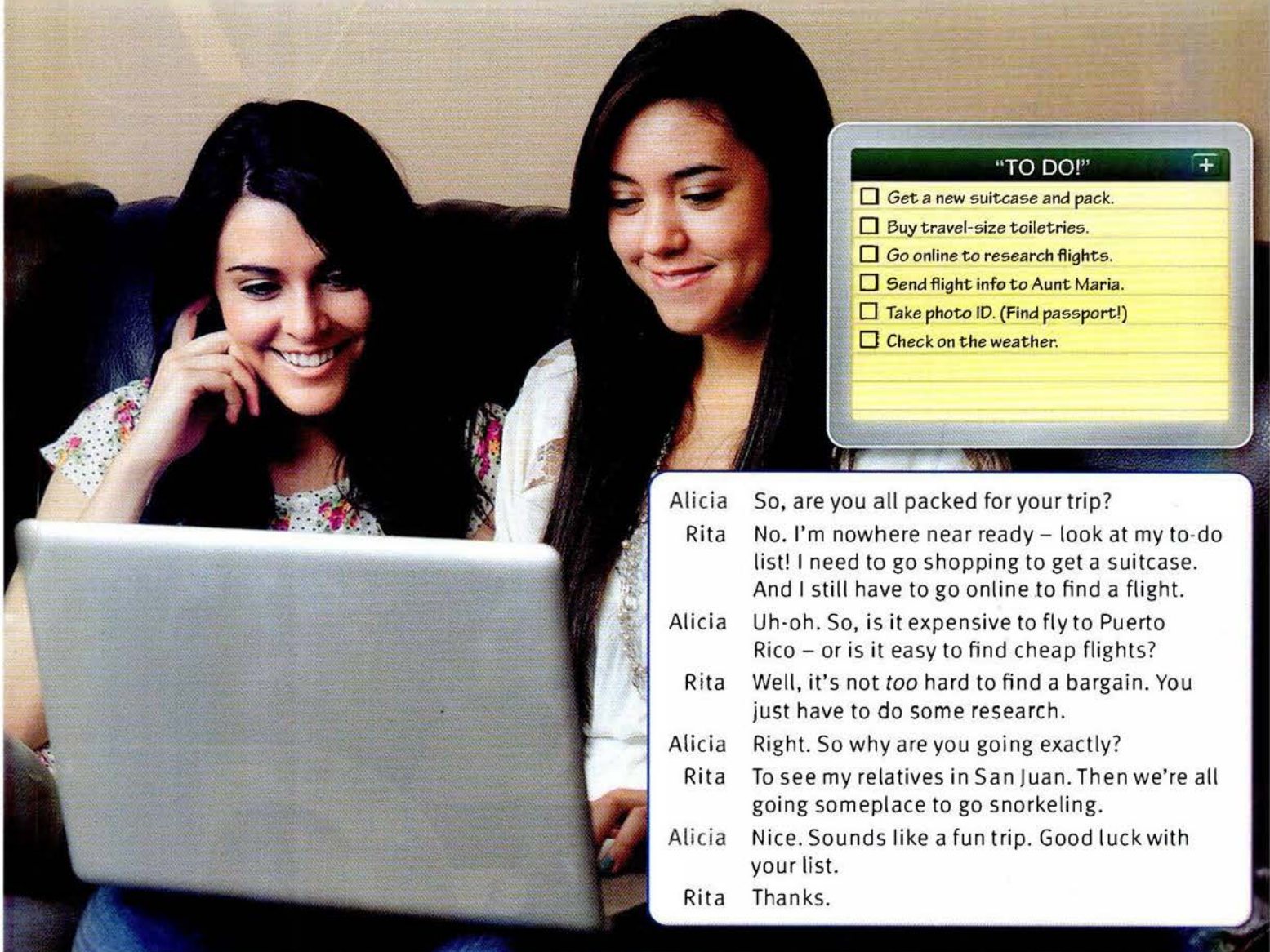
- Read an article about unique hotels
- Write an email about a trip



Before you begin . . .

Brainstorm! Think of three . . .

- fun places to go on a trip.
- fun things to do on a trip.
- things you always take on a trip.
- different ways to travel.



1 Getting started

A Look at Rita's "to-do" list for her upcoming trip. What other things do you need to do before a trip? Make a class list.

B 🎧 3.01 Listen. What's Rita going to do in Puerto Rico? Is she ready for the trip? Practice the conversation.

Figure it out

C Circle the correct verb forms to complete the sentences. Use the conversation above to help you.

1. I'm going to Puerto Rico see / to see my relatives.
2. I still have to go online to buy / buying a ticket.
3. Is it / Is cheap to fly to Puerto Rico?
4. Is / It's easy to find a bargain.

2 Grammar

Infinitives for reasons; *It's* + adjective + *to* ... 3.02

Extra practice p. 146

You can use an infinitive to give a reason.

Why are you going to Puerto Rico?

To see my relatives.

I'm going to Puerto Rico **to see** my relatives.

I need to go shopping **to get** a suitcase.

I have to go online **to find** a flight.

You can use *It's* + adjective + *to* to describe a verb.

Is it expensive to fly? (NOT ~~is expensive to fly?~~)

It's easy to find a cheap flight online. (NOT ~~is easy...~~)

Is it easy to find bargains online?

It's easy to do.

It's not hard to do.

In conversation

The top five adjectives in the structure *It's* _____ *to* ... are *hard, nice, easy, good, and important.*

A Complete the conversation extracts. Use infinitives for reasons and *it's* / *is it* + adjective + *to*. Then practice with a partner.

- A I'm going to go to Tokyo to study Japanese (go to Tokyo / study Japanese) next month. I'm staying with a family on an exchange program. I just got my visa.

B Wow! So, _____ (necessary / learn some Japanese) before you go?

A Well, yeah. _____ (nice / say "Thank you") and things. _____ (important / know a few expressions) I think, so I want to _____ (get a phrase book / read) on the plane.
- A I need to _____ (buy a guidebook / get some ideas) for sightseeing, too.

B So, _____ (easy / get around) Tokyo?

A Well, they say _____ (not hard / use the subway). But I heard _____ (easy / get lost) when you're walking around.
- A I need to _____ (go to the bank / change some money), too. I heard _____ (good / have some cash). You know, you need to _____ (carry some cash / pay for taxis) and things.

B _____ (not possible / pay) for everything with a credit card?

A Not really. _____ (not easy / do) that.

B Pair work Choose a country to visit. Role-play a conversation about preparing for the trip. Use the conversation above for ideas. Think of more questions to ask.

A *I'd love to go to Brazil to see the Carnival in Rio.*

B *Is it expensive to fly there?*

3 Speaking naturally

Reduction of *to*

A *Is it expensive to visit your country?*

B *Well, it's hard to find cheap hotels.*

A 3.03 Listen and repeat. Notice the reduction of *to* in the sentences above.

About you

B 3.04 Listen and complete the questions. Then ask and answer the questions with a partner.

- Do you need a visa _____ your country?
- Do you need to speak the language _____ your city?
- Is it easy _____ a cheap place to stay?
- Is it safe _____ late at night?
- Do you have to pay _____ in museums?



1 Building vocabulary

A 3.05 Listen and say the words. What else do you see in the picture? Make a list. Can you think of any other things you need when you travel? Compare with a partner.




Word sort **B** Complete the chart using at least 15 different words. Then compare with a partner.

	You need to take ...	It's good to have ...	It's not necessary to take ...
On a beach vacation	<i>a bathing suit</i>	<i>sunscreen</i>	<i>a tent</i>
On a camping trip			
To stay overnight with a friend			

"On a beach vacation, you need to take a bathing suit to go swimming."

2 Building language

A  3.06 Listen. Jenny's going on a camping trip. What's her mother's advice? Practice the conversation.

Mom Jenny, maybe you should take some insect repellent. . . . Oh, and take a flashlight, and don't forget to pack some spare batteries. . . . Why don't you take my jacket? It's a good idea to have something warm. . . . Now, you need to take a hat. You could borrow your dad's. But don't lose it. . . . Oh, and Jenny, do you want to pack some other shoes?

Jenny I'm sorry, Mom. Did you say something? I can't hear you with my headphones on.



Figure it out B How does Jenny's mother make suggestions? What does she say about packing these things?

insect repellent a flashlight spare batteries her jacket something warm a hat other shoes

"You should take some insect repellent."

3 Grammar Advice and suggestions 3.07

Extra practice p. 146

What **should** I take?

Should I take these shoes?

You **should** take a hat.

You **shouldn't** take high heels.

You **could** borrow your dad's hat.

You **need to** have warm clothes.

Do you want to pack some other shoes?

Why don't you take a hat?

It's a good idea to pack a jacket.

Take a flashlight.

Don't forget to pack some batteries.

In conversation

You should . . . can be very strong. People sometimes soften it by saying:

I think you should . . .

Maybe you should (just) . . .

You should probably . . .

A Complete the suggestions to someone going on these trips. Then compare with a partner. Add more suggestions.

1. **a hiking trip in the Andes**

"I think you should take a first-aid kit ."

"It's a good idea _____ ."

"Maybe you shouldn't _____ ."

2. **sightseeing in Paris**

"Don't forget _____ ."

"Why don't you _____ ?"

"Maybe you should _____ ."

3. **a language course in Canada**

"You need _____ ."

"It's not a good idea _____ ."

"You could _____ ."

4. **backpacking around Asia**

"Take _____ ."

"You should probably _____ ."

"You want to _____ ."

About you B **Pair work** Now look at these trip ideas. Make four suggestions to someone going on these trips.

Why don't you take some souvenirs to your relatives in the U.S.?

- visiting relatives in the U.S.
- a homestay in Japan
- a working vacation in Australia
- a road trip through California

Common errors

Do not use *can* to give advice.

I think you should take a first-aid kit.

(NOT *I think you can take a first-aid kit.*)

 Sounds right p. 138

1 Reading

A Brainstorm! Do you ever stay in hotels? What's fun about staying in a hotel? Make a class list.

You don't have to cook or make your bed.

You can sit by the pool to relax.

B Read the article as quickly as you can. How much can you remember about each hotel? Compare with a partner.

Reading tip

If you don't understand some words in a description, find other words that will help you get a sense of their meaning. For example, *comfortable* helps you know that *cozy* means "nice in some way."



Unique Hotel Experiences

Here are three exciting hotels that you will never forget!

1. Controversy Tram Hotel, The Netherlands It's easy to see why this bed and breakfast is on our list of unusual places to stay. Don't worry – these old city trams are not going to take you anywhere. The owners got old trams from Germany and Holland and converted them into comfortable, cozy rooms with American, Italian, French, and Mexican themes. The owners sleep in an old double-decker bus from England and cook in a French van! It's definitely a place for people who like trains, planes, cars, and other transportation memorabilia.



2. EcoCamp, Chile It's not hard to fall asleep at this environmentally friendly hotel in the heart of the Torres del Paine National Park. The scenery is amazing, as is the peace and quiet. Guests stay in comfortable and inviting domes similar to the homes of ancient native peoples. You should definitely take your hiking boots. In the daytime, guests can trek through the mountains and see *guanacos* (a type of llama) and other wildlife and then go back to the domes to relax and enjoy a delicious dinner in the evening.



3. Giraffe Manor, Nairobi When we asked the owners of this African hotel, "What should we pack?" they said, "Don't forget to bring a camera." It's good to know. From the elegant rooms of this beautiful manor you have superb views of the Ngong Hills. Not only that, but a herd of giraffes lives on the manor, and you don't have to try hard to get a great photo. The giraffes wander around and poke their heads through the bedroom windows. They even turn up at the breakfast table, too.

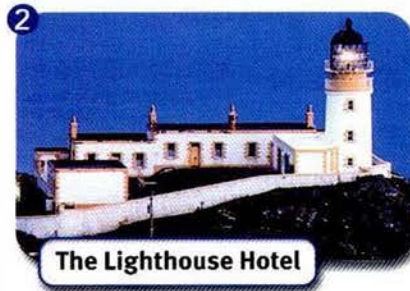
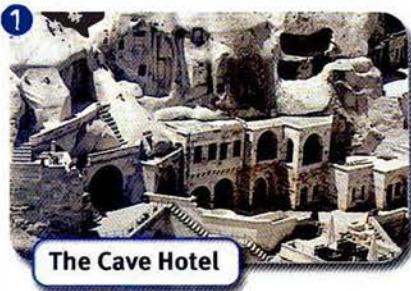



C Pair work Read the article again. Discuss the questions about each hotel.

1. What is unusual about each hotel?
2. How does the article describe the rooms?
3. What can you do during the day in each place?
4. Which hotel would you like to stay at? Why?

2 Listening and writing Recommendations

A Look at these hotels. Would you like to visit any of them?



B  3.11 Read the advice about staying at these hotels. Can you match each piece of advice with a hotel? Then listen and check your guesses.

1. You should bring lots of books and board games for rainy days. 2
2. Wear flat shoes so you can climb the ladder to your room. ____
3. Be sure to take everything you need. It's miles from another town. ____
4. I really recommend the hot-air balloon ride. ____
5. Don't spend too much time in the water. ____
6. It's a good idea to have some binoculars to watch the dolphins. ____

About you

C Imagine you are staying at one of the hotels in this lesson. Write an email to a classmate about the hotel and your trip. Use the Help note and the example below to help you.

Help note

Writing a message about a trip

- Start like this: ▶
- Say if you are enjoying your stay: ▶
- Describe the place, food, or weather: ▶
- Say something you did: ▶
- Attach a photo and describe it: ▶
- Say something you are going to do: ▶
- End like this: ▶



D Pair work Exchange messages. Write a response to your partner's message. Make comments and ask questions for more information.

Free talk p. 132

Learning tip Writing notes about nouns

When you write down a new noun, it's a good idea to write notes about it.

its pronunciation and stress ▶	<i>phrase book</i> (ph = /f/)
if it's a countable or an uncountable noun ▶	<i>sunscreen</i> (uncountable)
	<i>a map</i> (countable)
the spelling of the singular and plural forms ▶	<i>a hairbrush, hairbrushes</i>
if it's always plural ▶	<i>sunglasses</i> (always plural)
how to make a plural noun singular ▶	<i>a pair of sunglasses</i> (singular)

1 Match the travel items to the notes. Mark the stress on each word by underlining the stressed syllable.

- | | |
|----------------------------------|--|
| 1. <u>ba</u> thing suit <u>d</u> | a. (sc = /s/), plural, <i>a pair of</i> (singular) |
| 2. batte ^r ies _____ | b. (sounds almost like <i>close</i>), always plural |
| 3. clothe ^s _____ | c. (sch = /sk/), countable |
| 4. sche ^d ule _____ | d. (<i>ui</i> in <i>suit</i> sounds like <i>oo</i> in <i>too</i>), countable |
| 5. sciss ^o rs _____ | e. ies = y (<i>singular</i>) |

In conversation

A pair of shoes

The top items people talk about with **a pair of** are:

- | | |
|-----------|--------------|
| 1. shoes | 5. glasses |
| 2. pants | 6. stockings |
| 3. shorts | 7. socks |
| 4. jeans | 8. gloves |

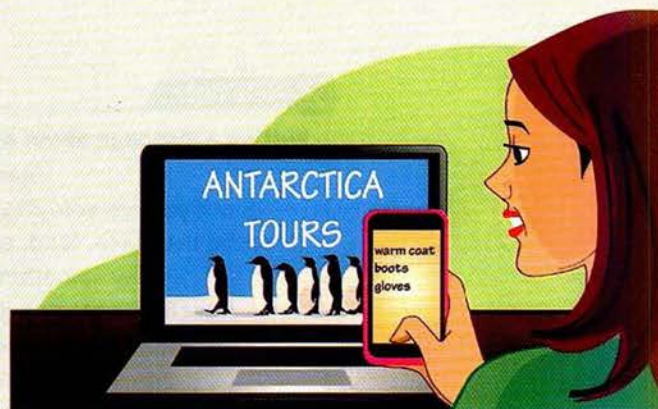
2 Write notes about these travel items. Add two more ideas of your own.

pajamas razor shampoo toothbrush



On your own

Visit some travel websites and find two different types of vacations. List ten items you need for each one.



Can Do!

Now I can ...

I can ...

I need to review how to ...

- give reasons for things I do.
- give opinions with *It's* + adjective + *to*.
- discuss what I need to take on a trip.
- give advice and make suggestions.
- respond to suggestions people make.

- use *I guess* to show I'm not sure about something.
- understand conversations about travel.
- understand advice people give about hotels.
- read an article about unique hotels.
- write an email about a trip.

At home

8



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about where you keep things at home
- Say who owns things with *mine*, *yours*, etc. and *whose*

Lesson B

- Talk about items in the home
- Identify things using adjectives and *one* and *ones*

Lesson C

- Use *Do you mind . . . ?* and *Would you mind . . . ?* to make polite requests
- Agree to requests with expressions like *Go right ahead* and *No problem*

Lesson D

- Read comments on a website about unusual habits
- Write about your evening routine with expressions like *first* and *as soon as*

1

on the desk

on a shelf

in a box

2

in the closet

on top of the dresser

4

3

in a drawer

under the bed

on the floor

Before you begin

Look at the pictures. What do you keep in these places?

Are you a pack rat – do you hate to throw things away?



- John There's so much stuff in here! Are all these things really ours? I mean, whose bathing suit is this? Is it yours or your grandmother's?
- Sandra Hey, it's mine, and I like it.
- John And whose clothes are these?
- Sandra Oh, they're my sister's. She's storing some things here while she's away. The jewelry's hers, too. Ugh, look at these awful earrings. She has such weird taste.
- John But those are yours. I bought them for you!
- Sandra Oh, you did? Sorry. I guess they're not so bad.

1 Getting started

A Look at the picture. What are John and Sandra doing? What's in their closet?

B 3.12 Listen. Who do the clothes belong to? the jewelry? Then practice the conversation.

Figure it out

C Circle the correct words. Use the conversation above to help you. Then compare with a partner.

- A Whose / Who's bathing suit is this?

B It's my / mine.
- A Who's / Whose earrings are these? Are they your / yours?

B No, they're my sister's. All the jewelry is her / hers.
- A Does all this stuff belong to us?

B Yes, it's all our / ours. They're all our / ours things.

2 Grammar *Whose...?; possessive pronouns* 3.13

Extra practice p. 147

Whose bathing suit is this? It's mine . (It's my bathing suit.)	It's mine . They're yours .	It's my bathing suit. They're your earrings.
Whose jewelry is this? It's hers . (It's her jewelry.)	It's hers . They're his .	It's her jewelry. They're his shoes.
Whose clothes are these? They're ours . (They're our clothes.)	They're ours . It's theirs .	They're our things. It's their stuff.

About you

Complete the conversations with *whose* and possessive pronouns. Practice with a partner. Then practice again, giving your own answers.

- A I'm always losing my keys. Do you ever lose yours ?

B No. We always keep _____ on a shelf next to the door.
- A Do you hang your clothes in the closet every night?

B Well, my sister always hangs _____ in the closet, but I just throw _____ on a chair! My room's always a mess.
- A Where do you keep your shoes? Do you have one place?

B No, they're all over the apartment. I have three brothers, and mom's always saying, " _____ shoes are these?"
- A What do you do with your old clothes?

B Sometimes I give things to a friend of _____ .
But my parents give _____ to charity.
- A Where do you put your cell phone at night?

B I always leave _____ in the kitchen. But my husband puts _____ on the dresser. It's so annoying when it rings at night. So, what do you do with _____ ?
- A What do you do with all of your photos?

B I put family photos on my computer. But the kids keep _____ on their phones. My husband has _____ on his tablet.

In conversation

20% of the uses of *mine* are in the expression *friend(s) of mine*.



3 Speaking naturally Grammatical words

- A *Where do you keep your books?*
- B *On a shelf next to my speakers. Where do you keep yours?*
- A *In a pile on the floor by my bed.*

A 3.14 Listen and repeat the conversation above. Notice how grammatical words like *do, you, your, on, a, next to, my, in, and by* are reduced. Only the content words are stressed.

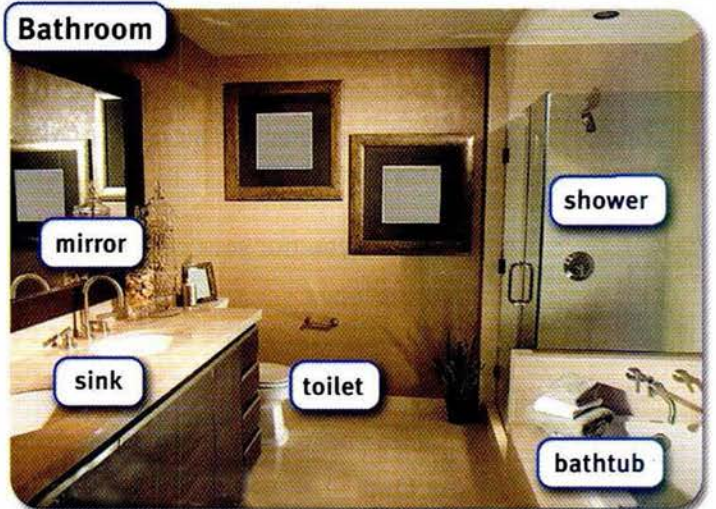
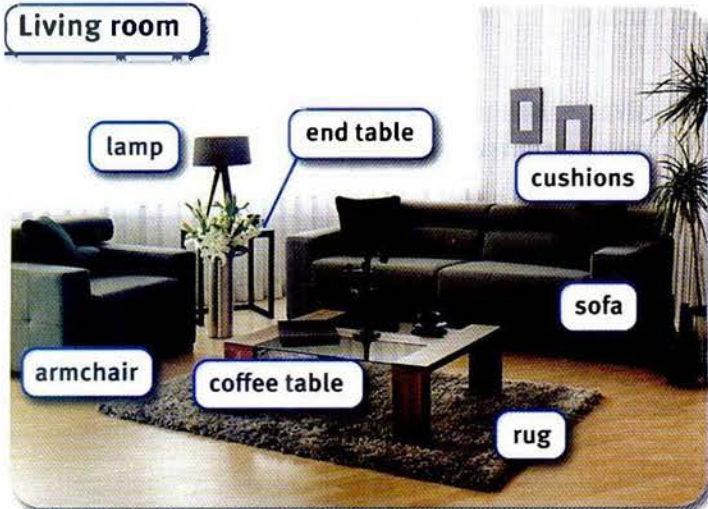
About you

B Pair work Make conversations like the one above. Use the ideas below or add your own.

- jewelry
- headphones
- passport
- credit cards
- sports equipment
- music files

1 Building vocabulary

A 3.15 Listen and say the words. What else do you see in each picture? Make a list.



Word sort **B** Complete the chart with things in your home. Then compare with a partner.

Living room	Kitchen	My room	Other
sofa	microwave		

A In our living room, there's a sofa and . . .

B We don't have a sofa. We have a couple of armchairs and . . .

2 Building language

A 3.16 Listen to these people shopping online. Which items does Meg like? Which items does Jon like? Do they have the same tastes?



1
 Jon I need a new cover for my tablet. Which one do you like?
 Meg That nice black leather one there.
 Jon Hmm, I prefer the blue one in the middle.
 Meg Which one? The blue one with the orange dots? Really?
 Jon Yeah. It's really cool.



2
 Jon Oh, and I need some new speakers, too. Which ones do you like? The rectangular black ones?
 Meg Um, those cute little round ones are cool.
 Jon How about the orange ones on the right?
 Meg Hmm. Well, they go with the tablet cover, I guess.

Figure it out

B Pair work Choose the correct words. Then practice with a partner.

- A I like that **black nice** / **nice black** tablet cover.
- B I like that blue **one** / **ones** in the middle.
- A And do you like those cute **round little** / **little round** speakers?
- B Which **one** / **ones**? The orange **one** / **ones**?

Common errors

Don't put an adjective after a noun.

I like the round speakers.
 (NOT *I like the speakers round.*)

3 Grammar

Order of adjectives; pronouns *one* and *ones* 3.17

Extra practice p. 147

Usual adjective order
opinion, size, shape, color, nationality, material
 They have a **beautiful black leather** cover.
 I want those **cute little round** speakers.

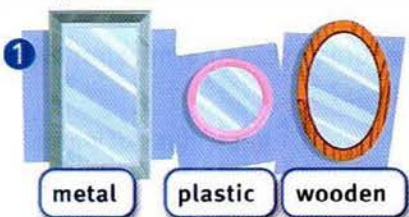
I like the black cover. Which **one** do you like?
 I like the blue **one** in the middle.
 Those speakers are cool. Which **ones** do you like?
 I like the silver **ones** on the left/right.

In conversation

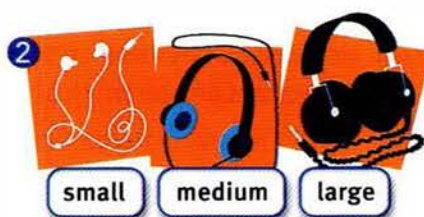
People usually use just one or two adjectives before a noun.

About you

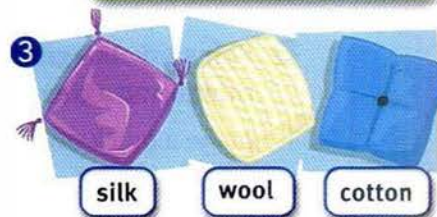
Complete the sentences so they are true for you. Then practice with a partner.



1
 I don't like the _____.
 Which _____ do you prefer?



2
 I like the _____.
 Which _____ do you like?



3
 I'd like to have the _____.
 Which _____ would you like?

- A *I like the big metal mirror. Which one do you like?*
- B *Well, I like the small pink one in the middle. The one with the plastic frame.*

Sounds right p. 138

1 Reading

A Circle the words to make these statements true for you. Tell the class.

- My kitchen is very organized / disorganized.
- I iron none / some / all of my clothes.
- I wash dishes by hand / in the dishwasher.
- I save / throw out used food containers.

B Read the comments on the website. What habits do the people have? Which do you think are unusual?

Reading tip

Ask yourself questions as you read, for example, *Is this logical? Is this normal?* etc.

The screenshot shows a web browser window with the URL <http://www.personalhomestyle...>. The page title is "Do you have an unusual HOME HABIT?". There are navigation buttons for "view all" and "favorites", and a "Post comment" button. The comments are as follows:

Martin_442 March 31, 10:55 p.m. [read full comment](#) [reply](#)
Well, my best friend has a very disorganized kitchen, but you should see mine. As soon as I come back from grocery shopping, I organize everything. First, I arrange the cans so the vegetables are in one section and the canned fruit is in another section. Next, I sort them by size so the big ones are at the back and the small ones are at the front. Then I make sure I can see all the labels.

Charlotte April 21, 8:02 p.m. [read full comment](#) [reply](#)
We have a brand new expensive dishwasher, but I hate it. I don't think it washes very well. My friend says hers is great, but mine always leaves the glasses dirty. So I always wash the dishes by hand before I load them in the dishwasher. Then, after I take them out, I rinse them again to make sure they are clean! It drives my husband crazy!

Lucia_P April 22, 7:55 a.m. [read full comment](#) [reply](#)
My weird home habit? I iron everything, including my jeans, while I'm watching TV. I even iron my socks. My roommate just stuffs hers in a drawer, but I like to fold everything, too. I even iron the curtains in my bedroom every two weeks. I know it sounds crazy, but you iron yours, too, right?

Manas_No_more_chores April 22, 7:58 a.m. [read full comment](#) [reply](#)
OK, I can't help it. I save every small plastic take-out container, pizza box, cups from the coffee shop, salad cartons, etc. My friend just throws all his in the trash, but I think that's a waste. You can use them for a lot of different things. Like the big cardboard pizza boxes – we use ours during the summer for picnic trays.

C Read the comments again. Answer the questions.

1. How does Martin arrange the cans in his cupboards?
2. Why does Charlotte wash the dishes before she puts them in the dishwasher?
3. What does Lucia iron?
4. What does Manas do with the containers he saves?

About you

D Pair work What unusual habits does your family have? Tell your partner.

2 Listening Evening routines

About you A Do you do any of these things when you get home every day? Tell the class.



B 3.22 Listen. What does Mike do when he gets home? Number the pictures in the correct order.

C 3.22 Listen again and answer the questions. Is your evening like Mike's?

1. What does Mike take out of his pockets at night? Why?
2. When does he do the dishes? Why?
3. How does he feel after he exercises? After he watches the news?
4. What does he do just before he goes to sleep?

3 Speaking and writing Evening routines

About you A Write answers to the questions below. Then ask and answer the questions with a partner. How are your routines the same?

- What do you do as soon as you get home?
- What do you do while you're eating?
- What do you do before you have dinner?
- What's your bedtime routine?

About you B Read the article below. Then write an article about your evening routine. Use the expressions in the Help note that order events.

My Evening Routines

First things first
As soon as I get home at night, I like to relax. **First**, I change my clothes. I put on something comfortable, like jeans and a T-shirt. **Next**, I turn on some music, **and then** I cook dinner. I like listening to music **while** I'm making dinner.

Dinnertime
I like to watch TV **during** dinner, so I eat in the living room. Right **after** dinner, I do the dishes. I hate to leave dirty dishes in the sink! **When** the kitchen is clean, I can relax.

Time for bed
I often have a snack **before** bedtime. **Then** I get my e-reader and go to bed. I read for about half an hour **before** I go to sleep.

Help note

Ordering events

- To show a sequence:
first, next, (and) then
- Before a noun:
before / after
during = "at the same time as"
- To link actions:
when
as soon as = "immediately after,"
"right after"
while = "at the same time as"
before / after



Learning tip *Alphabet game*

Make learning new words into a game! Choose a topic and try to think of a word for each letter of the alphabet.

1 Label the pictures. The first letter of each word is given for you.



a _____



b _____



c _____



d _____

2 Now complete your own alphabet chart. Can you think of something in your home for each letter?

a	armchair	h	o	v
b		i	p	w
c		j	q	x
d		k	r	y
e		l	s	z
f		m	t	
g		n	u	



On your own

Make labels for different things in your home. Don't throw the label away until you can remember the new word.



Can Do! Now I can . . .

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

- | | |
|---|--|
| <input type="checkbox"/> talk about where I keep things at home. | <input type="checkbox"/> agree to requests. |
| <input type="checkbox"/> say who owns things. | <input type="checkbox"/> understand requests for favors and replies. |
| <input type="checkbox"/> talk about furniture and home furnishings. | <input type="checkbox"/> understand details about evening routines. |
| <input type="checkbox"/> identify and describe which things I mean. | <input type="checkbox"/> read comments about unusual home habits. |
| <input type="checkbox"/> ask politely for permission to do things. | <input type="checkbox"/> write about my evening routine. |
| <input type="checkbox"/> ask other people to do things. | |

Things happen

9



Can Do!

In this unit, you learn how to . . .

Lesson A

- Tell anecdotes about things that went wrong using the past continuous and simple past

Lesson B

- Talk about accidents (e.g., *I broke my arm.*) using the past continuous and *myself, yourself*, etc.

Lesson C

- React to show interest with expressions like *Oh, no!*
- Use *I bet* to show you're sure or that you understand

Lesson D

- Read anecdotes in an article
- Write an anecdote using *when* and *while*

1

2

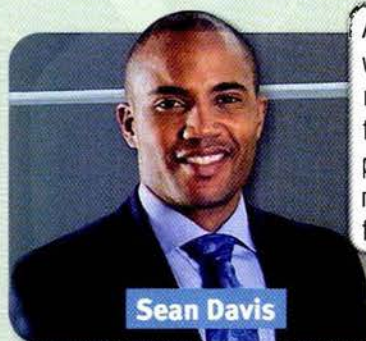
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4

Before you begin . . .

Look at the pictures. Think about a time when one of these things happened to you. Tell the class about a time when you . . .

- broke something.
- forgot something.
- lost something.
- damaged something.

Are you having a **BAD** week?

Sean Davis

Actually, yes. I was going to work on the train Monday morning, and I was talking to this woman. I guess I wasn't paying attention, and I missed my stop. I was half an hour late for a meeting with my new boss.



Julia Chen

Definitely! My friend accidentally deleted all my music files when she was using my computer. Actually, she was trying to help me – she was downloading stuff from my phone, and something went wrong. I spent hours on the phone with tech support.



Roberto Moreno

Yeah, kind of. A couple of days ago, a friend and I were trying to look cool in front of some girls at the mall. We weren't looking, and we walked right into a glass door. I was so embarrassed.



1 Getting started

A Look at the illustrations above. What do you think happened to each person? Do these kinds of things ever happen to you? Tell the class.

B 3.23 Listen and read. Were your guesses about the people correct?

Figure it out

C Can you choose the correct verb forms? Use the interviews above to help you. Then compare with a partner.

1. Sean missed / **was missing** his stop because he talked / **was talking** to a woman on the train.
2. Julia's friend **deleted** / **was deleting** all Julia's music files when she using / **was using** her computer.
3. Roberto and his friend **tried** / **were trying** to look cool when they walked / **were walking** into a glass door.

2 Grammar Past continuous statements 3.24

Extra practice p. 148

Use the past continuous to set the background for a story or tell about events in progress in the past. Use the simple past for completed actions in the past.

I **was talking** to a woman, and I missed my stop. I **wasn't paying** attention.

We **were trying** to look cool, and we walked into a glass door. We **weren't looking**.

A friend of mine deleted all my music files **when** she **was using** my computer.

When my friend **was using** my computer, she deleted all my music files.

In conversation

The most common verbs in the past continuous are *talk, do, go, say, try, get, and tell*.

Complete the anecdotes with the past continuous or simple past. Then close your book. Take turns retelling the anecdotes to a partner.

- I was having (have) lunch in a café yesterday when the server accidentally _____ (spill) tomato sauce on my shirt. I guess he _____ (not / pay) attention. I was upset, but I _____ (got) my lunch for free.
- My friend and I were at a barbecue last week. When we _____ (walk) around the yard, she _____ (trip) and _____ (fall) into the pond.
- I _____ (damage) my parents' car last week. I _____ (try) to park, and my friend _____ (talk) to me, and I _____ (hit) a wall. Now I have to pay for the repairs.
- I was in a chemistry class recently, and a classmate and I _____ (do) an experiment when something _____ (go) wrong. I _____ (burn) my hand.
- Last week I was on the bus, and I _____ (talk) to my girlfriend on my cell phone. Well, actually, we _____ (have) a long argument. We _____ (not / get along) at the time. When I _____ (end) the call, I realized that everyone on the bus _____ (listen). How embarrassing!



3 Speaking naturally Fall-rise intonation

I was running for a **bus** last week, and I **fell**.

When I was going **home** yesterday, I ran into an old **friend**.

A 3.25 Listen and repeat the sentences above. Notice that the intonation falls and then rises slightly at the end of the first part of each sentence. This sets the background.

B 3.26 Listen and complete the sentences. Then listen again and repeat.

- I was reading a book _____, and I missed my stop.
- Last night when I was washing _____, I broke a glass.
- I was texting _____, and I tripped and fell on the street.
- Yesterday when I was using _____, it suddenly crashed.

About you

C Pair work Think of things that happened to you this week. Tell each other your anecdotes.

1 Building vocabulary

A 3.27 Listen and say the words and sentences. Which words and expressions do you already know?

Word sort B Make true sentences about accidents that happened to you or people you know. Use the vocabulary above and add other words you know.

break	<i>I broke my leg when I was a kid.</i>
sprain	
cut	
hurt	
other	<i>My sister got a black eye...</i>

About you C **Pair work** Take turns telling about the accidents in your chart.

2 Building language

A 3.28 Listen. What happened to George? What was he doing when it happened? Practice the conversation.

- Nikki So, how was your ski trip? Did you have a good time?
 George Yeah, I guess. I sort of had an accident.
 Nikki Oh, really? What happened? Did you hurt yourself?
 George Yeah, I broke my leg.
 Nikki Oh, no! How did it happen? I mean, what were you doing?
 George Well, actually, I was talking on my cell phone. . . .
 Nikki While you were skiing? That's kind of dangerous.
 George Yeah, I know. But I was by myself, so I was lucky I had my cell to call for help.



Figure it out

B Complete the questions George's other friends asked. Use the conversation above to help you.

1. What were / did you doing?
2. How did it happen / was it happening?
3. Did you hurt yourself / you?
4. I don't enjoy skiing by / with myself. Do you?

3 Grammar Past continuous questions; reflexive pronouns 3.29

Extra practice p. 148

Past continuous

Were you **skiing** with a friend?
 No, I wasn't. I was by myself.
 What **were** you **doing** (when you fell)?
 I was talking on my cell phone.

Simple past

Did you **hurt** yourself?
 Yes, I did.
 What **did** you **do**?
 I called for help.

Reflexive pronouns

I	} hurt	[myself.
You			yourself.
He			himself.
She			herself.
We			ourselves.
They			themselves.

In conversation

10% of uses of *yourself* are in the question *How about yourself?*
 Almost 10% of uses of *myself* are in the expression *by myself*.

Common errors

Don't use an object pronoun when the subject and object of the verb refer to the same person.

My father hurt himself.
 (NOT ~~My father hurt him.~~)

A Complete the conversations with reflexive pronouns and the simple past or past continuous of the verbs given.

1. A What's wrong with your finger? Did you cut _____ ?
 B Yeah, I accidentally cut _____ with a knife.
 A Oh, _____ you _____ (make) dinner?
2. A My father hurt _____ at the gym.
 B That's too bad. _____ he _____ (lift) weights?
 A Yeah. A lot of people hurt _____ on weight machines, I guess.
3. A Hey, where _____ you _____ (get) that black eye?
 B Oh, my mom and I had a car accident. But she's OK.
 A Well, that's good. Uh, so who _____ (drive)?
4. A My sister was hiking by _____ last weekend, and she broke her ankle. She was in the middle of nowhere.
 B Oh, no! So, how _____ she _____ (get) help?
 I mean, _____ anyone else _____ (hike) on the trail?

Sounds right p. 139

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

1 Reading

A Brainstorm! Make a list of any good things that happened recently. Tell the class.

I passed my final math test.

My friend gave me a ticket to a concert.

B Read the article. What bad thing happened to each person?
Did their stories have happy endings?

Reading tip

As you read a story, pay attention to the time expressions like *ten years later*, or *last month*. They help you follow events.

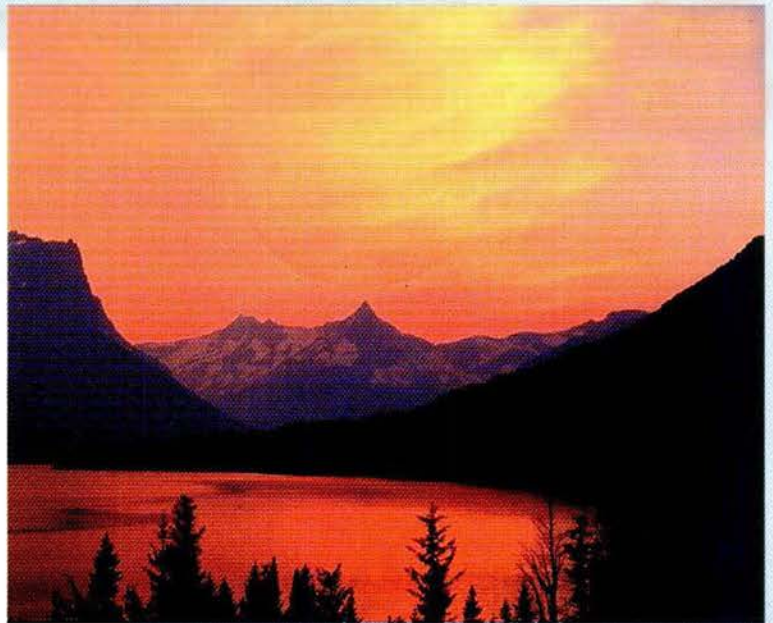
EVERY CLOUD HAS A SILVER LINING ...



GEMMA RUSSO, CALIFORNIA

Sometimes when things go wrong, they just go wrong. But occasionally something really positive comes out of

a bad situation. Last month, while I was hiking in a state park, I took a photo of an amazing sunset over a lake. It was so beautiful that I decided to text it to my friend Charley right then and there. Anyway, when I was taking more photos of the lake, I slipped and dropped my cell phone in the water. Disaster! I lost all my photos, and I sprained my ankle. They couldn't fix my phone, either. Well, apparently, Charley secretly sent in my sunset photo to the local TV station. Today, they chose it for "Photo of the Month," and I won a brand new camera! Maybe every cloud does have a silver lining, after all!



ELENA, TEXAS

Ten years ago, my scooter broke down when I was riding to school. I couldn't afford to fix it, so that semester I had to get up at 5:00 a.m. every day to take the bus. One cold, wet morning,

I was feeling really tired and grumpy. But while I was waiting for the bus, this guy started talking to me, and he actually made me laugh! It turned out that he was studying at the same college. We exchanged phone numbers, and the rest is history. Ten years later, we're married with two children. Oh, and a new scooter!



CHIN-HO, DAEGU

A couple of weeks ago, I was helping a friend move his things into my apartment. He was out of work and needed a place to stay. While we

were carrying some heavy boxes up the stairs, I hurt my back. It was really bad, so I had to go to the emergency room. Anyway, while I was waiting to see the doctor, I saw an advertisement for a computer technician at the hospital. I called my friend, he got the job, and I got a prescription for painkillers! At least his cloud had a silver lining! Though I do have my apartment all to myself again.

C Read the article on page 92 again. Are the sentences true or false?

Check (✓) True (T) or False (F). Correct the false sentences.

	T	F
1. Gemma believes that something good ^{occasionally} always comes out of a bad situation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Gemma won a new camera because she sent her photo to a local TV station.	<input type="checkbox"/>	<input type="checkbox"/>
3. Elena had to take the bus to class because she didn't have the money to fix her scooter.	<input type="checkbox"/>	<input type="checkbox"/>
4. Elena liked the guy at the bus stop because he was funny.	<input type="checkbox"/>	<input type="checkbox"/>
5. Chin-ho hurt himself when he was trying to help a friend.	<input type="checkbox"/>	<input type="checkbox"/>
6. Chin-ho's friend moved to a new place when he got the job at the hospital.	<input type="checkbox"/>	<input type="checkbox"/>

2 Listening and speaking Happy endings?

A 3.33 Listen to Gary's and Pam's stories. Who lost something? Who got lost?

B 3.33 Listen to the stories again. Answer the questions.

Gary's story

- Where was Gary? What was he doing?
- Who did he meet?
- Why did he forget his briefcase?
- What did he do when he got to work?
- Does this story have a happy ending? Why or why not?

Pam's story

- Where was Pam going?
- What was her problem?
- How did she get help?
- How did the woman offer to help?
- Does this story have a happy ending? Why or why not?

C **Pair work** Student A: Choose one of the stories above, and retell it to a partner. Student B: Listen. Did your partner leave out any important details?

Free talk pp. 134 and 136

3 Writing Anecdotes

A Think of a time something went wrong. Write 10 to 12 sentences about it. Make sure your sentences are in order.

<i>I was walking to work last week.</i>	<i>The light changed.</i>
<i>It started to rain.</i>	<i>I had to wait for a really long time.</i>
<i>I didn't have an umbrella.</i>	<i>A young man came up to me.</i>
<i>I put a newspaper over my head and ran.</i>	<i>He offered to share his umbrella.</i>
<i>I got to the corner.</i>	<i>He walked with me all the way to work!</i>

About you

B Read the Help note and the anecdote. What events do the words **when** and **while** link? Then use your notes from above to write your own anecdote.

Last week, I was walking to work **when** it started to rain. I didn't have an umbrella, so I put a newspaper over my head and ran. **When** I got to the corner, the light changed, and I had to wait for a really long time. I was waiting, a young man came up to me and offered to share his umbrella. He walked with me all the way to work! It was so nice of him.

Help note

Linking ideas with when and while.

You can use **when** or **while** to link a longer "background" event and another action.

While emphasizes the length of time an action or event takes.

When also shows events that happen one after another.

C **Group work** Read your classmates' anecdotes. Which ones show "every cloud has a silver lining"?

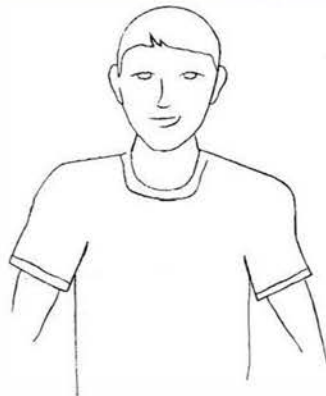


Learning tip *Sketches*

Draw and label pictures to help you remember new vocabulary.

1 Label the sketch. Use the words in the box.

eye
nose
head
face
neck
shoulder



In conversation

Take my hand

The top ten body parts people talk about are:

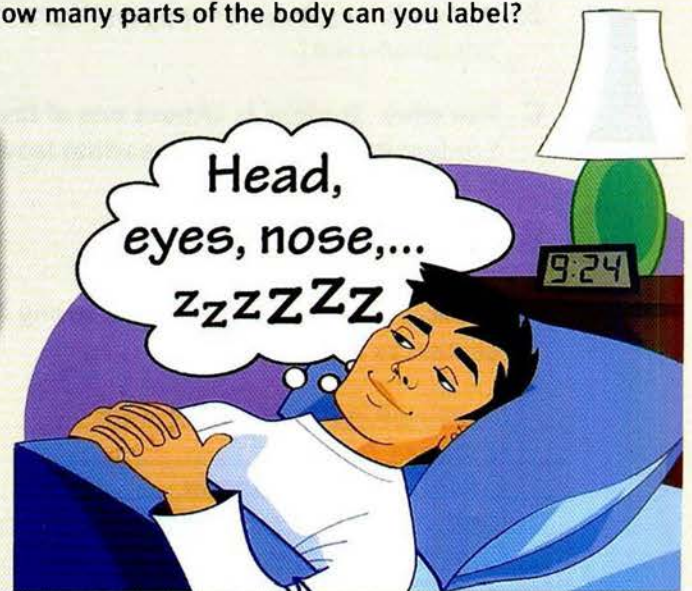
- | | |
|---------|----------|
| 1. hand | 6. arm |
| 2. eye | 7. mouth |
| 3. head | 8. ear |
| 4. face | 9. back |
| 5. leg | 10. knee |

2 Now make a sketch of a body from head to toe. How many parts of the body can you label?



On your own

Before you go to sleep each night, think of the name for each part of your body. Start at your head, and work toward your toes. Can you think of each word in English before you fall asleep?



Can Do! Now I can ...

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

- tell anecdotes about things that went wrong.
- talk about accidents and what happened.
- react with expressions like *Oh, no!* to show I'm listening to a story.
- use *I bet* to show I'm sure or as a response to show I understand.

- understand people telling anecdotes and respond.
- understand the details of a story.
- read anecdotes in an article.
- write an anecdote about something that went wrong.

1 Can you complete this conversation?

A Complete the conversation. Use the simple past or past continuous of the verbs.

Marty Where did you get (get) that black eye?
_____ you _____ (fall) or something?

Kevin Not exactly. I _____ (crash) into a tree with a bike.

Marty You're kidding! How _____ that _____ (happen)?

Kevin Well, I _____ (ride) my little brother's bicycle. And his friends _____ (watch) me and _____ (laugh) at me.

Marty So why _____ they _____ (laugh)? I mean, what _____ you _____ (do)?

Kevin I _____ (not do) anything special. But the bike is kind of small.

Marty Yeah, I bet. And I bet you _____ (try) to look cool, too.

Kevin I guess. I _____ (look) at the kids behind me. And I _____ (not see) the tree ahead of me. When my brother _____ (shout), "Watch out," I _____ (turn) around, but it was too late.

Marty Oh, no! _____ you _____ (hurt) yourself?

Kevin Well, I _____ (not break) anything. I just _____ (feel) embarrassed.



B **Pair work** Practice the conversation. Then practice again and change Marty's responses.

2 What's in the bathroom?

A Look at the picture for ten seconds, and try to remember where things are. Then close your book. How many sentences can you write?

1. There's a toothbrush on the sink.

B **Pair work** Choose six items from the picture. Give your partner clues to guess the items. Then change roles.

A You use it to clean your teeth.

B Is it a toothbrush?

A No, it's not.

B Is it toothpaste? ...



3 Can you use these expressions?

Use these words and expressions to complete the conversation. Use capital letters where necessary.

whose yours one bright would you mind I guess by myself no, not at all
mine hers red to do ✓ do you mind if I bet yourself

Karen Do you mind if I come in? You look busy.

Trish No, make _____ at home. _____ handing me that paintbrush? The red _____?

Karen _____.

Trish Thanks. So, what do you think?

Karen Um, nice. I love the _____ wall. Did you and your roommate choose the colors together?

Trish No, actually, I did it all _____. Nadia's away this week.

Karen Oh, is she? _____ this was a lot of work.

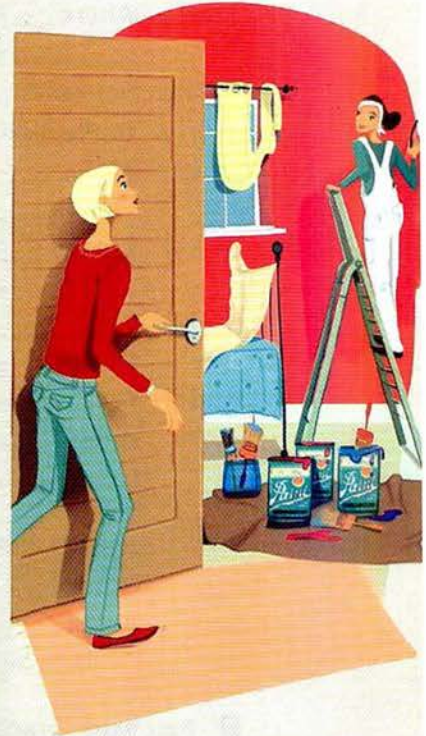
Trish Actually, no. It was very easy _____.

Karen _____ room is this? Is it _____ or Nadia's?

Trish This one is _____, and _____ is down the hall.

Karen Um, does Nadia like these colors?

Trish I don't know. But I do! _____ I have an eye for color.



4 Suggestions, please!

Pair work Think of solutions to these problems. Then take turns making suggestions.

"I get a lot of colds in the winter."

"My bedroom is always a mess."

"I'm going camping in June, but I don't have any equipment."

"Ouch! I think I just sprained my ankle."

A *I get a lot of colds in the winter.*

B *Why don't you...?*

5 Do you mind...?

Pair work Imagine you and your partner are in a car on a road trip. One of you is the driver. Take turns asking permission and making requests. Use the ideas below and add your own.

- turn on the air conditioning
- stop for a snack
- open the window
- listen to the radio
- drive
- borrow some sunscreen
- check the GPS
- slow down
- eat one of your cookies

A *Would you mind turning on the air conditioning?*

B *No, not at all.*

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

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B2	TOUCHSTONE 4
C1	VIEWPOINT 1
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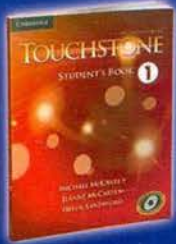
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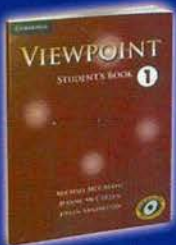
High Beginning



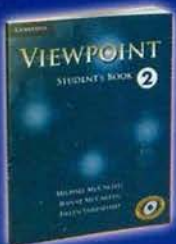
Low Intermediate



Intermediate



High Intermediate



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