

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

2

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Can Do!

In this unit, you learn how to . . .

Lesson A

- Compare ways of communicating using comparative adjectives

Lesson B

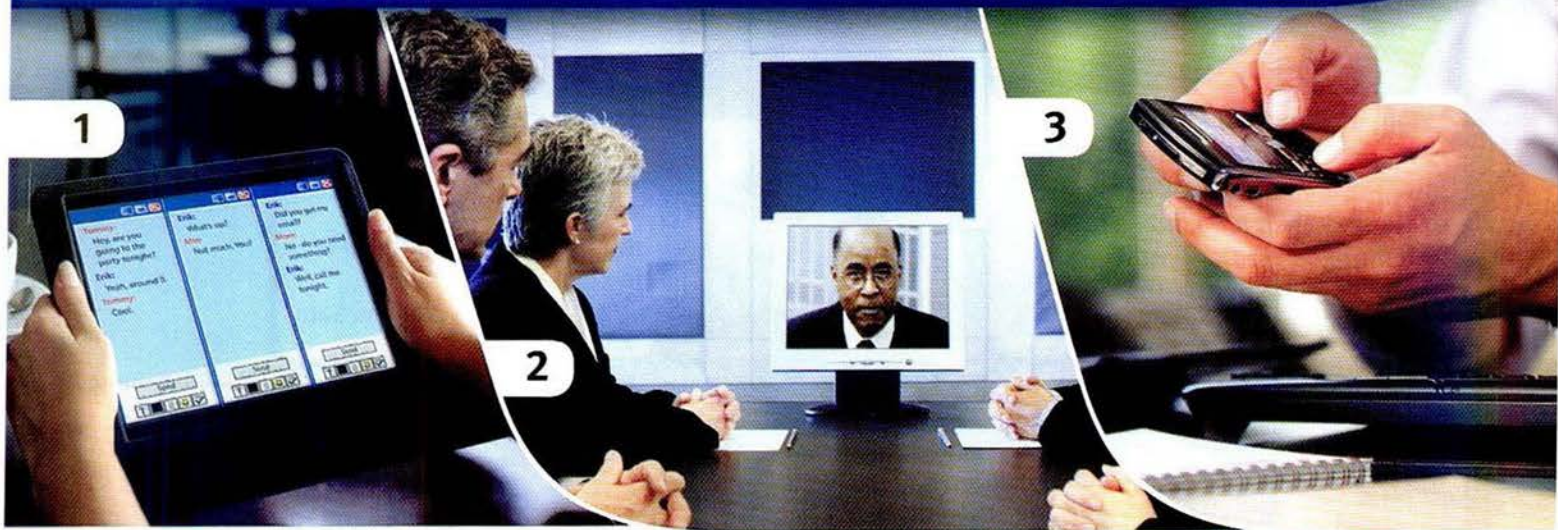
- Manage phone conversations
- Compare communication habits using *more*, *less*, and *fewer*

Lesson C

- Interrupt and restart a phone conversation
- Use *just* to soften what you say

Lesson D

- Read an article about texting
- Write an article giving pros and cons



1

2

3



4

5

Before you begin . . .

Match these ways of communicating with the pictures. Which of these do you do?

- | | |
|---|---|
| <input type="checkbox"/> texting | <input type="checkbox"/> video calling |
| <input type="checkbox"/> video conferencing | <input type="checkbox"/> instant messaging (IM) |
| <input type="checkbox"/> social networking | |

HOW DO YOU KEEP IN TOUCH WITH PEOPLE?



“Well, at work we use video conferencing for meetings with our international offices. It’s less expensive than a business trip. And more convenient. And you don’t get jet lag, either!”

–Kayla Johnson



“I text my friends all day. Texting’s a lot quicker and easier than calling. It’s more fun, too. I can’t do it in class, though.”

–Mayumi Sato

“We use email at work, but I use my social network to keep in touch with friends. I was getting a lot of spam in my personal email. There’s nothing worse than spam in your inbox.”

–Alma Jones



“Well, I video call my parents. They think it’s better than the phone because they can see me. I guess it’s a good way to keep in touch when I’m away at school.”

–Paco Rodriguez



“Well, for birthdays and things I still like to send a card. I know regular mail is slower and less reliable than email, but cards are more personal. And I never send those e-cards. I just think it’s nicer to get a real card.”

–Tim Henry

1 Getting started

A 4.01 Listen to the responses to the survey question. How do the people keep in touch?

Figure it out

B Can you complete the sentences? Circle the correct words. Use the survey to help you.

1. Mayumi says texting is quicker / quick than calling. It’s more fun than / that calling, too.
2. Tim thinks real cards are more personal / nice than e-cards.
3. Kayla says that video conferencing is less / more expensive than a business trip.
4. Paco’s parents think that video calling is good / better than phone calls.
5. Alma says nothing is worse / bad than spam in your inbox.

2 Grammar **Comparative adjectives** 4.02

Extra practice p. 149

Short adjectives
Adjective + *-er*
Texting is **quicker** and **easier than** calling.
It's **nicer** to get a real card than an e-card.

Long adjectives
more + adjective
Real cards are **more personal than** e-cards.
less + adjective
Video conferences are **less expensive than** trips.

Irregular adjectives
good ▶ **better**
bad ▶ **worse**
Video calls are **better than** phone calls.
Nothing is **worse than** spam in your inbox.

Notice
slow ▶ slower
nice ▶ nicer
easy ▶ easier
big ▶ bigger
But
fun ▶ **more fun**

In conversation

The top adjectives after *more* are *expensive, convenient, important, interesting, and fun.*

A Complete the conversations with the comparative form of the adjectives and *than* if needed. Then practice with a partner.

- A Do you like e-cards? I think they're more interesting than (interesting) real cards.
B True. And they're _____ (easy) to send, too. Though they're a bit _____ (personal) real cards.
- A Do you ever use video calling? Our grandparents think it's _____ (nice) because they can see us. It's _____ (good) the phone.
B Yeah, and it's _____ (expensive) international phone calls.
- A Do you prefer your tablet or your laptop?
B My laptop. It's _____ (big), but it's _____ (useful) a tablet. Tablets are _____ (difficult) to work on.
A Yeah? My sister prefers her tablet. She says it's _____ (light) her laptop, so it's _____ (convenient) to carry around.
- A Do you use email much these days? I don't. I just use my social network.
B Me too. It's _____ (efficient) email. And it's _____ (fun). It's _____ (good) texting, too. Texting's _____ (bad) email.


About you **B** **Pair work** Ask and answer the questions above. Give your own opinions.

3 Speaking naturally **Linking**

*With social networking, it's **easier** to **keep in touch** with people.*
*Text messages **are less expensive** than phone calls.*
*Real cards **are nicer than** e-cards.*

Common errors

With comparatives, use *more* or *-er*, not both.
IM is easier than email.
(NOT *IM is more easier than email.*)

A  4.03 Listen and repeat. Notice how the consonants are linked to the vowels.


About you **B**  4.04 Listen and repeat the questions below. Then discuss the questions in groups.


- How do you **keep in touch** with friends **and** family?
- Do you talk to your grandparents **every day**?
- Do you **use a** social network to communicate with friends?
- Is it** easier to text your friends **or** to call them?
- Do you think video calls **are** more fun than phone calls?


1 Building vocabulary

A 4.05 Listen and read. Why can't Nathan have a conversation with Angela?


1  Receptionist Good afternoon. Sun Company.
Nathan Hello. **Could I speak to** Angela Bell, please?
Receptionist One moment, please.
Voice mail Angela Bell is on the phone. Please leave a message.
Nathan **Hi, Angela. This is Nathan. Call me back on my cell.**

2  Angela Angela Bell.
Nathan Hi, Angela. It's Nathan. Did you get my message?
Angela Uh, yes, I think so. **Oh, hold on. I have another call.** Call me later, OK?

3  Woman Hello?
Nathan Uh, Angela?
Woman No, this is Beth.
Nathan Oh, **I'm sorry. I think I have the wrong number.**
Woman No problem.

4  Angela Hello?
Nathan Hi, Angela. Guess what!
Angela Nathan, I can't hear you. **You're breaking up.** Call me back on my office phone.
Nathan Oh, OK.



5  Angela Angela Bell.
Nathan Angela! Listen. My boss has some concert tickets for us. . . . Uh, Angela? Angela? Oh, no! **We got cut off.**

Word sort

B Find these expressions in the phone conversations, and write them in the chart. Then practice the conversations with a partner.

What can you say when . . .	
you ask to speak to someone?	
you leave a voice-mail message?	
you want someone to return your call?	
you need to interrupt because you have another call?	
you call someone by mistake?	
you can't hear some of the other person's words?	
the phone call suddenly ends?	

2 Building language

A  4.06 Listen to the conversation Nathan and Angela finally have. Why was Nathan calling?

- Nathan Finally! It's hard to get ahold of you.
 Angela You're not that easy to reach, either.
 Nathan You spend a lot more time on the phone than I do.
 Angela That's because I get more calls.
 Nathan You just talk more! Anyway, I was calling before 'cause my boss had free tickets to the Sting concert tonight.
 Angela Oh, great! What time?
 Nathan Well, it's too late now. He gave them to someone else.
 Angela Oh, no! Why didn't you send me a text message?

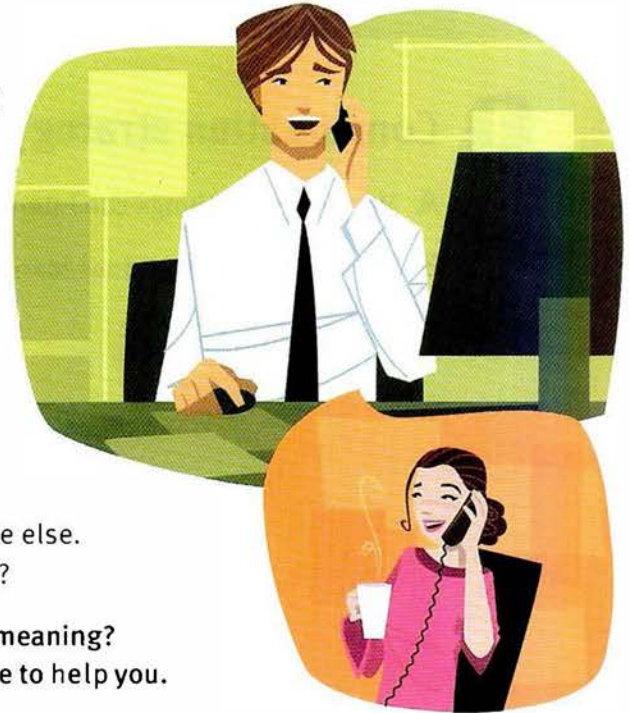


Figure it out

B Can you rewrite these sentences and keep the same meaning? Start with the word given. Use the conversation above to help you.

1. **Angela** You get fewer calls than I do. I _____.
2. **Nathan** I spend less time on the phone than you do. You _____.
3. **Nathan** I talk less than you do. You _____.

3 Grammar *More, less, fewer* 4.07

Extra practice p. 149

With countable nouns

I get **more** calls than you (do).
 You get **fewer** calls than I do.

With uncountable nouns

I spend **more** time on the phone.
 You spend **less** time on the phone.

With verbs

She talks **more** than he does.
 He talks **less** than she does.

About you

A Complete the sentences with *more*, *less*, or *fewer* so they are true for you. Rewrite them in a different way and keep the same meaning.

1. My friends talk more than I do. *I talk less than my friends do.*
2. On the phone, I listen _____ than I talk.
3. I send _____ emails than texts.
4. I spend _____ time on social networking sites than my parents.
5. I get _____ emails than I did two years ago.
6. I get _____ voice-mail messages than text messages.
7. My parents talk on the phone a lot _____ than I do.
8. I like texting _____ than calling.

In conversation

Fewer is not very common. People use it more in writing.

B Pair work Discuss the sentences above. Compare your styles of communication.

A I think my friends talk more than I do. I'm pretty quiet.

B Really? I talk more than all my friends. They say I never stop talking!

 Sounds right p. 139

1 Reading

- A** Is texting a good way to communicate? Why or why not? Make a list of reasons.
- B** Read the article. What's one advantage of texting? What's one disadvantage?

Reading tip

Read the first and last paragraph of an article to get a general sense of what it is about.

15 Comments

Why all the interest in texting?

An article on the Internet recently caught my eye. It was about the Texting Championships in New York City. The 17-year-old winner texted 149 characters in 39 seconds and won \$50,000. That is certainly impressive, and much, much faster than me – LOL :-). However, I started to wonder: Why is there still so much interest in texting? After all, texting is a commonplace activity these days.

It's clear that texting, with all its abbreviations and symbols, is now part of our lives. According to research, about 75% of Americans send text messages, and almost one third prefer to text rather than talk on their phone. It's just quicker to send a text than make a call. Typing SUP is faster than asking "How are you?" and listening to the answer. It's also more discreet because no one can overhear your conversation – and that's FBM.

OTOH, texting has its downsides, too, and perhaps it's these problems that create all the interest. Texters gripe that they are getting more spam texts than ever before. Teachers complain that students' test scores are getting worse because teens spend more time texting than they should. Some also say that texting encourages bad grammar and punctuation and IMO, that's true. Students don't realize they shouldn't write their essays in "textese," and they get low grades as a result. Many young people are sleeping less because they wake up in the night every time a text pops up on their phone. Others have injuries to their hands and thumbs from the constant texting.

There are also more serious problems with texting, however, such as the accidents that happen when people text and drive at the same time. Fortunately, many countries are passing laws that make it illegal to text when you're behind the wheel of a car. In addition, public service advertisements warn of the dangers of texting while driving. Perhaps, then, there is good reason for all the interest in texting.

ICYC*: Textese Today
(*In Case You're Curious)

LOL – Laugh out loud

:-) – Smile

SUP – What's up?

FBM – Fine by me

OTOH – On the other hand

IMO – In my opinion

- C** Read the article again and answer the questions. Then compare with a partner.
1. Why do so many people like texting better than talking on the phone? Find two reasons.
 2. How many texting abbreviations does the author of the article use? What does each one mean?
 3. What is "textese"? What kinds of problems does it cause?
 4. What are some other downsides of texting? Find four problems in the article.
 5. Do you have any advice for people who text all the time? Write four "Dos" and "Don'ts" for texters.

D Find the expressions below in the article on page 104. What do they mean? Match each one to a definition. Write *a* to *f*.

- | | | | |
|------------------------|--------------------|------------------------------|--------------------------|
| 1. caught my eye _____ | 4. overhear _____ | a. disadvantages | d. got my attention |
| 2. wonder _____ | 5. downsides _____ | b. not noticeable | e. say there's a problem |
| 3. discreet _____ | 6. warn of _____ | c. hear without intending to | f. ask myself |

2 Speaking and listening It can be annoying...

About you **A Pair work** Read the sentences below. Which ones do you agree with? What else can you say about texting?

- | | |
|---|--|
| <input type="checkbox"/> Texting takes less time than calling. | <input type="checkbox"/> It's annoying to get texts late at night. |
| <input type="checkbox"/> Texting your parents in public is less embarrassing than talking on the phone. | <input type="checkbox"/> When you're with a friend, it's OK to text other friends. |
| <input type="checkbox"/> Texting is useful when you ask a favor. | <input type="checkbox"/> You shouldn't text friends during class. |

B 4.12 Listen to Vanessa talk about texting. Check (✓) the sentences she agrees with.

3 Writing The pros and cons

A Pair work Choose one of these ways of communicating. Make a list of its advantages and disadvantages.

- video calling
- texting
- social networking
- phone calls
- email

<p><u>Advantages of video calling</u></p> <ul style="list-style-type: none"> • It's fun to video call with a close friend. • It's either very cheap or free. • It's almost like you're in the same room. 	<p><u>Disadvantages of video calling</u></p> <ul style="list-style-type: none"> • People call me when I don't look very good. It's embarrassing! • People talk longer on a video call. It's harder to say good-bye.
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B The article below is divided into four sections. What is the purpose of each section? Read the Help note for an explanation. Then use your list from above to write a similar article.

The Pros and Cons of Video Calling

Video calling is becoming more and more popular, and some of my friends now call me every day.

It's fun to video call with a close friend if you don't see him or her very often. It's almost like you're in the same room.

On the other hand, video calls can be a problem. Sometimes you don't want people to see you, and it can be embarrassing! Also, people talk longer on a video call than a phone call. For some reason, it's harder to say good-bye!

In my opinion, video calling is good for friends you don't see very often. However, for friends from class, a quick text message or call is much better.

Help note

Writing an article giving pros and cons

- Write an introduction to the topic.
- Write about the advantages.
- Write about the disadvantages.
However, ...
On the other hand, ...
- Write a conclusion, giving your views.
I think ...
In my opinion, ...

Free talk p. 134

About you **C Group work** Read your classmates' articles. Whose opinions do you agree with?



Learning tip *Learning expressions*

One way to learn expressions is to make a note of the situations when you can use them.

In conversation

Hold on!

People mostly say **Hold on** to leave a phone conversation for a minute.

_____ *Hold on.*

_____ *Hang on.*

_____ *Just a minute.*

1 Match the expressions with the situations.

- | | |
|--|---|
| 1. "I'm sorry. I have the wrong number." _____ | a. You can't hear someone clearly. |
| 2. "I have another call." _____ | b. You call the wrong number by mistake. |
| 3. "You're breaking up." _____ | c. You come back to a conversation after an interruption. |
| 4. "We got cut off." _____ | d. You get a signal that a second person is calling you. |
| 5. "Where were we?" _____ | e. You suddenly can't hear the other person at all. |

2 Make a chart of expressions you can use on the phone when ...

- | | |
|---|---|
| • you have problems getting ahold of someone | • you ask to speak to someone. |
| • you have problems with the call while you're talking. | • you explain why you're calling. |
| • you ask if it's a good time to talk. | • you restart the conversation. |
| • you need to interrupt the conversation. | • you can't talk now, but you can talk later. |



On your own

Make a phrase book for different situations – for example, making calls. Carry it with you, and learn the phrases.



Can Do!

Now I can ...

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

- | | |
|--|--|
| <input type="checkbox"/> talk about different ways of communicating. | <input type="checkbox"/> understand basic phone conversations. |
| <input type="checkbox"/> make comparisons. | <input type="checkbox"/> understand someone giving opinions about texting. |
| <input type="checkbox"/> manage phone conversations. | <input type="checkbox"/> read an article about the pros and cons of texting. |
| <input type="checkbox"/> interrupt and restart phone conversations. | <input type="checkbox"/> write an article giving pros and cons. |
| <input type="checkbox"/> use <i>just</i> to soften what I say. | |

Appearances


Can Do!

In this unit, you learn how to . . .

Lesson A

- Describe people's appearance using adjectives and *have* and *have got*

Lesson B

- Identify people by their appearance, actions, or location using verb + *-ing* and prepositions

Lesson C

- Use expressions like *What do you call . . . ?* if you can't remember a word
- Use expressions like *You mean . . . ?* to check or suggest words and names

Lesson D

- Read an article about fashion
- Write an article about fashion trends



Jennifer

Andrea

Erica

Donald

Sarina

Nancy

John

Maddie

Before you begin . . .

Look at the picture. Can you find someone who . . .

- is short?
- is tall?
- young?
- old?
- is thin?
- is heavy?
- has long hair?
- has short hair?
- has dark hair?
- has blond hair?

Alice What does your twin sister look like, Heather? Do you look alike? I mean, are you identical twins?

Heather No, we look totally different. Hayley's a lot taller than me. She takes after my dad.

Alice How tall is she?

Heather Six three.*

Alice Huh? . . . How tall is she?

Heather Six foot three. I'm serious.

Alice No kidding! So, does she have curly black hair like you?

Heather No, she's got straight blond hair and blue eyes. And she's thinner than me, too. I mean, she's really skinny.

Alice She sounds like a model.

Heather Actually, she is a model!



*six (foot) three = one meter ninety

1 Getting started

- A** Describe the people in the picture above. Can you find someone with curly hair? With straight hair? Someone who is tall and skinny?
- B** 4.13 Listen. Alice and Heather are meeting Heather's twin sister, Hayley, at the airport. Can you find Hayley in the picture? Practice the conversation.

Figure it out

- C** Use the conversation above to help you complete these questions and answers. Then practice with a partner.

1. A _____ does your sister look like? 2. A _____ tall is your sister?
 B She's tall, and she's _____ blond hair. B Six foot three. We're different. We don't look _____.

2 Grammar Describing people; *have got* 4.14

Extra practice p. 150

Do Hayley and Heather look alike?
No, they look totally different.

What does Hayley look like?
She's tall and thin.

Who does she look like?
She looks like her father.

How tall is her father?
He's six (foot) seven.
He's over two meters tall.

What color is Hayley's hair?
It's blond.

What color are Hayley's eyes?
They're blue.

Saying heights

Her father is six (foot) seven. He's six foot seven inches (tall).
She's one meter ninety (tall).

have got = have

Does she have curly hair?
No, she's got straight hair.
Who's got curly hair?
I do. I've got curly hair.

Who's got = Who has got
I've got = I have got
He's got = He has got

Common errors

Don't confuse these questions:
What's she like?
= What kind of person is she?
What does she look like?
= Can you describe her?

Common errors

Don't forget to use a form of *have*.
She's got long brown hair.
(NOT ~~She got~~ long brown hair.)

A Choose the correct words to complete the questions.
Compare with a partner.

1. (How) / What tall are you?
2. What color have / are your eyes?
3. Who / What do you look like – your mother or your father?
4. What / How color is your mother's hair? Is it / Are they long or short?
5. What / How does your father look like?
6. Does anyone in your family have / got blue eyes?
7. Who's got / got short hair in your class? Does anyone got / have long hair?
8. Do any of your friends look alike / like someone famous?
9. Do you know any twins? Do they look exactly like / alike?

About you **B** **Pair work** Ask and answer the questions above. Give your own information.

3 Speaking naturally Checking information

Asking for information

A What's his **name**?

B Joshua Murray.

A How **old** is he?

B Ninety-five.

A What color is his **hair**?

B White.

Checking information

A **What's** his name?

A **How** old is he?

A **What** color is his hair?

A 4.15 Listen and repeat the questions and answers above. Notice how the stress and intonation are different in the checking questions.

About you **B** **Pair work** Ask your partner to describe a good friend. Ask information questions and checking questions to make sure your information is correct.


A So, tell me about your friend. What's her name?

B Her name's Kat.

A What's her name?

B Kat. It's short for Katrina.

1 Building vocabulary

A  4.16 Listen and say the sentences. Check (✓) the features you like. Tell the class.

"I like mustaches."

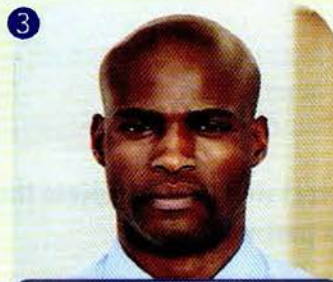
"I like muscular people."



He has a **beard** and a **mustache**.



She has **pierced ears**.



He has a **shaved head**. He's **bald**.



She wears **braces**.



She has **long fingernails**.



He wears his hair in a **ponytail**.



She's got **freckles**.



She wears her hair in **cornrows**.



She wears **glasses**.



He's very **muscular**.



She wears **braids**.



He's got **spiked hair**.

Word
sort

B For each feature, think of someone you know, and write a sentence. Then compare with a partner.

1. My boss has a beard and a mustache.

2. My mother's got pierced ears.

 Vocabulary notebook p. 116

2 Building language

A 4.17 Listen. Find Rosa's roommate and Rosa's brother in the picture.
Practice the conversation.

Jason So, is your new roommate here?
Rosa Ava? Yeah, she's right over there.
Jason Oh, which one is she?
Rosa She's the woman standing by the table.
Jason The one with the short hair?
Rosa No, the woman with the ponytail.
Jason Oh, she looks nice. And who's that guy talking to her? He looks kind of weird.
Rosa You mean the guy in the yellow pants? That's my brother Jimmy.



Figure it out **B** Can you complete these sentences about Ava and Jimmy? Use the conversation above to help you.

- Ava is the woman _____ by the table.
She's the one _____ the ponytail.
- Jimmy is the guy _____ to Ava.
He's the one _____ the yellow pants.

3 Grammar Phrases with verb + *-ing* and prepositions 4.18

Extra practice p. 150

Which one is your roommate?

She's the woman { **standing** by the table.
wearing (the) black pants.

She's the one { **by** the table.
with (the) long hair.
in the black shirt.

Who's the guy **talking** to Rosa's roommate?

The guy **wearing** (the) yellow pants? My brother.
The guy **standing** by the table is my brother.

Who's the guy **in** the blue shirt?

Which one? The one **with** (the) glasses? That's Jason.
The guy **with / in** (the) yellow pants is Rosa's brother.

A Choose the correct words in the questions. Then look at the picture above, and match the questions and answers. Ask and answer the questions with a partner.

- Who's the tall man in / (in the) striped shirt? c
- Who's the woman talks / **talking** to Jimmy? _____
- Who's the guy with / in the shaved head? _____
- Who's the woman stand / **standing** by Alex? _____
- Who's the woman in / with the black curly hair? _____
- Is Jason the one is eating / **eating** a cookie? _____

- Yes. He's the one talking to Rosa.
- In the white skirt and red top? That's Olivia.
- In the yellow pants? That's Jimmy.
- The muscular one? That's Alex.
- The short blond one? That's Ava.
- The one in the green blouse? That's Rosa.

About you **B Pair work** Ask and answer questions about people in your class.

A Who's the guy sitting next to Claudia?

B The one in the blue shirt? That's Marco.

Sounds right p. 139

1 Reading

- A** What clothes and hairstyles are in fashion right now? When did they become fashionable?
- B** Read the blog. Which styles do you know about? Which do you like?

Reading tip

Practice skimming. Read the first sentence of each paragraph to get a general idea of what the article is about.



http://www.fashionstatement... + Q

BLOG FASHION TRENDS PICTURES RUNWAY SHOWS SALES CONTRIBUTE

FASHION STATEMENTS



A few days ago, I pointed out my twelve-year-old niece to a friend. "She's the one wearing braces – the pink ones." I realized at that moment that *braces* are now a fashion statement. Can you imagine? But then, did you ever imagine that plastic shoes with holes in them would become so popular all those years ago? Or that you could buy little charms to wear on them?

But that's the great thing about fashion. You're never quite sure what's going to become the "in" thing.

Take glasses. Big glasses came and went, and then everyone wanted designer glasses with a logo. Men wore glasses with heavy, black frames for a time. Then colored frames were the "in" thing, and soon people didn't want frames at all. Glasses, too, became a fashion statement, and people wore them even if they didn't *need* glasses!



Hairstyles are another great way to make a fashion statement. Men with ponytails, shaved heads, cornrows – they've all come and gone and come back into style again. Women's hairstyles are long and straight one minute, and short and curly the next. Bangs are in. Oh wait, no . . . bangs are out.

Then of course, there are jeans. Straight-legged are the way to go, until everyone wears them flared. Some guys wear them baggy. *Really* baggy. Women, on the other hand, seem to prefer "skinny jeans." Black jeans are in, and then everyone starts wearing white jeans, or pink jeans, or . . . every other color.

One thing is for sure. It's a lot of work keeping up with the latest fashion trends – and *expensive*! Maybe the best way to make a fashion statement is to do your own thing and not follow fashions at all!





C Read the blog again. Answer the questions.

1. Why does the writer say that braces are now a “fashion statement”?
2. What shoe style became popular years ago?
3. What five styles of glasses does the writer mention? Do you know anyone who wears any of them?
4. How many hairstyles for men does the writer list? Do you have any friends with these styles?
5. What is the opposite of baggy jeans? straight-legged jeans? Which style do you prefer?
6. What advice does the writer give about keeping up with the latest fashion trends? Do you agree?

2 **Listening** What’s in style?

A 4.21 Listen to a fashion editor interview four people. What items are they talking about? Write the number of the conversations (1 to 4) next to the items. There is one extra item.

shirts ____ shoes ____ skirts ____ dresses ____ pants ____

B 4.21 Listen again. What specific fashion is each person talking about? How does the person feel about that style? Complete the chart. Do you agree with each person?

Fashion	Does she / he like it? Why or why not?	
1. Leslie		
2. Emery		
3. Kara		
4. Franz		

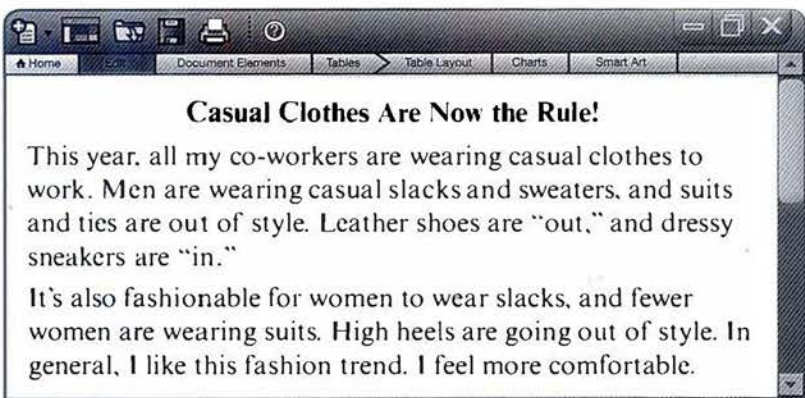
3 **Speaking and writing** Fashion trends

About you

A **Group work** Ask and answer the questions. Take notes on the different ideas.

1. What clothes are “in” today among your friends?
2. What clothes are going out of style?
3. What styles of shoes are your friends wearing?
4. What do you like about today’s “look”?
5. What don’t you like about it?

B Read the article below and the Help note. Underline the expressions in the article that describe trends.



Help note

Describing new trends

Short hair is **in style**.
 Long hair is going **out of style**.
 High heels are **dated / old-fashioned**.
 Glasses are becoming **popular**.
It’s fashionable to wear ...

Less formal expressions
 Short hair is “**in**” or “**out**.”
 Glasses are the “**in**” **thing**.
 They’re very **trendy**.

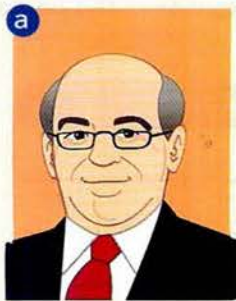
C Write an article describing the current “look.” Use at least four of the expressions in the Help note.

Learning tip *Writing true sentences*

Use your new vocabulary in true sentences about yourself or people you know.

1 What do these people look like? Match the sentences and people.

- | | |
|--|--|
| 1. He's tall, and he's got spiked hair. <u>d</u> | 6. He's short and a little heavy. _____ |
| 2. She has short hair. _____ | 7. She's got freckles. _____ |
| 3. He's bald, and he wears glasses. _____ | 8. She has long hair and big brown eyes. _____ |
| 4. She's wearing earrings. _____ | 9. He's got blue eyes and blond hair. _____ |
| 5. She wears her hair in braids. _____ | 10. She has dark curly hair. _____ |



2 Write three sentences about each of these people. What do they look like?

- a family member
- a classmate
- a close friend
- yourself
- another person



On your own

Look at three different people this week. Think of how to describe them. Then write sentences.



Can Do! Now I can ...

I can ...

I need to review how to ...

- describe people's appearance and features.
- identify people by saying what they are doing, how they look, or where they are.
- use expressions like *What do you call ... ?* when I'm trying to remember a word.

- use *(Do) you mean ... ?* to check or suggest a word.
- understand which person someone is describing.
- understand people's opinions about fashion.
- read an article about fashion trends.
- write an article about fashion trends.

Looking ahead


Can Do!

In this unit, you learn how to . . .

Lesson A

- Make predictions and discuss future plans with *will*, *may*, and *might*

Lesson B

- Talk about jobs
- Discuss future plans using the simple present in *if* and time clauses

Lesson C

- Make offers and promises with *will*
- Agree to something using *All right* and *OK*

Lesson D

- Read an article about the future
- Write an article about an invention using *first*, *second*, etc. to list ideas

1

2

3

4

Before you begin . . .

Which of these things do you think you are going to do in the next five years?
How sure are you? Absolutely sure? Pretty sure? Not at all sure?

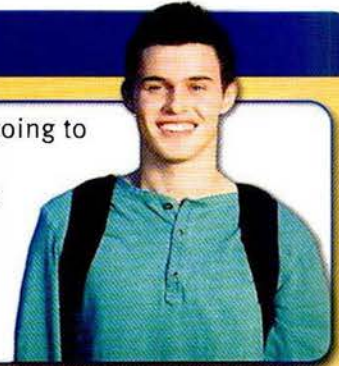
- get an interesting job
- find your own place
- move to a new city
- travel to another country

WHAT ARE YOUR PLANS FOR NEXT YEAR?

1 "Well, I'm graduating from college next June, so I guess I'll look for a job. I know it won't be easy to find one – so I may go on for a master's degree. We'll see."
–Christy Lewis



3 "Well, some of my friends are going to travel around Europe for two months. I hope I'll be able to go with them. But it'll be expensive, and I might not be able to afford it."
–Paul Reade



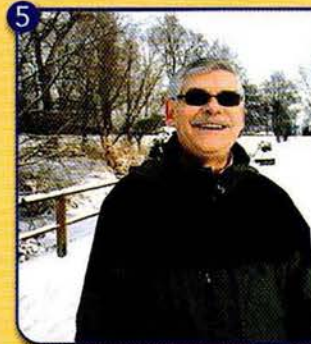
2 "I'm not sure. I might look for a better job. Before that, though, I'm going to ask my boss for a promotion. But I probably won't get one, so . . ."
–Laura Chang



4 "We're going to have a baby in March, so both of us will probably take some time off from work. I'm sure the baby will keep us both very busy."
–Jim and Katie Conley



5 "I'm going to retire – I'll be 65 in June – and my wife's already retired. So we'll probably move to Florida in the fall, or maybe Arizona. We're not going to spend another winter here – that's for sure!"
–Joe Etta



1 Getting started

A 4.22 Are you going to do any of these things next year? Tell the class. Then listen. What are the people above going to do? Check (✓) the boxes below.

- | | | | |
|--|--|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> have a baby | <input type="checkbox"/> graduate from college | <input type="checkbox"/> buy a house | <input type="checkbox"/> retire |
| <input type="checkbox"/> ask for a promotion | <input type="checkbox"/> go on for a master's degree | <input type="checkbox"/> go on a trip | <input type="checkbox"/> get married |

Figure it out B Complete the sentences using the interviews above to help you.

- Paul says it _____ be expensive to go to Europe. He's sure about that.
- Laura thinks she probably _____ get a promotion. She's 95% certain her boss will say no.
- Christy says she _____ study for a master's degree. She's not sure, though.
- Laura says she _____ look for a better job. She says it's possible.
- Joe says he _____ retire next June. He's already decided.

2 Grammar Future with *will*, *may*, and *might* 4.23

Extra practice p. 151

You can use **will** to give facts or predictions about the future.

I'll be 65 in June.

It'll be expensive to travel around Europe.

The baby **will** keep us busy!

It **won't** be easy to find a job.

I'll = I will won't = will not

To show you are not 100% sure about the future, you can use **may** and **might**.

I **may** go on for a master's degree.

I **might not** be able to afford it.

You can also use **will** with expressions like *I guess*, *I think*, *maybe*, and *probably*.

We'll **probably** take some time off from work.

Maybe we'll move to Arizona.

Avoid will to talk about plans or decisions already made. Use the present continuous or be going to.

I'm **going to** Europe next year. I'm **going to visit** Paris. (NOT I will go to Europe next year. I will visit Paris.)

A Circle the correct options in the conversations below. Compare and practice in groups of three.

- A What are you going to do at the end of this course?

B I'm not sure. I guess I take / I'll take another course.

C I don't know. I'm going to / I may travel abroad with my brother. He thinks his classes might / can finish early this year, so we might / will be able to go in May.
- A Are your friends going away for vacation next summer?

B Well, they're all going to do / will all do different things. One friend is going / will go to Istanbul. I'd love to go, too, but I don't know. I won't / I might not be able to afford it.

C Four of my friends will / may be 21, so we're having / have a big party. It's going to be fun.
- A Are you going to look for a new job next year?

B Actually, I just got a new job. I'll / I'm going to work for the local newspaper. How about you?

C I don't know. I think I'm studying / I'll study for a certificate in nutrition. I mean, I'll / I may probably go back to school because I'm pretty sure I won't / I might not get a job.

Common errors

Don't use *can* for predictions. Use *may* or *might*.

I may go away for vacation.
(NOT I can go away for vacation.)

About you **B Group work** Ask and answer the questions. Give your own answers. Who has interesting plans?

3 Speaking naturally Reduction of *will*

	<i>your best friend will always be your friend?</i>	<i>(friend'll)</i>
	<i>the teacher will be a millionaire someday?</i>	<i>(teacher'll)</i>
<i>Do you think . . .</i>	<i>your parents will ever move to another city?</i>	<i>(parents'll)</i>
	<i>all your friends will have children?</i>	<i>(friends'll)</i>
	<i>anyone in the class will be famous someday?</i>	<i>(class'll)</i>

A 4.24 Listen and repeat the questions above. Practice the reduction of *will* to 'll.

About you **B Pair work** Ask and answer the questions. Think of more questions to ask about the future.

A *Do you think your best friend will always be your friend?*

B *Well, we might not always live near each other, but I think we'll always be friends.*

1 Building vocabulary

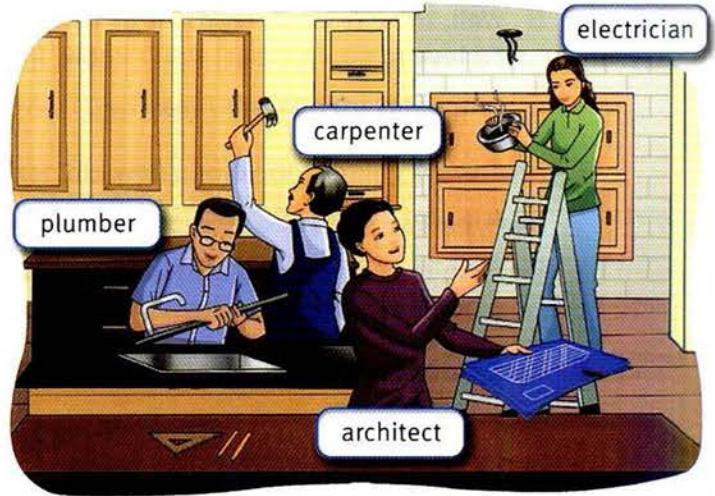
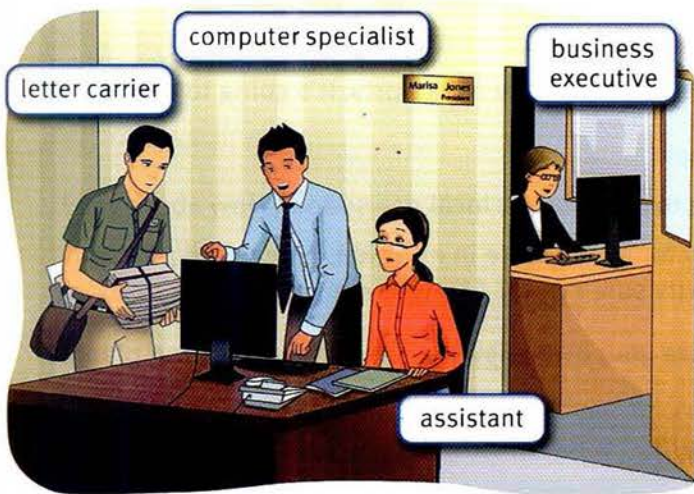
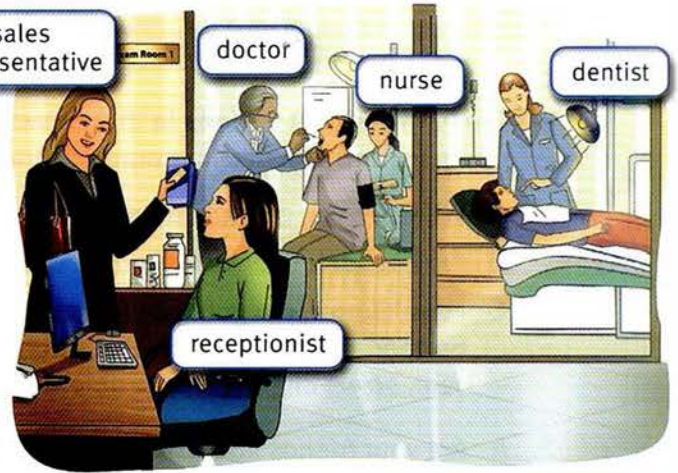
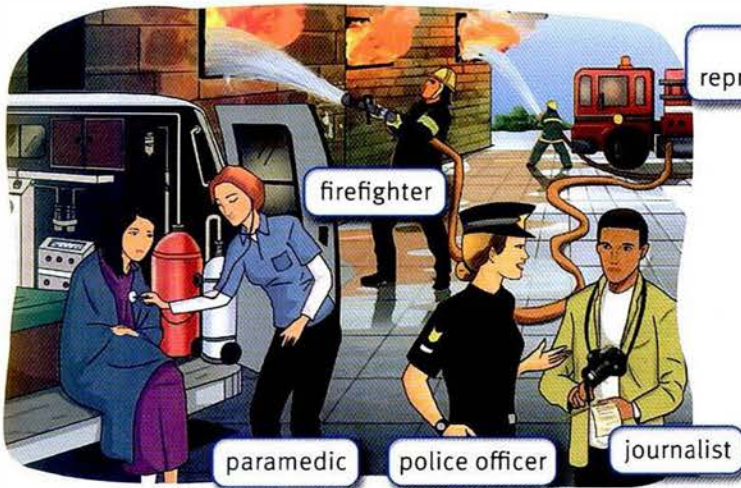
A 4.25 Listen and say the words. Then make a class list of other jobs and professions. Do you know anyone with these jobs?

"My neighbor is a firefighter. She loves her job."

"My cousin may become a veterinarian at an animal hospital."

Note

You can also say:
She works for a (computer) company.
He works at a hospital / grocery store.



Word sort

B Complete the chart with jobs from above. Add your own ideas. Then compare with a partner.

Who . . .			
has an interesting job?	has a rewarding job?	has a difficult job?	earns a lot of money?
journalists interior designers	nurses		

"I think journalists have an interesting job. They travel a lot, and . . ."

Vocabulary notebook p. 126

2 Building language

A  4.26 Listen. What is Becca's problem? Practice the conversation.

- Drew I can't believe we just have one more year of college!
 Becca I know.
 Drew What are you going to do when you graduate?
 Becca Well, I may go to law school if I get good grades next year.
 Drew Oh, I'm sure you will.
 Becca Well, you never know. My parents will be disappointed if I don't go into law. They're both lawyers.
 Drew Wow. That's a lot of pressure.
 Becca Yeah. And after I graduate, I'll be able to work in their firm.
 Drew Uh-huh. Well, that's good.
 Becca Yeah, but I don't really want to be a lawyer. . . . I want to be a journalist. I guess I need to decide before I go home for the summer.
 Drew Well, good luck!

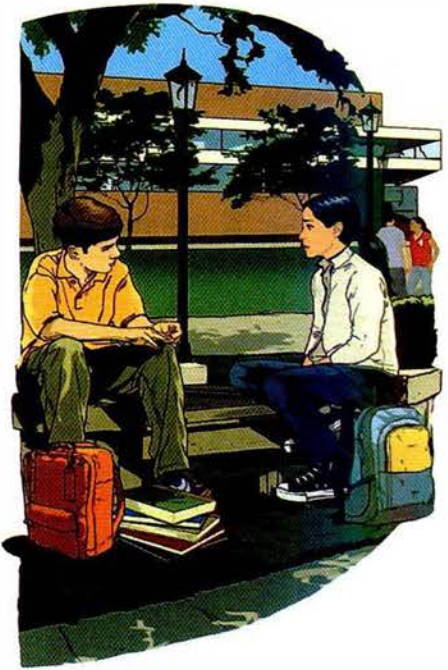


Figure it out

B Choose the correct words to complete these sentences about Becca.

1. Becca may go to law school when she **graduates** / **will graduate** from college.
2. If Becca **doesn't** / **won't** go into law, her parents will be disappointed.
3. She needs to decide before she **will go** / **goes** home for the summer.

3 Grammar Present tense verbs with future meaning 4.27

Extra practice p. 151

In complex sentences about the future, use the simple present after *if, when, after, and before.*

What are you going to do **when** you **graduate**?
If I get good grades, I may go to law school.
 My parents will be disappointed **if I don't go** into law.
After I graduate, I'll be able to work in their firm.
 I need to decide **before I go** home for the summer.

About you

A Choose the correct verbs. Then complete the sentences with your own ideas.

1. Before this semester **will be** / **(is)** over, I think I'll be able to _____.
2. I'll probably _____ after I **finish** / **will finish** my studies.
3. If I **don't** / **won't** get a good job after I **will graduate** / **graduate**, I might _____.
4. If I **earn** / **will earn** a lot of money in the next ten years, I may _____.
5. I'd like to _____ when I **visit** / **will visit** my relatives again.
6. If I **become** / **will become** really fluent in English, I hope I'll be able to _____.
7. I think I'll _____ after I **retire** / **will retire**.

B Pair work Compare your sentences. Ask your partner questions for more information.

A Before this semester is over, I think I'll be able to improve my grades.

B Good for you. Which subject do you need a better grade in?

 Sounds right p. 139

1 Reading


- A** Look at the pictures in the article. Can you guess what inventions the article will describe? Tell the class.

"I think people will use special glasses to get directions."

- B** Read the article. Which inventions did you already know about? Which were new?

Reading tip

As you read, look for words like *however*, which shows a contrasting idea, and *so*, which sometimes introduces a consequence.


http://www.lifeinthefuture... 

WHAT WILL LIFE BE LIKE IN THE FUTURE?

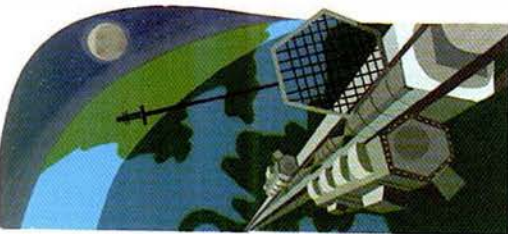
Our analyst says that some weird and wonderful ideas of the future might not be that far away.

1 Smartphones, tablets, and laptops are getting thinner and lighter than ever before. However, in the future, you might not need to carry any gadgets around with you. If designers have their way, you may just need to wear a pair of "virtual goggles" instead. Scientists are testing prototypes at the moment, though it may be some time before they're actually on store shelves. These goggles will act like a computer screen and display information and entertainment from the Internet.


So, when you are sightseeing, you'll be able to see information about a famous building in front of you. Or you'll be able to get a review of the restaurant menu you're looking at. The goggles will have GPS, so you'll be able to stream directions to a party or locate a nearby coffee shop. They will also have a camera to take photos, and you won't need a cell phone anymore. The goggles will have that built in, too.



2 You might not be able to take a trip into space right now, but in the near future, we may all have access to the outer atmosphere. Private spaceships are taking reservations – at a cost – for flights into space. In the meantime, a Japanese company says it is developing a space elevator. The elevator, which will carry 30 passengers, will stretch from a base on the ground up to a space station 36,000 kilometers (22,000 miles) above the earth. It will take eight days to reach the space station. Luckily, the elevator will have beds and entertainment on board. The company says it may be ready by 2050.



3 You can already buy mirrors with TVs in them, so you can watch the morning news while you brush your teeth. However, in the future, mirrors will be able to do much, much more. What would you look like with long blond hair? Or with a beard? In the future, you will be able to simply tap your mirror if you want to see yourself with different features. Your mirror will also monitor your health, and it'll be able to tell you when you need a visit to the doctor's office. And before you go to work, you'll be able to set the time for a nice, relaxing bath. Now how hot do you want the water?



C Read the article again. Check (✓) the predictions the article makes.

1. With “virtual goggles” you’ll be able to go online.
2. These goggles will make it unnecessary for tourists to go sightseeing.
3. Virtual goggles will have built-in cell phones.
4. Only trained astronauts will be able to travel on the space elevator.
5. The space elevator will carry people 22,000 miles above the earth.
6. The space elevator will probably be ready in the next ten years.
7. A “smart mirror” will show us what we look like with different hair or features.
8. With smart mirrors to monitor health, we won’t need to go to the doctor.


About you

D Pair work If the predictions are correct, will our lives be better or worse? Discuss with a partner.

A Our lives will be worse with virtual goggles. We’ll stop looking at things around us.

B I don’t really agree. People won’t wear the goggles all the time. Just when they need them.

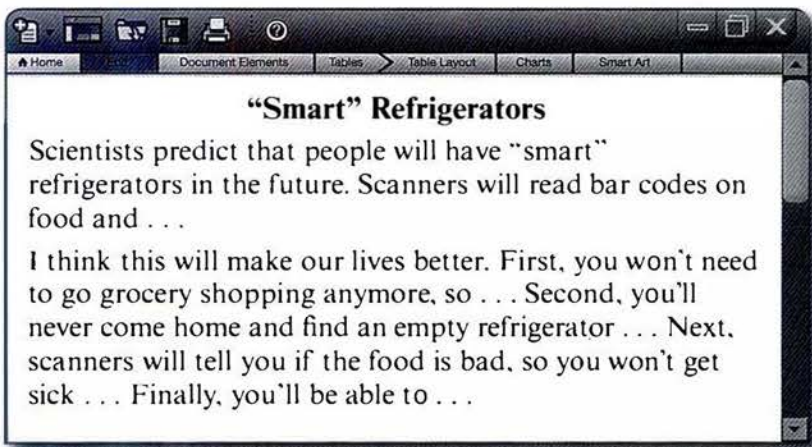
2 Listening and writing A good idea?

- A**  4.30 Listen to Sophia and Alan discuss the inventions from the article on page 124. For each invention, who says it’s a good idea? Check (✓) Sophia or Alan.

Invention	Who says it’s a good idea?		Why?
	Sophia	Alan	
1. virtual goggles	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. a space elevator	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. a smart mirror	<input type="checkbox"/>	<input type="checkbox"/>	_____

About you

- B**  4.30 Listen again. Write *one* reason why Sophia or Alan thinks the invention is a good idea. Do you agree? Discuss with a partner.

C Read the article below and the Help note. Underline the words that list ideas.


“Smart” Refrigerators

Scientists predict that people will have “smart” refrigerators in the future. Scanners will read bar codes on food and . . .

I think this will make our lives better. First, you won’t need to go grocery shopping anymore, so . . . Second, you’ll never come home and find an empty refrigerator . . . Next, scanners will tell you if the food is bad, so you won’t get sick . . . Finally, you’ll be able to . . .

Help note**Listing ideas**

First, you won’t need to . . .

Second, you’ll never . . .

Next, scanners will . . .

Finally, you’ll be able to . . .

About you

- D** Write a short article about a future invention. Will it make life better or worse? Why? Give four reasons.

Free talk p. 135



Learning tip *Grouping vocabulary*

Write new vocabulary in groups. You can group words by their endings or by their meanings. You can group expressions by different topic areas.

In conversation

Talk about jobs

The jobs people mention most in conversation are *lawyer, teacher, and doctor*.

1 Look at these jobs. Group them by their endings. How many other jobs can you add to each list?

✓actor	assistant	doctor	journalist	musician	police officer
architect	consultant	electrician	letter carrier	nurse	receptionist
artist	dentist	firefighter	librarian	paramedic	writer

-er / -or	-ant / -ent	-ist	-ian	other
actor				

2 Make a chart like the one below. How many expressions can you write in the chart?

Work	Home and family	Education
get a promotion	have a baby	take an exam



On your own

Make a list of 20 people you know. What jobs do they do? Write their jobs in English. How many new words do you learn?



Can Do! Now I can ...

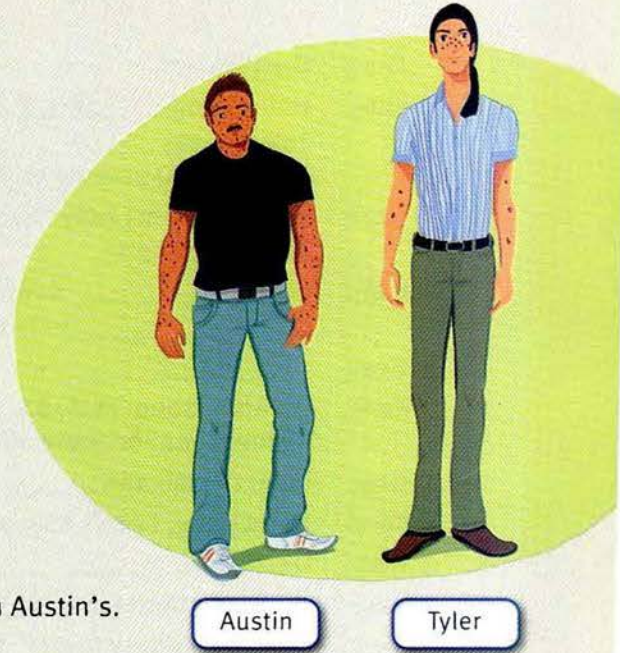
I can ... I need to review how to ...

- | | |
|--|---|
| <input type="checkbox"/> discuss my plans and make predictions. | <input type="checkbox"/> understand a conversation about planning events. |
| <input type="checkbox"/> talk about jobs. | <input type="checkbox"/> understand a conversation about inventions. |
| <input type="checkbox"/> make offers and promises. | <input type="checkbox"/> read an article about the future. |
| <input type="checkbox"/> agree to offers, requests, and suggestions. | <input type="checkbox"/> write an article about a future invention. |

1 Who's who?

Austin and Tyler are brothers, but they look very different. Complete the questions for items 1 to 5. Complete items 6 to 9 with comparatives and prepositions. Compare with a partner. Then ask and answer the questions.

1. A _____ alike?
B No, they look totally different.
2. A _____ like?
B He's short and heavy, and he's got a mustache.
3. A _____ like – his mother or his father?
B Austin looks like his mother. She's short, too.
4. A _____ ?
B He's six feet tall. He's a lot taller than Austin.
5. A _____ ?
B His eyes are blue.
6. A Do they both have brown hair?
B Yes, but Tyler's hair is _____ and _____ than Austin's.
7. A Are they both muscular?
B No, Austin is _____ than Tyler. He works out _____ than Tyler.
8. A Do they both have freckles?
B Yes, but Tyler has _____ freckles than Austin. Austin probably spends _____ time in the sun.
9. A Is Tyler the one _____ the spiked hair?
B No, that's Austin. Tyler's the one _____ the ponytail – the one _____ the striped shirt.



2 Can you guess what I mean?

A How many words and expressions can you add to the chart? Compare charts with a partner.

Describing faces	Describing hairstyles	Ways of communicating	Jobs
<i>have freckles</i>	<i>have a ponytail</i>	<i>text someone</i>	<i>electrician</i>

B Pair work Student A: Explain a word or expression to a partner. Student B: Guess the word.

A *You can do this with your phone or computer.*

B *Do you mean text someone?*

3 Can you complete this conversation?

Complete the conversation with the words and expressions in the box. Use capital letters where necessary. Practice with a partner. Then role-play the conversation using your own ideas.

all right	I'll	just	wearing	where were we
breaking up	I'll call you back	let's see	what do you call it	with
hold on a second	I've got	✓this is	what was I saying	you mean

Greg Greg Waters.

Kenji Hello, Greg. This is Kenji from the office in Tokyo. I was _____ calling to ask... What time are you arriving on Monday?

Greg Well, I have my ticket here. _____, I arrive at, um, 3:30 p.m.

Kenji OK, _____ come to the airport to meet you. Oh, _____ – I've got another call.

Greg _____ ...

Kenji Hi. Sorry about that. So, _____? Oh, yes, I'll meet you. So, how will I recognize you?

Greg Well, I'm tall and _____ blond hair and –

Kenji Sorry, Greg, I can't hear you. You're _____.

Greg OK. Listen, _____ ...

Kenji Hi. That's better. So, _____?

Greg I was describing myself. So, um, I'll be the blond guy _____ the sunglasses, _____ a USA T-shirt.

Kenji Um, OK. Maybe I should wear a – _____? A thing with my name on it so you can find me?

Greg Oh, _____ a badge. Good idea!



4 Future plans and dreams

A Circle the correct options, and then complete the sentences with true information.

- When I'll get / I get home tonight, I'm going to _____, and I might _____, but I probably won't _____.
- If you'll want / you want help with your homework this weekend, I'll help / I help you. I'm not _____ on Saturday, but I may _____ on Sunday.
- If I'll win / I win the lottery this year, I promise I'll buy / I buy all my classmates dinner. I'll also _____, and I might _____, too.
- If I ever will become / become famous, I won't / don't change. I'll still be / I'm still myself, and I won't _____.

B Pair work Tell each other your sentences. Can you continue the conversations?

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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CEFR

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A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
B2	TOUCHSTONE 4
	VIEWPOINT 1
C1	VIEWPOINT 2

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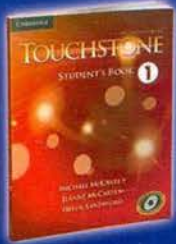
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Beginning



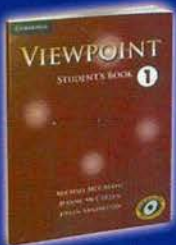
High Beginning



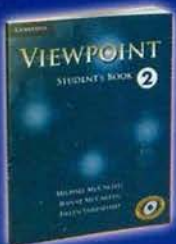
Low Intermediate



Intermediate



High Intermediate



Advanced

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