

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

4

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Working in groups

We're ready now, aren't we?

Are we ready? Let's get started.

Haven't I interviewed you already?

I've already interviewed you, haven't I?

Where are we?

We're on number _____.

We haven't quite finished yet.

Neither have we.

We still need more time – just a few more minutes.

So do we.

One interesting thing we found out was that _____.

_____ told us that _____.

Checking with the teacher

Would it be all right if I missed our class tomorrow? I have to _____.

I'm sorry I missed the last class. What do I need to do to catch up?

When are we supposed to hand in our homework?

Excuse me. My homework needs to be checked.

I'm sorry. I haven't finished my homework. I was going to do it last night, but _____.

Will we be reviewing this before the next test?

"_____" means "_____", doesn't it?
It's a regular verb, isn't it?

I'm not sure I understand what we're supposed to do. Could you explain the activity again, please?

Could I please be excused? I'll be right back.



Interesting lives



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

Lesson A

- Get to know your classmates using simple and continuous verbs

Lesson B

- Tell your life story using verbs followed by verb + *-ing* or *to* + verb

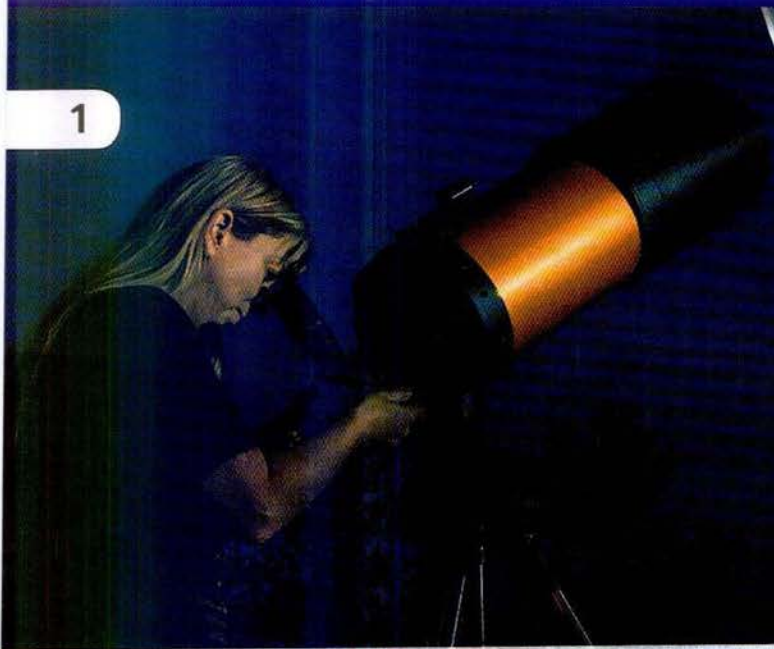
Lesson C

- Highlight key moments in a story with the present tense
- Use *this* and *these* to highlight information

Lesson D

- Read an article about a person who overcame an obstacle
- Write an anecdote about facing a challenge

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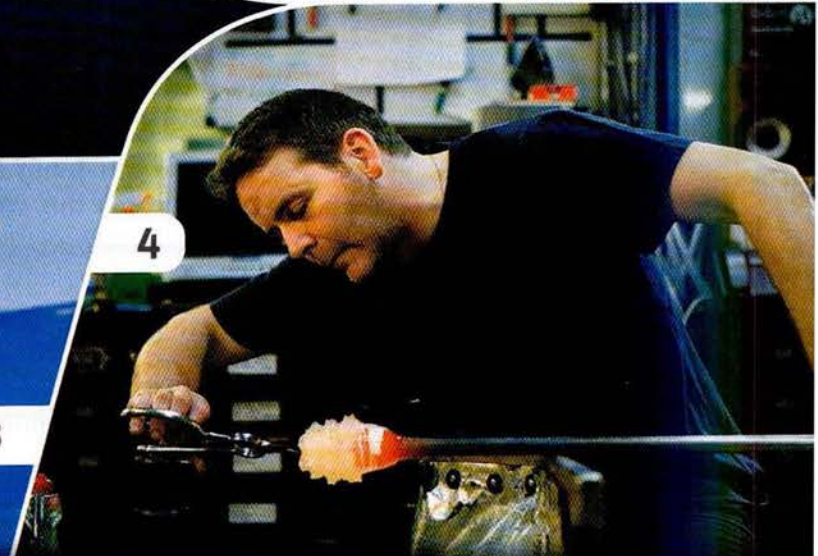
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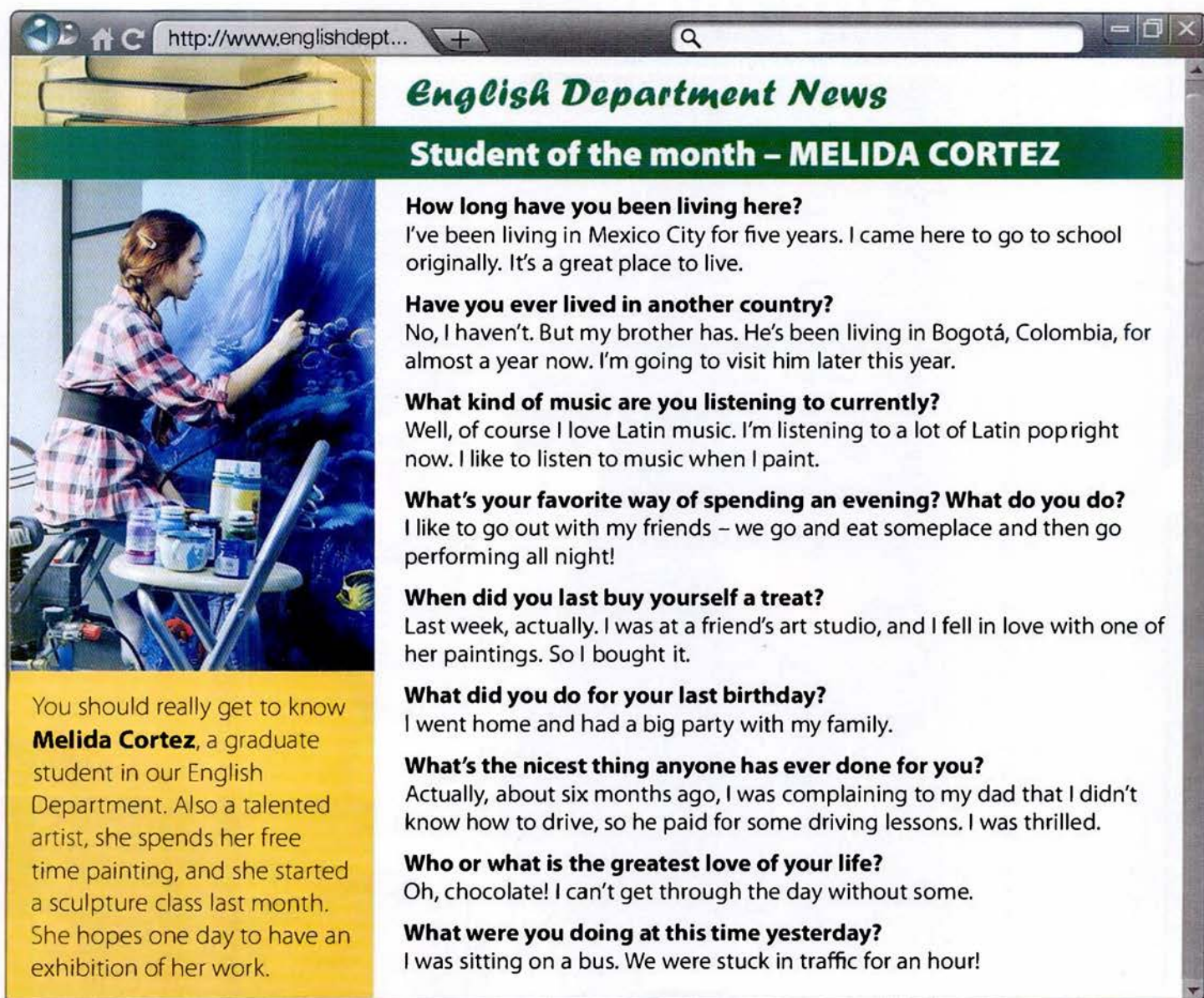
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4

Before you begin . . .

- In what way are these people's lives interesting?
- Do you know anyone who does things like these?
- Do you know any interesting people? Why are they interesting?



English Department News

Student of the month – MELIDA CORTEZ

How long have you been living here?
I've been living in Mexico City for five years. I came here to go to school originally. It's a great place to live.

Have you ever lived in another country?
No, I haven't. But my brother has. He's been living in Bogotá, Colombia, for almost a year now. I'm going to visit him later this year.

What kind of music are you listening to currently?
Well, of course I love Latin music. I'm listening to a lot of Latin pop right now. I like to listen to music when I paint.

What's your favorite way of spending an evening? What do you do?
I like to go out with my friends – we go and eat someplace and then go performing all night!

When did you last buy yourself a treat?
Last week, actually. I was at a friend's art studio, and I fell in love with one of her paintings. So I bought it.

What did you do for your last birthday?
I went home and had a big party with my family.

What's the nicest thing anyone has ever done for you?
Actually, about six months ago, I was complaining to my dad that I didn't know how to drive, so he paid for some driving lessons. I was thrilled.

Who or what is the greatest love of your life?
Oh, chocolate! I can't get through the day without some.

What were you doing at this time yesterday?
I was sitting on a bus. We were stuck in traffic for an hour!

You should really get to know **Melida Cortez**, a graduate student in our English Department. Also a talented artist, she spends her free time painting, and she started a sculpture class last month. She hopes one day to have an exhibition of her work.

1 Getting started

A Do you know someone that other people should get to know? Tell the class about him or her.

"You really should get to know my friend Frank. He's . . ."


B  1.02 Listen and read. Do you have anything in common with Melida? Tell a partner.

Figure it out

C Choose the best verb form to complete the questions. Use the interview above to help you. Then ask and answer the questions with a partner.

1. What book do you read / are you reading currently?
2. What did you do / were you doing for your last birthday?
3. Have you ever been living / lived in the United States?

2 Grammar Simple and continuous verbs (review) 1.03

Extra practice p. 140

Simple verbs are for completed actions or permanent situations.

- Present** What kind of music **do** you **listen** to?
I **love** Latin music. I **listen** to it a lot.
- Present Perfect** **Have** you ever **lived** in another country?
No, I've never **lived** anywhere else.
- Past** What **did** you **do** for your last birthday?
I **went** home and **had** a big party.

Continuous verbs are for ongoing actions or temporary situations.

- What kind of music **are** you **listening** to currently?
I'm **listening** to a lot of Latin pop right now.
- How long **have** you **been living** here?
I've **been living** here for five years.
- What **were** you **doing** at this time yesterday?
I **was sitting** on a bus.

Common errors

Use the simple past for completed events, not the past continuous.

My birthday was great. My friends came to visit.
(NOT *My friends were coming to visit.*)

A Complete the conversations. Use the simple or continuous form of the verb in the present, present perfect, or past. Sometimes more than one answer is possible. Then practice.

- A What have you been doing (do) for fun lately?

B Well, I take (take) kickboxing classes for the past few months. It's a lot of fun, and I get (get) in pretty good shape.
- A Who's the most interesting person you know?

B Well, I think (think) my best friend is interesting. She lives (live) in Europe for three years when she grew up (grow up).
- A Have you ever met (meet) anyone famous?

B No, but last year, I saw (see) a TV star on the street. We waited both wait (wait) in line for ice cream.
- A When did you last exercise (exercise)?

B Actually, I don't exercise (not exercise) in months. I am (be) really busy at work, so I haven't had time.
- A What do you do (do) for a living?

B Actually, I don't work (not work) right now. I have been looking (look) for a job for six months, but I haven't found (not find) anything yet.



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

3 Speaking naturally Reductions in questions

How long **have you been learning** English?
What **do you like to do in your English class**?

Why **are you learning** English?
What **did you do in your last class**?

A 1.04 Listen and repeat the questions. Notice the reductions of the auxiliary verbs (*have, do, are, did*) and *you*. Then ask and answer the questions with a partner.

About you B Pair work Interview your partner. Ask the questions in the interview on page 2. Pay attention to your pronunciation of the auxiliary verbs and *you*.

1 Building vocabulary and grammar

A  1.05 Listen to Dan's story. Answer the questions.

1. Where did Dan live before he moved to Seoul?
2. Why did he want to go to South Korea?
3. How did he get his job there?
4. What did his new company offer him?

LIVING ABROAD: Dan's story

Dan Anderson was born in the U.S.A. He's now living in South Korea. We asked him, "How did you **end up** living in Seoul?"

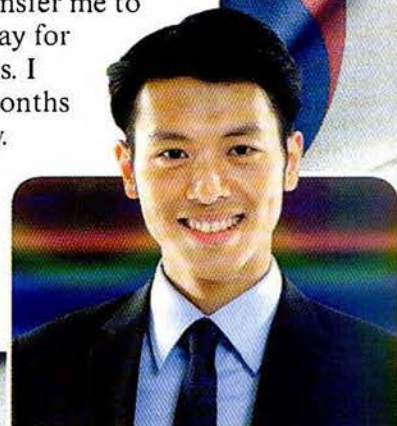
Dan: Well, it's a long story! Before I came here, I **spent** three years working for a small company in Tokyo while I **finished** doing my master's in business. To be honest, I wasn't **planning on** leaving or anything. But one day, I **happened** to be in the office, and one of the salespeople was looking at job ads online.

He knew I was **considering** going to South Korea someday – you see, my mother's South Korean, and I've always been interested in the culture and everything – and anyway, he leaned over and said, "Dan, this **seems** to be the perfect job for you. Check this out."

I looked at the ad, and I **remember** thinking, "Should I **bother** to apply?" But I **decided** to go for it, even though I didn't **expect** to get it, and to make a long story short, I got the job!

The company **offered** to transfer me to Seoul, and they **agreed** to pay for my Korean language lessons. I **started** working here two months later. And the rest is history.

I mean, I **miss** living in Japan, but you can't have it both ways, I guess. Actually, I can't **imagine** living anywhere else now!



Word
sort

B Can you sort the verbs in bold above into the correct categories in the chart? Which verbs are followed by *to* + verb, verb + *-ing*, or a particle or preposition + verb + *-ing*?

Verb + <i>to</i> + verb	Verb + verb + <i>-ing</i>	Verb + particle / preposition + verb + <i>-ing</i>
<i>happen (to be)</i>	<i>spend (three years working)</i>	<i>end up (living)</i>



Vocabulary notebook p. 10

Figure
it out

C Complete the sentences with the correct forms of the verbs given. Use Dan's story to help you.

1. I considered _____ (study) electronics, but I ended up _____ (do) math.
2. I expected _____ (graduate) in three years. Then I decided _____ (change) my major.

2 Grammar Verb complements: verb + -ing or to + verb 1.06

Extra practice p. 140

Verb + verb + -ing: consider finish imagine miss mind spend (time)	I finished doing my master's in business. I spent three years working in Tokyo.
Verb + particle / preposition + verb + -ing: end up keep on think about plan on	How did you end up living here? I wasn't planning on leaving Japan.
Verb + to + verb: agree decide happen offer seem intend expect	They agreed to pay for Korean lessons. I didn't expect to get the job.
Verb + -ing or to + verb with the same meaning: begin bother continue start like love hate	Should I bother applying ? Should I bother to apply ?
Verb + -ing or to + verb with a different meaning: remember stop try	I stopped talking to him. (We don't talk now.) I stopped to talk to him. (I stopped walking.)

A Complete the conversations with the correct forms of the verbs given. Then practice with a partner.

1. A How did you end up studying (study) here?

B My friend recommended this school. I remember _____ (think) his English was good, so I decided _____ (sign up) for this class. How about you?

A Well, I wasn't planning on _____ (learn) English, but my company offered _____ (pay) for my classes. I agreed _____ (come), and here I am! I want to keep on _____ (take) classes if I can.

2. A What are you thinking about _____ (do) next summer?

B Well, it depends. I just started _____ (work) in a new job, so I don't expect _____ (get) much vacation time. I intend _____ (take) a couple of long weekends off, though. You have to stop _____ (work) occasionally! Anyway, I love _____ (surf), so I hope I can spend a weekend _____ (visit) my cousins at the beach, too.

In conversation

Begin, bother, continue, like, love, and hate are followed more often by **to + verb**. Start is followed more often by **verb + -ing**.

Common errors

Don't use **to + verb** after these verbs.

I finished reading the ad. (NOT ... ~~to read~~)

I considered applying. (NOT ... ~~to apply~~)

I don't mind working hard. (NOT ... ~~to work~~)

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

3 Talk about it Why did you stop doing that?

Pair work Take turns asking each other questions using the ideas below. Ask follow-up questions.

Can you think of someone you ... ?

- ▶ don't miss seeing
- ▶ expect to see next week
- ▶ happened to run into recently
- ▶ intended to see but didn't
- ▶ keep on calling
- ▶ love to hang out with

"I don't miss seeing my old math teacher."

Can you think of something that you ... ?

- ▶ agreed to do recently
- ▶ are considering doing soon
- ▶ can't imagine doing in the future
- ▶ finished doing recently
- ▶ never bother to do
- ▶ stopped doing recently

"Why's that? Were you bad at math?"

Sounds right p. 137

1 Reading

- A** What kinds of competitions are there on TV shows? Do you ever watch them?
- B** Read the article. What was Christine Ha's disadvantage in the MasterChef competition? What advantage did she have?

Reading tip

Read the quotes in a news story first. They often give you a quick summary of the article.

Blind Chef Christine Ha Crowned "MasterChef"

From the moment she took those first tentative steps onto the national stage, amateur chef Christine Ha captured America's heart.

During the season 3 "MasterChef" finale, Ha won the title, \$250,000, and a cookbook deal, beating out about 100 other home chefs. But that's not what makes her so inspiring. Ha is blind – the first blind contestant on the show.

"I think there are a lot of people who completely discounted me," Ha said. "People will say, 'What is she doing? Is she going to cut her finger off?' But I cooked at home for years without vision, so if I can do it at home, I don't see why I can't prove to everyone else I can do it on national TV."

Week after week, the 33-year-old, who lives in Houston, Texas, managed to whip up culinary masterpieces with only her senses of taste, smell, and touch to guide her.



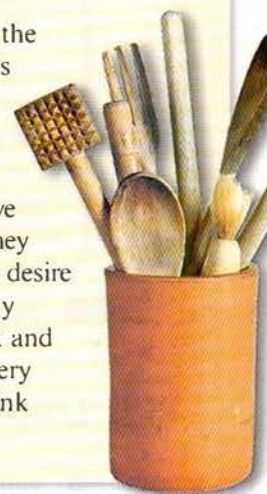
"I couldn't see what anyone else was doing. I was solely focused on myself, and I think that helped me. It gave me an advantage," she said. "When I came out of it, it was the most stressful, intense experience of my life, it was amazing."

Ha lost nearly all of her eyesight about five years ago after being diagnosed with an autoimmune disease that attacks the optic nerves.

"When I lost my vision, there was one time I tried to make a peanut butter and jelly sandwich," she said. "I recall getting it all over the counter. I just started crying and was wondering if I would ever cook again."

But she did more than pick herself up off the counter. She started her own blog, which is how the producers of "MasterChef" discovered her.

Now an official "MasterChef," Ha said, "I just want people to realize that they have it in themselves if they really want to. If they have that passion, that fire, that drive, that desire . . . you can overcome any obstacle and any challenges to really achieve what you want and prove yourself to the world. Everyone is very capable. Much more capable than they think they are."



- C** Find the words below in the article. Which of the two meanings is used in the article? Circle *a* or *b*. Then compare with a partner.

- | | |
|--|---|
| 1. tentative
a. not final
(b.) not certain or confident | 5. whip up
a. make quickly and easily
b. mix quickly until light and fluffy |
| 2. a cookbook deal
a. the chance to publish her own cookbook
b. free cookbooks | 6. pick herself up
a. stand up after falling down
b. recover from a difficult situation |
| 3. beating out
a. mixing rapidly in a bowl
b. winning against | 7. drive
a. determination
b. use a car |
| 4. discounted
a. reduced the price
b. did not consider seriously | 8. overcome any obstacle
a. beat or solve a problem
b. climb over something that's in the way |

D Read the article again and answer these questions. Compare your answers with a partner.

1. Why do you think Ha “captured America’s heart”? Has she captured yours from your reading of the article?
2. After losing her vision, what did Ha try to do in the kitchen? In what way is this anecdote significant?
3. What do you think Ha means by “people have it in themselves”? Do you agree with her view?

2 Listening and writing Facing a challenge

A  1.10 Listen to a podcast about Bethany Hamilton. Complete the sentences with the correct information. Choose *a*, *b*, or *c*.

1. As a child, Bethany surfed almost every day with **b** .
a. her parents b. her friend Alana c. Alana’s father
2. Bethany decided to return to surfing after the shark attack.
a. a couple of weeks b. a month c. three months
3. Bethany managed to stay on her surfboard because added a handle.
a. her mother b. her father c. Alana’s father
4. In the World Junior Championship, Bethany took place.
a. first b. second c. fifth
5. Since Bethany lost her arm, she has .
a. written a book b. starred in a movie c. received help from a charity
6. Bethany is described above all else as a great .
a. athlete b. role model c. traveler



About you

B Pair work Think about a time in your life when you faced a challenge. How did you feel? Did someone help you? How did you feel afterward?

C Read the story and the Help note. Then write a story about your challenge.

My biggest challenge

When I was in high school, chemistry was a required subject, but I wasn’t very good at it. . . .

One day, the teacher asked us to give a speech about chemistry in our everyday lives. . . .

On the day of the speech, I was extremely nervous. I remember looking at all those faces, and I wanted to run away. . . .

It was a big challenge for me to make that speech, but it helped me become much more confident. . . .

Help note

Writing an anecdote or a story

- Set the general time or place.
- Set the particular time or place.
- Describe what happened.
- End the story and, if possible, link the events to now.

D Pair work Read a partner’s story. Then ask questions to find out more about the story.

Free talk, p. 129



Learning tip Verb patterns

When you learn a new verb, write down the verb form(s) that can follow it. Then use it in a sentence. For example:

imagine verb + -ing	I can't imagine having lots of money.
decide to + verb	I've decided to be a doctor.
start verb + -ing	I'm going to start saving money.
start to + verb	I'm going to start to save money.

1 Write down the form(s) of the verbs that can follow the verbs below. Then complete the mottoes. Use the correct form(s) of the verbs given.

- | | |
|---------------------------|--|
| 1. agree <u>to + verb</u> | "Never agree _____ (lend) money to strangers." |
| 2. intend _____ | "If you don't intend _____ (do) something properly, |
| bother _____ | don't bother _____ (start) it!" |
| 3. stop _____ | "Never stop _____ (do) the things you |
| enjoy _____ | enjoy _____ (do)." |
| 4. keep on _____ | "Keep on _____ (try) until you find success." |
| 5. consider _____ | "Consider _____ (take) every opportunity you get in life." |
| 6. seem _____ | "Things aren't always what they seem _____ (be)." |

2 Word builder Find out the meanings of these verbs, and write down the verb form(s) that can follow them. Then make up your own motto for each verb.

give up promise put off refuse



On your own

Make a flip pad for the new verbs you have learned in this unit. Write each new verb in a sentence. Every time you have a spare minute, learn a verb!



Can Do!

Now I can ...



I can ...



I need to review how to ...

- | | |
|--|---|
| <input type="checkbox"/> ask questions to get to know someone. | <input type="checkbox"/> understand a conversation about an accident. |
| <input type="checkbox"/> tell interesting stories about my life. | <input type="checkbox"/> understand a podcast about an athlete's life story. |
| <input type="checkbox"/> highlight key moments in a story. | <input type="checkbox"/> read an article about a person who overcame an obstacle. |
| <input type="checkbox"/> highlight important information in a story. | <input type="checkbox"/> write an anecdote about facing a challenge. |

Personal tastes

2



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about fashion and makeovers
- Make comparisons with (not) as . . . as

Lesson B

- Ask negative questions when you expect someone to agree
- Describe clothing

Lesson C

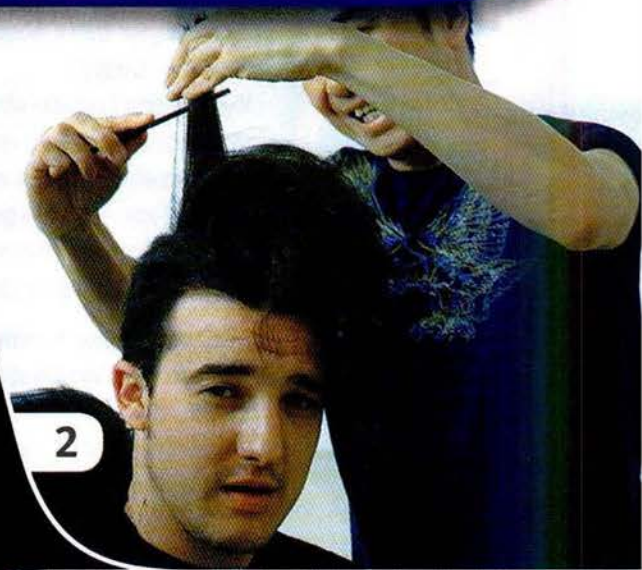
- Show understanding by summarizing what people say
- Use Now to introduce follow-up questions

Lesson D

- Read an article about how to develop a personal style
- Write questions and answers for an interview about personal style



1



2



3



4

Before you begin . . .

What kind of . . .

- music do you like?
- clothes do you wear?
- hairstyle looks good on you?
- car would you like?

Do you and your classmates have similar tastes?

Would you let a friend give YOU a makeover?



after



before

We gave Cindy and Scott, two very good friends, the chance to choose a new look for each other. How did they do? Here's the verdict!



before



after

What do you think about your new look, Cindy?

I love it! I don't usually wear these colors, but this dress is really nice. I like it. I wouldn't usually wear this much makeup – I try to get ready as quickly as I can in the morning – but it looks good. I'm really pleased.

Scott, you chose a completely different look for Cindy. How do you like it?

I like it a lot. I tried as hard as I could to find a style that suits her personality better. Her hair looks great. I mean, I don't usually like short hair as much as long hair, but it looks good on her, I think. And I like the dress on her. She looks great.

How do you like your new look, Scott?

Well, I kind of like it. I'm not used to wearing pants like these, but they're just as comfortable as my jeans. And Cindy made a good choice with the suede jacket. It's cool. Yeah, I don't look as scruffy as I did!

Cindy, do you like Scott's new look? He looks very different!

Yes, I really like it. He doesn't pay as much attention to his appearance as he should. Actually, the pastel shirt I chose doesn't look as good on him as the bright colors he usually wears. I don't think I like pastels that much, after all. But overall, he looks a lot better! I like his hair short like that.

1 Getting started

A Look at the “before” and “after” pictures of Cindy and Scott. What has changed?

B 1.11 Listen. What do Cindy and Scott think about their makeovers? Do you agree with their comments?

Figure it out

C How do Cindy and Scott actually say these things? Find the sentences in the article above. Compare with a partner.

1. Scott These pants and my jeans are equally comfortable.
2. Scott I used to look scruffier.
3. Cindy He should pay more attention to his appearance.
4. Cindy I try to get ready quickly in the morning – I can't get ready faster.

2 Grammar Comparisons with (not) as ... as 1.12

Extra practice p. 141

You can make comparisons with (not) as ... as with adjectives, nouns, and adverbs.

Adjectives The pants are just **as comfortable as** my jeans. (They're the same.)
The pants are **not as comfortable as** my jeans. (They're less comfortable.)
I **don't** look **as scruffy as** I did. (I was scruffier before.)

Nouns She spends **as little time as** possible on her makeup.
She **doesn't** wear **as many bright colors as** she should.
He **doesn't** pay **as much attention** to his appearance **as** he should.

Adverbs I tried **as hard as** I could to find the right style for her.
I **don't** like short hair **as much as** long hair.

Common errors

Don't forget the first **as**.

Jeans aren't as nice as pants.
(NOT *Jeans aren't nice as pants.*)

A Complete the sentences. Use the words in parentheses and **as ... as**.

- Older people don't care as much as (not care / much) younger people about their appearance.
- Makeover shows _____ (not be / interesting) other reality shows on TV.
- Men _____ (spend / much) money on themselves _____ women do.
- When I choose clothes, looks _____ (be / important) comfort.
- I _____ (not have / many) clothes and shoes _____ I'd like.
- I _____ (spend / little time) possible shopping for clothes.
- Today's styles _____ (not be / attractive) the styles of ten years ago.
- Women _____ (get haircuts / often) men.



About you

B Pair work Do you agree with the statements above? Explain your views.

3 Speaking naturally Linking words with the same consonant sound

big glasses

wear red

dark colors

some makeup

stylish shoes

A 1.13 Listen and repeat the expressions above. Notice that when the same consonant sound is at the end of one word and at the start of the next, it is pronounced once, but it sounds longer.

About you

B 1.14 Now listen and repeat these statements. Are they true for you? Discuss with a partner.

- I think men look **cool** in shirts and ties.
- I don't like **big g**lasses. They're **less s**tylish than small glasses.
- I **like c**asual clothes. I can't stand **d**ressing up for anything.
- I think women should always wear **some m**akeup.
- I own a lot of **black c**lothes. I **hate t**o wear bright colors, and I never wear **red**.
- There are a lot of **stylish sh**ops in my neighborhood. They sell some **good d**esigner stuff.

1 Building language

A  1.15 Listen. Why doesn't Ben like the jacket? Practice the conversation.

Yoko Oh, don't you just love this jacket? I mean, isn't it great?

Ben Hmm. I don't know.

Yoko Don't you like it? I think it's really nice.

Ben It's OK. It's kind of bright.

Yoko But don't you like the style? It'd look good on you, don't you think?

Ben Well, maybe.

Yoko Well, don't you want to try it on, at least?

Ben Not really. And anyway, isn't it a little expensive?

Yoko Oh, isn't it on sale?

Ben No. It's full price. The sale rack is over there. Hey, look at those jackets. Aren't they great?



Figure it out

B How does Yoko actually say these things? Underline what she says in the conversation.

1. I love this jacket!
2. I think you should try it on.
3. I'm surprised you don't like it.

2 Grammar Negative questions 1.16

Extra practice p. 141

When you want or expect someone to agree with you, you can use negative questions.

To express an opinion

Isn't this jacket great?

Don't you think it's great?

Doesn't that look good on him?

To suggest an idea

Aren't they a little expensive?

Don't you think it's too bright?

It'd look good, **don't** you think?

To show surprise

Isn't it on sale?

Don't you like it?

Doesn't she like it?

Look at the rest of Yoko and Ben's conversation. Rewrite the underlined sentences as negative questions. Then practice with a partner.

Ben Look at these jackets. I think they're nice.

Yoko Well, I'm not sure about the color. They're kind of plain.

Ben Really? I'm surprised you don't like them. Look. This one looks good.

Yoko Um . . . it's a little tight. It looks kind of small.

Ben No, it's just right. I think I'll get it!

Yoko And it's not as cheap as the other jackets.

Ben Oh, it's not the same price. Well, maybe we should look around a bit more.

Aren't they nice? / Don't you think they're nice?



3 Building vocabulary

A Pair work Read the product descriptions on the website. What do you think about each item?

"Those rubber boots are cool." "Aren't they a bit bright?"

The screenshot shows a website called "EASY SHOPPING" with a navigation menu on the left and a grid of product listings. The navigation menu includes: OUTERWEAR, SHIRTS, PANTS, FOOTWEAR, ACCESSORIES, ACTIVEWEAR, KIDS, and GIFT CARDS. A "FREE SHIPPING OVER \$50" banner is also present. The product listings are as follows:

- 1** Choose from our huge selection of men's and women's **leather** and **suede** jackets.
- 2** Luxury **cashmere** scarves and **silk** ties make perfect gifts.
- 3** Men's **wool** turtleneck and **V-neck** sweaters will keep you warm all winter.
- 4** Women's **long-sleeved cotton** tops are available in a range of **solid colors**. Shown here in **neon green**, **dark green**, and **light green**.
- 5** Looking for **denim** jeans? Whether you want **boot-cut** or **flared**, **fitted**, **skinny**, or **baggy** – we have jeans to fit you!
- 6** Women's **short-sleeved striped** shirts in **polyester**. **Floral-print** and **plaid** shirts also available.
- 7** Our **rubber boots** come in a variety of patterns. Shown here in **turquoise** with a **polka-dot** pattern.

Word sort

B Complete the chart with the words in bold above, and add your own ideas. Then compare with a partner. Do any of these words describe clothes that you and your classmates are wearing?

Colors	Patterns	Materials	Styles
<i>neon green</i>	<i>striped</i>	<i>leather</i>	<i>V-neck</i>

4 Talk about it Different styles

Vocabulary notebook p. 20

Group work Discuss the following questions. Use negative questions where possible.

- ▶ What styles are in fashion right now? What colors? What fabrics? Do you like them?
- ▶ What kinds of styles look good on you? How about your friends?
- ▶ What colors are the clothes in your closet? What materials are they made of?
- ▶ Are there any colors you won't wear? Why?
- ▶ Would you buy any of the items on the website above? Why? Why not?

"Well, skinny jeans are in fashion, but don't you think they look kind of ugly?"

Sounds right p. 137

1 Reading

A Can you think of some ways to dress well without spending a lot of money? Tell the class.

B Read the article. Does it mention any of your ideas?
Which ideas are the best? Which ideas have you tried?

Reading tip

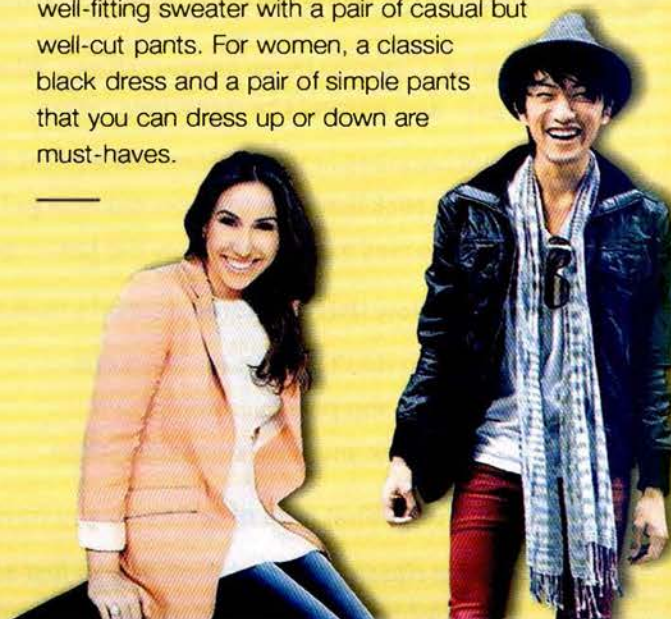
Read the first sentence of each tip to see what the article covers.

HOW TO DEVELOP YOUR PERSONAL STYLE

Do you ever worry that you don't look as great as you could? Maybe you don't have as much time – or money – as you'd like to spend on yourself. But dressing well is important because knowing you look good makes you feel more confident.

Developing your own personal style is not as hard (or as expensive) as you might think! Even jeans and a T-shirt can look as stylish as a dressy outfit – if you know how to put them together. Here are some quick, inexpensive tips to help you create your own fabulous personal style.

- 1 Don't wear clothes that are too "old" or too "young" for you, and choose styles that are appropriate for your lifestyle. ____ You want to feel as comfortable as possible.
- 2 Flip through a magazine to find styles you like. Use the photos as a guide. ____
- 3 Look at photos of yourself wearing a variety of outfits. Which ones look good on you? Which ones aren't particularly flattering? Notice what you like and dislike about different outfits. Is it the fabric? The color? The style?
- 4 Think about your life goals. Are you looking for a job? To impress potential employers, liven up your professional look by adding some accessories to the suit you already have. How about a scarf? A colorful new tie?
- 5 Call attention to your best features. Choose colors that bring out the color of your eyes. ____ If you're not as slim as you'd like to be, buy tailored clothes that fit well. Don't just wear baggy outfits to cover up those few extra pounds. Choose the best fabrics for your shape. Silk may feel nice, but be careful – shiny fabrics can make you look heavier. Cashmere, on the other hand, can make you look slimmer and looks especially good on muscular men.
- 6 Clean out your closet. ____ Get rid of stained, out of shape, torn, faded, or out-of-style clothing and scuffed shoes. Sell them at a consignment store, and use the extra cash to jazz up your wardrobe.
- 7 Update an outfit you already have. Add a new belt. If your jeans are worn at the bottom, cut them off to make a pair of capris.
- 8 Make sure you have a few essentials. Men need a well-fitting sweater with a pair of casual but well-cut pants. For women, a classic black dress and a pair of simple pants that you can dress up or down are must-haves.



C Where do these sentences fit in the article? Write the correct letters in the spaces.

- If you want to look taller, wear clothes with vertical stripes.
- Bring the pictures with you when you go shopping.
- And for both men and women, a pair of classic black shoes is a necessity.
- Take out everything that doesn't fit you anymore.
- If you walk everywhere, be sure to buy shoes that are comfortable as well as stylish.

2 Listening and speaking Keeping up with trends

A 1.20 Listen to four people talk about trends. Number the topics 1 to 4. There is one extra topic.

- ☐ hairstyles ☐ fashion ☐ technology ☐ cars ☐ sports and fitness

B 1.20 Listen again. Do the people keep up with trends? Circle Yes or No. Write one thing they do or don't do.

	Keeps up with trends?	What do they do or not do?
1. Maddy	Yes / No	
2. Frank	Yes / No	
3. Laura	Yes / No	
4. Nate	Yes / No	

About you **C** **Pair work** What are the current trends in each area in Exercise A? Do you keep up with the trends? Why? Why not?

3 Writing Style interview

A Read the question and answer below and the Help note. Add commas (,) where needed and a dash (–), and change one period to an exclamation mark (!).

How would you describe your tastes in clothes?

I like to wear fashionable clothes when I go out with my friends. I get ideas from men's clothing stores magazines and from my friends. At home I like to wear something more comfortable my old jeans a T-shirt and sneakers. I look completely different.

Help note

Punctuation

- Use commas (,) in lists.
My clothes are fun, colorful, and unusual.
- Use a dash (–) to add or explain more about something.
- Use an exclamation mark (!) for emphasis.
I wear every color under the sun – sometimes all at once!

About you **B** Write three questions about personal style. Then exchange papers with a partner. Write answers to your partner's questions.

C **Pair work** Read your partner's answers to your questions. Check the punctuation.



Learning tip *Labeling pictures*

When you want to learn a new set of vocabulary, find and label pictures illustrating the new words. For example, you can use a fashion magazine to label items of clothing, styles, colors, patterns, and materials.

In conversation

Shades of blue

The top ways of describing *blue* in conversation are:

1. *navy* blue
2. *dark* blue
3. *royal* blue
4. *bright* blue
5. *light* blue
6. *deep* blue

- 1 What styles of clothing, colors, and patterns can you see in the picture? What materials do you think the clothes are made of? Label the picture with words from the box and other words you know.

- | | |
|-----------------|---------------|
| ✓ baggy | polka-dot |
| dark brown | short-sleeved |
| fitted / skinny | silk |
| flared | striped |
| floral-print | ✓ suede |
| leather | turquoise |
| light blue | turtleneck |
| long-sleeved | V-neck |
| neon orange | wool |



- 2 **Word builder** Find out what these words mean. Then find an example of each one in the picture above, and add labels.

- | | | |
|--------------|--------|-----------|
| ankle-length | gold | navy blue |
| beige | maroon | plastic |
| crew-neck | mauve | tweed |



On your own

Find a fashion magazine and label as many of the different styles, materials, patterns, and colors as you can in ten minutes.



Can Do!

Now I can . . .

☒ I can . . .

☐ I need to review how to . . .

- ☐ talk about my tastes in clothes and fashion.
- ☐ compare how people look different over time.
- ☐ describe patterns, materials, and styles of clothing.
- ☐ show I understand by summarizing what people say.
- ☐ use *Now* to introduce follow-up questions.

- ☐ understand conversations about food, music, and movies.
- ☐ understand people discussing trends.
- ☐ read an article about how to develop a personal style.
- ☐ write interview questions and answers.

World cultures

UNIT

3



In this unit, you learn how to . . .

Lesson A

- Talk about your culture using the simple present passive

Lesson B

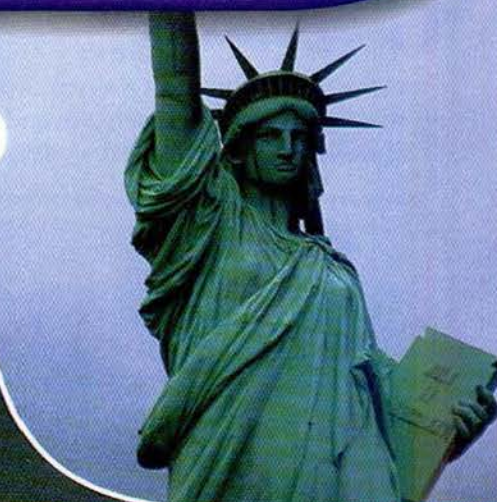
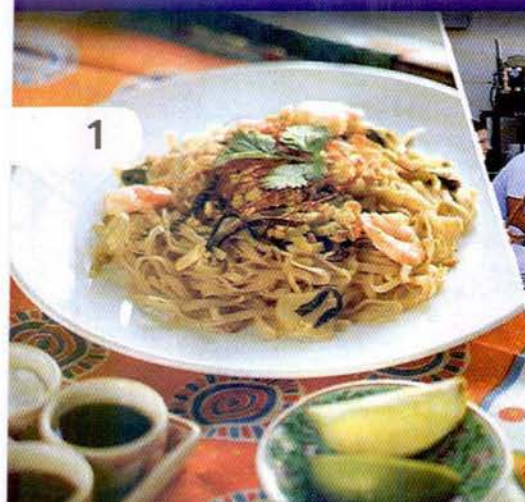
- Talk about customs and manners using verb + *-ing* and *to* + verb

Lesson C

- Use expressions like *to be honest* to sound more direct
- Use *of course* to give information that is not surprising, or to agree

Lesson D

- Read an article about proverbs
- Write an article about a favorite proverb



Before you begin . . .

What are some of the cultural traditions in your country? Think of a typical . . .

- dish or drink.
- festival.
- type of music or performance.
- item of clothing.
- symbol.
- handicraft.

www.amoozan.net

What not to miss . . .



SOUTH KOREA

"Oh, Korean food! We have so many different dishes. One typical dish is *kimbap*. It's made with rice and vegetables and wrapped in dried seaweed. And it's eaten cold. It's delicious." –Min-hee Park

WE ASKED PEOPLE:

What's one thing you shouldn't miss on a visit to . . . ?



PERU

"Well, Peru has some beautiful handicrafts. A lot of them are exported nowadays, and they're sold all over the world. But it's still worth visiting a local market. These earrings are made locally. They're made of silver."

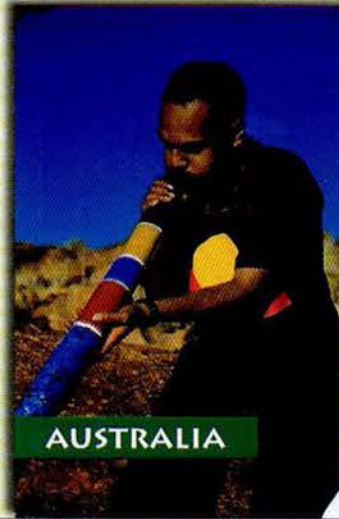
–Elena Camacho



JAPAN

"A Japanese festival like the Sapporo Ice Festival – that's really worth seeing. It's held every February. They have all these sculptures that are carved out of ice – and they're carved by teams from all over the world. It's amazing."

–Sachio Ito



AUSTRALIA

"Oh, you should go to a performance of traditional Aboriginal music. They play this instrument – it's called a *didgeridoo*. It's made out of a hollow piece of wood and painted by hand. It makes a really interesting sound."

–Robert Flynn



1 Getting started

A Look at the countries above. What do you know about each country? Make a list of ideas.

B 1.21 Listen. What aspect of their country's culture does each person talk about?

Figure it out

C Rewrite the sentences below, but keep the same meaning. Use the comments above to help you.

1. You eat *kimbap* cold.
2. People make earrings like these locally.
3. They export a lot of handicrafts.
4. Teams from all over the world carve the sculptures.

Kimbap _____ cold.

Earrings like these _____ locally.

A lot of handicrafts _____.

The sculptures _____ by teams from all over the world.

2 Grammar The simple present passive 1.22

Extra practice p. 142

Use the passive when the “doer” of the action is not known or not important.

Active

How do they make *kimbap*?
They make it with rice and vegetables.

Do they eat it hot or cold?
They eat it cold. They don't eat it hot.

They carve the sculptures out of ice.

Passive

How **is kimbap made**?
It's **made** with rice and vegetables.

Is it eaten hot or cold?
It's **eaten** cold. It's not **eaten** hot.

The sculptures **are carved** out of ice.

If the “doer” of the action is important, you can introduce it with **by**.

The sculptures **are carved by** teams from all over the world.

In conversation

The most common passive verbs are *made*, *done*, and *called*.

Common errors

Be sure to use the verb *be* in the present simple passive.

The sculptures are carved out of ice.
(NOT ~~The sculptures carved out of ice.~~)

About you

A Rewrite the questions about your country. Then write true answers. Use the simple present passive.

- When do people sing the national anthem?
When is the national anthem sung? It's sung . . .
- How do you make your favorite traditional food? Do you serve it cold?
- Do both men and women play your country's national sports?
- When do people celebrate your most important festivals? Does everybody celebrate them?
- When do people wear the national costume? Do people wear it a lot?
- Do people play traditional folk music?
- Do people make traditional handicrafts? Where do they sell them?

About you

B **Pair work** Compare your answers with a partner. Can you add more ideas?

3 Speaking naturally Silent syllables

every different interesting vegetable

A 1.23 Listen and repeat the words. Notice that the unstressed vowels are not pronounced.

B 1.24 Listen to people talk about their cities. Cross out the vowel that is not pronounced in the underlined words. Then read the sentences to a partner.

- Broc, Switzerland: We're known for our chocolate, which is sold all over the world. If you're really interested, you can visit a factory to learn about the history of chocolate and how it's made.
- Coober Pedy, Australia: The average temperature here in summer is almost 40°C, so it's much cooler to live underground. It's definitely something different for travelers!
- Akihabara, Japan: If you want a camera, then you have to shop here. Practically every brand of electronic and computer goods is displayed here!
- Boyacá, Colombia: Emeralds are mined all over the world, but our region has some of the best and most valuable stones. They're mostly exported and made into jewelry.

About you

C Choose a city, region, or country, and tell the class what it's known for. Guess the places your classmates talk about.

"This place is known for its wooden dolls. They're painted by local artists."

1 Building vocabulary and grammar

A 1.25 Listen. Are these statements true in your country? Check (✓) True or False.



	True	False
1. Eating food on a subway or bus is bad manners.	<input type="checkbox"/>	<input type="checkbox"/>
2. It's rude to cut in line .	<input type="checkbox"/>	<input type="checkbox"/>
3. You should try to keep your voice down in public.	<input type="checkbox"/>	<input type="checkbox"/>
4. You can offend someone by not bowing or shaking hands when you meet.	<input type="checkbox"/>	<input type="checkbox"/>
5. People might stare at you for walking around barefoot .	<input type="checkbox"/>	<input type="checkbox"/>
6. Having an argument in public is considered bad manners.	<input type="checkbox"/>	<input type="checkbox"/>
7. It's impolite to walk into someone's home without taking off your shoes .	<input type="checkbox"/>	<input type="checkbox"/>
8. Showing affection in public – holding hands or kissing – is inappropriate.	<input type="checkbox"/>	<input type="checkbox"/>
9. You should try not to stand too close to people. It's considered rude.	<input type="checkbox"/>	<input type="checkbox"/>
10. It's acceptable not to tip cab drivers.	<input type="checkbox"/>	<input type="checkbox"/>
11. You should be careful not to point at people .	<input type="checkbox"/>	<input type="checkbox"/>
12. It's customary to bargain with street vendors to get something cheaper, but it's not acceptable to do this in a store.	<input type="checkbox"/>	<input type="checkbox"/>

Word sort

B What behaviors are considered acceptable in your country? Complete the chart with ideas from above. Add your own ideas. Then compare with a partner.

It's acceptable to ...	It's not acceptable to ...
take your shoes off in the house.	stand too close to people.

Figure it out

C Circle the correct choices. Are the sentences true in your country? Discuss with a partner.

1. **Cut / Cutting** in line is bad manners.
2. You might offend someone by **standing / stand** too close.
3. You can offend your host by not **taking / to take** off your shoes.
4. It's polite **bow / to bow** when you meet someone.
5. It's customary not **to tip / tip** cab drivers.



Vocabulary notebook p. 30

2 Grammar Verb + -ing and to + verb; position of not 1.26

Extra practice p. 142

Verb + -ing as a subject

Eating in public is bad manners.

Not shaking hands is impolite.

Verb + -ing after prepositions

You can offend people by **eating** in public.

People might stare at you for **not shaking** hands.

to + verb after It's . . .

It's bad manners **to eat** in public.

It's impolite **not to shake** hands.

Position of not

Not comes before the word it negates.

Be careful **not** to point at people.

You can offend people by **not** bowing.

Notice the difference in meaning:

It's acceptable **not** to tip cab drivers.

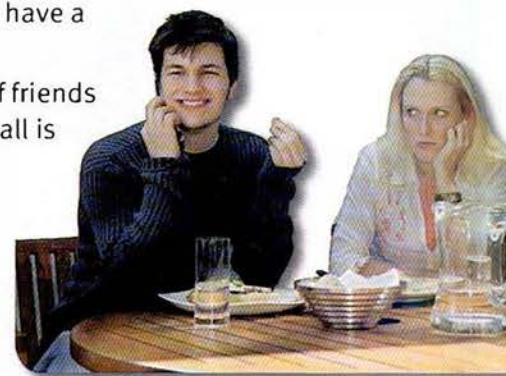
(It's optional.)

It's **not** acceptable to tip cab drivers.

(You shouldn't do it.)

A Complete the sentences about eating at restaurants. Use verb + -ing or to + verb.

1. If a friend invites you out to dinner, it's inappropriate _____ (take) another friend with you.
2. It's bad manners _____ (not / call) the restaurant if you have a reservation and you decide to cancel your plans.
3. _____ (arrive) a little late when you meet a big group of friends at a restaurant is acceptable. _____ (not / show) up at all is impolite.
4. If you get to the restaurant before your friend, it's fine _____ (sit) down at the table.
5. It's not acceptable _____ (complain) to your server if you don't like your meal.
6. People might be upset with you for _____ (not / pay) your fair share of the bill.
7. _____ (talk) with your mouth full is considered rude. _____ (take) phone calls during dinner is also bad manners.
8. You can offend the server by _____ (not / leave) a tip. But _____ (give) a smaller tip is fine if the service is bad.
9. _____ (ask) the server for a box to bring your leftover food home is acceptable.
10. It's bad manners _____ (not thank) the person who paid afterwards. _____ (not say) thank you is really impolite.



About you

B Pair work Discuss the statements above. Which ones do you agree with? Can you add more etiquette advice?

A *Yeah. Taking another friend with you is rude – especially if you're not paying.*

B *But it's not rude to invite another friend if it's a casual evening out.*

About you

C Pair work What etiquette advice can you think of for the following situations? Make a list and then share with another pair.

visiting someone's home going to a birthday party going to an interview

"Well, when you visit someone's home, you might offend the host by not bringing a gift."

Sounds right p. 137

1 Reading

- A** Think of a proverb in your language. When is it used, and why?
- B** Read the article. Do you have similar proverbs in your language? Are proverbs used in the same ways?

Reading tip

Read the first sentence of each paragraph. What do you think each paragraph will be about?

PROVERBS: The wisdom that binds us together

Proverbs exist in every language and culture and are a way of passing down folk wisdom, or "common sense," from generation to generation. Who doesn't remember a time when they were struggling with a problem or dilemma, and someone quoted a proverb that aptly summed up or explained the situation? "All's fair in love and war" describes the injustice that is often encountered in a romantic relationship and may help some of us accept it. "Absence makes the heart grow fonder" is meant to give hope when a loved one is far away. When that same relationship is brought to an end by distance, we hear, "Out of sight, out of mind."

Proverbs have lasted for thousands of years, probably because they're so memorable. Some are short and concise, like "Practice makes perfect" and "Haste makes waste," while others use a poetic language such as metaphors, repetition, and rhymes. The metaphor "Out of the frying pan and into the fire" is easy to visualize when you are faced with a difficult situation that just got even worse. The repetition of the consonant "t" makes it easy to remember "It takes two to tango." The rhyme "When the cat's away, the mice will play" comes to mind as soon as the boss leaves on vacation, and the repetition of the structure in "Once bitten, twice shy" makes this an extremely catchy phrase.

Some scholars who study proverbs look for examples that are unique to a particular culture as a key to understanding cultural differences. Others focus on the proverbs that appear in almost every language as a way of defining a common wisdom that binds all humans together.

Proverbs don't always offer up universal truth, however, and they are frequently contradictory. People say, "Clothes make the man," to reflect the importance of appearance as part of one's personal identity. On the other hand, they also say, "You can't judge a book by its cover," to point out that appearances can be deceptive. And with "Handsome is as handsome does" they stress the value of good behavior over good looks.

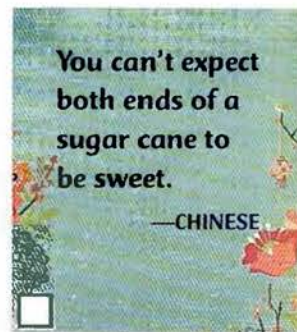
So while proverbs can help us grasp some universally shared wisdom, they also force us to recognize that life is complex and that there are no easy answers. The complexity of the human condition as reflected in proverbs is yet another thing that is shared by people around the world.

C Read the article again. Can you find these things? Compare with a partner.

1. a function proverbs serve in different languages and cultures
2. two different ways scholars look at proverbs
3. two proverbs that are memorable because they use rhyme
4. three proverbs that are memorable because they repeat consonants, words, or structures
5. two pairs of proverbs that are contradictory
6. two things we can learn when we study proverbs from different cultures

2 Listening and speaking Favorite proverbs

A Can you guess the meaning of the proverbs below? Discuss with a partner.



B 1.29 Listen to four people talk about their favorite proverbs. Number the proverbs above 1 to 4. What do they mean? Did you guess the meaning correctly?

C 1.30 Match each proverb above with a similar English proverb below. Write the numbers. Then listen again as someone comments on each proverb, and check your answers.

- You can't have your cake and eat it, too. ____
- Every cloud has a silver lining. ____
- If you can't stand the heat, get out of the kitchen. ____
- Beggars can't be choosers. ____

About you

D Pair work Which of the proverbs above is your favorite? Why? When would you use it?

"Beggars can't be choosers" is used a lot in our house. My mom is always saying it. It's great because . . ."

3 Writing Explain a proverb

A Read the article below. Find the useful expressions from the Help note, and underline them.

Just one watermelon at a time!

One of my favorite Arabic proverbs is "You cannot carry two watermelons in one hand." It's often said when a person is taking on too much work or too many challenges. It means that you need to focus on one important task at a time and do it well. A similar proverb in English is "Don't bite off more than you can chew." I like the proverb about watermelons because it's an excellent metaphor. Whenever I have to decide about a new project, I can see myself trying to carry two watermelons, and I stop and think about how much work I can handle.

Help note

Useful expressions

One of my favorite proverbs is "..."

It's often said when ...

It means that ...

A similar proverb in English is "..."

I like it because ...

B Write a short article about your favorite proverb. Say why you like it and what it means. Then read your classmates' articles. Did anyone choose the same proverb?



Learning tip Finding examples

When you learn a new expression, find examples on the Internet. Type the expressions into an Internet search engine with quotation marks (" ") around it.



1 Complete the sentences using the words and expressions in the box.

bowing having an argument kissing to take off walking around barefoot
eating to keep your voice down to cut in line to shake hands

- In Japan, _____ is customary when two people introduce themselves.
- In the United States, it's polite _____ firmly when you are introduced to a colleague.
- In South Korea, _____ food on the subway is considered rude.
- In many places of worship in Asia, it's polite _____ your hat and shoes.
- In Chile, people often say hello by _____ each other on the cheek.
- In Australia, _____ is acceptable at beach resorts, but not in public buildings.
- In Taiwan, _____ in public is considered impolite. It's better _____.
- In Great Britain, it's considered rude _____. You should always wait your turn.

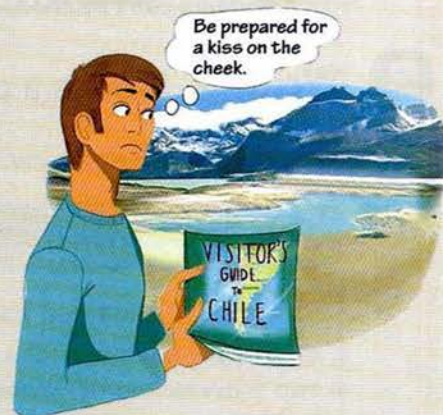
2 Word builder Find the meaning of the words and expressions. Write a tip for each one.

blow your nose burp offer your seat to someone swear



On your own

Find a travel guide for a country you'd like to visit. Find six things you should or shouldn't do if you go there.



Can Do!

Now I can ...



I can ...



I need to review how to ...



talk about my country's cultural traditions.



talk about manners, customs, and appropriate behavior in my country.



use expressions like *to be honest* to sound more direct.



use *of course* to show I understand or agree.



understand a conversation about living away from home.



understand people explaining proverbs.



read an article about proverbs.



write an article about a favorite proverb.

1 Is it polite?

A Complete the questions with the correct forms of the verbs.

1. Would you ever consider not tipping (not tip) a server in a restaurant?
2. Do you remember _____ (stare) at people when you were little?
3. Do you feel it's rude _____ (not say) hello to your neighbors?
4. Is _____ (hold hands) OK on a first date?
5. Do you bother _____ (bargain) with street vendors when the items are already very cheap?
6. Do you ever offer _____ (help) people with their bags on the bus or subway?
7. Have you and a friend ever ended up _____ (argue) in public?
8. Have you ever offended someone without _____ (intend) _____ (be) rude?

B Pair work Ask and answer the questions. Show that you understand your partner's answers by summarizing what he or she says.

"I'd never consider not tipping – I used to be a server myself." "So you always tip the server."

2 Think, Bob, think!

A Complete the conversation with the correct forms of the verbs.

Officer Have you seen (see) these people before?

Bob Yes, they're my neighbors. They _____ (live) upstairs.

Officer How long _____ they _____ (live) there?

Bob I guess I _____ (know) them for six months.
They _____ (move) here in August.

Officer When _____ you last _____ (see) them?

Bob Um, about a week ago, I think. Last Tuesday.

Officer What _____ they _____ (do) when you
_____ (see) them?

Bob Well, as I _____ (come) home, they
_____ (carry) a big suitcase to the car.

Officer _____ you _____ (speak) to them?

Bob I _____ (say), "Hi! Where _____ you
_____ (go)?" And they _____ (reply),
"On vacation."

Officer What time _____ they finally _____ (leave)?

Bob Oh, um, it was pretty late, around 11 at night, I guess.

Officer Can you remember what they _____ (wear)?

Bob Let me think. . . .

B Write Bob's answer to the police officer's last question. How much detail can you give? Compare with a partner.



3 Can you complete this conversation?

A Complete the conversation with the words and expressions in the box. Practice the conversation.

✓ definitely don't you think now of course these this to be honest

Anna Bella used to live in Japan. You loved living there, right?

Bella Oh, definitely. I lived there for nine years, working for a Japanese advertising company.

Chris Nine years? Wow! Didn't you ever get homesick?

Bella Occasionally. But, _____, I didn't really miss living at home. I was too busy. I mean, _____ I missed my family.

Chris Oh, I bet you did. _____, how did you get that job? Did they hire you over here, or ... ?

Bella Actually, I was already in Japan on an exchange program, staying with _____ family. And the father starts bringing home all _____ documents from his work to translate into English. Anyway, I started helping him, and his company ended up hiring me.

Anna And they transferred her here. It's a cool story, _____ ?



B Pair work Choose a topic below and have a conversation. Ask and answer questions.

- something difficult you did once
- a time you missed someone
- an interesting experience you had
- an unusual person you once met

A Can you think of a time you missed someone?

B Yes. My mom went on a trip when I was five. I wanted to go with her.

4 As bad as that?

Pair work Compare these things using (not) as ... as. Try to use negative questions to give opinions or to suggest ideas.

- folk music / country music
- old buildings / new buildings
- baked potatoes / fries
- cheap watches / expensive watches

A Folk music isn't as popular as country music. You don't hear it as much.

B But don't you think it's just as good? I like folk as much as country.

5 Guess the dish!

A Write questions in the simple present passive, using the words below. Then think of a traditional dish, and answer the questions.

1. eat / hot or cold
3. How / cook
5. What / serve / with
2. When / eat
4. What / make / with
6. What / call

B Pair work Take turns asking and answering the questions. Can you guess your partner's dish before question 6?



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- **Can-do statements** help students understand the learning outcomes of each lesson and rate their own performance.
- **Common error information** from the Cambridge Learner Corpus helps students avoid making basic errors.
- **Sounds right** activities provide regular pronunciation practice and enable students to speak with confidence.

Touchstone Components

For Students

Student's Book
Workbook –
print and online

For Teachers

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

Class Audio CDs
Video DVD
Video Resource Book
Placement Test

Touchstone Blended Learning



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

Find out more:
www.cambridge.org/touchstoneblended

www.cambridge.org/touchstone2

CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
	TOUCHSTONE 3
B1	TOUCHSTONE 4
B2	VIEWPOINT 1
C1	VIEWPOINT 2

CAMBRIDGE ENGLISH CORPUS

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.

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

www.cambridge.org/corpus

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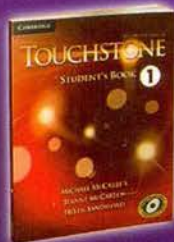
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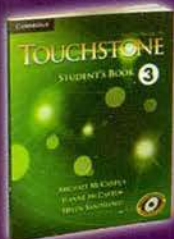
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Beginning



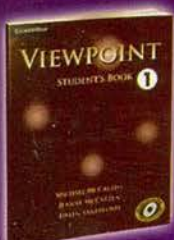
High Beginning



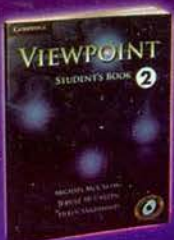
Low Intermediate



Intermediate



High Intermediate



Advanced

Irregular verbs

Base form	Simple past	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

Base form	Simple past	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written