

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.

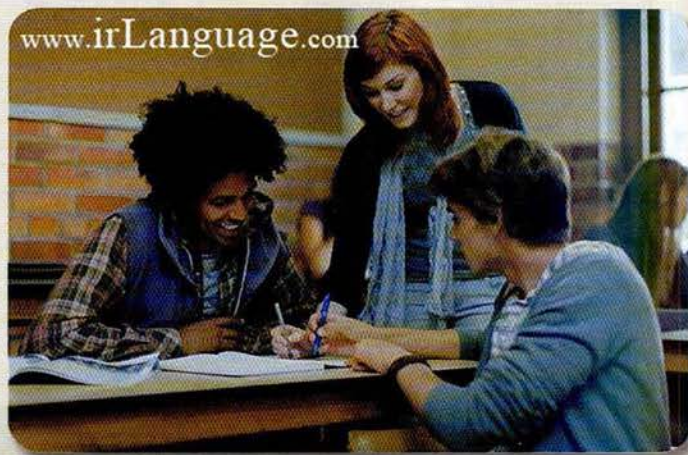
I'm sorry. I haven't finished my homework. I was going to do it last night, but _____.

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.



Problem solving



Can Do!

In this unit, you learn how to . . .

Lesson A

- Talk about things others do for you using *get* and *have*

Lesson B

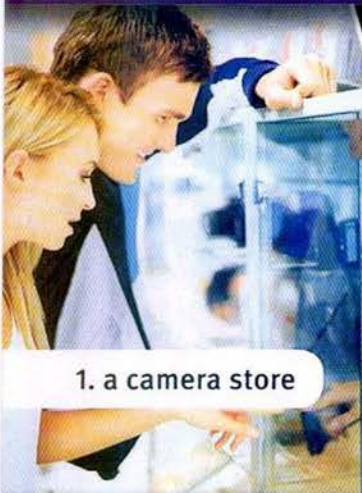
- Describe household problems using *need* + passive infinitive or *need* + verb + *-ing*

Lesson C

- Speak informally in “shorter sentences”
- Use expressions like *Uh-oh* and *Ouch* when things go wrong

Lesson D

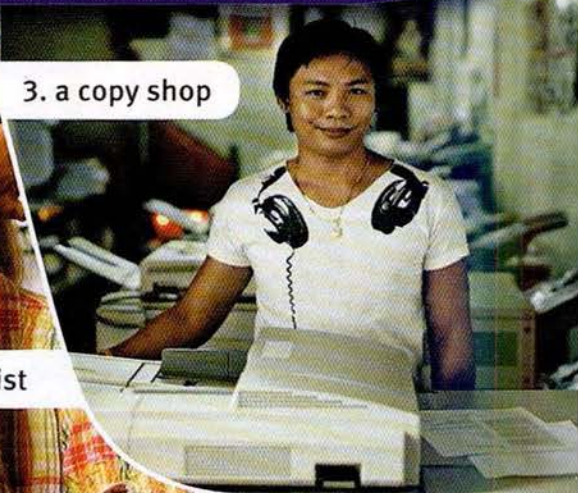
- Read an article about problem solving
- Write a proposal on how to solve a problem



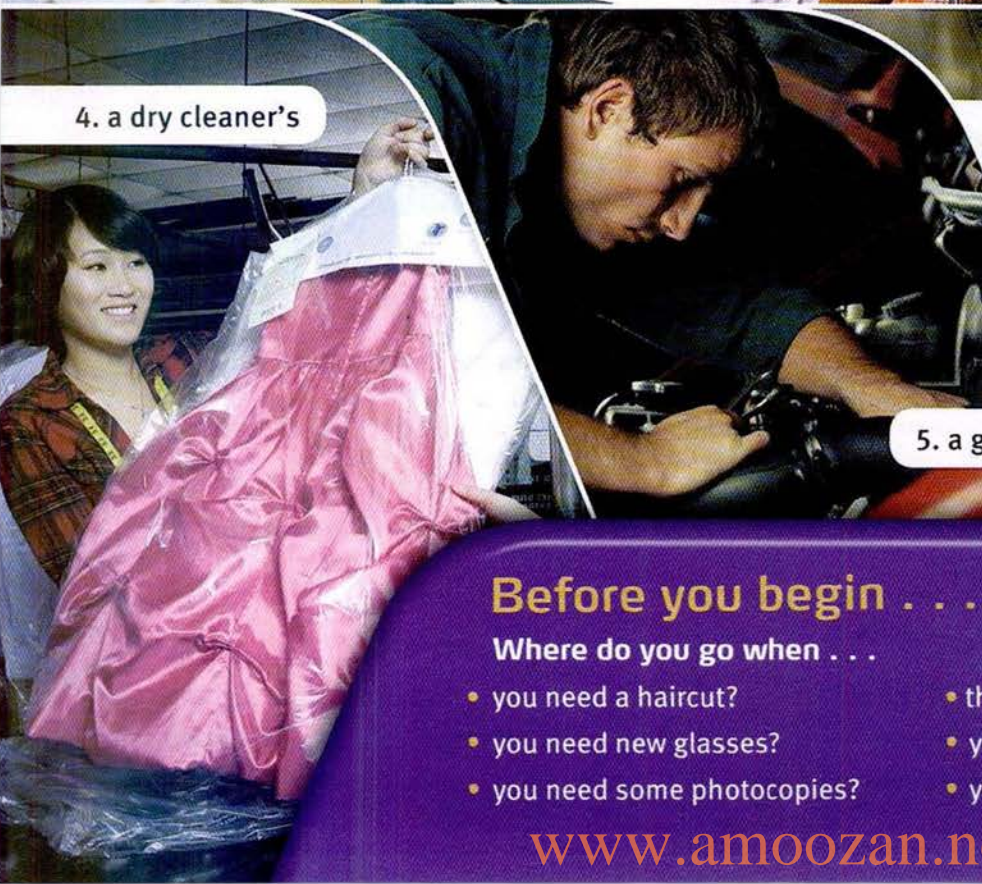
1. a camera store



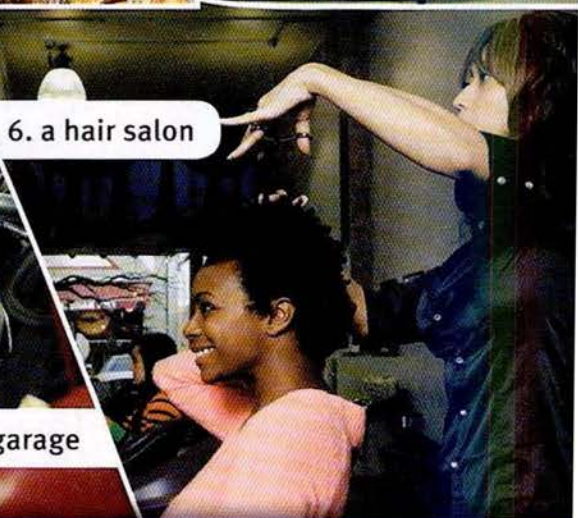
2. an optometrist



3. a copy shop



4. a dry cleaner's



6. a hair salon

5. a garage

Before you begin . . .

Where do you go when . . .

- you need a haircut?
- there's a big stain on your jacket?
- you need new glasses?
- you need a memory card for your camera?
- you need some photocopies?
- your car or motorcycle breaks down?

Do it yourself!

We asked people what jobs they do themselves in order to save money. Here's what they said:

Have you ever cut your own hair to save money?

"I have, actually. But it looked so bad that I went to the most expensive place in town and had a hairdresser cut it again. I'll never try that again! Now I always get it cut professionally at a good hair salon, though I get a friend to cut my bangs occasionally. That saves me some money."

—Min-sook Kim, Seoul, South Korea



Do you do your own car repairs?

"Well, I can do routine things like put oil in the car. But, to be honest, I get my brother to fix most things. And if there's something seriously wrong with my car, I have my uncle take a look at it at his garage. I can get it fixed there pretty cheaply. I also have it serviced there once a year."

—Marcus Aldóvar, Bogotá, Colombia



Do you do your own home decorating?

"My wife and I are having a new house built right now, but we're going to do all the painting and decorating ourselves. We've done it before. My sister's an interior designer, so we'll have her choose the colors and get her to pick out curtains, too. She's got great taste."

—Martin and Jill Snow
Calgary, Canada



Do you ever do your own repairs around the house?

"Not anymore! Once I tried fixing the dishwasher myself because I didn't want to pay to have someone come and repair it. But I didn't realize I had to turn off the water first. So I fixed the problem, but I flooded the entire apartment! And it cost a fortune to have the water damage repaired."

—Bella Clark, Miami, U.S.A.



1 Getting started

A Which of these things do you do yourself? What other jobs do you do? Make a class list.

cut your own hair do your own repairs around the house put oil in your car
decorate your home fix your computer


B  3.01 Listen. What jobs have the people above done themselves? Were they successful?

Figure it out

C Complete *b* so it has a similar meaning to *a*. Use the interviews to help you.

- a. I ask my brother to fix things. b. I _____ my brother _____ things.
- a. We'll ask my sister to choose the colors. b. We'll _____ my sister _____ the colors.
- a. Someone in a salon cuts my hair. b. I _____ my hair _____ at a good salon.
- a. I had to pay someone to repair the damage. b. I had to _____ the damage _____.

2 Grammar Causative *get* and *have* 3.02

Extra practice p. 146

You can use *get* and *have* to talk about asking other people to do things for you.

When you want to show who you ask, you can use *get + someone + to + verb* or *have + someone + verb*.

I **get my brother to fix** my car.
 We'll **get my sister to choose** colors for our house.
 My hair looked bad, so I **had a hairdresser cut** it again.
 I didn't pay to **have someone repair** my dishwasher.

When who you ask is not important, use *get or have + something + past participle*.

I **get my car fixed** at my uncle's garage.
 I always **get my hair cut** professionally.
 We're **having a new house built** now.
 It cost a lot to **have the water damage repaired**.

About you

A Circle the correct options, and write your own answers to the questions. Then ask and answer the questions with a partner.

- Do you usually get your hair **cut** / **to cut** professionally? How often do you get it cut?
I always get my hair cut professionally. I usually . . .
- Have you ever **had** / **got** a friend cut your hair? How did it turn out?
- Do you have a bicycle, motorcycle, or car? Where do you get it **fixed** / **fix**?
- If you had a flat tire, would you get someone **to change** / **change** it for you or do it yourself?
- Do you ever take clothes to the dry cleaner's? Is it expensive to get things **to clean** / **cleaned**?
- Do you iron your own clothes? Do you ever get someone **iron** / **to iron** things for you?
- Do you ever fix things around the house, or do you have small jobs **done** / **do** by a professional?

B Pair work What things do people often have done professionally? Make a list. Then discuss each item on your list. Where do you get them done? Is it expensive?

"Well, people often get their cars cleaned professionally. We get a local company to clean ours."

3 Listening Wedding on a budget

A 3.03 Listen to Molly and Mark talk about things they need to do to get ready for their wedding. What topics do they agree on? Check (✓) the boxes.




B 3.03 Listen again. Which things are Molly and Mark going to have done professionally? Which things are they or their families going to do themselves? Make two lists.

About you

C Pair work Imagine you are organizing a wedding or a family event. What things would you do? What would you have someone else do?

"If I had to organize a wedding, I'd get my friends to take the photos."

1 Building language

A  3.04 Listen. What is Isaac good at fixing? Practice the conversation.

Anna Isaac, something's wrong with the shower. It won't turn off completely. It keeps dripping.

Isaac Yeah? Maybe the showerhead needs replacing.

Anna Oh, it's probably just a washer or something that needs to be replaced. Can you take a look at it?

Isaac Me? I'm not a plumber. I don't even know what's wrong with it.

Anna I know. But you're always so good when the TV needs to be fixed. You know, when the screen needs adjusting.

Isaac Yeah, well, that's an emergency!



Figure it out

B Find two different ways to say *We need to replace the showerhead* in the conversation. Complete the sentences below.

The showerhead needs _____ . OR The showerhead needs _____ .

2 Grammar *need + passive infinitive and need + verb + -ing* 3.05

Extra practice p. 146

You can use *need* to talk about things that should be done.

need + passive infinitive

The TV needs **to be fixed**.

The screen needs **to be adjusted**.

need + verb + -ing

The TV needs **fixing**.

The screen needs **adjusting**.

The structure *need + verb + -ing* is mainly used for everyday chores like **fixing, changing, cleaning, adjusting, replacing, recharging, etc.**

Common errors

Don't use *I need + verb + -ing* to say what you are going to do.

I need to change my tire.
(NOT *I need changing my tire.*)

A Complete the sentences below in two ways. Use *need + passive infinitive* and *need + verb + -ing*. Compare with a partner.

- My computer's very slow. Maybe the memory needs to be upgraded / needs upgrading (upgrade).
- There's a problem with our car. The brakes _____ (adjust).
- I can't make any calls right now because my cell phone _____ (recharge).
- My camera is always going dead. The batteries _____ (replace) constantly.
- The closet light won't turn on. The bulb _____ (change or tighten).
- Our air conditioner isn't working very well. Maybe the filter _____ (clean).
- One of our bookshelves is falling apart. It _____ (fix).
- There are bills and papers all over the house. They _____ (file).
- Our piano is out of tune. It really _____ (tune).

About you

B **Pair work** Are any of the sentences above true for you? Do you have any similar problems?

A *I don't have any problems with my computer, but some software needs to be upgraded.*

B *Yeah? My keyboard needs replacing. Some of the keys aren't working properly.*

3 Building vocabulary

A Anna is pointing out more problems to Isaac. Can you guess the things she's talking about? Complete the sentences below. Then compare answers with a partner.



1. "The microwave **isn't working**. Nothing's happening. It **won't turn on**."
2. "The _____ **is leaking**. And there's a **dent** in the door."
3. "The _____ **keeps flickering** on and off. And I **got a shock** from it."
4. "The _____ **is loose**. If it **falls off**, we won't be able to open the door."
5. "The ceiling _____ **is making a funny noise**."
6. "The _____ has a big **scratch** on it."
7. "That _____ **is torn**. And look – there's a big **hole** in the other one."
8. "There's a coffee **stain** on the _____."
9. "The _____ is a half hour **slow**. Actually, it **stopped**. The battery must be **dead**."

Word sort

B Can you think of two items for each of the problems below? Do you have any things like these that need to be fixed? Tell a partner.

Things that often ...	Things that are often ...	Things that often have ...
leak: <i>refrigerator, pen</i>	scratched:	a dent in them:
fall off:	torn:	a stain on them:
make a funny noise:	loose:	a hole in them:
won't turn on:	slow:	dead batteries:

Vocabulary notebook p. 74

C Pair work Make a "to do" list for Anna and Isaac, and prioritize each task. How can they get the problems fixed? Which things need to be done right away?

A They need to get their microwave fixed. They should get someone to look at it.

B Actually, I think it probably needs to be replaced.

1 Reading

A What's the best way to solve problems? Do you do any of these things? Tell the class.

- | | |
|---|---|
| <input type="checkbox"/> Ignore the problem and do something else. | <input type="checkbox"/> Try different solutions until one works. |
| <input type="checkbox"/> Brainstorm or make a mind map. | <input type="checkbox"/> Concentrate on the problem in a quiet place. |
| <input type="checkbox"/> Watch your favorite comedy before you start. | <input type="checkbox"/> Take enough time to think of ideas. |

B Read the article. Which of the ideas above are recommended?

Reading tip

As you read, highlight two or three useful collocations you can use in your daily life, such as *tackle an assignment*, *solve a problem*.

DEVELOPING YOUR PROBLEM-SOLVING SKILLS

Can you solve these two classic puzzles?

1. You have a candle and a box of thumbtacks. How can you attach the candle to the wall?
2. Two ropes hang from the ceiling. They're too far apart for you to hold both ropes at the same time. They need to be tied together. How can you tie them?

Daily life presents us with a huge variety of problems, many of which seem to have no ready or easy solutions. From deciding which apartment to rent to figuring out how to tackle an assignment at school or work, or even handling relationships, day in and day out we have to find ways of solving our problems. Techniques like brainstorming, mind mapping, or listing the pros and cons of different options take an analytical approach and involve "left-brain" thinking. While these techniques can be successful and lead to solutions, good problem solvers tend to switch between this analytical (left-brain) thinking and a more creative and emotional (right-brain) approach.

However, recent research into the brain's behavior while problem solving suggests that traditional techniques for solving problems — concentrating on a task and focusing on finding a solution — may not be the most effective after all. What might be more significant is simply inspiration — that sudden "aha" moment when the solution to a problem appears.

Neuroscientist Mark Beeman's studies into brain activity show that inspiration happens in the brain's right temporal lobe — an area that *isn't* associated with concentration at all. It's an area of the brain that's responsible for facial recognition, connecting memories, and understanding language. Brain imaging scans show

a constant low frequency activity in this area, indicating that it's always quietly working in the background of our minds. Beeman suggests that when you're *not* focused on a particular task, for example when you're relaxing before bed or taking a walk, the constant brain "chatter" quiets and the temporal lobe can make connections between distant, unrelated memories. Less than two seconds before inspiration hits, there's a burst of high frequency activity, and eureka! You have a solution.

Now that scientists know *where* problem solving happens, they're beginning to understand *how* to improve it. In tests, people solved more puzzles after watching funny videos than after watching boring or scary movies. This is probably because the people who were watching the funny videos were more relaxed, thus allowing the temporal lobe to perform more effectively.

People were also more likely to solve the puzzles in an "aha!" moment than by analysis. Beeman suggests this is because when people are happy, their brains notice a wider range of information.

The conclusion seems to be that if you want to solve a problem, don't focus on it. Let your brain be quiet and the answer might arrive in a sudden flash of inspiration. Now try solving the problems in the box again. Aha — did it work?

ANSWERS:
1. Tack the box to the wall and stand the candle on top.
2. Attach something heavy to one of the ropes and swing it toward the other.

C Are the statements below true or false according to the article? Check (✓) the boxes.

	True	False
1. Good problem solvers use the right side of their brain more than the left.	<input type="checkbox"/>	<input type="checkbox"/>
2. The right temporal lobe is active all the time.	<input type="checkbox"/>	<input type="checkbox"/>
3. When the brain is busy, it makes faster connections between memories.	<input type="checkbox"/>	<input type="checkbox"/>
4. Watching videos makes it more difficult for people to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>
5. When people are in a good mood, they are more able to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>

D Read the article again. Answer the questions. Then discuss with a partner.

1. What does the latest research say about the traditional techniques for problem solving?
2. What are three things that happen in the brain's right temporal lobe?
3. How does brain activity change in the moments before you find a solution to a problem?
4. What kind of videos should you watch to improve your problem-solving ability?
5. What *shouldn't* you do if you want to make inspiration more likely to arrive?

2 Speaking and writing A good solution

A Group work Read the problem below. Discuss your ideas and agree on a solution.

The events management company that you work for is holding a Movie Awards Ceremony in your city five days from now. Famous actors and directors are attending as well as the international media. However, you have just received very bad news. A serious fire has completely destroyed the concert hall where the event is supposed to be. The Awards Committee wants to cancel the event, but you will lose millions of dollars, and the city is depending on the awards to boost its tourism industry. What can you do to save your event?

B Read the proposal below. Then write your own proposal persuading the Awards Committee to agree to your ideas. Describe the problem and how you plan to solve it.

Proposal for a venue alternative

The fire at the concert hall means it is impossible to hold the Movie Awards there next week. Cancelling the event would result in losses of millions of dollars in advertising and ticket refunds.

We could solve this problem by using an alternative venue near the city. The venue is smaller, but we propose to show the ceremony on big screens outside. This would benefit the event in several ways. First of all, people who don't have tickets could also watch it. . . .

Changing venues will mean a lot of reorganization in a short time. We have several plans to make this possible. A local company will provide the screens in exchange for free advertising . . .

Help note

Presenting a solution

- Present and explain the problem.
- Offer a solution and explain its benefits.
- Explain how the solution will be implemented.



C Read your classmates' proposals. What are the best ideas?

Free talk p. 132



Learning tip *Different forms of the same word*

When you learn a new word, find out what type of word it is – a verb, a noun, an adjective, etc. – and whether it has a different form that can express the same idea.

There's a leak in the bathroom. (noun)
The pipe is leaking. (verb)

There's a scratch on this DVD. (noun)
This DVD is scratched. (adjective)

- 1 What's wrong with Mark's things? Complete the two sentences for each problem. Use the words in the box.

dent / dented leak / leaking scratch / scratched stain / stained tear / torn

1. There's a big _____ in the wheel of Mark's mountain bike. It's _____.
2. There's a dark _____ on his T-shirt. It's _____.
3. His shorts are _____. There's a _____ in them.
4. His sunglasses are _____. They have a _____ on them.
5. There's a _____ in his water bottle. It's _____.



- 2 **Word builder** Find out the meaning of the underlined words below. Then rewrite the sentences using a different form of the underlined word.

1. My coffee mug is chipped.
2. The mirror is cracked.
3. There's a lot of rust on my car.
4. There's a lot of mold in my shower.



On your own

Look around your home. What problems are there? Label each one. Remove the label when the problem is fixed!



Can DO! Now I can . . .

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

- | | |
|---|---|
| <input type="checkbox"/> talk about things you have other people do for you. | <input type="checkbox"/> understand a conversation about planning an event. |
| <input type="checkbox"/> talk about things that need to be fixed. | <input type="checkbox"/> understand people talking about things they need to fix. |
| <input type="checkbox"/> use short sentences in informal conversations. | <input type="checkbox"/> read an article about problem-solving skills. |
| <input type="checkbox"/> use expressions like <i>Uh-oh</i> when something goes wrong. | <input type="checkbox"/> write a proposal presenting a solution to a problem. |

Behavior

UNIT

8



In this unit, you learn how to . . .

Lesson A

- Talk hypothetically about the past using *would have*, *should have*, and *could have*

Lesson B

- Describe emotions and personal qualities
- Speculate about the past using *must have*, *may have*, *might have*, and *could have*

Lesson C

- Share experiences using expressions like *That reminds me (of)*
- Use *like* in conversation

Lesson D

- Read an article on making apologies
- Write a note of apology



Before you begin . . .

Can you think of any situations that would make you . . .

- hug someone?
- lose your temper?
- laugh out loud?
- hang up on someone?
- sulk? mope?
- get mad and yell at someone?



Last night this guy called, trying to sell me something. Normally, I would have been more polite – you know, I would have just said no and then hung up. But he was the fourth caller in three hours, and it was after 10:00. So I just lost it. I yelled at him for several minutes, and I finally hung up on him. At that point, I couldn't have done much else, I don't think, because I was too mad. I know I shouldn't have lost my temper – he was just doing his job – but, I mean, what would you have done? Would you have gotten mad? I suppose I could have apologized. Or I could have asked him to put me on their “do not call” list. Actually, that's what I should have done. I'll do that next time!

1 Getting started

A What kinds of unwanted calls do people get? If you get unwanted calls, what do you say?

“Well, I get calls from people who are trying to sell things. I usually say . . .”

B 3.10 Listen to Amelia tell her friends about a phone call she got last night. What made Amelia lose her temper? How did she behave toward the caller?

Figure it out

C What does Amelia say about her behavior? What do you think? Complete the sentences. Then compare with a partner.

Amelia says . . .

- I shouldn't _____.
- I could _____.
- What would you _____?

I think . . .

- Amelia shouldn't _____.
- I would _____.
- I wouldn't _____.

2 Speaking naturally Reduction of *have* in past modals

Amelia should **have** been more polite. (*should've*)
 She shouldn't **have** lost her temper. (*shouldn't've*)
 She could **have** apologized. (*could've*)

She couldn't **have** done much else. (*couldn't've*)
 I would **have** said no and hung up. (*would've*)
 I wouldn't **have** yelled at him. (*wouldn't've*)

A 3.11 Listen and repeat the sentences. Notice the reduction of *have*.

About you

B **Pair work** Which sentences do you agree with? Tell a partner.

A Amelia really should have been more polite.

B I agree. She shouldn't have lost her temper.

3 Grammar Past modals 3.12

Extra practice p. 147

You can use **would / should / could + have + past participle** to talk hypothetically about the past.

Imagine your behavior in a situation: What **would** you **have done**?
I **would have said** no politely.
I **wouldn't have lost** my temper.

Would you **have gotten** mad?
Yes, I probably **would have**.

Say what was the right thing to do: What **should** she **have done**?
She **should have said** no politely.
She **shouldn't have yelled** at him.

Should she **have yelled** at him?
No, she really **shouldn't have**.

Say what other possibilities there were: What else **could** she **have done**?
She **could have told** him not to call again.
She **couldn't have done** much else.

Could she **have been** more polite?
I feel she **could have**.

In conversation

I would is 20 times more common than *I'd* with past modals.

About you

A Read the situations and complete the questions. Then write your own answers. How many ideas can you think of?

- Josh saw someone in a parked car throw litter out of the window. He picked it up and threw it right back into the car. Should he have thrown (throw) it back in? What else could he _____ (do)?
He shouldn't have thrown it back in the car. He could have . . .
- Sofia was late for a meeting because she slept late. She called the office and told them she'd gotten tied up in traffic. What other excuses could she _____ (make)? Should she _____ (tell) the truth?
- Dan was in a parking lot. He saw a driver accidentally hit another car. The driver left thinking that no one had seen him. What could Dan _____ (say)? What should the driver _____ (do)?
- Katy saw her friend talking to another girl. She called him, told him she didn't want to see him again, and then hung up. Should she _____ (hang) up? How else could she _____ (react)?
- Andrea's friends were making too much noise late one night. Her father yelled at them and asked them to leave. Should he _____ (lose) his temper? How else could he _____ (respond)?
- Jun was in a café. A girl pushed past him and spilled his coffee on him. She just walked away. Could she _____ (offer) to clean it up? Should she _____ (apologize)?



B Pair work Compare your ideas and discuss the situations above. What would you have done?

"Actually, I don't think I would have done anything. I would have been annoyed, but . . ."

4 Talk about it True stories

Group work Take turns telling true stories about the situations below. Listen to your classmates and make suggestions. How should they have reacted? What could they have done differently?

Think about the last time you . . .

- ▶ weren't very polite.
- ▶ had an argument.
- ▶ hung up on someone.
- ▶ lost your temper.
- ▶ sulked or moped.
- ▶ made a complaint.

1 Building vocabulary

A Read the article. Do you agree or disagree with the statements? Check (✓) the boxes.

EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to manage your own and other people's emotions. Emotionally intelligent people can express their feelings clearly and appropriately, and they are generally optimistic and positive, with high self-esteem. Take the quiz and find out if you have high EQ. (Answer below.)

SELF-AWARENESS

- I'm **decisive**. I know what I want.
- I'm not **impulsive**. I think before I act.
- Jealousy** is not part of my life. I am not a **jealous person**.

MANAGING EMOTIONS

- I don't feel **guilty** or **ashamed** about things I've done in the past.
- Aggressive** people don't **upset** me. I can cope with their **aggression**.
- I don't get **angry** and **upset** if people disagree with me.

MOTIVATION

- I'm very **motivated**, and I set **realistic** goals for myself.
- I have the **confidence**, **determination**, and **self-discipline** to achieve my goals.
- My main **motivation** in life is to make others **happy**.

AGREE

DISAGREE

EMPATHY

- I know when my friends feel **sad** or **depressed**.
- I'm very **sympathetic** when a friend has a problem.
- I think it's important to be **sensitive** to how other people are feeling.

AGREE

DISAGREE

SOCIAL SKILLS

- If friends want to do things I don't want to do, I try to be **flexible**.
- I think it's good to express emotions like **grief**, **hate**, and **anger**, but in private.
- Honesty** is important to me. I'm **honest** with people unless it will upset them.

People with good EQ would agree with the statements above. The more Agree answers you gave, the higher your EQ score.

About you **B Pair work** Compare your answers. Are you alike? Give more information.

"I'm usually pretty decisive. It doesn't take me long to make decisions."

Word sort **C** Complete the chart with nouns and adjectives from the article. Then choose five words from the chart, and make true sentences about people you know to tell a partner.

noun	adjective	noun	adjective	noun	adjective
aggression	<i>aggressive</i>	guilt		realism	
	angry	happiness		sadness	
	confident	honesty			self-disciplined
depression			intelligent	sensitivity	
	determined	jealousy		shame	
flexibility			motivated	sympathy	

2 Building language

A  3.13 Listen. What guesses do Paul and Ella make about why their friends are late?

Paul So, where are Alexis and Sam? Do you think they might have forgotten?

Ella They couldn't have forgotten. I talked to Alexis just yesterday. They must have gotten tied up in traffic.

Paul Or they might have had another one of their fights. Maybe Sam is off somewhere sulking, like the last time.

Ella Either way, Alexis would have called us on her cell phone.

Paul Well, she may not have remembered to take it with her. She forgets things when she's stressed out.

Ella That's true. . . . Oh, guess what? My phone's dead! So she could have tried to call and not gotten through.

Paul Oh, my gosh! The movie's about to start. We'd better go in.



Figure it out

B Can you think of some reasons why Alexis and Sam are late? Complete the sentences below. Use the conversation to help you.

1. They must _____.
2. They could _____.
3. They may _____.

3 Grammar Past modals for speculation 3.14

Extra practice p. 147

You can use *must / could / may / might + have + past participle* to speculate about the past.

They **must have gotten** tied up in traffic. = *I'm sure they got tied up in traffic.*

She **could have tried** to call. = *It's possible she tried to call.*

They **may / might have had** a fight. = *Maybe they had a fight.*

She **may not / might not have remembered.** = *It's possible she didn't remember.*

Use *could not + have + past participle* to say what is not possible.

They **couldn't have forgotten.** = *It's not possible they forgot.*

In conversation

Affirmative statements with past modals are much more common than negative statements.

A Imagine these situations. Complete the two possible explanations for each one.

1. One of your co-workers hasn't shown up for a meeting. She may _____ (forget), or she could _____ (get) tied up in another meeting.
2. You've sent your friend several text messages. She hasn't replied. She must _____ (not / receive) my messages. Her phone might _____ (die).
3. A friend promised to return a book he borrowed. He hasn't. He's normally very reliable. He could _____ (lose) it. On the other hand, he might _____ (not / finish) it yet.
4. A friend walked past you in the street and didn't stop to talk. She looked upset. She could _____ (not / see) you. She must _____ (have) something on her mind.
5. Your brother is supposed to drive you to the airport. He's already 20 minutes late. His car must _____ (break) down. Or he may _____ (not / remember).

Common errors

Use the past participle, not the base form of the verb.

They could have tried to call.
(NOT ~~They could have try to call.~~)

B Pair work Think of two other explanations for each situation above. Discuss the possibilities.

 Sounds right p. 138

1 Reading

A Think of a time when you apologized to someone. How did you do it? What advice do you have for someone making an apology? Make a list of “dos and don’ts.”

“Don’t wait too long.”

“Make sure your apology is sincere.”

B Read the article. Does the writer have any of the same advice?

APOLOGIES: THE KEY TO MAINTAINING FRIENDSHIPS

It’s not always convenient or easy to say you’re sorry. Sometimes we’re too preoccupied to notice when we’ve hurt someone, or if we do, too busy to make a proper apology. In other cases, personal pride keeps us from admitting we’ve done something wrong. There are probably times when deep down we feel that we weren’t entirely at fault, that the other person owes us an apology! Nevertheless, if we want to maintain good relationships with friends and colleagues, it’s essential to know when and how to apologize:



1. _____ Even if it feels awkward to say you’re sorry, do it as soon as possible. If you wait for the perfect moment, you may end up not apologizing at all. At the same time, if you’ve waited a bit too long, remember that it’s never too late to say you’re sorry and set things right.

2. _____ Don’t let your personal pride get in the way of apologizing. Accept fully that you might have said or done something hurtful. Don’t say, “I’m sorry if I offended anyone” or “I’m sorry you feel that way.” This implies that you didn’t really do anything wrong, that the other person is just overly sensitive. None of us is perfect, and there’s no reason to feel embarrassed about needing to apologize.

3. _____ Our mistakes often have unpleasant consequences. An apology isn’t complete unless you take responsibility both for hurting someone’s feelings and for the specific problems you may have caused in that person’s life.

4. _____ To show you’re sincerely sorry, offer to repair any damage you’ve done. If you’ve broken something, offer to replace it. If you forgot a birthday, offer to take your friend out to dinner. Or if you’re not sure what to do, say, “How can I make this up to you?”

5. _____ After admitting that you made a mistake, promise not to do it again, and keep to your commitment! If you have to apologize over and over for the same offenses, you’ll soon lose the confidence of your friends.

Finally, sometimes we hesitate to say we’re sorry because we feel the other person is more at fault and should apologize first! In these cases, remember that there are rights and wrongs on both sides of any conflict. Even if what happened wasn’t 100 percent your fault, be the first to come forward and offer an apology. This act of kindness will make it clear just how much you value the other person’s friendship. And it will make you feel better, too.

C Write the missing subheadings in the article.

- Offer to make things right.
- Apologize right away.
- Promise to act differently in the future.
- Acknowledge any damage caused.
- Admit you did something wrong.

Reading tip

Read the subheadings in an article first to see what it covers.

D Find expressions in the article that are similar to the underlined expressions in the questions. Then ask and answer the questions with a partner.

1. Do you ever get so busy thinking about something that you forget to do things?
2. Have you ever said you were sorry, but secretly in your mind didn't mean it?
3. Can you think of any situations where it feels really uncomfortable to apologize?
4. What kinds of things keep people from apologizing?
5. Have you ever said to anyone, "How can I compensate for this?" What had you done?

2 Speaking and listening Good and bad apologies

A 3.18 Listen to four conversations. Why is each person apologizing? Match the person to the reason. Write the letter. There is one extra reason.

- | | | |
|------------------|----------------------------------|--------------------------|
| 1. Alex _____ | a. forgot to meet a friend. | d. offended a friend. |
| 2. Nora _____ | b. handed in an assignment late. | e. got into an argument. |
| 3. Gregory _____ | c. forgot someone's birthday. | |
| 4. Adriana _____ | | |

B 3.18 Listen again. Were the apologies effective? Give reasons. Complete the chart.

	Was it effective?	Why or why not?
1. Alex	Yes / No	_____
2. Nora	Yes / No	_____
3. Gregory	Yes / No	_____
4. Adriana	Yes / No	_____

About you **C** **Pair work** How would you apologize in the situations above? Discuss your ideas.

3 Writing A note of apology

A Read the email and the Help note. Underline the expressions Jason uses to apologize. Does his email follow the advice from the article on page 82?

Help note

Writing a note of apology

I just wanted to say I'm sorry for (not) _____ ing . . .

I would like to apologize for . . .

I feel I should apologize for . . .

I promise not to _____ again.

It was my fault entirely.

About you **B** Think of a time when you apologized or should have apologized to someone. Write an email to apologize. Then read your classmates' emails. Are the apologies effective?

Learning tip *Making connections*

When you learn new vocabulary, make a connection with something or someone you know. Think of how or when you would use the word or expression to talk about your life.

1 Think of a person you know for each of the qualities below.

1. _____ has a lot of self-confidence.
2. _____ is very good at controlling his or her anger.
3. _____ has no sympathy for people who complain a lot.
4. _____ has the motivation and determination to do well at work.

In conversation

Happy talk

People say *happy* more than they say *sad* or *unhappy*.

- happy
- sad
- unhappy

2 Write a sentence for each adjective. Make a connection with a person or an experience.

aggressive flexible impulsive sensitive
depressed guilty jealous

My sister says she feels guilty when she eats too much chocolate.

3 Word builder Find and write the meaning of these expressions. Use words in Unit 8 to help you.

1. be / feel down in the dumps _____
2. be full of yourself _____
3. be / turn green with envy _____
4. be heartless _____
5. be set on doing something _____
6. go nuts / bananas _____

On your own

Do some people watching! The next time you are out and about, watch the people around you. Write notes when you get home.




Can Do! Now I can ...

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

- | | |
|---|---|
| <input type="checkbox"/> talk about reactions and behavior. | <input type="checkbox"/> use <i>like</i> in informal conversations. |
| <input type="checkbox"/> talk hypothetically about the past. | <input type="checkbox"/> understand people sharing taxi experiences. |
| <input type="checkbox"/> describe emotions and personal qualities. | <input type="checkbox"/> understand a conversation about rude behavior. |
| <input type="checkbox"/> speculate about the past. | <input type="checkbox"/> read an article on making apologies. |
| <input type="checkbox"/> use expressions like <i>That reminds me (of)</i> to share experiences. | <input type="checkbox"/> write a note of apology. |

Material world

9

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

Lesson A

- Talk about possessions and being materialistic
- Report things that people said

Lesson B

- Discuss money management
- Report questions that people asked

Lesson C

- Report the content of conversations
- Quote other people or sources of information

Lesson D

- Read a blog about decluttering
- Write a survey article about your classmates' possessions

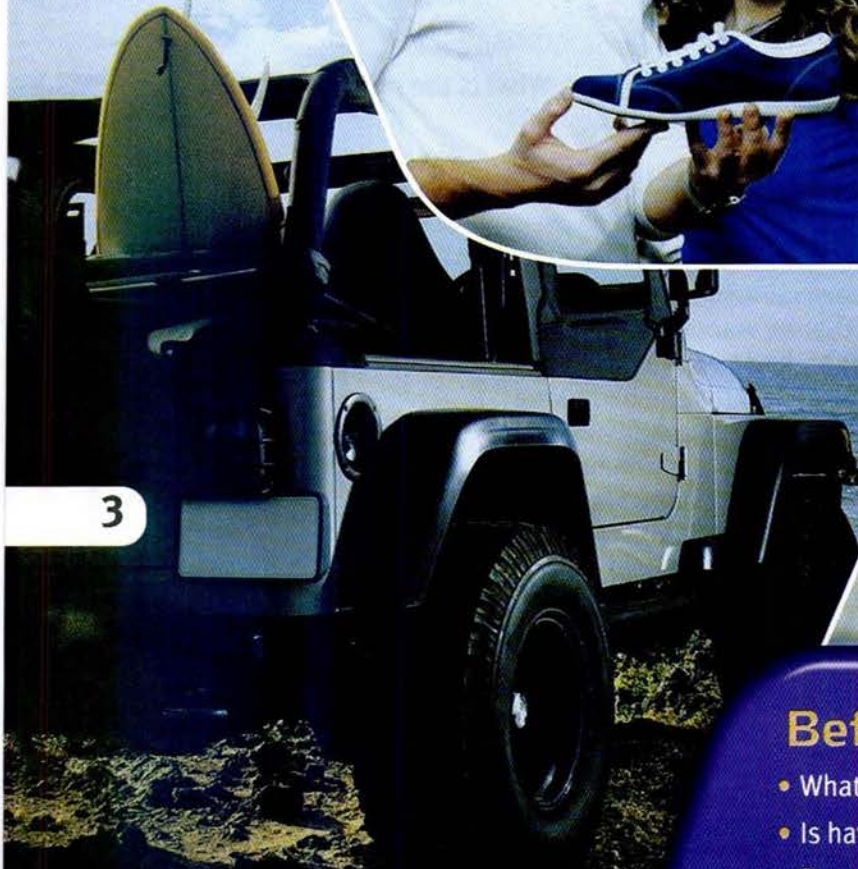
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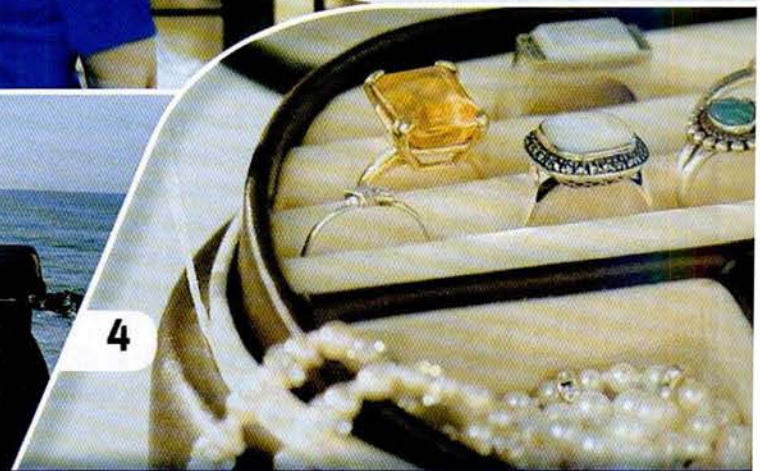
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3



4



Before you begin . . .

- What are your most important possessions?
- Is having a lot of possessions a good thing or bad thing?
- Do you think you are materialistic?



BUT IS IT ART?

British artist destroys his possessions.

“My goal is to destroy all my possessions. I have been making an inventory of everything I own, and it comes to 7,006 items, from televisions to reading material to records to old love letters to my Saab 900. These are the things I have accumulated in the 37 years of my life. Some of them are hard to part with, like my father’s sheepskin coat, which he gave to me many years ago. But I have made a conceptual decision as an artist to shred and granulate everything.”

“... I am also destroying artwork – my own as well as some by my friends. They said it was OK. They understand my project. At the end of this week, after my possessions are turned into granules, I want to bury them underground in a shopping center. I haven’t found the right shopping center yet.”




A conveyor belt takes Michael Landy’s possessions to a shredding machine.

1 Getting started

A What kind of art do you see around your town or city? Make a list. Do you like it?

“You see a lot of sculptures in the park. Some are interesting.”

B Read what artist Michael Landy says about one of his projects. What is the project? Could you do the same thing with all your possessions?

C  3.19 Listen to Ginny talk about the article. Which facts didn’t she get right? Do you agree with her opinion?

“I read about this British artist who came up with a really unusual art project. He said his goal was to destroy all his possessions and that he wanted to bury them in a parking lot! Can you believe it? He explained that he had been making a list of everything he owned and that it came to 17,000 items! And that he had made an artistic decision to shred and granulate everything. You can actually watch him destroying all his things. Someone explained to me that this is ‘performance art.’ I guess this guy really hates materialism. So do I, but I can’t throw anything away. Just the same, maybe I’ll stop buying so much stuff. . . . You know, I wonder why he didn’t just give his stuff away. But I think it’s a really interesting idea. I’d like to know more about this type of art.”



Figure it out

D Complete these sentences to report what Michael Landy said. Use Ginny’s interview to help you.

- Landy said his goal _____ to destroy all his possessions.
- He explained some things _____ hard to part with.
- He said his inventory _____ to 7,006 items.
- He said he _____ a decision to bury them, but he _____ the right place yet.

2 Grammar Reported speech  3.20

Extra practice p. 148

When you report the things people said, the verb tense often “shifts back.”**Direct speech**

Michael Landy:

“My goal **is** to destroy all my possessions.”“I **want** to bury them underground.”“My father **gave** me a sheepskin coat.”“I **haven’t found** the right shopping center.”“I **have been making** an inventory.”

Ginny:

“I **can’t** throw anything away.”

“Maybe I’ll stop buying so much stuff.”

Reported speech

He said (that) . . .

his goal **was** to destroy all his possessions.he **wanted** to bury them underground.his father **had given** him a sheepskin coat.he **hadn’t found** the right shopping center.he **had been making** an inventory.

She said (that) . . .

she **couldn’t** throw anything away.maybe she **would** stop buying so much stuff.**When you report information that is still true, the verb tense often remains the same.**Someone explained to me that this **is** what you call “performance art.”

Here are some things people said about their possessions. Complete the sentences to report what they said. Compare with a partner. Do you know any people like these?


- “I’m not at all materialistic – I have very few possessions.”
A friend of mine said that he wasn’t materialistic and that he had very few possessions.
- “My closets are all full, but I can’t stop buying new clothes.”
Someone at work told me that her closets _____, but she _____.
- “I’m always throwing things away. Once I threw out an antique vase by mistake.”
My aunt said that she _____ and that once she _____.
- “We’re in debt because we’ve spent too much money on stuff for our apartment.”
My brother told his wife that they _____ because they _____.
- “I have a huge collection of comic books that I just don’t have room for.”
One of my teachers told me that he _____.
- “We’ll have to have a yard sale to get rid of all the junk we’ve been buying at yard sales.”
My neighbors said they _____.
- “I never throw things away. I just leave things in the garage.”
Years ago, my cousin told me he _____.

3 Speaking and listening Who’s materialistic?

About you


A Pair work Discuss the questions. How materialistic are you?

- Do you like to have all the latest gadgets?
- How thrifty are you? Are you careful with money?
- Are you very attached to your possessions?
- Have you ever gotten upset because you lost or broke something valuable?
- Do you often buy things you don’t need?

B  3.21 Listen to Howard answer the questions above. Take notes on one thing he says in answer to each question. Then compare with a partner. How much detail can you remember?

“Howard said that he wasn’t really interested in gadgets at all.”

1 Building vocabulary

A  3.22 Listen and read the questionnaire from a money magazine.
What kind of money manager are you?

What kind of money manager are you?

Go through our checklist to find out. Tally your answers and read your profile.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Do you have a monthly budget and stick to it ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you keep track of how much you spend each week? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you give yourself an allowance for special "treats"? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you pay all your bills on time? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you set aside money each month in a savings account ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you have a bank account that pays good interest ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you invest money in reliable stocks and bonds ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Have you put enough money away for "a rainy day"? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you pay in cash or by check to avoid charging too much to a credit card ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. When you borrow money from friends or family, do you pay it back right away? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. If you took out a loan , would you pay it off as soon as you could? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. If you got into debt , would you know how to get out of debt ? | <input type="checkbox"/> | <input type="checkbox"/> |

0-6 **Yes** answers: You're relaxed about managing your money. You're not worried about how much money you have, but you might need to do something to get things under control.

7-12 **Yes** answers: You're very systematic and careful with your money. Managing your money is important to you. You might need to make sure it doesn't make you feel stressed.

Word
sort

B Pair work What are your money habits? Complete the chart with sentences. Use ideas from the questionnaire, and add your own. Compare with a partner.

I ...	I don't ...
<i>have a monthly budget.</i>	<i>invest money in stocks.</i>

"I have a monthly budget, but I don't always stick to it."

2 Building language

A  3.23 Listen. What did the market researcher ask John? Practice the conversation.

John I was stopped by one of those market researchers today. She was doing a survey on money.

Mother Really? What kind of things was she asking?

John She wanted to know whether I was a spender or a saver and how I usually paid for things.

Mother Hmm. Did you tell her I pay for everything?

John Uh, no. . . . Anyway, then she asked me how many times I'd used a credit card in the past month. I told her I didn't have one, and the next thing I knew, she asked if I wanted to apply for one!

Mother But you're only 18!

John Well, I filled out the application anyway. The only thing is, . . . she asked if a parent could sign it, so . . .



Figure it out

B How would John report these questions? Write sentences starting with *She asked me . . .*

- Are you a regular saver?
- Do you want a credit card?
- How many times have you spent too much?
- Can you sign this form?

3 Grammar Reported questions 3.24

Extra practice p. 148

Direct questions

The market researcher:

- “Are you a spender or a saver?”
 “How **do** you usually **pay** for things?”
 “How many times **have** you **used** a credit card?”
 “Can one of your parents **sign** the application?”

Reported questions

She asked (me) . . . / She wanted to know . . .
 if / whether I **was** a spender or a saver.
 how I usually **paid** for things.
 how many times I'd **used** a credit card.
 if / whether one of my parents **could sign** it.

A Imagine the market researcher asked you these questions. Write reported questions.

- “What is your main source of income?”
She asked me what my main source of income was.
- “Are you relaxed about spending money?”
- “Do you usually pay in cash, or do you often charge things to a credit card?”
- “Can you stick to a monthly budget?”
- “Have you taken anything back to a store recently?”
- “How many times have you borrowed money from friends or family?”
- “How much money can you spend on treats each month?”
- “Do you have any loans? Are you paying them off as soon as you can?”

Common errors

Use statement word order in reported questions.

She asked how I usually paid for things.

(NOT *She asked how ~~did~~ usually pay for things.*)

About you

B **Pair work** Take turns reporting the questions and giving your answers.

“She asked me what my main source of income was, and I told her it was my parents!”

 Sounds right p. 139

1 Reading

- A** Have you ever bought things that you don't use? What are they? Tell the class.
- B** Read the article. What was Leda's problem? What did she do about it?

Reading tip

Journalistic feature articles and blogs sometimes pretend to "speak" to the reader, e.g., *You know what?* Don't do this in academic writing.

8:33 p.m. September 26

This Stuff's Gotta Go!

Apparently, we only use 20 percent of the stuff we own on a regular basis. The rest just sits in our drawers and closets, cluttering up our lives.

I'm sure that's true in my case. As of last month, every corner of my apartment was crammed with cardboard boxes, full of junk that I "could never live without." Most of those boxes I hadn't opened in years. And you know what? I hadn't missed any of it. Actually, I didn't even remember what was in those boxes.

And it wasn't just the boxes. I had closets overflowing with clothes I didn't wear, books I was attached to but never read, old electronics that no longer worked – in short, my home was full of clutter, and I didn't have room for it all.

I knew I had to get things under control, so I called up my friend Willow. You know, that super-organized, less-is-more kind of friend that many of us have? Yeah, her. She said that I should go through all of my belongings and make an inventory. She then told me I needed to give away or sell anything I had more than one of . . . like the *three* coffee pots I had. (*Three* coffee pots? How did I even get three coffee pots?) Finally, Willow asked me how often I used my things. She explained that she keeps her home clutter-free by getting rid of anything that she hasn't worn or used in the last year. She added that I could keep things that had sentimental value, as long as they were *really* important and special.

So, in the past month, I've gotten rid of more than TWENTY boxes of junk and bags of clothes. Some of it I donated, recycled, or trashed, but most of it I sold. Decluttering has been an enormous task, but it has felt great to reclaim the space in my home again. And the best part? The cash I earned helped me pay off my credit card debt – something I had, no doubt, because I had bought too much stuff in the first place. ☺

- C** Read the article again. Are these sentences true or false? Check (✓) the boxes. Find the sentences in the article that support your answers.


	True	False
1. The writer says people use most of their things on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>
2. She used to think she needed most of the things in her boxes.	<input type="checkbox"/>	<input type="checkbox"/>
3. She had plenty of space in her closet for her clothes.	<input type="checkbox"/>	<input type="checkbox"/>
4. The writer's friend, Willow, told her to make a list of her belongings.	<input type="checkbox"/>	<input type="checkbox"/>
5. Willow told her to keep one thing out of each box.	<input type="checkbox"/>	<input type="checkbox"/>
6. Willow believes you should only keep things you use and need.	<input type="checkbox"/>	<input type="checkbox"/>
7. The writer found decluttering difficult but is happy that she has done it.	<input type="checkbox"/>	<input type="checkbox"/>
8. The writer solved another problem with the money she made from selling her stuff.	<input type="checkbox"/>	<input type="checkbox"/>

About you

D Find expressions in the article to replace the underlined expressions below. Then ask and answer the questions with a partner.


1. Do you think you use only 20 percent of your things regularly?
2. Do you have closets that are full of things you don't need?
3. Which of your possessions are you especially fond of?
4. Could you get rid of anything that has a deep, emotional meaning for you?
5. Have you ever tried to get rid of things you don't want in your home? Was it a big job?

2 Listening and writing I couldn't live without . . .

A  3.29 Listen to four people talk about things they couldn't live without. What do they talk about? Why couldn't they live without these things? Complete the chart.

	He / She couldn't live without . . .	because . . .
1.	Bruno	
2.	Diana	
3.	Midori	
4.	Max	

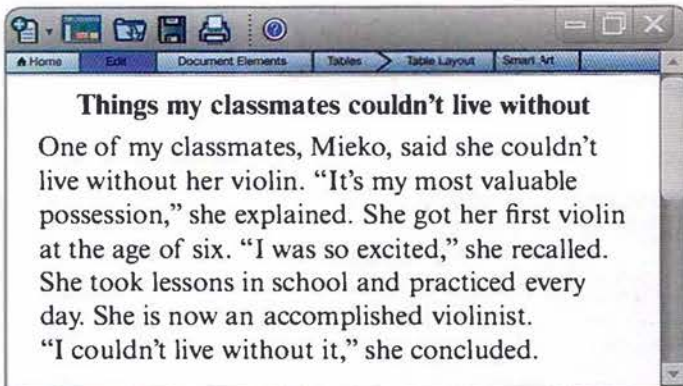
About you

B  3.30 Listen again to the opinions. Do you agree? Write a response to each person.

1. _____
2. _____
3. _____
4. _____

C Class activity Ask your classmates, "What's one thing you couldn't live without? Why?" Take notes on three interesting ideas.

D Read the Help note and the article below. Underline the verbs used for reporting speech. Then write an article about your classmates. Use both direct speech and reported speech.



Things my classmates couldn't live without
 One of my classmates, Mieko, said she couldn't live without her violin. "It's my most valuable possession," she explained. She got her first violin at the age of six. "I was so excited," she recalled. She took lessons in school and practiced every day. She is now an accomplished violinist. "I couldn't live without it," she concluded.

Help note

Reporting verbs for direct and reported speech

- Saying and explaining:
*"It's valuable," she **said** / **told me** / **explained**.*
*She **said** / **told me** / **explained** that it was valuable.*
- Remembering:
*"I lost it once," she **remembered** / **recalled**.*
*She **remembered** / **recalled** that she had lost it once.*
- Adding and finishing:
*"I love my violin," she **added** / **concluded**.*
***added** / **concluded** that she loved her violin.*

E Read a classmate's article. Then tell the class about something one of your classmates couldn't live without. Which thing is the most interesting or unusual?



Learning tip Collocations

When you learn a new word, notice its *collocations* – the words that are used with it. In this example, *open* and *close a bank account* are collocations.

bank account: You can open and close a bank account.

1 Cross out the words that are *not* collocations of the verbs below.

- make a credit card / a budget / a living
- apply for a job / a credit card / a bill
- open a savings account / a restaurant / a debt
- pay off a debt / a budget / a loan
- invest in loans / bonds / stocks

In conversation

Talk about money

The top 10 verbs that collocate with **money** are *spend, save, earn, make, have, invest, get, pay, borrow, and owe.*

2 Write collocations for these words and expressions. How many ideas can you think of?

Find verbs for these nouns

- an allowance cash
- a bank account a discount
- a bill money
- a budget

Find adjectives for these nouns

- allowance expense
- account job
- a budget

earn / make / spend money

3 Word builder Find the meanings of the words and expressions below. Use them in a sentence.

credit limit due date interest rate nest egg overdrawn account



On your own

Make a wish list of your financial goals. What would you like to accomplish in the next 5 years? 10 years? 20 years?



Can Do! Now I can ...

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

- talk about possessions and materialism.
- discuss money management.
- report things that people said.
- report questions that people asked.
- report the content of conversations I've had.
- quote other people or sources of information.
- understand an interview about possessions.
- understand people talking about what they couldn't live without.
- read a blog about decluttering.
- write a survey article about my classmates' possessions.

1 What would you have done?

A Complete the story using the correct forms of the verbs and expressions in the box.

apply for a credit card get out of debt invest money in pay good interest set aside money
 ✓ get an allowance have a budget keep track of pay in cash take out a loan

When Andrew was growing up, he was careful with his money. He got an allowance every week from his parents, and because he wanted to go to college, he _____ every month. He opened a savings account that _____, so his savings grew. When he started college, he didn't have much money, but he _____ and stuck to it. He _____ the money he spent, and when he bought things, he always _____.

But then, Andrew won \$1 million in a lottery, and everything changed. He didn't _____ stocks and bonds. Instead, he went on a spending spree. He bought a house, a car, designer clothes, and a laptop, and he spent a lot on travel and entertainment. Soon he had nothing left, so he _____ and started charging his everyday expenses. To pay his college tuition fees, he _____, which he is still paying off. Andrew graduated from college and has a good job now, but he still hasn't _____.



B Answer the questions using past modals *would have*, *should have*, *could have*, *must have*, *might have*, or *may have*. Discuss your answers with a partner.

1. What should Andrew have done with the money he won?
2. Is there anything he shouldn't have done?
3. What would you have done differently? What wouldn't you have done?
4. How do you think he must have felt after he'd spent all the money?
5. Why do you think Andrew went on a spending spree?

C **Pair work** Take turns retelling Andrew's story. Use the expressions *Apparently*, *Evidently*, and *I heard that*. Does it remind you of similar stories? Share them using *That reminds me* or *That's like*.

2 How many words can you remember?

Complete the charts. How many words can you think of to describe personal qualities or emotions? Compare with a partner. Then ask and answer questions using words from your charts.

Nouns			Adjectives		
honesty			happy		

"Is honesty important to you?"

"Are you generally a happy person?"

3 So what were they saying?

A Complete these quotations with a problem and then add a solution, using the appropriate form of the verb given.

1. John: "I went rock climbing, and I got this really big hole / tear in my backpack. It needs to be sewn / sewing (sew). Are you good at sewing?"
2. Alice: "My kitchen faucet keeps _____, and I can't turn it off. It needs _____ (fix), but I can't afford to get a plumber _____ (do) it right now. Can you take a look at it?"
3. Robert: "I have this big oil _____ on my good jacket. I have to have it _____ (clean) before my job interview next week. Which dry cleaner's has the fastest service?"
4. Maria: "My watch has been running _____. I've never had the battery _____ (change), so it probably needs _____ (replace). How much will a new battery cost?"
5. Hilary: "I had a car accident, and one of my doors got a big _____ in it. I've been looking for a place to get it _____ (fix). Who fixed your car after your accident?"

B Report the general content of each person's problem, using *was saying (that)* or *was telling me (that)*. Then report exactly what the person said and asked about the solution, shifting the tenses back.

"John was saying that he got a hole in his backpack when he went rock climbing. He said that it needed to be sewn, and then he asked if I was good at sewing!"

4 Want some help?

A Complete the conversations with words like *Yuck, Ow, Ouch, Oops, Ooh, Ugh, Uh-oh, and Shoot*. Sometimes more than one answer is possible. Then practice with a partner.

1. A Ow! I just got an electric shock. I should get that iron fixed.
B _____ I bet that hurt. Are you OK?
2. A _____ My computer just crashed again. I can't understand it. It keeps happening.
B _____ Maybe you have a virus. Do you want me to look at it?
3. A _____ I'm hungry. Do you want a snack?
B Sure. Let's see. Do you want some scrambled eggs?
A _____ I can't stand eggs.
B _____ I just dropped them. Oh, well, never mind.
4. A _____ I forgot to hand in my homework today.
B _____ Will your teacher be mad?
A Probably. _____ look, it's all messed up. And
oh _____ . There's chewing gum stuck to it.

B Pair work Make each sentence shorter if possible, and practice again. Can you continue the conversations?

A Ow! Just got a shock. I should get that fixed.

B Ouch! Bet that hurt. You OK?

A Yeah. Think so. Guess I ought to . . .

SECOND EDITION

TOUCHSTONE

Touchstone is an innovative four-level series for adults and young adults, taking students from beginning to intermediate levels (CEFR: A1 – B2). Based on research into the **Cambridge English Corpus**, *Touchstone* teaches English as it is really used. It presents natural language in **authentic contexts**, and explicitly develops **conversation strategies** so learners speak with **fluency and confidence**.

New in the Second Edition

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

Touchstone Components

For Students

Student's Book
Workbook –
print and online

For Teachers

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

Class Audio CDs
Video DVD
Video Resource Book
Placement Test

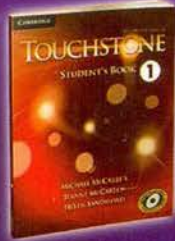
Touchstone Blended Learning



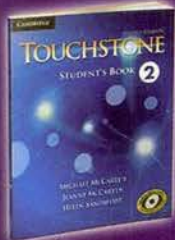
- Maximum flexibility for students and teachers – lessons can be done in class or online
- Automated grading and progress tracking
- Includes games, animated grammar presentations, online communication activities and more

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Beginning



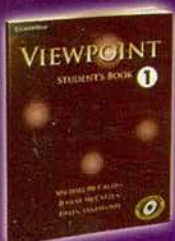
High Beginning



Low Intermediate



Intermediate



High Intermediate



Advanced

CEFR

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

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Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
bleed	bled	bled	pay	paid	paid
blow	blew	blown	prove	proved	proven/proved
break	broke	broken	put	put	put
bring	brought	brought	quit	quit	quit
build	built	built	read	read	read
burn	burned/burnt	burned/burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	sew	sewed	sewn/sewed
dream	dreamed/dreamt	dreamed/dreamt	shake	shook	shaken
drink	drank	drunk	shine	shone	shone
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown/showed
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
find	found	found	sit	sat	sat
fight	fought	fought	sleep	slept	slept
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	speed	sped	sped
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	spill	spilled/spilt	spilled/spilt
get	got	gotten	spring	sprang	sprung
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
hang	hung	hung	strike	struck	struck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
lead	led	led	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	wind	wound	wound
lie	lay	lain	write	wrote	written