

CAMBRIDGE



TOUCHSTONE 剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD

SELF-STUDY



AUDIO CD / CD-ROM

2A

STUDENT'S BOOK
学生用书



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

TOUCHSTONE

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD

2A

STUDENT'S BOOK
学生用书



CAMBRIDGE
UNIVERSITY PRESS



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

图书在版编目(CIP)数据

剑桥标准英语教程 2A 学生用书 / (英)麦卡锡
(McCarthy, M.), (英)麦克卡顿(McCarten, J.), (英)
桑迪福德(Sandiford, H.)编著. —北京: 北京语言大
学出版社, 2010. 1

ISBN 978-7-5619-2658-1

I. ①剑… II. ①麦… ②麦… ③桑… III. ①英语—
教材 IV. ①H31

中国版本图书馆 CIP 数据核字 (2010) 第 015431 号

版权登记: 图字 01—2009—7382

This is a reprint edition of the following title published by Cambridge University Press:

ISBN 978-0-521-60135-1 Touchstone Student's Book 2A with Audio CD/CD-ROM

© Cambridge University Press 2005

This reprint edition for the People's Republic of China (excluding Hong Kong, Macau and Taiwan) is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press and Beijing Language and Culture University Press 2010

This reprint edition is authorized for sale in the People's Republic of China (excluding Hong Kong, Macau and Taiwan) only. Unauthorized export of this reprint edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of Cambridge University Press and Beijing Language and Culture University Press.

此版本仅限在中华人民共和国境内(不包括香港、澳门特别行政区及台湾省)销售。未经授权出口此版本属违法行为。未经剑桥大学出版社和北京语言大学出版社书面同意, 本书任何部分不得以任何方式被翻印或传播, 不得载入数据库或检索系统。

书 名: 剑桥标准英语教程 2A·学生用书

编 著: (英) Michael McCarthy, (英) Jeanne McCarten, (英) Helen Sandiford

责任编辑: 余心乐 孟月兰

封面设计: 大愚设计 + 赵文康

出版发行: **北京语言大学出版社**

社 址: 北京市海淀区学院路 15 号 邮政编码: 100083

网 站: www.blcup.com

电 话: 发行部 (010)62605588 / 5019 / 5128

编辑部 (010)62605189

邮购电话 (010)62605127

读者服务信箱 bj62605588@163.com

印 刷: 北京画中画印刷有限公司

经 销: 全国新华书店

版 次: 2010 年 3 月第 1 版 2010 年 3 月第 1 次印刷

开 本: 889 毫米×1194 毫米 1/16 印张: 5.25

字 数: 110 千字

书 号: ISBN 978-7-5619-2658-1

定 价: 32.00 元

版权所有 侵权必究

如有缺页、倒页、脱页等印装质量问题, 请拨打服务热线: 010-62605166。

Authors' acknowledgments

Touchstone has benefited from extensive development research. The authors and publishers would like to extend their particular thanks to the following reviewers, consultants, and pilots for their valuable insights and suggestions.

Reviewers and consultants:

Thomas Job Lane and Marília de M. Zanella from **Associação Alumni**, São Paulo, Brazil; Simon Banha from **Phil Young's English School**, Curitiba, Brazil; Katy Cox from **Casa Thomas Jefferson**, Brasília, Brazil; Rodrigo Santana from **CCBEU**, Goiânia, Brazil; Cristina Asperti, Nancy H. Lake, and Airton Pretini Junior from **CEL LEP**, São Paulo, Brazil; Sonia Cury from **Centro Britânico**, São Paulo, Brazil; Daniela Alves Meyer from **IBEU**, Rio de Janeiro, Brazil; Ayeska Farias from **Mai English**, Belo Horizonte, Brazil; Solange Cassiolato from **LTC**, São Paulo, Brazil; Fernando Prestes Maia from **Polídiomas**, São Paulo, Brazil; Chris Ritchie and Debora Schisler from **Seven Idiomas**, São Paulo, Brazil; Maria Teresa Maiztegui and Joacyr de Oliveira from **União Cultural EEUU**, São Paulo, Brazil; Sakae Onoda from **Chiba University of Commerce**, Ichikawa, Japan; James Boyd and Ann Conlon from **ECC Foreign Language Institute**, Osaka, Japan; Catherine Chamier from **ELEC**, Tokyo, Japan; Janaka Williams, Japan; David Aline from **Kanagawa University**, Yokohama, Japan; Brian Long from **Kyoto University of Foreign Studies**, Kyoto, Japan; Alistair Home and Brian Quinn from **Kyushu University**, Fukuoka, Japan; Rafael Dovalé from **Matsushita Electric Industrial Co., Ltd.**, Osaka, Japan; Bill Acton, Michael Herriman, Bruce Monk, and Alan Thomson from **Nagoya University of Commerce**, Nisshin, Japan; Alan Bessette from **Poole Gakuin University**, Osaka, Japan; Brian Collins from **Sundai Foreign Language Institute**, Tokyo **College of Music**, Tokyo, Japan; Todd Odgers from **The Tokyo Center for Language and Culture**, Tokyo, Japan; Jion Hanagata from **Tokyo Foreign Language College**, Tokyo, Japan; Peter Collins and Charlene Mills from **Tokai University**, Hiratsuka, Japan; David Stewart from **Tokyo Institute of Technology**, Tokyo, Japan; Alberto Peto Villalobos from **Cenlex Santo Tomás**, Mexico City, Mexico; Diana Jones and Carlos Lizarraga from **Instituto Angloamericano**, Mexico City, Mexico; Raúl Mar and María Teresa Monroy from **Universidad de Cuautitlán Izcalli**, Mexico City, Mexico; JoAnn Miller from **Universidad del Valle de México**, Mexico City, Mexico; Orlando Carranza from **ICPNA**, Peru; Sister Melanie Bair and Jihyeon Jeon from **The Catholic University of Korea**, Seoul, South Korea; Peter E. Nelson from **Chung-Ang University**, Seoul, South Korea; Joseph Schouweiler from **Dongguk University**, Seoul, South Korea; Michael Brazil and Sean Witty from **Gwangwoon University**, Seoul, South Korea; Kelly Martin and Larry Michienzi from **Hankook FLS University**, Seoul, South Korea; Scott Duerstock and Jane Miller from **Konkuk University**, Seoul, South Korea; Athena Pichay from **Korea University**, Seoul, South Korea; Lane Darnell Bahl, Susan Caesar, and Aaron Hughes from **Korea University**, Seoul, South Korea; Farzana Hyland and Stephen van Vlack from **Sookmyung Women's University**, Seoul, South Korea; Hae-Young Kim, Terry Nelson, and Ron Schafrick from **Sungkyunkwan University**, Seoul, South Korea; Mary Chen and Michelle S. M. Fan from **Chinese Cultural University**, Taipei, Taiwan, China; Joseph Sorell from **Christ's College**, Taipei, Taiwan, China; Dan Aldridge and Brian Kleinsmith from **ELSI**, Taipei, Taiwan, China; Ching-Shyang Anna Chien and Duen-Yeh Charles Chang from **Hsin Wu Institute of Technology**, Taipei, Taiwan, China; Timothy Hogan, Andrew Rooney, and Dawn Young from **Language Training and Testing Center**, Taipei, Taiwan, China; Jen Mei Hsu and Yu-hwei Eunice Shih from **Taiwan Normal University**, Taipei, Taiwan, China; Roma Starczewska and Su-Wei Wang from **PQ3R Taipei Language and Computer Center**, Taipei, Taiwan, China; Elaine Parris from **Shih Chien University**, Taipei, Taiwan, China; Jennifer Castello from **Cañada College**, Redwood City, California, USA; Dennis Johnson, Gregory Keech, and Penny Larson from **City College of San Francisco – Institute for International Students**, San Francisco, California, USA; Ditra Henry from **College of Lake County**, Gray's Lake, Illinois, USA; Madeleine Murphy from **College of San Mateo**, San Mateo, California, USA; Ben Yoder from **Harper College**, Palatine, Illinois, USA; Christine Aguila, John Lanier, Armando Mata, and Ellen Sellergren from **Lakeview Learning Center**, Chicago, Illinois, USA; Ellen Gomez from **Laney College**, Oakland, California, USA; Brian White from **Northeastern Illinois University**, Chicago, Illinois, USA; Randi Reppen from **Northern Arizona University**, Flagstaff, Arizona, USA; Janine Gluud from **San Francisco State University – College of Extended Learning**,

San Francisco, California, USA; Peg Sarosy from **San Francisco State University – American Language Institute**, San Francisco, California, USA; David Mitchell from **UC Berkley Extension, ELP – English Language Program**, San Francisco, California, USA; Eileen Censotti, Kim Knutson, Dave Onufrock, Marnie Ramker, and Jerry Stanfield from **University of Illinois at Chicago – Tutorium in Intensive English**, Chicago, Illinois, USA; Johnnie Johnson Hafernik from **University of San Francisco, ESL Program**, San Francisco, California, USA; Judy Friedman from **New York Institute of Technology**, New York, New York, USA; Sheila Hackner from **St. John's University**, New York, New York, USA; Joan Lesikin from **William Paterson University**, Wayne, New Jersey, USA; Linda Pelc from **LaGuardia Community College**, Long Island City, New York, USA; Tamara Plotnick from **Pace University**, New York, USA; Lenore Rosenbluth from **Montclair State University**, Montclair, New Jersey, USA; Suzanne Seidel from **Nassau Community College**, Garden City, New York, USA; Debbie Un from **New York University, New School**, and **LaGuardia Community College**, New York, New York, USA; Cynthia Wiseman from **Hunter College**, New York, New York, USA; Aaron Lawson from **Cornell University**, Ithaca, New York, USA, for his help in corpus research; Belkis Yanes from **CTC Belo Monte**, Caracas, Venezuela; Victoria García from **English World**, Caracas, Venezuela; Kevin Bandy from **LT Language Teaching Services**, Caracas, Venezuela; Ivonne Quintero from **PDVSA**, Caracas, Venezuela.

Pilots:

Daniela Jorge from **ELFE Idiomas**, São Paulo, Brazil; Eloisa Marchesi Oliveira from **ETE Professor Camargo Aranha**, São Paulo, Brazil; Marilena Wanderley Pessoa from **IBEU**, Rio de Janeiro, Brazil; Marcia Lotaf from **LTC**, São Paulo, Brazil; Mirlei Valenzi from **USP English on Campus**, São Paulo, Brazil; Jelena Johanovic from **YEP International**, São Paulo, Brazil; James Steinman from **Osaka International College for Women**, Moriguchi, Japan; Brad Visgatis from **Osaka International University for Women**, Moriguchi, Japan; William Figoni from **Osaka Institute of Technology**, Osaka, Japan; Terry O'Brien from **Otani Women's University**, Tondabayashi, Japan; Gregory Kennerly from **YMCA Language Center** piloted at **Hankyu SHS**, Osaka, Japan; Daniel Alejandro Ramos and Salvador Enriquez Castaneda from **Instituto Cultural Mexicano-Norteamericano de Jalisco**, Guadalajara, Mexico; Patricia Robinson and Melida Valdes from **Universidad de Guadalajara**, Guadalajara, Mexico.

We would also like to thank the people who arranged recordings: Debbie Berkold, Bobbie Gore, Bill Kohler, Aaron Lawson, Terri Massin, Traci Suiter, Bryan Swan, and the many people who agreed to be recorded.

The authors would also like to thank the **editorial** and **production** team:

Sue Aldcorn, Eleanor K. Barnes, Janet Battiste, Sylvia P. Bloch, David Bohlke, Karen Brock, Jeff Chen, Sylvia Dare, Karen Davy, Deborah Goldblatt, Paul Heacock, Louisa Hellegers, Cindee Howard, Eliza Jensen, Lesley Koustaff, Heather McCarron, Lise R. Minovitz, Diana Nam, Kathy Niemczyk, Sandra Pike, Bill Preston, Janet Raskin, Mary Sandre, Tamar Savir, Susannah Sodergren, Shelagh Speers, Kayo Taguchi, Mary Vaughn, Jennifer Wilkin, and all the design and production team at Adventure House.

And these Cambridge University Press **staff** and **advisors**: Yumiko Akeba, Jim Anderson, Kanako Aoki, Mary Louise Baez, Carlos Barbisan, Alexandre Canizares, Cruz Castro, Kathleen Corley, Kate Cory-Wright, Riitta da Costa, Peter Davison, Elizabeth Fuzikava, Steven Golden, Yuri Hara, Catherine Higham, Gareth Knight, João Madureira, Andy Martin, Alejandro Martínez, Nigel McQuitty, Carine Mitchell, Mark O'Neil, Rebecca Ou, Antonio Puente, Colin Reublinger, Andrew Robinson, Dan Schulte, Kumiko Sekioka, Catherine Shih, Howard Siegelman, Ivan Sorrentino, Ian Sutherland, Alcione Tavares, Koen Van Landeghem, Sergio Varela, and Ellen Zlotnick.

In addition, the authors would like to thank Colin Hayes and Jeremy Mynott for making the project possible in the first place. Most of all, very special thanks are due to Mary Vaughn for her dedication, support, and professionalism. Helen Sandiford would like to thank her family and especially her husband, Bryan Swan, for his support and love.

Welcome to Touchstone!

本系列教程的成功开发得益于剑桥国际语料库北美语料库丰富的资源和强大的功能。该大型语料库从日常对话、广播、电视节目、报纸及图书中广泛取材。

本系列教程利用计算机软件对该语料库进行分析，总结出英语的实际用法。我们以该语料库为标准，确保学生在每一课都能学到纯正、地道的英语。该语料库帮助我们遴选重点语法、词汇以及成功进行英语交流所必需的会话策略。

本系列教程会使你的英语学习妙趣横生。它为你提供与同学互动的多种机会。你们可以交换个人信息、进行班级问卷调查、角色扮演部分场景、做游戏，还可以讨论个人感兴趣的话题。使用本系列教程能让你逐步树立理解地道英语、在日常交流中清楚而有效地表达自我的信心。

希望大家能够喜欢本系列教程，并祝愿大家的英语课堂充满乐趣！

Michael McCarthy
Jeanne McCarten
Helen Sandiford

Unit features

Getting started presents new grammar in natural contexts such as surveys, interviews, conversations, and phone messages.

Figure it out challenges you to notice how grammar works.

Building vocabulary uses pictures to introduce new words and expressions.

Word sort helps you organize vocabulary and then use it to interact with your classmates.

Speaking naturally helps you understand and use natural pronunciation and intonation.

The collage displays several pages from the Touchstone textbook. Lesson A 'Leisure time' features a 'College News' article and a grammar chart for 'Verb forms' (verb + ing, verb + ed, verb + s, verb + ed + ing). Lesson B 'Music' includes a 'Building vocabulary' section with images of musicians and a 'Speaking naturally' section with a 'Saying lists' exercise. The 'Building language' section shows a grammar chart for 'Object pronouns: everybody, nobody' and a 'Vocabulary notebook' with a 'I really like to sing!' exercise. The pages are annotated with blue arrows pointing to specific features.

Grammar is presented in clear charts.

Grammar exercises give you practice with new structures and opportunities to exchange personal information with your classmates.

Survey encourages you to ask your classmates interesting questions.

Building language builds on the grammar presented in Lesson A.

In conversation panels tell you about the grammar and vocabulary that are most frequent in spoken North American English.

Conversation strategy helps you “manage” conversations better. In this lesson, you learn how to say **no** in a friendly way. The strategies are based on examples from the corpus.

Lesson C I really like making things.

1 Conversation strategy Saying no in a friendly way

A. What can you say to be more polite when you say no?

1. Do you have any hobbies? ...
2. How often do you go to the gym? ...
3. How often do you read? ...

B. Now listen. What hobbies do Sarah and Matt have?

1. Sarah: I like reading. I read every day.
2. Matt: I like making things. I make things every day.
3. Sarah: I like reading. I read every day.
4. Matt: I like making things. I make things every day.

C. Now listen. What hobbies do Sarah and Matt have?

1. Sarah: I like reading. I read every day.
2. Matt: I like making things. I make things every day.
3. Sarah: I like reading. I read every day.
4. Matt: I like making things. I make things every day.

D. Now listen. What hobbies do Sarah and Matt have?

1. Sarah: I like reading. I read every day.
2. Matt: I like making things. I make things every day.
3. Sarah: I like reading. I read every day.
4. Matt: I like making things. I make things every day.

2 Strategy plus Really

You can use really to make emphasis and to make requests stronger.

1. I really like making things.

2. I really like reading.

3. I really like going to the gym.

4. I really like watching TV.

5. I really like playing video games.

6. I really like collecting stamps.

7. I really like listening to music.

8. I really like gardening.

9. I really like painting.

10. I really like cooking.

11. I really like dancing.

12. I really like swimming.

13. I really like cycling.

14. I really like hiking.

15. I really like fishing.

16. I really like collecting coins.

17. I really like playing chess.

18. I really like playing cards.

19. I really like playing board games.

20. I really like watching sports.

21. I really like listening to podcasts.

22. I really like watching YouTube videos.

23. I really like reading blogs.

24. I really like following influencers.

25. I really like using social media.

26. I really like taking photos.

27. I really like writing.

28. I really like drawing.

29. I really like sculpting.

30. I really like pottery.

31. I really like woodworking.

32. I really like metalworking.

33. I really like jewelry making.

34. I really like sewing.

35. I really like quilting.

36. I really like crocheting.

37. I really like knitting.

38. I really like embroidery.

39. I really like calligraphy.

40. I really like origami.

41. I really like paper crafts.

42. I really like scrapbooking.

43. I really like journaling.

44. I really like blogging.

45. I really like vlogging.

46. I really like podcasting.

47. I really like YouTube vlogging.

48. I really like social media vlogging.

49. I really like live streaming.

50. I really like streaming services.

51. I really like watching documentaries.

52. I really like watching educational videos.

53. I really like watching entertainment videos.

54. I really like watching sports videos.

55. I really like watching travel videos.

56. I really like watching food videos.

57. I really like watching fashion videos.

58. I really like watching beauty videos.

59. I really like watching technology videos.

60. I really like watching science videos.

61. I really like watching history videos.

62. I really like watching art videos.

63. I really like watching music videos.

64. I really like watching dance videos.

65. I really like watching comedy videos.

66. I really like watching drama videos.

67. I really like watching action videos.

68. I really like watching horror videos.

69. I really like watching thriller videos.

70. I really like watching mystery videos.

71. I really like watching romance videos.

72. I really like watching fantasy videos.

73. I really like watching sci-fi videos.

74. I really like watching anime videos.

75. I really like watching cartoons.

76. I really like watching children's videos.

77. I really like watching educational videos for children.

78. I really like watching entertainment videos for children.

79. I really like watching sports videos for children.

80. I really like watching travel videos for children.

81. I really like watching food videos for children.

82. I really like watching fashion videos for children.

83. I really like watching beauty videos for children.

84. I really like watching technology videos for children.

85. I really like watching science videos for children.

86. I really like watching history videos for children.

87. I really like watching art videos for children.

88. I really like watching music videos for children.

89. I really like watching dance videos for children.

90. I really like watching comedy videos for children.

91. I really like watching drama videos for children.

92. I really like watching action videos for children.

93. I really like watching horror videos for children.

94. I really like watching thriller videos for children.

95. I really like watching mystery videos for children.

96. I really like watching romance videos for children.

97. I really like watching fantasy videos for children.

98. I really like watching sci-fi videos for children.

99. I really like watching anime videos for children.

100. I really like watching cartoons for children.

Strategy plus teaches important expressions for conversation management, such as **really** and **not really**.

Listening and speaking skills are often practiced together. You listen to a variety of conversations based on real-life language. Tasks include “listen and react” activities.

Reading has interesting texts from newspapers, magazines, and the Internet. The activities help you develop reading skills.

Lesson D Hobby groups

1 Reading

A. Look at the hobby groups on the Web page. Which one are you interested in? Write the name.

B. Read the text about each hobby group. Can you suggest each hobby to a friend? Write the name of the hobby and why you like it.

C. Look at the five lists of hobbies. Which one do you like the most? Write the name of the hobby and why you like it.

2 Listening and speaking Favorite Web sites

A. Listen to the audio and read about a Web site. What kind of Web site is it? Write the name.

B. Listen again. Choose the correct information to complete the sentences.

C. Group work. Ask and answer the questions.

D. Write a message to a friend about your favorite Web site.

3 Writing Messages

A. Write a message to a friend about your favorite Web site.

B. Write a message to a friend about your favorite Web site.

4 Free talk The game of likes and dislikes

Use the cards in the back of the book for free speaking practice.

Writing tasks include e-mails, letters, short articles, and material for Web pages.

Help notes give you information on things like punctuation, linking ideas, and organizing information.

Vocabulary notebook is a page of fun activities to help you organize and write down vocabulary.

Vocabulary notebook I really like to sing!

Learning the word chains

Let new words appear in word chains.

1. Complete the word chains using the words and expressions below.

2. Now complete the word chains with your own ideas.

Use your own

Think of different things you are interested in. Can you write them together? Can you find other words or expressions to start the word chain? How many words do you use?

Free talk 1 Me too!

Free talk 2 The game of likes and dislikes

1. Think of one thing for each section of the chart. You have three attempts to write in your answers.

2. Group work. Complete your charts. B answer in the group has the most correct in the answer key. What scores do you get?

3. OK. I enjoy watching golf. How about you?

4. I hate watching ice hockey.

5. Do you like to read and write poems?

6. I enjoy watching live football, but, no, I don't go to it.

Fun facts from the corpus tell you the most frequent words and expressions for different topics.

Free talk helps you engage in free conversation with your classmates.

Other features

A **Touchstone checkpoint** after every three units reviews grammar, vocabulary, and conversation strategies.

A **Self-study Audio CD/CD-ROM** gives you more practice with listening, speaking, and vocabulary building.

The **Class Audio Program** presents the conversations and listening activities in natural, lively English.

The **Workbook** gives you language practice and extra reading and writing activities. **Progress checks** help you assess your progress.

Touchstone Level 2A Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 1 Making friends pages 1–10	<ul style="list-style-type: none"> Ask questions to get to know your classmates Talk about yourself, your family, and your favorite things Show you have something in common 	<ul style="list-style-type: none"> Review of simple present and present of <i>be</i> in questions and statements Responses with <i>too</i> and <i>either</i> 	<ul style="list-style-type: none"> Review of types of TV shows, clothes, food, and weekend activities 	<ul style="list-style-type: none"> Start a conversation with someone you don't know Use <i>actually</i> to give or "correct" information 	<ul style="list-style-type: none"> Stress and intonation in questions and answers
Unit 2 Interests pages 11–20	<ul style="list-style-type: none"> Ask about people's interests and hobbies Talk about your interests, hobbies, and taste in music 	<ul style="list-style-type: none"> Verb forms after <i>can / can't, love, like, etc.</i>, and prepositions Object pronouns <i>Everybody, everyone, nobody, and no one</i> 	<ul style="list-style-type: none"> Interests and hobbies Types of music 	<ul style="list-style-type: none"> Say <i>no</i> in a friendly way Use <i>really</i> and <i>not really</i> to make statements stronger or softer 	<ul style="list-style-type: none"> Saying lists
Unit 3 Health pages 21–30	<ul style="list-style-type: none"> Talk about how to stay healthy Describe common health problems Talk about what you do when you have a health problem 	<ul style="list-style-type: none"> Simple present and present continuous Joining clauses with <i>if</i> and <i>when</i> 	<ul style="list-style-type: none"> Ways to stay healthy Common health problems Common remedies 	<ul style="list-style-type: none"> Encourage people to say more to keep a conversation going Show surprise 	<ul style="list-style-type: none"> Contrasts

Touchstone checkpoint Units 1–3 pages 31–32

Unit 4 Celebrations pages 33–42	<ul style="list-style-type: none"> Talk about birthdays, celebrations, and favorite holidays Describe how you celebrate special days Talk about plans and predictions 	<ul style="list-style-type: none"> Future with <i>going to</i> Indirect objects Indirect object pronouns Present continuous for the future 	<ul style="list-style-type: none"> Months of the year Days of the month Special days, celebrations, and holidays Things people do to celebrate special days 	<ul style="list-style-type: none"> Use "vague" expressions like <i>and everything</i> Give "vague" responses like <i>I don't know</i> and <i>Maybe</i> when you're not sure 	<ul style="list-style-type: none"> Reduction of <i>going to</i>
Unit 5 Growing up pages 43–52	<ul style="list-style-type: none"> Talk about life events and memories of growing up Talk about school and your teenage years 	<ul style="list-style-type: none"> Review of simple past in questions and statements <i>be born</i> General and specific use of determiners 	<ul style="list-style-type: none"> Time expressions for the past Saying years School subjects 	<ul style="list-style-type: none"> Correct things you say with expressions like <i>Well; Actually;</i> and <i>No, wait</i> Use <i>I mean</i> to correct yourself when you say the wrong word or name 	<ul style="list-style-type: none"> Reduction of <i>did you</i>
Unit 6 Around town pages 53–62	<ul style="list-style-type: none"> Ask and answer questions about places in a town Give directions Offer help and ask for directions Talk about stores and favorite places in your town Recommend places in your neighborhood 	<ul style="list-style-type: none"> <i>Is there? and Are there?</i> Pronouns <i>one</i> and <i>some</i> Offers and requests with <i>Can</i> and <i>Could</i> 	<ul style="list-style-type: none"> Places in town Location expressions Expressions for asking and giving directions 	<ul style="list-style-type: none"> Repeat key words to check information Use "checking" expressions to check information Use "echo" questions to check information 	<ul style="list-style-type: none"> Word stress in compound nouns

Touchstone checkpoint Units 4–6 pages 63–64

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>What's the question?</i></p> <ul style="list-style-type: none"> Listen to answers and match them with questions <p><i>Sally's party</i></p> <ul style="list-style-type: none"> Listen to responses and match them to conversation starters; then listen for more information 	<p><i>How to improve your conversation skills</i></p> <ul style="list-style-type: none"> A magazine article giving advice 	<ul style="list-style-type: none"> Write an article giving advice on how to improve something Review of punctuation 	<p><i>Webs of words</i></p> <ul style="list-style-type: none"> Use word webs to organize new vocabulary 	<p><i>Me too!</i></p> <ul style="list-style-type: none"> Class activity: Ask questions to find classmates who have things in common with you
<p><i>Different hobbies</i></p> <ul style="list-style-type: none"> Match four conversations about hobbies with photos, and fill in a chart <p><i>Favorite Web sites</i></p> <ul style="list-style-type: none"> Listen for details as two people talk about a Web site 	<ul style="list-style-type: none"> A Web page for hobby groups 	<ul style="list-style-type: none"> Write an e-mail message to one of the hobby groups on the Web page Link ideas with <i>and</i>, <i>also</i>, <i>especially</i>, <i>or</i>, <i>but</i>, and <i>because</i> 	<p><i>I really like to sing!</i></p> <ul style="list-style-type: none"> Link new words together in word "chains" 	<p><i>The game of likes and dislikes</i></p> <ul style="list-style-type: none"> Group work: Each person fills out a chart. Then groups compare answers and score points for finding things in common.
<p><i>Unhealthy habits</i></p> <ul style="list-style-type: none"> Predict what four people will say about their bad habits, and then listen for the exact words <p><i>Time to chill out</i></p> <ul style="list-style-type: none"> Match four conversations about relaxing with photos, and listen for details 	<ul style="list-style-type: none"> A leaflet about stress from the Department of Health 	<ul style="list-style-type: none"> Write a question asking advice about a health problem, and write replies to your classmates' questions Commas after <i>if</i> and <i>when</i> clauses 	<p><i>Under the weather</i></p> <ul style="list-style-type: none"> Write down words you can use with a new word or expression 	<p><i>Are you taking care of your health?</i></p> <ul style="list-style-type: none"> Pair work: Answer a health questionnaire with your partner, and figure out your partner's score

Touchstone checkpoint Units 1–3 pages 31–32

<p><i>Celebrations around the world</i></p> <ul style="list-style-type: none"> Listen to people talk about two festivals, and answer questions <p><i>Congratulations!</i></p> <ul style="list-style-type: none"> Listen for details in two conversations about invitations, and fill in the blanks 	<p><i>Time to celebrate!</i></p> <ul style="list-style-type: none"> An article about traditions in different countries 	<ul style="list-style-type: none"> Write an invitation to a special event, and add a personal note Formal and informal ways to begin and end a note or letter 	<p><i>Calendars</i></p> <ul style="list-style-type: none"> Write new vocabulary about special days and celebrations on a calendar 	<p><i>A new celebration</i></p> <ul style="list-style-type: none"> Group work: Create a new special day or festival, and talk about it with other groups
<p><i>I don't remember exactly . . .</i></p> <ul style="list-style-type: none"> Listen for corrections people make as they talk about childhood memories <p><i>A long time ago</i></p> <ul style="list-style-type: none"> Listen for details as a man talks about his teenage years 	<p><i>An interview with . . . Jennifer Wilkin</i></p> <ul style="list-style-type: none"> An interview with a woman who talks about her teenage years 	<ul style="list-style-type: none"> Write interview questions to ask a classmate about when he or she was younger, and reply to a classmate's questions Link ideas with <i>except (for)</i> and <i>apart from</i> 	<p><i>I hated math!</i></p> <ul style="list-style-type: none"> Group new vocabulary in different ways 	<p><i>In the past</i></p> <ul style="list-style-type: none"> Class activity: Ask your classmates questions about their childhood, and take notes
<p><i>Finding your way around</i></p> <ul style="list-style-type: none"> Match four sets of directions with the destinations by following the map <p><i>Tourist information</i></p> <ul style="list-style-type: none"> Listen to conversations at a tourist-information desk, and predict what each person says next to check the information 	<p><i>A walking tour of San Francisco's Chinatown</i></p> <ul style="list-style-type: none"> Pages from a walking-tour guide 	<ul style="list-style-type: none"> Write a guide for a walking tour of your city or town Expressions for giving directions 	<p><i>Which way?</i></p> <ul style="list-style-type: none"> Draw and label a map to remember directions 	<p><i>Summer fun</i></p> <ul style="list-style-type: none"> Pair work: Ask and answer questions about two different resorts, and choose one for a vacation

Touchstone checkpoint Units 4–6 pages 63–64

Getting help

How do you say " _____ " in English?

I'm sorry. What did you say?

How do you say this word?

What do we have to do?

I don't understand. What do you mean?

Do you mean _____ ?

Can you spell " _____ " for me, please?



Working with a partner

Whose turn is it now?

It's my / your turn.

Who goes first, A or B?

A does. That's me / you.

This time we change roles.

Are we done?

OK. I'll start.

Yes, I think so. Let's try it again.

Let's compare answers.

OK. What do you have for number 1?

Do you have _____ for number 3?

No, I have _____. Let's check again.

Do you understand this sentence?

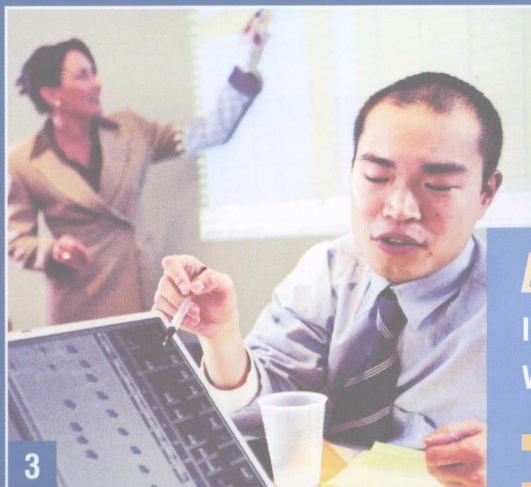
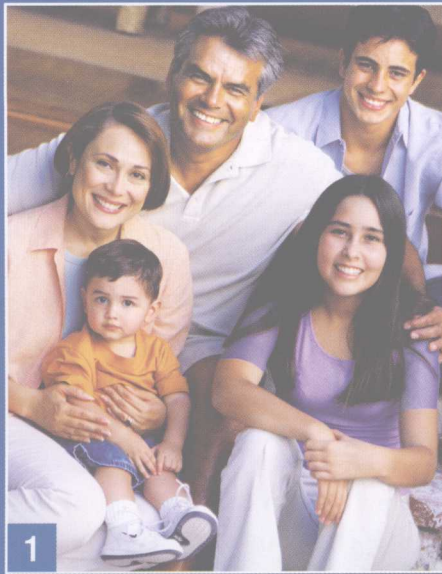
Yeah. It means " _____ ."



Making friends

In Unit 1, you learn how to . . .

- use the simple present and present of *be* (review).
- give responses with *too* and *either*.
- talk about yourself, your family, and your favorite things.
- start a conversation with someone you don't know.
- use *actually* to give or "correct" information.



Before you begin . . .

Imagine you want to get to know someone.

What questions can you ask about each topic?

- | | |
|-------------------|-------------|
| ■ home and family | ■ studies |
| ■ work | ■ free time |

How well do you know your new classmates?

QUESTIONNAIRE

YOUR NAME *

1. What's your name?

2. What does your name mean?

3. Do you have a middle name?

4. Are you named after someone?

5. Do you like your name?

LIFESTYLE *

1. Are you a full-time student?

a. *If yes:* What's your major?

b. *If no:* What do you do for a living?

2. How do you get to work or class?

3. How long does it take?

HOME AND FAMILY *

1. Where do you live?

2. Do you like your neighborhood?

3. Do you live alone or with your family?

4. Do you have any brothers or sisters?

5. Where are your parents from?

FRIENDS *

1. Do you have a lot of friends?

2. Are your friends from school, work, or your neighborhood?

3. What are your friends like?

4. Do you and your friends get together a lot?

5. What do you do when you get together?

1 Getting started

About you

Pair work Use the questionnaire to interview each other. Write your partner's answers. Then tell the class one interesting thing about your partner.

"Marcella has seven brothers and sisters."

2 Speaking naturally Stress and intonation

Do you have a **nickname**?


Yes. People call me **Jimmy**.

Are you from a big **family**?

Yes. I have four **sisters**.

What do you do for **fun**?

I go to the **movies**.

A  Listen and repeat the questions and answers above. Notice the stress on the important content word. Notice how the voice rises, or rises and then falls, on the stressed word.

About you

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

3 Grammar Simple present and present of be (review)

Are you from a big family?

Yes, I **am**. I'm one of six children.

No, I'm **not**. There are only two of us.

Are you and your friends full-time students?

Yes, we **are**. We're English majors.

No, we're **not**. We're part-time students.

What's your name? **Is** it Leo?

Yes, it **is**. My name's Leo Green.

No, it's **not**. My name **isn't** Leo. It's Joe.

Where **are** your parents from? **Are** they from Peru?

Yes, they **are**. They're from Lima.

No, they're **not**. My parents **aren't** from Peru.

Do you **have** any brothers and sisters?

Yes, I **do**. I have a brother.

No, I **don't**. I'm an only child.

What **does** your brother **do**? **Does** he **go** to college?

Yes, he **does**. He **goes** to the same college as me.

No, he **doesn't**. He **works** at a bank.

Do you and your friends **get** together a lot?

Yes, we **do**. We go out all the time.

No, we **don't**. We don't have time.

Where **do** your parents **live**? **Do** they **live** nearby?

Yes, they **do**. They **live** near here.

No, they **don't**. They **don't live** around here.

A Think of a possible question for each answer. Compare with a partner.

1. A What's your favorite color?

B Red.

5. A _____ ?

B We usually go out to dinner or see a movie.

2. A _____ ?

B No, I'm not. I have one sister.

6. A _____ ?

B No, they don't. They don't have time.

3. A _____ ?

B No, I don't. I don't drive.

7. A _____ ?

B No, I hate mornings. I'm not a morning person.

4. A _____ ?

B He works in a store.

8. A _____ ?

B Well, I have a part-time job. I work Saturdays.

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

4 Listening and speaking What's the question?

A  Listen to Tom's answers to these questions. Number the questions 1 to 6.

"Do you have any pets?"

1 "What's your favorite name?"

"Who's your favorite actor?"

"What do you do on weeknights?"

"When do you spend time with your family?"

"Do you go out a lot on weekends?"

About you → **B Group work** Choose one of the questions, and tell the group your answer. Then answer a follow-up question from each person in your group.

"How do you spell that?"

"My favorite name is Jennifer." →

"Why do you like that name?"

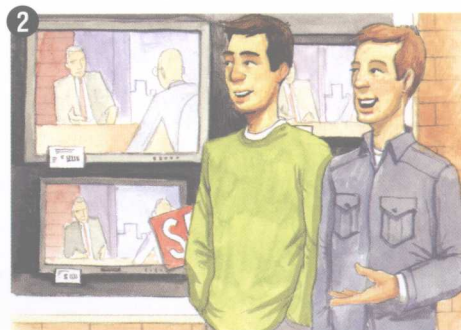
"Do you have a favorite boy's name?"

1 Building language

A  Listen. What do these friends have in common? Practice the conversations.



1
A Dogs are so noisy, and they always wreck things. I'm just not an animal lover, I guess.
B Well, I'm not either. I'm allergic to dogs and cats.



2
A I don't watch much television.
B No, I don't either.
A I mean, I watch pro football.
B Yeah, I do too. But that's about it.



3
A I love shopping. I can shop for hours! Too bad I can't afford anything new.
B I know. I can't either. I'm broke.
A Yeah, I am too.

Figure it out

B Can you complete the answers? Use the conversations above to help you.

- 1** **A** I'm not a football fan.
B I'm _____ either.
- 2** **A** I love shopping.
B I _____ too.
- 3** **A** I can't have a pet.
B I can't _____.

2 Grammar Responses with *too* and *either*

I'm allergic to cats.
 I **am too**.

I'm **not** an animal lover.
 I'm **not either**.

I **watch** pro football.
 I **do too**.

I **don't** watch much television.
 I **don't either**.

I **can** shop for hours!
 I **can too**.

I **can't** afford anything new.
 I **can't either**.

People also respond with **Me too** and **Me neither** (or **Me either**).

A Respond to these statements using *too* or *either*. Then practice with a partner.

- | | | |
|--------------------------------|-------------------|--------------------------|
| 1. I watch a lot of TV. | I do too . | 4. I'm not a sports fan. |
| 2. I'm allergic to some foods. | | 5. I don't have a pet. |
| 3. I can't afford a new car. | | 6. I can shop all day. |



About you

B Pair work Student A: Make the statements above true for you. Student B: Give your own responses.

"I don't watch a lot of TV." "I don't either." **or** "Really? I watch TV all the time."

In conversation . . .

People actually say **Me either** more often than **Me neither**.

-  **Me either.**
-  **Me neither.**

3 Building vocabulary

A Brainstorm! How many words can you think of for each topic? Make a class list.



TV shows

clothes

food

weekend activities

Word sort

B Complete the chart with your favorites from the class list. Compare with a partner. Then tell the class what you and your partner have in common.

My favorite . . .

weekend activities	TV shows	food	clothes
sleep late			

A I sleep late on the weekends.

B I do too.

➔ "We both sleep late on the weekends."

About you

C Complete the sentences with your likes and dislikes. Then tell your classmates your sentences. Find someone who feels the same way.

Who has the same tastes as you?

My likes and dislikes

- I can't stand _____ . (type of TV show)
- I often _____ . (weekend activity)
- I love to wear _____ . (item of clothing)
- I don't like _____ too much. (color)
- I'm not a _____ fan. (sport)
- I hate _____ . (type of food)

Classmate who feels the same way

"I can't stand soap operas. How about you?" "I can't either."

4 Vocabulary notebook Webs of words

See page 10 for a new way to log and learn vocabulary.



Do you come here a lot?

1 Conversation strategy Starting a conversation

A Which topics can you talk about when you meet someone for the first time?

Check (✓) the boxes below.

- | | | | |
|--------------------------------------|---|--|--|
| <input type="checkbox"/> your salary | <input type="checkbox"/> your family | <input type="checkbox"/> the weather | <input type="checkbox"/> someone's appearance |
| <input type="checkbox"/> your health | <input type="checkbox"/> where you live | <input type="checkbox"/> your problems | <input type="checkbox"/> things you see around you |



Now listen. What are Eve and Chris talking about?



Eve Ooh, it's cold tonight.

Chris Yeah, it is. But actually, I kind of like cold weather.

Eve You do? Really? . . . Boy, there are a lot of people out here tonight.

Chris Yeah, it gets pretty crowded on weekends.

Eve Do you come here a lot?

Chris Yeah, I do, actually.

Eve So are you a big hip-hop fan?

Chris Yeah, I am. Are you?

Eve Actually, no, but my brother's in the band tonight.

Chris Oh, really? Cool. . . . By the way, my name's Chris.

Eve Nice to meet you. I'm Eve.

Notice how Eve starts a conversation with a stranger. She talks about the things around them, like the weather and the club, and asks general questions. Find examples in the conversation.

*"Ooh, it's cold tonight."
"Do you come here a lot?"*

B Pair work Think of a way to start a conversation for each situation. Compare with a partner. Then role-play the situations. Continue each conversation as long as you can.

- You meet someone new at a party. The food is really good. *"This food is delicious!"*
- It's a very hot day. You're just arriving at a new class.
- You're in a long line at a movie theater. It's a cold day.
- You're working out at a new gym. The music is very loud.
- You're in a new English class. You meet someone during the break.
- You're at the bus stop on a beautiful day. Someone arrives and smiles at you.

2 Strategy plus Actually

You can use **actually** to give new or surprising information.

Do you come here a lot?



Yeah, I do, actually.

You can also use **actually** to “correct” things people say or think.

A So, you're American?

B Well, *actually*, I'm from Canada.

▶ In conversation . . .

Actually is one of the top 200 words.

A Match each conversation starter with a response. Then practice with a partner.

- | | |
|-----------------------------------|---|
| 1. I like your jacket. <u>a</u> | a. Actually, I feel a bit cold. |
| 2. Do you come here by bus? _____ | b. Yeah. I actually look forward to it. |
| 3. Is that your newspaper? _____ | c. No, I walk, actually. It takes an hour. |
| 4. Do you like this class? _____ | d. Thanks. It's from Peru, actually. |
| 5. Do you live around here? _____ | e. Um . . . actually, no, it's not. Go ahead and take it. |
| 6. Boy, it's warm in here. _____ | f. Yes, right around the corner, actually. |

About you

B Pair work Start conversations using the ideas above. Use *actually* in your responses if you need to.

“I like your watch.” “Thanks. It was my grandfather’s, actually.”

3 Listening Sally’s party

A Listen to six people talk at Sally’s party. Which conversation starters are the people responding to? Number the sentences.

“Gosh, the music really is loud, huh?”

“Mmm. The food looks good.”

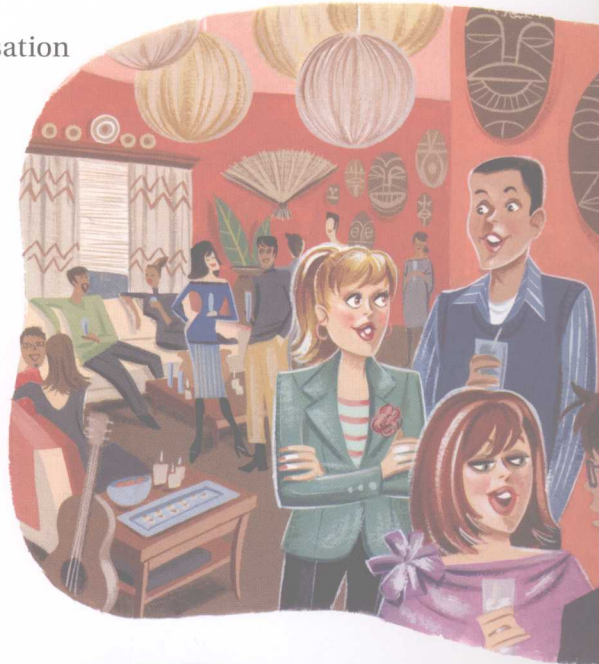
“This is a great party.”

“Are you a friend of Sally’s?”

1 “Is it me, or is it really hot in here?”

“I don’t really know anyone here. Do you?”

B Now listen to the complete conversations. Check your answers. What do you find out about Sally?



4 Free talk Me too!

See **Free talk 1** at the back of the book for more speaking practice.



1 Reading

A Which of these are good suggestions for social conversations?
Check (✓) the boxes. Then tell the class.

- Don't look at the other person. Have some good topics to discuss.
- Keep quiet when the other person is talking. Talk about yourself a lot.
- Ask questions that start with *what*, *where*, *how*, or *when*.

B Read the magazine article. What does it say about the suggestions above?
Do you agree with all of the ideas in the article?

How to improve your conversation skills

Do you like to meet new people? Do you like to talk, or are you shy? Whatever your answers, this guide can help you improve your conversation skills.

1 Have some topics ready to start a conversation.

Say something about the weather or the place you're in. Talk about the weekend – we all have something to say about weekends!

2 Make the conversation interesting. Know about events in the news. Read restaurant and movie reviews. Find out about the current music scene or what's new in fashion or sports.

3 Be a good listener. Keep eye contact and say, "Yes," "Hmm," "Uh-huh," "Right," and "I know." And say, "Really? That's interesting." It encourages people to talk.



4 Don't be boring. Don't just say, "Yes" or "No" when you answer a question. Give some interesting information, too.

5 Don't talk all the time. Ask, "How about you?" and show you are interested in the other person, too. People love to talk about themselves!



6 Ask information questions. Ask questions like "What do you do in your free time?" or "What kind of food do you like?" Use follow-up questions to keep the conversation going. But don't ask too many questions – it's not an interrogation!

7 Be positive. Negative comments can sound rude. And if you don't want to answer a personal question, simply say, "Oh, I'm not sure I can answer that," or "I'd rather not say."

8 Smile! Everyone loves a smile. Just be relaxed, smile, and be yourself.

