

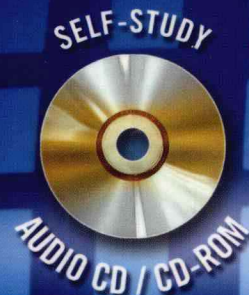
CAMBRIDGE



# TOUCHSTONE

# 剑桥标准英语教程

MICHAEL MCCARTHY  
JEANNE MCCARTEN  
HELEN SANDIFORD



# 2

STUDENT'S BOOK  
学生用书



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

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

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# 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.

**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 do to be kinder to a friend who says 'no'?

B. Do you have any hobbies?

C. How often do you do them?

D. Do you like to make things?

E. Do you like to make things with your hands?

F. Do you like to make things with your hands?

G. Do you like to make things with your hands?

H. Do you like to make things with your hands?

I. Do you like to make things with your hands?

J. Do you like to make things with your hands?

K. Do you like to make things with your hands?

L. Do you like to make things with your hands?

M. Do you like to make things with your hands?

N. Do you like to make things with your hands?

O. Do you like to make things with your hands?

P. Do you like to make things with your hands?

Q. Do you like to make things with your hands?

R. Do you like to make things with your hands?

S. Do you like to make things with your hands?

T. Do you like to make things with your hands?

U. Do you like to make things with your hands?

V. Do you like to make things with your hands?

W. Do you like to make things with your hands?

X. Do you like to make things with your hands?

Y. Do you like to make things with your hands?

Z. Do you like to make things with your hands?

**2 Strategy plus Really**

A. Do you really like to make things?

B. Do you really like to make things?

C. Do you really like to make things?

D. Do you really like to make things?

E. Do you really like to make things?

F. Do you really like to make things?

G. Do you really like to make things?

H. Do you really like to make things?

I. Do you really like to make things?

J. Do you really like to make things?

K. Do you really like to make things?

L. Do you really like to make things?

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Q. Do you really like to make things?

R. Do you really like to make things?

S. Do you really like to make things?

T. Do you really like to make things?

U. Do you really like to make things?

V. Do you really like to make things?

W. Do you really like to make things?

X. Do you really like to make things?

Y. Do you really like to make things?

Z. Do you really like to make things?

**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 in the Web page. Which ones are you interested in? Write the name of the hobby group in the box.

B. Now read the messages. Can you match each message to one of the hobby groups above?

C. Look at the first five of these replies to the messages. Who are they? Write their names in the boxes.

**2 Listening and speaking Favorite Web sites**

A. Listen to two and talk about a Web site. What kind of Web site is it? Why does he like it?

B. Listen again. Listen to the conversations to complete the exercises.

C. Listen again. Listen to the conversations to complete the exercises.

D. Listen again. Listen to the conversations to complete the exercises.

**3 Writing Messages**

A. Write a message to one of the hobby groups on page 16. Write a question to pose on the message board.

B. Read your classmates' messages. Do you see any replies to the "Send" messages? Write your replies.

**4 Free talk The game of likes and dislikes**

Use the list at the back of the book for your speaking partner.

**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 tip Word cards**

Put words together in word cards.

**1 Complete the word cards using the words and expressions below.**

**2 Show examples of the word cards with your own ideas.**

**3 On your own**

Think of different things you are interested in. Can you list them together? Do you like them all? Write or draw to show the words.

How many words did you use?

**Free talk 1 Me too!**

**Class activity** Listen and write about your own opinions. Then ask three classmates the questions. Find people who have things in common with you. Write their names.

**Free talk 2 The game of likes and dislikes**

1. Think of one thing to write on each of the cards. You have three minutes to write in the boxes.

2. I like my favorite color.

3. I like my favorite color.

4. I like my favorite color.

5. I like my favorite color.

6. I like my favorite color.

7. I like my favorite color.

8. I like my favorite color.

9. I like my favorite color.

10. I like my favorite color.

**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 2 Scope and sequence

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

## Touchstone checkpoint Units 1–3 pages 31–32

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

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

## Touchstone checkpoint Units 1–3 pages 31–32

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

## Touchstone checkpoint Units 4–6 pages 63–64



	<b>Functions / Topics</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Conversation strategies</b>	<b>Pronunciation</b>
<b>Unit 7</b> <b>Going away</b> pages 65–74	<ul style="list-style-type: none"> <li>Talk about things you need to do before a trip</li> <li>Give advice and make suggestions</li> <li>Talk about travel and vacations</li> </ul>	<ul style="list-style-type: none"> <li>Infinitives for reasons</li> <li><i>It's</i> + adjective + <i>to</i> . . .</li> <li>Ways to give advice and make suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Things to do before a trip</li> <li>Things to take on different kinds of trips</li> </ul>	<ul style="list-style-type: none"> <li>Respond to suggestions</li> <li>Use <i>I guess</i> when you're not sure</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of <i>to</i></li> </ul>
<b>Unit 8</b> <b>At home</b> pages 75–84	<ul style="list-style-type: none"> <li>Talk about where you keep things at home</li> <li>Talk about home furnishings</li> <li>Identify objects</li> <li>Talk about home habits and evening routines</li> </ul>	<ul style="list-style-type: none"> <li><i>Whose</i> . . . ? and possessive pronouns</li> <li>Order of adjectives</li> <li>Pronouns <i>one</i> and <i>ones</i></li> <li>Location expressions after pronouns and nouns</li> </ul>	<ul style="list-style-type: none"> <li>Places where you keep things in your home</li> <li>Home furnishings for different rooms</li> <li>Things you keep in your room</li> </ul>	<ul style="list-style-type: none"> <li>Ask politely for permission to do things with <i>Do you mind . . . ?</i></li> <li>Ask someone politely to do something with <i>Would you mind . . . ?</i></li> <li>Agree to requests</li> </ul>	<ul style="list-style-type: none"> <li>Reduction of grammatical words</li> </ul>
<b>Unit 9</b> <b>Things happen</b> pages 85–94	<ul style="list-style-type: none"> <li>Tell anecdotes about things that went wrong</li> <li>Talk about accidents</li> <li>Respond to anecdotes</li> </ul>	<ul style="list-style-type: none"> <li>Past continuous statements</li> <li>Past continuous questions</li> <li>Reflexive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the body</li> <li>Injuries</li> </ul>	<ul style="list-style-type: none"> <li>React to and comment on a story</li> <li>Respond with <i>I bet . . .</i></li> </ul>	<ul style="list-style-type: none"> <li>Fall-rise intonation</li> </ul>

**Touchstone checkpoint Units 7–9 pages 95–96**

<b>Unit 10</b> <b>Communication</b> pages 97–106	<ul style="list-style-type: none"> <li>Talk about different ways of communicating</li> <li>Compare ways of keeping in touch</li> <li>Manage phone conversations</li> </ul>	<ul style="list-style-type: none"> <li>Comparative adjectives</li> <li><i>More, less, and fewer</i></li> </ul>	<ul style="list-style-type: none"> <li>Ways of communicating</li> <li>Adjectives</li> <li>Phone expressions</li> </ul>	<ul style="list-style-type: none"> <li>Interrupt and restart phone conversations</li> <li>Use <i>just</i> to soften things you say</li> </ul>	<ul style="list-style-type: none"> <li>Linking</li> </ul>
<b>Unit 11</b> <b>Appearances</b> pages 107–116	<ul style="list-style-type: none"> <li>Describe people's appearances</li> <li>Identify people</li> </ul>	<ul style="list-style-type: none"> <li>Questions and answers to describe people</li> <li><i>have got</i></li> <li>Phrases with verb + <i>-ing</i> and prepositions to identify people</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives and expressions to describe people's appearances</li> </ul>	<ul style="list-style-type: none"> <li>Show you're trying to remember a word or name</li> <li>Use <i>You mean . . .</i> or <i>Do you mean . . . ?</i> to help someone remember something</li> </ul>	<ul style="list-style-type: none"> <li>Checking information</li> </ul>
<b>Unit 12</b> <b>Looking ahead</b> pages 117–126	<ul style="list-style-type: none"> <li>Talk about the future</li> <li>Talk about plans and organizing events</li> <li>Discuss different jobs</li> </ul>	<ul style="list-style-type: none"> <li>Future with <i>will, may, and might</i></li> <li>Present continuous and <i>going to</i> for the future</li> <li>Clauses with <i>if, when, after, and before</i> and the simple present to refer to the future</li> </ul>	<ul style="list-style-type: none"> <li>Work, study, and life plans</li> <li>Occupations</li> </ul>	<ul style="list-style-type: none"> <li>Make offers and promises with <i>I'll</i> and <i>I won't</i></li> <li>Agree to something with <i>All right</i> and <i>OK</i></li> </ul>	<ul style="list-style-type: none"> <li>Reduction of <i>will</i></li> </ul>

**Touchstone checkpoint Units 10–12 pages 127–128**

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>It's good to travel.</i></p> <ul style="list-style-type: none"> <li>Predict what people are going to say about traveling, and then listen for the exact words</li> </ul> <p><i>Recommendations</i></p> <ul style="list-style-type: none"> <li>Match advice about staying at three unusual hotels with pictures; then listen to a radio show to check your answers</li> </ul>	<p><i>Somewhere different . . .</i></p> <ul style="list-style-type: none"> <li>An article about three unusual hotels</li> </ul>	<ul style="list-style-type: none"> <li>Write a postcard about staying at one of the hotels in the lesson</li> <li>Format and expressions for writing a postcard</li> </ul>	<p><i>Travel items</i></p> <ul style="list-style-type: none"> <li>When you write down a new noun, write notes about it</li> </ul>	<p><i>Travel smart!</i></p> <ul style="list-style-type: none"> <li>Role play: Choose a role and give your partner travel advice according to the pictures</li> </ul>
<p><i>Could I ask a favor?</i></p> <ul style="list-style-type: none"> <li>Listen to four conversations between roommates, complete their requests, and then check if each person agrees</li> </ul> <p><i>Evening routines</i></p> <ul style="list-style-type: none"> <li>Listen to someone describe his evening routine, and number pictures in order</li> </ul>	<p><i>At home – How typical are you?</i></p> <ul style="list-style-type: none"> <li>An article about home habits of typical Americans</li> </ul>	<ul style="list-style-type: none"> <li>Write a short article about the evening routines of the people in your group</li> <li>Order events using sequencing words</li> </ul>	<p><i>The ABCs of home</i></p> <ul style="list-style-type: none"> <li>Write down a word for something in your home for each letter of the alphabet</li> </ul>	<p><i>All about home</i></p> <ul style="list-style-type: none"> <li>Group work: Discuss questions about your homes, and find out what you have in common</li> </ul>
<p><i>Funny stories</i></p> <ul style="list-style-type: none"> <li>Listen to four anecdotes, and match each with a response</li> </ul> <p><i>Happy endings</i></p> <ul style="list-style-type: none"> <li>Listen to two anecdotes, and answer questions about the details</li> </ul>	<p><i>Around town</i> by Nelson Hunter</p> <ul style="list-style-type: none"> <li>A newspaper column featuring letters from readers</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to the newspaper column telling about something good that happened to you recently</li> <li>Link ideas with <i>when</i> and <i>while</i></li> </ul>	<p><i>From head to toe</i></p> <ul style="list-style-type: none"> <li>Draw and label pictures to remember new vocabulary</li> </ul>	<p><i>What was happening?</i></p> <ul style="list-style-type: none"> <li>Pair work: Look at a picture for one minute, and see how much detail you can remember about what was happening</li> </ul>

## Touchstone checkpoint Units 7–9 pages 95–96

<p><i>Sorry about that!</i></p> <ul style="list-style-type: none"> <li>Listen to three phone conversations to infer the reason for each call and for each interruption</li> </ul> <p><i>Text messaging</i></p> <ul style="list-style-type: none"> <li>Listen to a teenager talk about text messaging, and check the opinions she agrees with</li> </ul>	<p><i>C U L8R</i></p> <ul style="list-style-type: none"> <li>An article about text messaging</li> </ul>	<ul style="list-style-type: none"> <li>Write a short article on the advantages and disadvantages of a means of communication</li> <li>Structure of an article comparing advantages and disadvantages</li> </ul>	<p><i>Phone talk</i></p> <ul style="list-style-type: none"> <li>Learn new expressions by making note of the situations when you can use them</li> </ul>	<p><i>Which is better?</i></p> <ul style="list-style-type: none"> <li>Pair work: Compare pairs of items, and discuss which is better and why</li> </ul>
<p><i>Celebrities</i></p> <ul style="list-style-type: none"> <li>Listen to descriptions of celebrities, and match them with their photos</li> </ul> <p><i>Next year's fashions</i></p> <ul style="list-style-type: none"> <li>Listen to a fashion editor answer questions about next year's styles, and fill in a chart</li> </ul>	<p><i>Hairstyles through the decades . . .</i></p> <ul style="list-style-type: none"> <li>An article about hairstyles from the '50s through the '90s</li> </ul>	<ul style="list-style-type: none"> <li>Write a fashion article describing the current "look"</li> <li>Expressions to describe new trends</li> </ul>	<p><i>What do they look like?</i></p> <ul style="list-style-type: none"> <li>Use new vocabulary in true sentences about yourself or people you know</li> </ul>	<p><i>What's different?</i></p> <ul style="list-style-type: none"> <li>Pair work: Ask and answer questions to determine what's different about people in two pictures, and guess where they went</li> </ul>
<p><i>Promises, promises</i></p> <ul style="list-style-type: none"> <li>Listen to two people organizing a class reunion, and identify what each of them says they'll do</li> </ul> <p><i>I can't wait!</i></p> <ul style="list-style-type: none"> <li>Listen to two people discussing predictions, and identify which person says each is a good idea and why</li> </ul>	<p><i>What will life be like in the future?</i></p> <ul style="list-style-type: none"> <li>An article with predictions about the future</li> </ul>	<ul style="list-style-type: none"> <li>Write an article about how one of the predictions will make our lives better or worse</li> <li>List ideas with <i>First</i>, <i>Second</i>, <i>Next</i>, and <i>Finally</i></li> </ul>	<p><i>Writers, actors, and artists</i></p> <ul style="list-style-type: none"> <li>Write new vocabulary in groups by endings, meanings, or topics</li> </ul>	<p><i>I might do that.</i></p> <ul style="list-style-type: none"> <li>Class activity: Interview classmates to find out about their future plans</li> </ul>

## Touchstone checkpoint Units 10–12 pages 127–128

## 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?

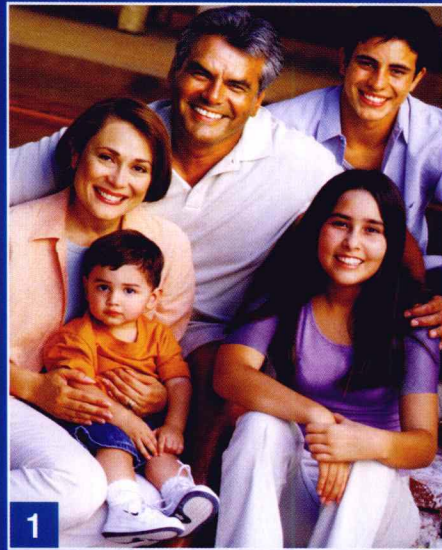
Yeah. It means “\_\_\_\_\_”.



# Making friends

*In Unit 1, you learn how to . . .*

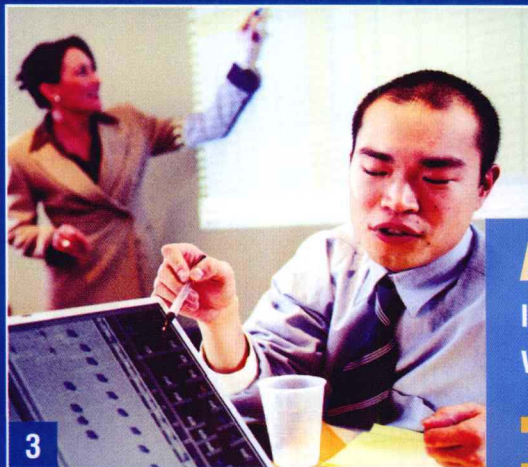
- use the simple present and present of *be* (review).
- give responses with *too* and *either*.
- talk about yourself, your family, and your favorite things.
- start a conversation with someone you don't know.
- use *actually* to give or "correct" information.



1



2



3



4

*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.

**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.

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.

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.

2. A \_\_\_\_\_?

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

3. A \_\_\_\_\_?

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

4. A \_\_\_\_\_?

B He works in a store.

5. A \_\_\_\_\_?

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

6. A \_\_\_\_\_?

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

7. A \_\_\_\_\_?

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


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?"

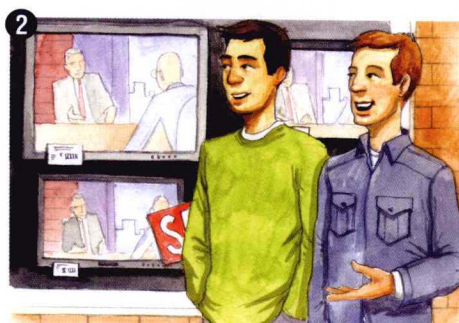
"Do you have a favorite boy's name?"

## 1 Building language

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



**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.



**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.



**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 <b>do too</b> . | 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.



**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.

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

