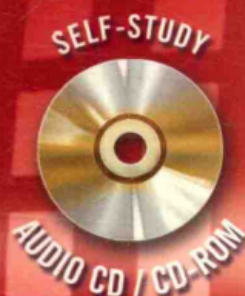


# TOUCHSTONE

# 剑桥标准英语教程

MICHAEL MCCARTHY  
JEANNE MCCARTEN  
HELEN SANDIFORD



# 1B

STUDENT'S BOOK  
学生用书



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

**Grammar** is presented in clear charts.

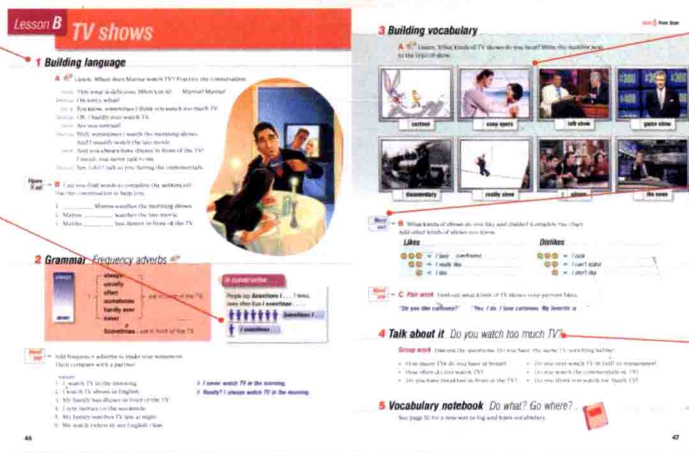
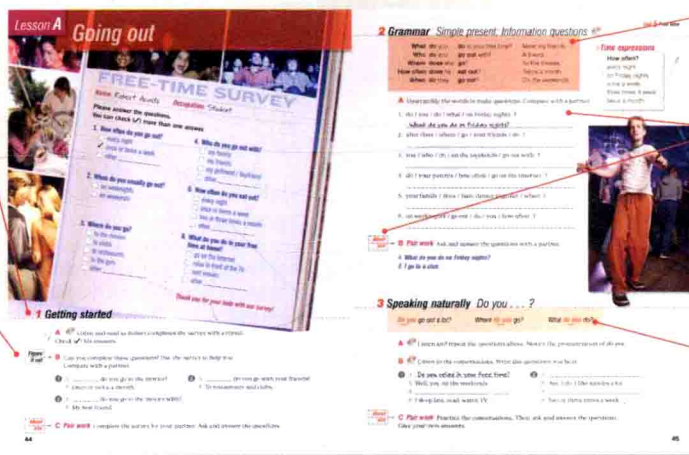
**Grammar exercises** give you practice with new structures and opportunities to exchange personal information with your classmates.

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

**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.

**Talk about it** encourages you to discuss interesting questions with your classmates.



**7 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.

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

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

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



## **Getting help**

*What's the word for "\_\_\_\_\_ " in English?*

*How do you spell "\_\_\_\_\_ "?*

*What does "\_\_\_\_\_ " mean?*

*I'm sorry. Can you repeat that, please?*

*Can you say that again, please?*

*Can you explain the activity again, please?*



## **Working with a partner**

*I'm ready. Are you ready?*

*No. Just a minute.*

*You go first.*

*OK. I'll go first.*

*What do you have for number 1?*

*I have . . .*

*Do you want to be A or B?*

*I'll be A. You can be B.*

*Let's do the activity again.*

*OK. Let's change roles.*

*That's it. We're finished.*

*What do we do next?*

*Can I read your paragraph?*

*Sure. Here you go.*



# Touchstone Level 1B Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
<b>Unit 7</b> <b>Out and about</b> pages 65–74	<ul style="list-style-type: none"> <li>Describe the weather</li> <li>Leave phone messages</li> <li>Talk about sports and exercise</li> <li>Say how your week is going</li> <li>Give exercise advice</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous statements, <i>yes-no</i> questions, short answers, and information questions</li> <li>Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Weather</li> <li>Sports and exercise with <i>play, do, and go</i></li> <li>Common responses to good and bad news</li> </ul>	<ul style="list-style-type: none"> <li>Ask follow-up questions to keep a conversation going</li> <li>React with expressions like <i>That's great!</i> and <i>That's too bad.</i></li> </ul>	<ul style="list-style-type: none"> <li>Stress and intonation in questions</li> </ul>
<b>Unit 8</b> <b>Shopping</b> pages 75–84	<ul style="list-style-type: none"> <li>Talk about clothes</li> <li>Ask for and give prices</li> <li>Shop for gifts</li> <li>Discuss shopping habits</li> </ul>	<ul style="list-style-type: none"> <li><i>Like to, want to, need to, and have to</i></li> <li>Questions with <i>How much . . . ?</i></li> <li><i>This, these; that, those</i></li> </ul>	<ul style="list-style-type: none"> <li>Clothing and accessories</li> <li>Jewelry</li> <li>Colors</li> <li>Shopping expressions</li> <li>Prices</li> <li>"Time to think" expressions</li> <li>"Conversation sounds"</li> </ul>	<ul style="list-style-type: none"> <li>Take time to think using <i>Uh, Um, Well, Let's see, and Let me think</i></li> <li>Use "sounds" like <i>Uh-huh</i> to show you are listening, and <i>Oh</i> to show your feelings</li> </ul>	<ul style="list-style-type: none"> <li><i>Want to</i> and <i>have to</i></li> </ul>
<b>Unit 9</b> <b>A wide world</b> pages 85–94	<ul style="list-style-type: none"> <li>Give sightseeing information</li> <li>Talk about countries you want to travel to</li> <li>Discuss international foods, places, and people</li> </ul>	<ul style="list-style-type: none"> <li><i>Can</i> and <i>can't</i></li> </ul>	<ul style="list-style-type: none"> <li>Sightseeing activities</li> <li>Countries</li> <li>Regions</li> <li>Languages</li> <li>Nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Explain words using a <i>kind of, kind of like, and like</i></li> <li>Use <i>like</i> to give examples</li> </ul>	<ul style="list-style-type: none"> <li><i>Can</i> and <i>can't</i></li> </ul>
<b>Touchstone checkpoint Units 7–9 pages 95–96</b>					

<b>Unit 10</b> <b>Busy lives</b> pages 97–106	<ul style="list-style-type: none"> <li>Ask for and give information about the recent past</li> <li>Describe the past week</li> <li>Talk about how you remember things</li> </ul>	<ul style="list-style-type: none"> <li>Simple past statements, <i>yes-no</i> questions, and short answers</li> </ul>	<ul style="list-style-type: none"> <li>Simple past irregular verbs</li> <li>Time expressions for the past</li> <li>Fixed expressions</li> </ul>	<ul style="list-style-type: none"> <li>Respond with expressions like <i>Good luck, You poor thing, etc.</i></li> <li>Use <i>You did?</i> to show that you are interested or surprised, or that you are listening</li> </ul>	<ul style="list-style-type: none"> <li>-ed endings</li> </ul>
<b>Unit 11</b> <b>Looking back</b> pages 107–116	<ul style="list-style-type: none"> <li>Describe experiences such as your first day of school or work</li> <li>Talk about a vacation</li> <li>Tell a funny story</li> </ul>	<ul style="list-style-type: none"> <li>Simple past of <i>be</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>Simple past information questions</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe feelings</li> <li>Expressions with <i>go</i> and <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>Show interest by answering a question and then asking a similar one</li> <li>Use <i>Anyway</i> to change the topic or end a conversation</li> </ul>	<ul style="list-style-type: none"> <li>Stress and intonation in questions and answers</li> </ul>
<b>Unit 12</b> <b>Fabulous food</b> pages 117–126	<ul style="list-style-type: none"> <li>Talk about food likes and dislikes and eating habits</li> <li>Make requests and offers</li> <li>Invite someone to a meal</li> <li>Make recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Countable and uncountable nouns</li> <li><i>How much . . . ?</i> and <i>How many . . . ?</i></li> <li><i>Would you like (to) . . . ?</i> and <i>I'd like (to) . . .</i></li> <li><i>Some</i> and <i>any</i></li> <li><i>A lot of, much, and many</i></li> </ul>	<ul style="list-style-type: none"> <li>Foods and food groups</li> <li>Expressions for eating habits</li> <li>Adjectives to describe restaurants</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>or something</i> and <i>or anything</i> to make a general statement</li> <li>End <i>yes-no</i> questions with <i>or . . . ?</i> to be less direct</li> </ul>	<ul style="list-style-type: none"> <li><i>Would you . . . ?</i></li> </ul>



Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>How's your week going?</i></p> <ul style="list-style-type: none"> <li>Listen to people talk about their week, and react appropriately</li> </ul> <p><i>Do you enjoy it?</i></p> <ul style="list-style-type: none"> <li>Listen to conversations and identify what type of exercise each person does and why he or she enjoys it</li> </ul>	<p><i>Don't wait – just walk!</i></p> <ul style="list-style-type: none"> <li>An article about the benefits of walking for exercise</li> </ul>	<ul style="list-style-type: none"> <li>Write a short article giving advice about exercise</li> <li>Use imperatives to give advice</li> </ul>	<p><i>Who's doing what?</i></p> <ul style="list-style-type: none"> <li>Write new words in true sentences</li> </ul>	<p><i>What's hot? What's not?</i></p> <ul style="list-style-type: none"> <li>Group work: Discuss questions about current "hot" topics</li> </ul>
<p><i>I'll take it.</i></p> <ul style="list-style-type: none"> <li>Listen to conversations in a store, and write the prices of items and which items people buy</li> </ul> <p><i>Favorite places to shop</i></p> <ul style="list-style-type: none"> <li>Listen to someone talk about shopping, and identify shopping preferences and habits</li> </ul>	<p><i>Shopping around the world</i></p> <ul style="list-style-type: none"> <li>An article about famous shopping spots around the world</li> </ul>	<ul style="list-style-type: none"> <li>Write a recommendation for a shopper's guide</li> <li>Link ideas with <i>because</i> to give reasons</li> </ul>	<p><i>Nice outfit!</i></p> <ul style="list-style-type: none"> <li>Label pictures with new vocabulary</li> </ul>	<p><i>How do you like to dress?</i></p> <ul style="list-style-type: none"> <li>Class activity: Survey classmates about the things they like to wear</li> </ul>
<p><i>National dishes</i></p> <ul style="list-style-type: none"> <li>Listen to a person talking about international foods, and identify the foods she likes</li> </ul> <p><i>What language is it from?</i></p> <ul style="list-style-type: none"> <li>Listen to a conversation, and identify the origin and meaning of words</li> </ul>	<p><i>The travel guide</i></p> <ul style="list-style-type: none"> <li>A page from a travel Web site with information, pictures, and travel advice</li> </ul>	<ul style="list-style-type: none"> <li>Write a paragraph for a Web page for tourists</li> <li>Use commas in lists</li> </ul>	<p><i>People and nations</i></p> <ul style="list-style-type: none"> <li>Group new vocabulary in two ways</li> </ul>	<p><i>Where in the world . . . ?</i></p> <ul style="list-style-type: none"> <li>Pair work: Name different countries or cities where you can do interesting things</li> </ul>

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

<p><i>What a week!</i></p> <ul style="list-style-type: none"> <li>Listen to people describe their week, and choose a response</li> </ul> <p><i>Don't forget!</i></p> <ul style="list-style-type: none"> <li>Listen for how people remember things, and identify the methods they use</li> </ul>	<p><i>Ashley's journal</i></p> <ul style="list-style-type: none"> <li>A week in Ashley's life from her personal journal</li> </ul>	<ul style="list-style-type: none"> <li>Write a personal journal</li> <li>Order events with <i>before, after, when, and then</i></li> </ul>	<p><i>Ways with verbs</i></p> <ul style="list-style-type: none"> <li>Write down information about new verbs</li> </ul>	<p><i>Yesterday . . .</i></p> <ul style="list-style-type: none"> <li>Pair work: Use the clues in a picture to "remember" what you did yesterday</li> </ul>
<p><i>Weekend fun</i></p> <ul style="list-style-type: none"> <li>Listen to a conversation about last weekend, and identify main topics and details</li> </ul> <p><i>Funny stories</i></p> <ul style="list-style-type: none"> <li>Listen to two stories, identify the details, and then predict the endings</li> </ul>	<p><i>Letters from our readers</i></p> <ul style="list-style-type: none"> <li>A letter telling a funny story about a reader's true experience</li> </ul>	<ul style="list-style-type: none"> <li>Complete a funny story</li> <li>Use punctuation to show direct quotations or speech</li> </ul>	<p><i>Past experiences</i></p> <ul style="list-style-type: none"> <li>Use a time chart to log new vocabulary</li> </ul>	<p><i>Guess where I went on vacation.</i></p> <ul style="list-style-type: none"> <li>Group work: Ask and answer questions to guess where each person went on vacation</li> </ul>
<p><i>Lunchtime</i></p> <ul style="list-style-type: none"> <li>Listen to people talking about lunch, and identify what they want; then react to statements</li> </ul> <p><i>Do you recommend it?</i></p> <ul style="list-style-type: none"> <li>Listen to someone tell a friend about a restaurant, and identify important details about it</li> </ul>	<p><i>Restaurant guide</i></p> <ul style="list-style-type: none"> <li>Restaurant descriptions and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Write a restaurant review</li> <li>Use adjectives to describe restaurants</li> </ul>	<p><i>I love to eat!</i></p> <ul style="list-style-type: none"> <li>Group vocabulary by things you like and don't like</li> </ul>	<p><i>Do you live to eat or eat to live?</i></p> <ul style="list-style-type: none"> <li>Class activity: Survey classmates to find out about their eating habits</li> </ul>

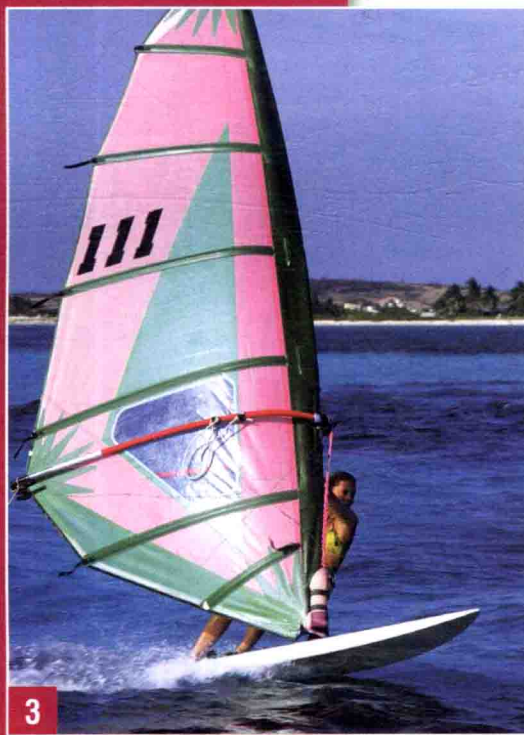
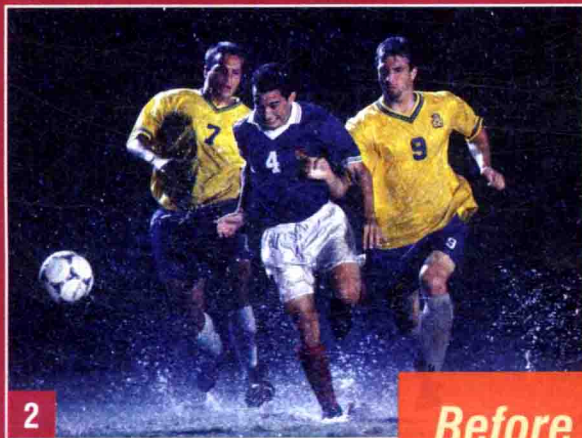
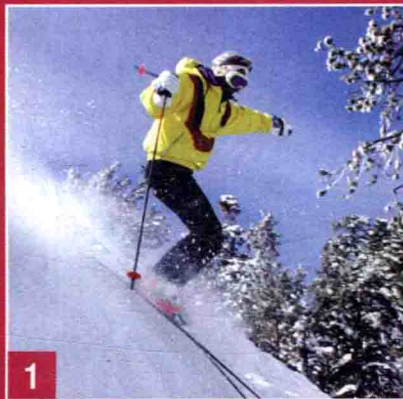
**Touchstone checkpoint Units 10–12    pages 127–128**

# Unit 7

## Out and about

*In Unit 7, you learn how to . . .*

- use the present continuous.
- talk about the weather and sports.
- ask follow-up questions to be friendly.
- use expressions like *That's great!* and *That's too bad!*



### *Before you begin . . .*

Which of the seasons below do you have?

What's the weather usually like in the . . .

- |                                  |                                  |  |
|----------------------------------|----------------------------------|--|
| <input type="checkbox"/> spring? | <input type="checkbox"/> fall?   | <input type="checkbox"/> rainy season? |
| <input type="checkbox"/> summer? | <input type="checkbox"/> winter? | <input type="checkbox"/> dry season?   |

It's hot and humid.  
 It's warm and sunny.  
 It's cool. It's often cloudy.  
 It's windy. It's cold.  
 It rains.  
 It snows.



# Away for the weekend

**San Francisco, Saturday, 3:00 p.m.:** Anita is working today. Right now she's listening to her messages.



**Saturday, 8:45 a.m.**

Hi, Anita. This is Yoko. I'm calling from Lake Tahoe. Lisa and I are skiing today. It's snowing here. It's so beautiful! What's the weather like in San Francisco? Give me a call. Bye.



**Saturday, 10:20 a.m.**

Hi, it's Bill. Listen, Marcos and I are at the beach in Santa Cruz. Come and join us! Don't worry – we're not swimming. It's too cold! See you.



**Saturday, 11:15 a.m.**

Hey, Anita. This is Nathan. I'm in San Jose with Katie and Rob. They're playing tennis, and I'm watching. It's nice and sunny here. I hope it's not raining there. Call me! Bye.

## 1 Getting started

**A** Listen to Anita's phone messages. What's the weather like in each place?

**Figure it out**

**B** Can you complete these sentences about Anita and her friends?

1. Yoko is \_\_\_\_\_ at Lake Tahoe.
2. Marcos and Bill are at the beach, but they're \_\_\_\_\_ swimming.
3. Katie is \_\_\_\_\_ tennis with Rob, and Nathan \_\_\_\_\_ watching.
4. Anita's in San Francisco. \_\_\_\_\_ raining there.





## 2 Grammar Present continuous statements

I'm	calling	from home.
You're	working	today.
She's	skiing	with a friend.
He's (not)	having	fun.
It's	raining	right now.
We're	swimming	in the ocean.
They're	playing	tennis.

The contractions **isn't** and **aren't** often follow nouns:

Marcos **isn't** working.

Marcos and Bill **aren't** swimming.

### Spelling

work → working

swim → swimming

have → having

### In conversation . . .

In the present continuous, people usually use **'s not** and **'re not** after pronouns. People don't usually say **we aren't, they aren't, he isn't**, etc.

**A** Complete Anita's other phone messages.

**1** **Saturday, 12:15 p.m.** Hi, Anita. It's Joe. I hope you 're not working (not work) today. I \_\_\_\_\_ (not do) anything, so let's get together. Give me a call. By the way, I \_\_\_\_\_ (call) on my cell phone. See you.

**3** **Saturday, 2:50 p.m.** Hey, Anita, it's me. Chris and I are at the baseball game. It \_\_\_\_\_ (rain) right now, so they \_\_\_\_\_ (stop) the game. So, we \_\_\_\_\_ (come) over to your place. See you in 15 minutes.

**2** **Saturday, 1:00 p.m.** Hi, Anita. This is Julia. I'm at the beach with Kim. We \_\_\_\_\_ (talk) about work and things, and we \_\_\_\_\_ (have) a good time. There's no wind today, so people \_\_\_\_\_ (not windsurf). Come and join us. Bye.

**B Pair work** Student A: "Call" your partner and leave a phone message.  
Student B: Call back and leave a message.

"Hi, \_\_\_\_\_. This is \_\_\_\_\_. I'm at \_\_\_\_\_'s house.  
It's raining and it's cold, so we're . . ."

## 3 Talk about it What's your "perfect" day?

**A** Imagine you are having a perfect day. Think of answers to the questions below.

- ▶ Where are you?
- ▶ What's the weather like?
- ▶ Who are you with?
- ▶ What are you doing?


**B Group work** Tell your classmates about your perfect day. Which day sounds like the most fun?

"I'm at the beach. It's a beautiful day! It's very hot. . . ."





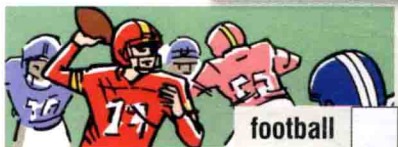
## 1 Building vocabulary

**A**  Listen to the sounds of these sports, and number the pictures. Then listen and practice.

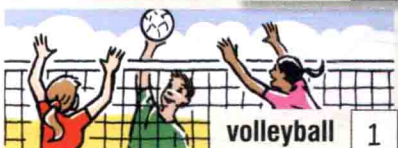
They're playing ...



basketball



football



volleyball

1

They're doing ...



aerobics

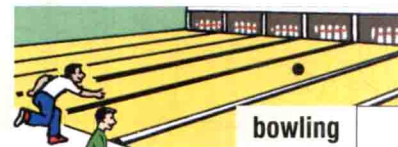


weight training



karate

They're ...



bowling



running



biking

Word  
sort


**B** What sports do you play? watch on TV? Complete the chart. Compare with a partner.

I ...	I don't ...	I watch ...
go bowling	play soccer	football

**Notice ...**

*I'm bowling right now.  
I go bowling every week.*

## 2 Building language

**A**  Listen. Is Carl studying hard this semester? What is he doing right now? Practice the conversation.

*Dad* Hi, Carl. It's me. How's it going?

*Carl* Oh, hi, Dad. Everything's great.

*Dad* So, are you studying for your exams?

*Carl* Oh, yeah. I'm working very hard this semester.

*Dad* Good. So what are you doing right now? Are you studying?

*Carl* Uh, Dad, right now I'm watching a baseball game.

*Dad* Baseball? ... Uh, who's playing?

*Carl* The Yankees and the Red Sox.

*Dad* Really? Uh, Carl, ... let's talk again in two hours.

*Carl* OK, Dad. Enjoy the game!

*Dad* You too. But please try and study for your exams!

Figure  
it out

**B** Complete this question. Then ask a partner.

What sports \_\_\_\_\_ you \_\_\_\_\_ this year?



### 3 Grammar Present continuous questions

What **are** you **doing** these days?

**Are** you **studying** a lot?

Yes, I **am**.

No, I'm **not**.

What **is** Carl **watching** on TV?

**Is** he **watching** the game?

Yes, he **is**.

No, he's **not**.

Who's **playing**?

**Are** the Yankees **playing**?

Yes, they **are**.

No, they're **not**.

**A** Complete the questions with the present continuous.

1. Are you getting (get) enough exercise these days?
2. What \_\_\_\_\_ you \_\_\_\_\_ (do) for exercise?
3. \_\_\_\_\_ you \_\_\_\_\_ (learn) a new sport?
4. How much \_\_\_\_\_ you \_\_\_\_\_ (walk)?
5. \_\_\_\_\_ you \_\_\_\_\_ (take) exercise classes this year?
6. \_\_\_\_\_ your best friend \_\_\_\_\_ (exercise) enough these days?
7. What kind of exercise \_\_\_\_\_ your best friend \_\_\_\_\_ (do)?
8. \_\_\_\_\_ your friends \_\_\_\_\_ (play) on sports teams this season?

#### Time expressions

right now  
today  
this morning  
this week  
this month  
this year  
this semester  
this season  
these days

About  
you

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

**A** *Are you getting enough exercise these days?*

**B** *Well, I'm playing tennis on the weekends.*

### 4 Speaking naturally Stress and intonation in questions

How often do you go to the **gym**?

Are you going a **lot** these days?

**A** Listen and repeat the questions above. Notice how the words **gym** and **lot** are stressed. Notice how the voice falls on **gym** and rises on **lot**.

**B** Now listen and repeat these pairs of questions.

What's your favorite **sport**? I mean, do you like **soccer**?

How's your favorite **team** doing? Are they doing **well** this season?

Who's your favorite **athlete**? I mean, do you **have** a favorite?

About  
you

**C Class activity** Ask your classmates the pairs of questions above. What are the most popular answers?

**A** *What's your favorite sport? I mean, do you like soccer?*

**B** *No, but I like tennis.*

### 5 Vocabulary notebook Who's doing what?

See page 74 for a new way to log and learn vocabulary.





# How's it going?

## 1 Conversation strategy Asking follow-up questions

**A** Can you add a question to this conversation?

A Hello. Are you here on vacation?

B Yes, I am. I'm here for a week.

A Really? \_\_\_\_\_?



Now listen. What's Kate doing this week?

Tina Hey, Ray, this is my friend Kate. She's visiting from Chicago.

Ray Oh, hi. Nice to meet you. So, uh . . . are you here on vacation?

Kate Yeah. I'm here for a week.

Ray That's great! Are you enjoying Laguna Beach?

Kate Yeah! I'm taking a scuba-diving course.

Ray That's cool. How's it going?

Kate Really well. And I'm having a great time.

Tina Oh, that's my cell phone. Excuse me.

Ray Sure.

**Notice** how Ray asks Kate questions. He keeps the conversation going. Find examples in the conversation.

"I'm here for a week."

"That's great! Are you enjoying Laguna Beach?"

**B** Complete the conversation with the follow-up questions. Then listen and check your answers. Practice with a partner. Can you think of more follow-up questions?

Kate So, how do you know Tina?

Ray Well, uh . . . we go to the same school.

Kate Really? \_\_\_\_\_

Ray No. I'm studying law. Actually, we play softball on the same team.

Kate Oh. \_\_\_\_\_

Ray Sure. We have ten women and six guys.

Kate That's cool. \_\_\_\_\_

Ray Every Saturday morning, when the weather's good.

**Do men and women play together?**

**How often do you play?**

**Are you studying business, like Tina?**



## 2 Strategy plus That's . . .

You can use expressions with **That's . . .** to react to news.

### In conversation . . .

The top expressions for good news are:

*That's **good** / **great** / **nice** / **interesting** / **cool** / **wonderful**.*

The top expressions for bad news are:

*Oh, that's **too bad** / **terrible**.*

*I'm here for a week.*

*That's great!*



Complete the responses using an expression with *That's . . .* Then practice with a partner.

- A I'm taking a karate class. We have a great teacher.  
B Oh, \_\_\_\_\_.
- A I'm training 8 hours a day, and I'm not sleeping.  
B Really? \_\_\_\_\_.
- A I'm playing on the college basketball team.  
B Hey, \_\_\_\_\_.
- A My friend Sarah is a professional athlete.  
B Yeah? \_\_\_\_\_.
- A Our team isn't playing well this season.  
B Oh, \_\_\_\_\_.
- A I'm reading a book about the history of the World Cup.  
B Really? \_\_\_\_\_.



## 3 Listening and speaking How's your week going?

**A** Listen. Six people tell you about their week. Respond to each person using an expression with *That's . . .*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

About you

**B Pair work** Student A: What are you doing these days? Tell your partner. Student B: Listen and respond with *That's . . .* Ask two follow-up questions. Then change roles.

A *I'm taking a swimming class.*

B *That's nice. Do you like your teacher?*

## 4 Free talk What's hot? What's not?

See **Free talk 7** at the back of the book for more speaking practice.





## 1 Reading

**A** Which of these statements are true for you? Tell the class.

	True	False		True	False
<i>I walk to school / to work every day.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I never walk in the rain.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I walk around my neighborhood a lot.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I use the stairs, not the elevator.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I think walking is boring.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>I go hiking on the weekend.</i>	<input type="checkbox"/>	<input type="checkbox"/>

**B** Read the article. Why does the author think walking is a good idea?



## DON'T WAIT - JUST WALK!

So you're not getting enough exercise? And you hate sports, and you can't stand the gym?

Well, if you're looking for a new exercise routine, try walking. Here are six reasons why walking is a great idea.

### 1 Walking is easy.

You just walk – left, right, left, right. See? It's easy.

### 2 Walking is cheap.

Don't spend money on expensive clothes and equipment. All you need is a pair of good shoes or sneakers.

### 3 Walking gives you time for yourself.

Listen to a CD or a book, think about life, relax.

### 4 Walking is good for you.

You feel good after a long walk. And now science is proving that walking outdoors is the best exercise.

### 5 Walking is fun.

Go with a friend. *Walk and talk!* What's going on in your neighborhood? Walk around and find out!

### 6 Walking is good in all kinds of weather.

So it's raining? Don't worry, take an umbrella. When it's sunny, use sunscreen. If it's hot, take some water with you. When it's cold, you always feel warm.

**C** Add these missing sentences to the paragraphs above.

✓ Walk and talk!

There are no special instructions, and there are no rules.

It's good for your mind and body.

And walking in the snow is great exercise!

And there's no gym membership fee.

Do something you enjoy.

**D** Read the article again. Do you agree that walking is good exercise? What are the three best reasons the author gives?