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CAMBRIDGE

SECOND EDI

TOUCHSTONE

STUDENT'S BOOK 2

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Touchstone Level 2 Contents and learning outcon

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	Learning outcomes	Language			
		Grammar	Vocabulary	Pronunciation	
Unit 1 Making friends pages 1–10	• Ask questions to get to know your classmates using the simple present • Talk about your favorite things • Use responses with *too* and *either* to show what you have in common • Start conversations with people you don't know • Use *actually* to give new or surprising information • Read an article about small talk • Write a *How-to* article using correct punctuation	• Review of simple present and present of *be* in questions and statements • Responses with *too* and *either* ***Extra practice***	• Review of types of TV shows, clothes, food, and weekend activities	***Speaking naturally*** • Stress and intonation in questions and answers ***Sounds right*** • Hard and soft consonants	
Unit 2 Interests pages 11–20	• Talk about your interests with *can*, *like*, *hate*, *prefer*, *be good at*, etc. • Discuss your taste in music using object pronouns and *everyone*, *nobody*, etc. • Say *no* in a friendly way • Use *really* / *not really* to make statements stronger / softer • Read an online forum about hobbies • Write online forum posts using linking expressions	• Verb forms after *can* / *can't*, *love*, *like*, etc., and prepositions • Object pronouns • *Everybody*, *everyone*, *nobody*, and *no one* ***Extra practice***	• Interests and hobbies • Types of music	***Speaking naturally*** • Saying lists ***Sounds right*** • Matching vowel sounds	
Unit 3 Health pages 21–30	• Talk about exercise and how to stay healthy using the simple present and present continuous • Discuss common health problems using *if* and *when* • Encourage people to say more • Use expressions like *Really?* and *Oh!* to show surprise • Read an article about staying healthy • Write questions and answers about health concerns	• Simple present and present continuous • Joining clauses with *if* and *when* ***Extra practice***	• Ways to stay healthy • Common health problems • Common remedies	***Speaking naturally*** • Contrasts ***Sounds right*** • Matching vowel sounds	
Checkpoint Units 1–3 pages 31–32					
Unit 4 Celebrations pages 33–42	• Talk about gift giving and birthdays using *be going to* and indirect objects • Talk about how you celebrate special days • Talk about plans using the present continuous or *be going to* • Use "vague" expressions like *and everything* • Give vague responses like *It depends* if you're not sure • Read an article about traditions around the world • Write an invitation to a special event	• Future with *be going to* • Indirect objects • Indirect object pronouns • Present continuous for the future ***Extra practice***	• Months of the year • Days of the month • Special days, celebrations, and holidays • Things people do to celebrate special days	***Speaking naturally*** • Reduction of *going to* ***Sounds right*** • Which sound in each group is different?	
Unit 5 Growing up pages 43–52	• Talk about growing up and your family background using the simple past • Talk about school subjects people studied using *most (of)*, *a few (of)*, etc. • Correct things you say with expressions like *Well*, *Actually*, and *No, wait* • Use *I mean* to correct a word or name • Read an interview about a man's teenage years • Write answers to interview questions	• *be born* • Review of simple past in questions and statements • General and specific use of determiners ***Extra practice***	• Time expressions for the past • Saying years • School subjects	***Speaking naturally*** • Reduction of *did you* ***Sounds right*** • Hard and soft consonant sounds	
Unit 6 Around town pages 53–62	• Ask about places with *Is there . . . ?* and *Are there . . . ?* • Say where places are with *next to*, *between*, etc. • Ask for and give directions • Offer and ask for help with *Can* and *Could* • Check information by repeating words or using expressions like *Excuse me?* • Ask "echo" questions like *It's where?* to check • Read an online guide to Istanbul • Write a walking-tour guide	• *Is there?* and *Are there?* • Pronouns *one* and *ones* • Offers and requests with *Can* and *Could* ***Extra practice***	• Places in town • Location expressions • Expressions for asking and giving directions	***Speaking naturally*** • Word stress in compound nouns ***Sounds right*** • Matching vowel sounds spelled with *a* and *o*	
Checkpoint Units 4–6 pages 63–64					

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Interaction	Skills					Se
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
• Start a conversation with someone you don't know • Use *actually* to give or to "correct" information	***What's the question?*** • Listen to answers and match them with questions ***This is a great party!*** • Listen to responses and match them to conversation starters; then listen for more information	***Improve your skills and "small talk" your way to success*** • A magazine article giving advice	***How to improve . . .*** • Write an article giving advice on how to improve something • Review of punctuation	***Sally's party!*** • Group work: Play a game to make small talk at a party	***Webs of words*** • Use word webs to organize new vocabulary
• Say *no* in a friendly way • Use *really* and *not really* to make statements stronger or softer	***Interesting hobbies*** • Match conversations about hobbies with photos; fill in a chart ***Favorite websites*** • Listen for details as two people talk about a website	• Read an online forum	***A message board*** • Write a question to post on a message board • Link ideas with *and*, *also*, *especially*, *or*, *but*, and *because*	***Common interests*** • Group work: Ask and answer questions about your own hobbies	***I really like to sing!*** • Link new words together in word "chains"
• Encourage people to say more to keep a conversation going • Show surprise	***Unhealthy habits*** • Predict what people will say about their habits; listen to check ***Coping with stress*** • Match conversations about relaxing with photos; listen for details	***Rethink your way to great health*** • Read an article about improving personal health	***That's great advice!*** • Write a question asking advice about a health problem, and write replies to your classmates' questions • Use commas after *if* and *when* clauses	***True or false?*** • Pair work: Ask questions to guess true and untrue information about habits	***Under the weather*** • Write down words you can use with a new word or expression
Checkpoint Units 1–3 pages 31–32					
• Use "vague" expressions like *and everything* • Give "vague" responses like *I don't know* and *Maybe* when you're not sure	***Celebrations around the world*** • Listen to people talk about two festivals, and answer questions ***Congratulations!*** • Listen for details in two conversations about invitations, and fill in the blanks	***Let's celebrate!*** • Read an article about traditions in different countries	***Congratulations!*** • Write an invitation to a special event, and add a personal note • Formal and informal ways to begin and end a note or letter	***A new celebration*** • Group work: Create a new special day or festival, and talk about it with other groups	***Calendars*** • Write new vocabulary about special days and celebrations on a calendar
• Correct things you say with expressions like *Well*, *Actually*, and *No, wait* • Use *I mean* to correct yourself when you say the wrong word or name	***I don't remember exactly . . .*** • Listen for corrections as people talk about childhood memories ***A long time ago*** • Listen for details as a man talks about his teenage years	***Teenage years*** • Read an interview with a man who talks about his teenage years	***An interview*** • Write interview questions to ask a classmate about when he or she was younger, and reply to a classmate's questions • Link ideas with *except (for)* and *apart from*	***In the past*** • Class activity: Ask your classmates questions about their childhood, and take notes	***I hated math!*** • Group new vocabulary in different ways
• Repeat key words to check information • Use "checking" expressions to check information • Use "echo" questions to check information	***Finding your way around*** • Match four sets of directions with the destinations by following the map ***Tourist information*** • Listen to conversations at a visitor center, and predict what each person says next to check the information	***3 days in Istanbul . . .*** • Read a travel website about Istanbul	***A walking-tour guide*** • Write a guide for a walking tour of your city or town • Expressions for giving directions	***Apartment hunting*** • Pair work: Ask and answer questions about two apartments, and choose one to live in	***Which way?*** • Draw and label a map to remember directions
Checkpoint Units 4–6 pages 63–64					

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	Learning outcomes	Language			
		Grammar	Vocabulary	Pr	
Unit 7 Going away pages 65–74	• Talk about getting ready for a trip using infinitives to give reasons • Give opinions using *It's* + adjective + *to* • Talk about things to take on a trip • Give advice and suggestions with *should*, *could*, etc. • Respond to suggestions • Use *I guess* when you're not sure • Read an article about unique hotels • Write an email about a trip	• Infinitives for reasons • *It's* + adjective + *to* . . . • Ways to give advice and make suggestions ***Extra practice***	• Things to do before a trip • Things to take on different kinds of trips	***Speaking naturally*** • Reduction of *to* ***Sounds right*** • Words with and without a silent *l*	
Unit 8 At home pages 75–84	• Talk about where you keep things at home • Say who owns things with *mine*, *yours*, etc. and *whose* • Talk about items in the home • Identify things using adjectives and *one* / *ones* • Use *Do you mind . . . ?* and *Would you mind . . . ?* to make polite requests • Agree to requests with expressions like *Go right ahead* • Read comments on a website about unusual habits • Write about your evening routine with expressions like *first* and *as soon as*	• *Whose . . . ?* and possessive pronouns • Order of adjectives • Pronouns *one* and *ones* • Location expressions after pronouns and nouns ***Extra practice***	• Places where you keep things in your home • Home furnishings for different rooms • Things you keep in your room	***Speaking naturally*** • Reduction of grammatical words ***Sounds right*** • Matching vowel sounds	
Unit 9 Things happen pages 85–94	• Tell anecdotes about things that went wrong using the past continuous and simple past • Talk about accidents (e.g., *I broke my arm.*) using the past continuous and *myself*, *yourself*, etc. • React to show interest with expressions like *Oh, no!* • Use *I bet* to show you're sure or that you understand • Read anecdotes in an article • Write an anecdote using *when* and *while*	• Past continuous statements • Past continuous questions • Reflexive pronouns ***Extra practice***	• Parts of the body • Injuries	***Speaking naturally*** • Fall-rise intonation ***Sounds right*** • Simple past verbs with *-ed* endings	
Checkpoint Units 7–9 pages 95–96					
Unit 10 Communication pages 97–106	• Compare ways of communicating using comparative adjectives and *more*, *less*, and *fewer* • Manage phone conversations • Interrupt and restart a phone conversation • Use *just* to soften what you say • Read an article about texting • Write an article giving pros and cons	• Comparative adjectives • *More*, *less*, *fewer* ***Extra practice***	• Ways of communicating • Adjectives • Phone expressions	***Speaking naturally*** • Linking ***Sounds right*** • The sounds /s/ or /z/	
Unit 11 Appearances pages 107–116	• Describe people's appearance using adjectives and *have* and *have got* • Identify people using verb + *-ing* and prepositions • Use expressions like *What do you call . . . ?* if you can't remember a word • Use expressions like *You mean . . . ?* to check or suggest words and names • Read an article about fashion • Write an article about fashion trends	• Describing people; *have got* • Phrases with verb + *-ing* and prepositions ***Extra practice***	• Adjectives and expressions to describe people's appearances	***Speaking naturally*** • Checking information ***Sounds right*** • Matching vowel sounds	
Unit 12 Looking ahead pages 117–126	• Make predictions and discuss future plans with *will*, *may*, and *might* • Talk about jobs • Discuss future plans using the simple present in *if* and time clauses • Make offers and promises with *will* • Agree to something using *All right* and *OK* • Read an article about the future • Write about an invention using *First*, *Second*, etc.	• Future with *will*, *may*, and *might* • Present tense verbs with future meaning ***Extra practice***	• Work, study, and life plans • Occupations	***Speaking naturally*** • Reduction of *will* ***Sounds right*** • Stressed and unstressed syllables	
Checkpoint Units 10–12 pages 127–128					

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Interaction	Skills				Se
Conversation strategies	Listening	Reading	Writing	Free talk	Vo notebook
• Respond to suggestions • Use *I guess* when you're not sure	***It's good to travel.*** • Predict what people are going to say about traveling, then listen for the exact words ***Recommendations*** • Match advice about staying at hotels with pictures, then listen to a radio show to check your answers	***Unique hotel experiences*** • Read an article about three unusual hotels	***Recommendations*** • Write an email about staying at one of the hotels in the lesson • Format and expressions for writing an email	***Travel smart!*** • Role play: Choose a role and give your partner travel advice according to the pictures	***Travel items*** • When you write down a new noun, write notes about it
• Ask politely for permission to do things with *Do you mind . . . ?* • Ask someone politely to do something with *Would you mind . . . ?* • Agree to requests	***Could you do me a favor?*** • Listen to conversations between roommates, complete their requests, and then check if each person agrees ***Evening routines*** • Listen to someone describe his evening routine, and number pictures in order	***Do you have an unusual home habit?*** • Read online comments about people's unusual home habits	***Evening routines*** • Write a short article about the evening routines of your partner • Order events using sequence words	***All about home*** • Pair work: Discuss questions about your homes, and find out ways you are alike and different	***The ABCs of home*** • Write down a word for something in your home for each letter of the alphabet
• React to and comment on a story • Respond with *I bet . . .*	***A funny story*** • Listen to an anecdote, and choose the best response ***Happy endings?*** • Listen to two anecdotes, and answer questions about the details	***Every cloud has a silver lining . . .*** • Read a magazine article featuring anecdotes from readers	***Anecdotes*** • Write an anecdote telling about a time something went wrong • Link ideas with *when* and *while*	***What was happening?*** • Pair work: Look at a picture, and see how much detail you can remember about what was happening	***From head to toe*** • Draw and label pictures to remember new vocabulary
Checkpoint Units 7–9 pages 95–96					
• Interrupt and restart phone conversations • Use *just* to soften things you say	***Sorry about that!*** • Listen to three phone conversations to infer the reason for each call and for each interruption ***It can be annoying . . .*** • Listen to a teenager talk about texting; check the opinions she agrees with	***Why all the interest in texting?*** • Read an online article about texting	***The pros and cons*** • Write a short article about the advantages and disadvantages of a means of communication • Structure of an article comparing pros and cons	***Which is better?*** • Pair work: Compare pairs of actions, and discuss which is better and why	***Phone talk*** • Learn new expressions by making note of the situations when you can use them
• Show you're trying to remember a word or name • Use *You mean . . .* or *Do you mean . . . ?* to help someone remember something	***Celebrities*** • Listen to descriptions of celebrities, and match them with their photos ***What's in style?*** • Listen to four people answer questions about current styles, and fill in a chart	***Fashion statements*** • Read a blog article about fashion trends	***Fashion trends*** • Write a fashion article describing the current "look" • Expressions to describe new and old trends	***What's different?*** • Pair work: Ask and answer questions to determine what's different about people in two pictures, and guess where they went	***What do they look like?*** • Use new vocabulary in true sentences about yourself or people you know
• Make offers and promises with *I'll* and *I won't* • Agree to something with *All right* and *OK*	***I'll do it!*** • Listen to two people planning a party, and identify what each of them says they'll do ***A good idea?*** • Listen to two people discussing predictions; identify who says each is a good idea and why	***What will life be like in the future?*** • Read an online article with predictions about the future	***A good idea?*** • Write a short article about how a future invention will make our lives better or worse • List ideas with *First*, *Second*, *Next*, and *Finally*	***I might do that.*** • Pair work: Interview a classmate to find out his or her future plans	***Writers, actors, and artists*** • Write new vocabulary in groups by endings or topics
Checkpoint Units 10–12 pages 127–128					

Useful language for . . .

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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.

Do you want to go first?
OK. I'll go first. / No, you go first.

This time we change roles.
OK. I'll start.

Are we done?
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 "_____."

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UNIT 1

Making friends

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

Lesson A
- Ask questions to get to know your classmates using the simple present

Lesson B
- Talk about your favorite things
- Use responses with *too* and *either* to show what you have in common

Lesson C
- Start conversations with people you don't know
- Use *actually* to give new or surprising information

Lesson D
- Read an article about small talk
- Write a *How-to* article using correct punctuation

Before you begin . . .

Where do people make friends? What questions can you ask a new friend about these topics?

- school or work
- free time
- home and family
- favorite things

Getting to know you

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How well do you know your new CLASSMATES?

YOUR NAME

1. What's your name? _____
2. What does your name mean? _____
3. Are you named after someone? _____
4. Do you like your name? _____
5. *Do you have a middle 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? _____
4. _____

HOME AND FAMILY

1. Where do you live? _____
2. Do you like your neighborhood? _____
3. Do you live alone or with your family? _____
4. Where are your parents from? _____
5. _____

FRIENDS

1. Do you often make friends online? _____
2. What's your best friend like? _____
3. What does your best friend do? _____
4. What do you and your friends do when you get together? _____
5. _____

1 Getting started

About you **A** **Pair work** **Write one more question in each section of the questionnaire. Then interview a partner and take notes.**

B **Pair work** **Tell a new partner five interesting things about your first partner.**

2 Speaking naturally Stress and intonation

*Do you have a **nick**name?* *Are you from a big **fam**ily?* *What do you do for **fun**?*

*Yes. People call me **Jim**my.* *Yes. I have four **sis**ters.* *I go to the **mov**ies.*

A 1.02 **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.**

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3 Grammar Present of *be* and simple present (review) 1.03

Extra practice

Present of *be*

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.

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.

Are you and your friends full-time students?
Yes, we **are**. We'**re** English majors.
No, we'**re not**. We'**re** part-time students.

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.

Simple present

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 _____?
   B No, I'm not. I have a brother and a sister.
2. A _____?
   B She works at a software company.
3. A _____?
   B No, I don't. I usually use my dad's car.
4. A _____?
   B Turquoise. And I like blue, too.
5. A _____?
   B Yeah, they are. My grandparents are from here, too.
6. A _____?
   B We usually go shopping or have lunch.
7. A _____?
   B No, she doesn't. She lives an hour away.
8. A _____?
   B My classmates? They're all smart.

About you **B** **Pair work** **Ask your questions. Give your own answers.**

Common errors

Use *do* or *does* in simple present questions.

*What **do** you study?*
*Where **does** your family live?*
(NOT ~~*What you study?*~~
~~*Where your family live?*~~)

4 Listening and speaking What's the question?

A 1.04 **Listen to Miranda's answers to these questions. Number the questions 1 to 6.**

- ☐ Do you have any pets?
- ☐ Do you ever go out on weeknights?
- ☐ What's your favorite band?
- ☐ What's your favorite season?
- ☐ How much time do you spend with your family?
- ☐ What do you usually do on the weekends?

B 1.04 **Listen again. What do you learn about Miranda? Take notes for each question.**

About you **C** **Pair work** **Ask and answer the questions above. Ask your partner follow-up questions to keep the conversations going.**

Things in common

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1 Building language

A 1.05 **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** **Complete the responses so the speakers agree. Use the conversations above to help you.**

1. A I'm a football fan.
   B Yes, I am _____.
2. A I love shopping.
   B Oh, I do _____.
3. A I don't like animals.
   B No, I don't _____.
4. A I can't have a pet.
   B I can't _____.

2 Grammar Responses with *too* and *either* 1.06

Extra practice p. 140

Present of *be*	Simple present	*can*
I**'m** allergic to cats.	I **watch** pro football.	I **can** shop for hours!
I **am too.**	I **do too.**	I **can too.**
I**'m not** an animal lover.	I **don't watch** much television.	I **can't** afford anything new.
I**'m not either.**	I **don't either.**	I **can't either.**

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

In conversation

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

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

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

1. I watch a lot of sports on TV. *I do too.*
2. I'm allergic to nuts.
3. I can't afford a new laptop.
4. I'm not a morning person.
5. I don't have a pet.
6. I can eat chocolate all day.

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

A I don't watch a lot of sports on TV.
B I don't either. **OR** *Really? I watch all the basketball games.*

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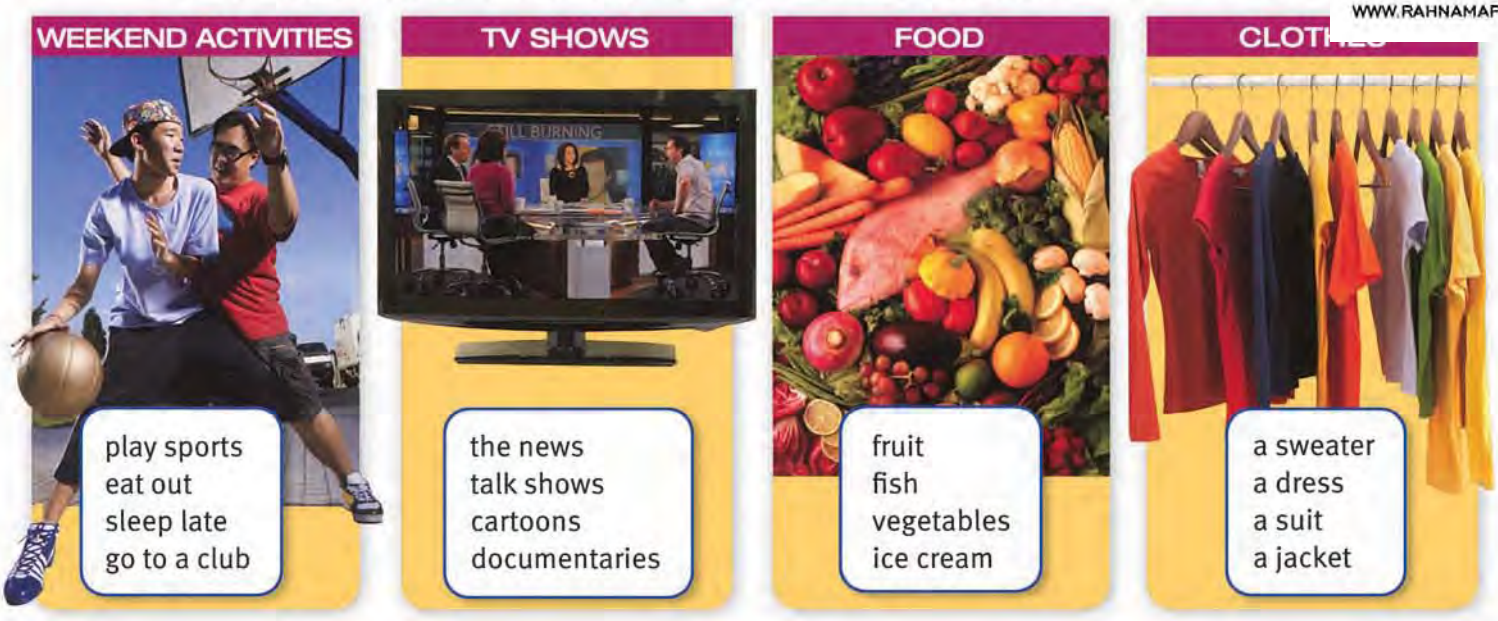
3 Building vocabulary

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



Word sort **B** **Pair work** Complete the chart with your favorite things. Compare with a partner. Then tell the class what you and your partner have in common.

weekend activities	TV shows	food	clothes
eat out			

A I eat out on the weekends.
B I do too. — *"We both eat out on the weekends."*

Vocabulary notebook p. 10

About you **C** **Class activity** Complete the sentences with your likes and dislikes. Then tell your classmates your sentences. Find someone with the same tastes.

My tastes	Classmate with same taste
1. I love _____. (type of food)	_____
2. I don't _____ very often. (weekend activity)	_____
3. I like to wear _____. (item of clothing)	_____
4. I'm not a big _____ fan. (sport)	_____
5. I like _____. (color)	_____
6. I can't stand _____. (type or name of TV show)	_____
7. I hate _____. (type of food)	_____

A I love pineapple.
B I do too. OR *Oh really? I don't like it so much.*

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Beginning

High Beginning

Low Intermediate

Intermediate

High Intermediate

Advanced

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

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