

CAMBRIDGE

SECOND EDITION

# TOUCHSTONE



with DVD

4

MICHAEL MCCARTHY

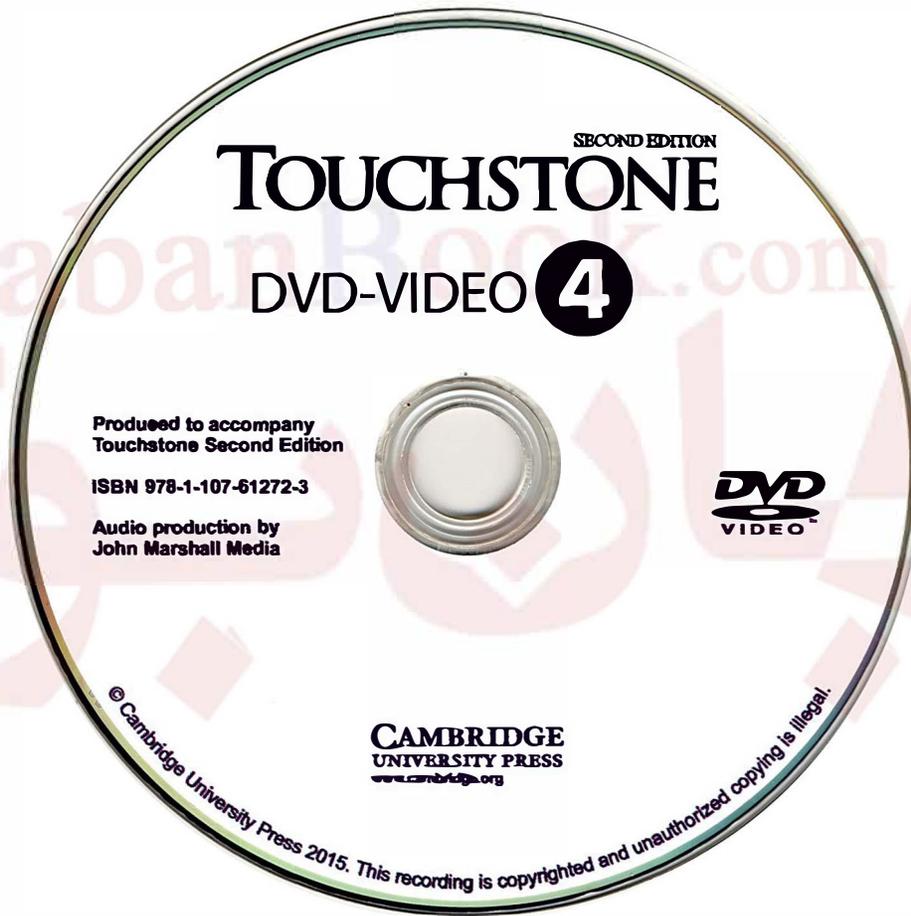
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VIDEO ACTIVITY BOOK



SECOND EDITION  
**TOUCHSTONE**

DVD-VIDEO **4**

Produced to accompany  
Touchstone Second Edition

ISBN 978-1-107-61272-3

Audio production by  
John Marshall Media



**CAMBRIDGE**  
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# TOUCHSTONE

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# 4

VIDEO ACTIVITY BOOK



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# Introduction: To the Student

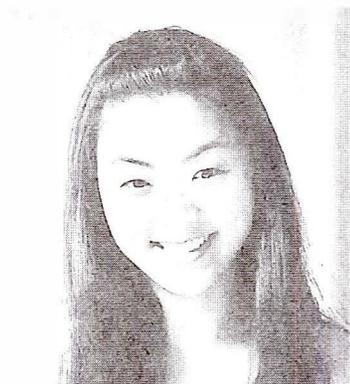
## Character descriptions

*Touchstone* Video is a fun-filled, compelling situational comedy featuring a group of young people who are friends. David Parker is a reporter. His roommate is Alex Santos, a personal trainer. David's friend Gio Ferrari is a student visiting from Italy. Liz Martin is a singer and Web designer. She lives with Yoko Suzuki, a chef. Kim Davis is David's co-worker. She works in an office.

Through the daily encounters and activities of these characters, you have the opportunity to see and hear the language of the Student's Book vividly come to life in circumstances both familiar and entertaining.



This is David Parker.  
He's a reporter.



This is Yoko Suzuki.  
She's a chef.



This is Alex Santos.  
He's a personal trainer.



This is Gio Ferrari.  
He's a student.  
He's from Italy.



This is Liz Martin.  
She's a Web designer  
and singer.



This is Kim Davis.  
She's David's co-worker.

## The Video

Welcome to the *Touchstone* Video. In this video you will get to know six people who are friends: David, Liz, Yoko, Alex, Kim, and Gio. You can read about them on page iv.

You will also hear them use the English that you are studying in the *Touchstone* Student's Books. Each of the four levels of the Video breaks down as follows:

Episode 1	Act 1	Student's Book units 1–3
	Act 2	
	Act 3	

Episode 2	Act 1	Student's Book units 4–6
	Act 2	
	Act 3	

Episode 3	Act 1	Student's Book units 7–9
	Act 2	
	Act 3	

Episode 4	Act 1	Student's Book units 10–12
	Act 2	
	Act 3	

## Explanation of the DVD Menu

To play one Episode of the Video:

- On the Main Menu, select *Episode Menu*.
- On the Episode Menu, select the appropriate *Play Episode*.

To play one Act of the Video:

- On the Main Menu, select *Episode Menu*.
- On the Episode Menu, select *Act Menu*.
- On the Act Menu, select the appropriate *Play Act*.

To play the Video with subtitles:

- On the Main Menu, Episode Menu, or Act Menu, select *Subtitles*.
- On the Subtitles Menu, select *Subtitles on*. The DVD will then automatically take you back to the menu you were on before.

To cancel the subtitles:

- On the Main Menu, Episode Menu, or Act Menu, select *Subtitles*.
- On the Subtitles Menu, select *Subtitles off*. The DVD will then automatically take you back to the menu you were on before.

## The Worksheets

For each Act there are *Before you watch*, *While you watch*, and *After you watch* worksheets.

For *While you watch* worksheets:

- Find **DVD**  on your worksheet.
- Input this number on the Video menu using your remote control. The DVD will then play only the segment of the Video you need to watch to complete the task.

We hope you enjoy the *Touchstone* Video!

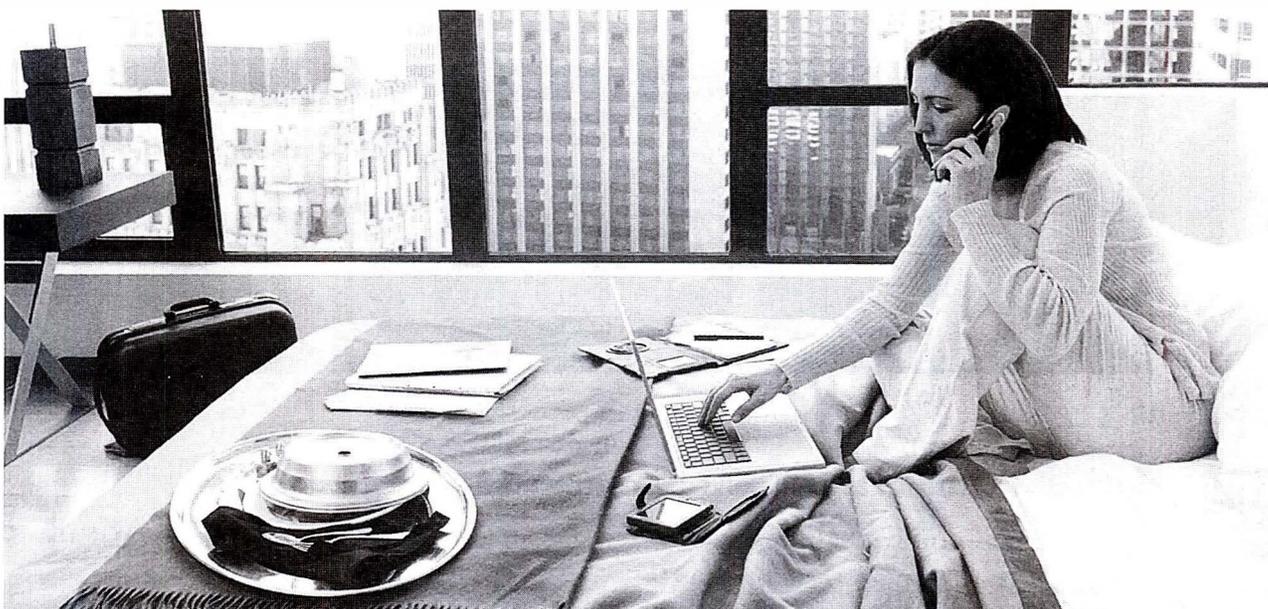
# Episode 1 A Guest from Out of Town

## Act 1

### Before you watch

**A** Deborah is on a business trip overseas and is calling home. Complete the paragraph with the words in the box.

exhausted	jet-lagged	suitcase	unpack
identical	✓ landed	taxi stand	



My flight (1) landed at about noon, but it took a long time to get out of the airport because I couldn't find my (2) taxi stand. It was hard to recognize because all the bags looked (3) identical. I'm going to put a colorful tag on it next time! Anyway, then I went to the (4) taxi stand and waited for a cab, and that took a long time, so by the time I got to the hotel I was (5) exhausted! I just (6) unpacked my clothes and then I went straight to sleep... at four in the afternoon! I was so (7) jet-lagged! But I feel fine today.

**B** Circle the correct verb form.

1. I hear you're a musician. What instrument (do you play) / are you playing?
2. I **just love** / **am just loving** sushi! It's my favorite food.
3. We **went** / **were going** to a wonderful party last weekend.
4. Can I help you? **Do you look** / **Are you looking** for someone?
5. Have you **seen** / **been seeing** *Three Nights in Paris* yet? It's great.
6. We've **waited** / **been waiting** for a long time, but we haven't gotten our tickets yet.
7. I **met** / **was meeting** my friend Brian while I **waited** / **was waiting** for the bus.
8. We're here for the weekend. **We stay** / **We're staying** at the Hotel Monaco.

# While you watch



DVD 1  
 VHS 00:05  
 -05:14

## A Number the scenes in the correct order.



a. \_\_\_\_\_



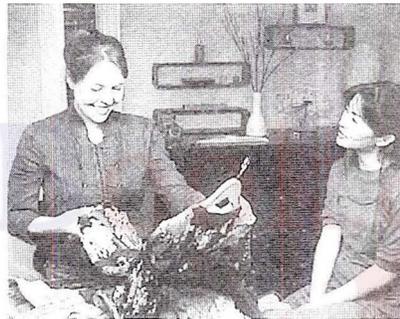
b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_



f. \_\_\_\_\_



DVD 2  
 VHS 00:05  
 -05:14

## B Check (✓) true or false. Then try to correct the false sentences.

1. Alex and Connie met in college.  True  False  
Alex and Connie grew up together.
2. Alex sent Connie an e-mail to get back in touch.  True  False  
 \_\_\_\_\_
3. Connie left on her trip more than twenty-four hours ago.  True  False  
 \_\_\_\_\_
4. Connie's flight arrived late.  True  False  
 \_\_\_\_\_
5. Connie met another passenger from her flight.  True  False  
 \_\_\_\_\_
6. Connie took someone's bag by accident.  True  False  
 \_\_\_\_\_
7. Connie wants to rest before they go out.  True  False  
 \_\_\_\_\_
8. Connie works as a writer.  True  False  
 \_\_\_\_\_
9. Connie goes to meetings all over the world.  True  False  
 \_\_\_\_\_
10. Yoko also likes fashion.  True  False  
 \_\_\_\_\_

## While you watch



DVD 3-4  
 VHS 00:35  
 -01:35  
 VHS 03:51  
 -04:52

### C Listen for these sentences. Circle the one you hear.

1. a. Where's she living now?  
 b. Where does she live now?
2. a. She's living in Singapore.  
 b. She's been living in Singapore.
3. a. I was traveling for the past twenty-two hours.  
 b. I've been traveling for the past twenty-two hours.
4. a. I heard a lot about you.  
 b. I've heard a lot about you.
5. a. What do you do for a living?  
 b. What are you doing for a living?
6. a. Right now, I work for a magazine in Singapore.  
 b. Right now, I'm working for a magazine in Singapore.
7. a. There was just one problem.  
 b. There's just one problem.
8. a. I haven't been on vacation in ages.  
 b. I haven't had a vacation in ages.



DVD 5  
 VHS 01:28  
 -02:22

### D What does Connie say exactly? Circle the correct words to complete the story. Notice how Connie uses the present tense to highlight key moments in her story.

Well, it's a funny story. I actually arrived early, but I had to wait for my suitcase. It took forever, but I finally got it . . . Then I (1) **go / went** to get a taxi. So (2) **I rush / I'm rushing** to the taxi stand when suddenly, someone (3) **grabbed / grabs** my arm. I'm so surprised, I scream . . . So I turn around, and it's (4) **this / a** guy from my flight! He doesn't speak English very well, but (5) **he smiles / he's smiling** and pointing at my bag and then at his bag. And (6) **I think / I'm thinking**, "What does he want?" And then I (7) **realize / realized** – I (8) **have / had** his suitcase!



DVD 6  
 VHS 03:58  
 -04:43

### E Watch the video. Complete the conversation with the correct *to* or *-ing* form of the verbs in the box.

be	become	get	make	try	write
----	--------	-----	------	-----	-------

*Connie* Right now, I'm working for a magazine in Singapore.

*Yoko* Really? That's so cool. Now, how did you end up (1) getting a job like that?

*Connie* Well, actually, I never intended (2) \_\_\_\_\_ an editor. When I was younger, I expected (3) \_\_\_\_\_ a designer. You see, I loved (4) \_\_\_\_\_ my own clothes. There was just one problem.

*Yoko* What was that?

*Connie* My designs were awful! Eventually, I gave up (5) \_\_\_\_\_ to design clothes and started (6) \_\_\_\_\_ about them instead. Now I get to travel to fashion shows all over the world.

## After you watch

**A** What can you remember? Write down some things you learned about Connie.

Connie and Alex grew up together.

\_\_\_\_\_

\_\_\_\_\_

**B** Complete the sentences with facts from your own life. Use verbs with *to* or *-ing*. Then compare your sentences with a partner. Ask follow-up questions to get more information.

1. I really enjoy \_\_\_\_\_.
2. When I was a kid, I hated (to) \_\_\_\_\_.
3. When I was a kid, I always refused to \_\_\_\_\_.
4. I started (to) \_\_\_\_\_ when I was a teenager.
5. I never expected to \_\_\_\_\_.
6. I'm considering \_\_\_\_\_.
7. I'd like to stop \_\_\_\_\_.
8. I've decided to \_\_\_\_\_.

*"I really enjoy listening to live music."*

*"When I was a kid, I hated to eat vegetables."*

**C** Work with a partner. Choose one of the pictures and make up a story about it. What do you think happened? Tell the story as if it happened to you. Add as many details as you can. Use the present tense to highlight "dramatic" moments in the story.



*"We were camping one summer. It was late one night. It was getting dark, and it looked like it was going to rain. There was a lot of thunder and lightning, so we were pretty nervous. Then, we hear this noise! . . ."*

# Episode 1 A Guest from Out of Town

## Act 2

### Before you watch

**A** Look at these statements about typical cultural behavior in the United States. Check (✓) the ones that are also true in your country. Then compare your answers with a partner. For statements that are not the same, why do you think things are different in your country?

<b>Greeting and socializing</b>	
<input type="checkbox"/> It's customary to shake hands when you meet someone for the first time.	1. <u>a</u>
<input type="checkbox"/> You can offend people by not calling before you visit them at home.	2. _____
<input type="checkbox"/> When you go into someone's home, you don't have to take off your shoes.	3. _____
<b>At work</b>	
<input type="checkbox"/> Being on time for appointments is very important.	4. _____
<input type="checkbox"/> You usually address co-workers and your boss by their first names.	5. _____
<input type="checkbox"/> It's not typical to exchange business cards unless you want to contact the person later.	6. _____
<b>In public</b>	
<input type="checkbox"/> You can offend people by making loud noises when you eat.	7. _____
<input type="checkbox"/> Using a cell phone in public is considered rude.	8. _____
<input type="checkbox"/> It's impolite to talk loudly in public.	9. _____

**B** Look at the structure of these sentences. Match each sentence in Exercise A to one of the structures – *a*, *b*, or *c*. If there is no matching structure, write Ø.

- a. *It's ... + to + verb*                      It's rude to cut in line.  
 b. *Verb + -ing as subject*                Cutting in line is considered rude.  
 c. *Verb + -ing after preposition*      You can offend people by cutting in line.

**C** Complete the sentences with the present passive form (*be + past participle*) of the verbs in the box.

✓ call    fill    hold    make    serve

- My favorite Brazilian dish is called \_\_\_\_\_ *feijoada*.
- An omelet \_\_\_\_\_ with eggs.
- Usually a hamburger \_\_\_\_\_ with fries.
- Empanadas* \_\_\_\_\_ with meat, fish, or fruit.
- The Pan American Games \_\_\_\_\_ every four years in a different city in North, South, or Central America.



**feijoada**



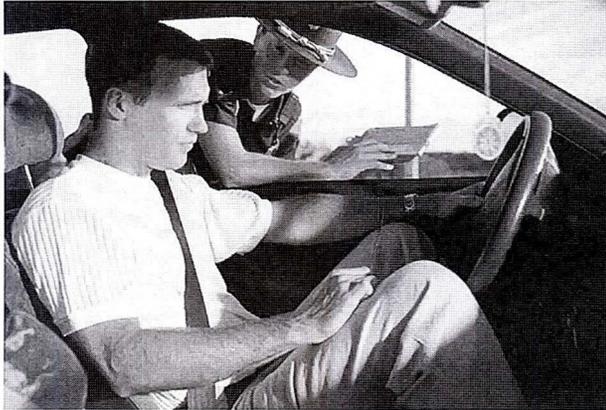
**empanadas**

# Episode 2 A Barbecue

## Act 3

### Before you watch

**A** Read the sentences. Write each of the underlined expressions in the chart.



1. Police work hard to catch criminals.
2. Shoplifting is against the law.
3. When you get a ticket, you have to pay a fine.
4. A police officer can pull you over if you're speeding.
5. If you get a lot of speeding tickets, you could lose your license.
6. It's illegal to jaywalk in this city, and they strictly enforce the law.
7. You could be sentenced to community service if you get too many tickets.

What police do	Crime	Punishment
catch criminals		

**B** Complete the sentences with the passive (form of *be* + past participle) of the verbs in the box.

allow    arrest    ✓ catch    change    sentence    stop

1. The criminal was caught \_\_\_\_\_ by police yesterday.
2. People shouldn't \_\_\_\_\_ to talk on their cell phones while driving.
3. People who shoplift should \_\_\_\_\_ to community service.
4. The legal age for driving should \_\_\_\_\_.
5. If he doesn't pay his speeding tickets, he could \_\_\_\_\_.
6. My brother \_\_\_\_\_ for speeding last week.

## After you watch

**A** What can you remember? Complete Gio's notes about the two jobs.

### **Company in Chicago**

One advantage: \_\_\_\_\_

One disadvantage: \_\_\_\_\_

### **East Cliff Bank**

One advantage: \_\_\_\_\_

One disadvantage: \_\_\_\_\_

**B** What would you do if you wanted to work at a particular company? Rank each of these suggestions from 1 (very useful) to 5 (not useful at all).

1. do research about the company and the work that it does \_\_\_\_\_
2. call the company regularly to ask if there are any positions available \_\_\_\_\_
3. send an e-mail to ask if there are any positions open \_\_\_\_\_
4. send a résumé by e-mail \_\_\_\_\_
5. write a letter or e-mail saying why you would like to work for the company \_\_\_\_\_
6. contact the president or the CEO of the company directly \_\_\_\_\_
7. develop a personal contact at the company \_\_\_\_\_
8. volunteer to work at the company for free (an internship) \_\_\_\_\_



**C** Give a friend advice about getting an interview at a particular company. Complete the sentences using the ideas in Exercise B and your own ideas.

1. The first thing you should do is \_\_\_\_\_
2. The advantage of that is \_\_\_\_\_
3. Another important thing is \_\_\_\_\_
4. The main reason to do that is \_\_\_\_\_
5. Something a friend of mine did was \_\_\_\_\_
6. What I would do is \_\_\_\_\_

**D** Work in small groups. Compare your answers to Exercises B and C above. Do you agree with the advice?

# Episode 4 Follow Your Dream

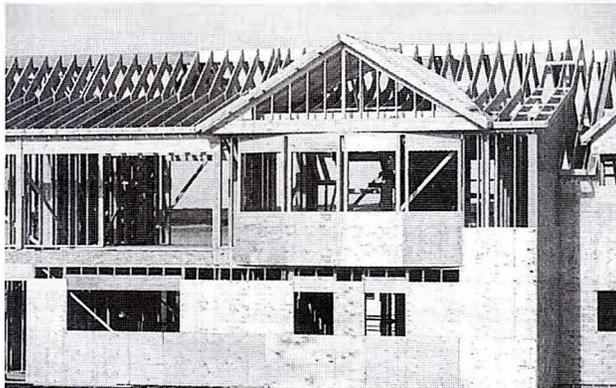
## Act 3

### Before you watch

**A** Match the words in the box with the definitions.

ban	gallery	mayor	quality of life
✓ construction	livable	pollution	restless

- the process of putting up new buildings and structures: construction
- unable to relax or stay in one place: \_\_\_\_\_
- something that makes air or water dirty: \_\_\_\_\_
- a room or building where art is shown: \_\_\_\_\_
- the leader of a town or city: \_\_\_\_\_
- the level of comfort and enjoyment of a group of people: \_\_\_\_\_
- to forbid something officially: \_\_\_\_\_
- enjoyable to live in: \_\_\_\_\_



**B** Use the words in parentheses to complete each sentence with the passive form of the present continuous or present perfect. (Pay attention to time words in the sentences.)

- A Four new apartment buildings have been built (build) in the past year.  
 B Oh, that's good. People need more places to live.
- A Hundreds of trees \_\_\_\_\_ (plant) around the city recently.  
 B Oh, I've noticed. They look beautiful!
- A The old City Hall \_\_\_\_\_ (tear down).  
 B Oh, that's too bad. It was a historic building.
- A Private cars \_\_\_\_\_ (ban) from the city center permanently.  
 B Really? Has it helped with traffic?
- A Several new office buildings \_\_\_\_\_ (put up) in the next year.  
 B Oh, do we really need more office buildings?
- A A new house \_\_\_\_\_ (build) next door to mine right now.  
 B That's nice.

## While you watch



**A** What topics are mentioned? Circle the correct topic in each pair.

DVD 58  
VHS 51:01  
-55:49



1. a. the mayor's plan  
b. the mayor's election
2. a. building parks  
b. planting trees
3. a. new construction  
b. new city jobs
4. a. crime  
b. pollution
5. a. writing a novel  
b. shooting a movie
6. a. finding money  
b. winning the lottery
7. a. opening a restaurant  
b. opening a gym
8. a. learning a language  
b. teaching art
9. a. running a company  
b. running a gallery
10. a. good friends  
b. a good job



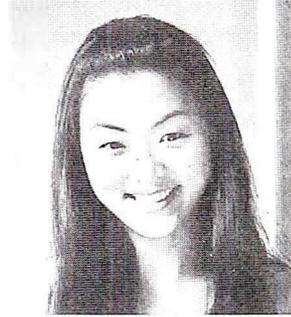
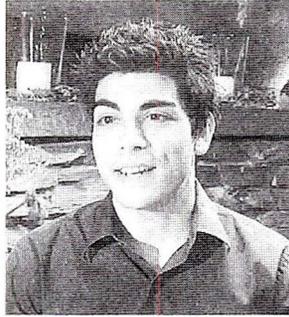
**B** Listen for these sentences. Match the two parts to complete them.

DVD 59  
VHS 51:36  
-52:47

1. What I heard is that \_\_\_\_
  2. Well, it'll be great to have more trees - especially because \_\_\_\_
  3. Even though all this new construction is good for the city, \_\_\_\_
  4. The reason I ask is, you know, \_\_\_\_
  5. Well, what I was going to say was \_\_\_\_
  6. So instead of driving everywhere, \_\_\_\_
- a. a lot of older buildings have been destroyed.
  - b. the noise and pollution are getting pretty bad.
  - c. they want to plant fifty thousand new trees over the next five years.
  - d. so many new buildings are being put up.
  - e. people would use public transportation or walk.
  - f. that part of the plan is to ban private cars from the city center on weekends.

## After you watch

**A** What can you remember? What is one thing each person says about what he or she will be doing in five or ten years?



1. David Maybe he'll have changed jobs again.
2. Gio \_\_\_\_\_
3. Yoko \_\_\_\_\_
4. Alex \_\_\_\_\_

**B** Think about a city or neighborhood you know well. Write three or four sentences about what is being done and what has been done to improve the city or neighborhood. Use the categories in the box to help you. Then compare answers.

apartment buildings	cars and traffic	public services
bike trails	houses	roads and transportation
buildings (old and new)	public areas	trees and parks

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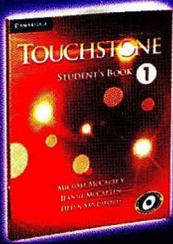
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*"About fifty new trees have been planted in my neighborhood, and a new park has been created. A bike trail is being built to cross the city."*

**C** Work in small groups. Discuss these questions.

1. What is something new you will be starting in the near future?
2. What is a project you'll be working on in the next six months?
3. What is something you will have finished in the next year?
4. What do you think you'll be doing in five years?
5. What is a dream you would like to have accomplished in ten or twenty years?



Beginning



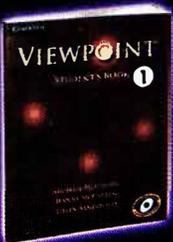
High Beginning



Low Intermediate



Intermediate



High Intermediate



Advanced

SECOND EDITION

# TOUCHSTONE



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

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

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Workbook –  
*print and online*

### For Teachers

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

Class Audio CDs  
Video DVD  
Video Resource Book  
Placement Test

## Touchstone Blended Learning



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

Find out more:  
[www.cambridge.org/touchstoneblended](http://www.cambridge.org/touchstoneblended)

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### CEFR

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

### CAMBRIDGE ENGLISH CORPUS

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.



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