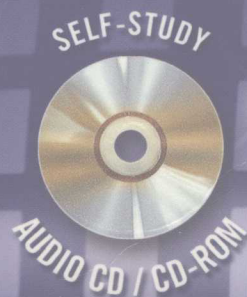


# TOUCHSTONE

# 剑桥标准英语教程

MICHAEL MCCARTHY  
JEANNE MCCARTEN  
HELEN SANDIFORD



# 4A

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 articles, surveys, interviews, conversations, and anecdotes.

**Figure it out** challenges you to notice how grammar works.

**Building vocabulary and grammar** combines new vocabulary and structures in one presentation, often to teach the grammar of a particular vocabulary set. In some units, vocabulary and grammar are presented separately.

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

**Grammar** is presented in clear charts.

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

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

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

**Speaking and listening** skills are often practiced together. You listen to a variety of conversations based on real-life language. Tasks include "listen and react" activities.

**Lesson A Party time**

**1 Grammar** *be supposed to; was / were going to*

**2 Grammar *be supposed to; was / were going to***

**3 Talk about it. Weekend fun**

**4 Grammar *be supposed to; was / were going to***

**Lesson B We've got to get going.**

**1 Building vocabulary and grammar**

**2 Grammar** *inseparable phrasal verbs*

**3 Speaking and listening. What are you like?**

**4 Vocabulary notebook** *Get this!*



- **Strategy plus** teaches important words and expressions for conversation management, such as using **so** to start or close a topic.
- **Speaking naturally** helps you understand and use natural pronunciation and intonation.

**Writing** tasks include stories, interview questions, letters, short articles, and proposals.

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

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



# Touchstone Level 4A Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
<b>Unit 1</b> <i>Interesting lives</i> pages 1–10	<ul style="list-style-type: none"> <li>Ask questions to find out about someone's interests and background</li> <li>Tell interesting stories about your own life</li> </ul>	<ul style="list-style-type: none"> <li>Review of simple and continuous forms of verbs</li> <li>Verbs followed by verb + <i>-ing</i> or <i>to</i> + verb</li> </ul>	<ul style="list-style-type: none"> <li>Verbs followed by verb + <i>-ing</i> or <i>to</i> + verb</li> </ul>	<ul style="list-style-type: none"> <li>Use the present tense to highlight key moments in a story</li> <li>Use <i>this</i> and <i>these</i> to highlight important people, things, and events in a story</li> </ul>	<ul style="list-style-type: none"> <li>Reductions of auxiliary verbs and the pronoun <i>you</i> in questions</li> </ul>
<b>Unit 2</b> <i>Personal tastes</i> pages 11–20	<ul style="list-style-type: none"> <li>Talk about makeovers, style, and fashion</li> <li>Talk about your tastes in clothes and music</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons with <i>as . . . as</i> and <i>not as . . . as</i></li> <li>Ask negative questions when you want or expect someone to agree with you</li> </ul>	<ul style="list-style-type: none"> <li>Colors, patterns, materials, and styles of clothing</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding by summarizing what people say</li> <li>Use <i>Now</i> to introduce a follow-up question on a different aspect of a topic</li> </ul>	<ul style="list-style-type: none"> <li>Linking words with the same consonant sound</li> </ul>
<b>Unit 3</b> <i>World cultures</i> pages 21–30	<ul style="list-style-type: none"> <li>Talk about aspects of your culture</li> <li>Talk about manners, customs, and culturally appropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>The simple present passive</li> <li>Verb + <i>-ing</i> as a subject and after prepositions</li> <li><i>to</i> + verb after <i>It's . . .</i></li> <li>Position of <i>not</i></li> </ul>	<ul style="list-style-type: none"> <li>Cultural items, icons, and events</li> <li>Manners, customs, and culturally appropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>Use expressions like <i>in fact</i> to sound more direct when you speak</li> <li>Use <i>of course</i> to give information that is not surprising, or to show you understand or agree</li> </ul>	<ul style="list-style-type: none"> <li>Silent syllables in which unstressed vowels are not pronounced</li> </ul>
Touchstone checkpoint Units 1–3 pages 31–32					

<b>Unit 4</b> <i>Socializing</i> pages 33–42	<ul style="list-style-type: none"> <li>Talk about things you are supposed to do, things you were supposed to do, and things that are supposed to happen</li> <li>Talk about going out and socializing</li> </ul>	<ul style="list-style-type: none"> <li><i>be supposed to</i>, <i>was / were supposed to</i>, and <i>was / were going to</i></li> <li>Inseparable phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Expressions with <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>Check your understanding by using questions in the form of statements</li> <li>Use <i>so</i> to start or close a topic, to check your understanding, to pause, or to let someone draw a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Intonation of sentences when you are sure vs. when you are checking</li> </ul>
<b>Unit 5</b> <i>Law and order</i> pages 43–52	<ul style="list-style-type: none"> <li>Talk about rules and regulations</li> <li>Talk about crime and punishment</li> </ul>	<ul style="list-style-type: none"> <li>The passive of modal verbs</li> <li><i>get</i> passive vs. <i>be</i> passive</li> <li><i>catch</i> + verb + <i>-ing</i></li> </ul>	<ul style="list-style-type: none"> <li>Rules and regulations</li> <li>Crimes and offenses, the people who commit them, and punishments</li> </ul>	<ul style="list-style-type: none"> <li>Organize your views with expressions like <i>First (of all)</i></li> <li>Show someone has a valid argument with expressions like <i>That's a good point</i></li> </ul>	<ul style="list-style-type: none"> <li>Saying conversational expressions</li> </ul>
<b>Unit 6</b> <i>Strange events</i> pages 53–62	<ul style="list-style-type: none"> <li>Talk about coincidences and strange events</li> <li>Talk about belief in superstitions</li> </ul>	<ul style="list-style-type: none"> <li>The past perfect</li> <li>Responses with <i>So</i> and <i>Neither</i></li> </ul>	<ul style="list-style-type: none"> <li>Strange events</li> <li>Superstitions from around the world</li> </ul>	<ul style="list-style-type: none"> <li>Repeat your ideas in another way to make your meaning clear</li> <li>Use <i>just</i> to make your meaning stronger or softer</li> </ul>	<ul style="list-style-type: none"> <li>Stressing new information</li> </ul>
Touchstone checkpoint Units 4–6 pages 63–64					

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>A lucky escape</i></p> <ul style="list-style-type: none"> <li>Listen for details in a story, and retell it with a partner; then role-play a conversation about it</li> </ul> <p><i>Facing a challenge</i></p> <ul style="list-style-type: none"> <li>Listen to a true story, and answer questions</li> </ul>	<p><i>My story: Pat Galloway</i></p> <ul style="list-style-type: none"> <li>A magazine article about a successful engineer and the story of how she chose her profession</li> </ul>	<ul style="list-style-type: none"> <li>Write a story about a time in your life when you faced a challenge</li> <li>Format for writing an anecdote or a story</li> </ul>	<p><i>Mottoes</i></p> <ul style="list-style-type: none"> <li>Write down the verb forms that can follow new verbs, and use them in sentences</li> </ul>	<p><i>An interview with . . .</i></p> <ul style="list-style-type: none"> <li>Pair work: Complete interesting questions to ask a classmate; then interview each other, and note your partner's answers</li> </ul>
<p><i>My music collection</i></p> <ul style="list-style-type: none"> <li>Listen for details in a conversation, and answer questions; then listen and choose the best responses</li> </ul> <p><i>What's your thing?</i></p> <ul style="list-style-type: none"> <li>Listen to four people talk about their tastes, and identify the topics they discuss; then listen and answer questions</li> </ul>	<p><i>A free spirit!</i></p> <ul style="list-style-type: none"> <li>An interview with a woman with very individual tastes</li> </ul>	<ul style="list-style-type: none"> <li>Write questions to interview a partner on his or her personal style; write answers to your partner's questions</li> <li>Punctuation review: comma, dash, and exclamation mark</li> </ul>	<p><i>Blue suede shoes</i></p> <ul style="list-style-type: none"> <li>Find and label pictures that illustrate new words</li> </ul>	<p><i>What's popular?</i></p> <ul style="list-style-type: none"> <li>Group work: Discuss questions about current popular tastes and how tastes have changed</li> </ul>
<p><i>Away from home</i></p> <ul style="list-style-type: none"> <li>Listen to a woman talk about being away from home, and answer questions as she would</li> </ul> <p><i>Favorite proverbs</i></p> <ul style="list-style-type: none"> <li>Listen to four people talk about proverbs, and number them; then match them with English equivalents, and listen to check</li> </ul>	<p><i>Counting Chickens</i></p> <ul style="list-style-type: none"> <li>A magazine article about the use and misuse of proverbs</li> </ul>	<ul style="list-style-type: none"> <li>Write an article about your favorite proverb and how it relates to your life</li> <li>Useful expressions for writing about proverbs or sayings</li> </ul>	<p><i>Travel etiquette</i></p> <ul style="list-style-type: none"> <li>Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet</li> </ul>	<p><i>Local customs</i></p> <ul style="list-style-type: none"> <li>Pair work: Prepare a presentation on local customs for visitors to your country, and then present it to the class</li> </ul>

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

<p><i>What are you like?</i></p> <ul style="list-style-type: none"> <li>Listen to people talk about plans, and summarize them; then listen and complete sentences as the man would</li> </ul> <p><i>Extrovert or introvert?</i></p> <ul style="list-style-type: none"> <li>Take a quiz; then listen to a man talk about his social style, and answer the quiz as he would</li> </ul>	<p><i>Socializing the introvert</i></p> <ul style="list-style-type: none"> <li>A magazine article about a book on introverts living in an extroverted society</li> </ul>	<ul style="list-style-type: none"> <li>Write an article about your own social style as an extrovert, an introvert, or a little of both</li> <li>Uses of as</li> </ul>	<p><i>Get this!</i></p> <ul style="list-style-type: none"> <li>Learn new expressions by writing example sentences that use them in context</li> </ul>	<p><i>Pass on the message.</i></p> <ul style="list-style-type: none"> <li>Class activity: Play a game where you pass a message to a classmate through another classmate, and then listen to see if your message is delivered correctly</li> </ul>
<p><i>We got robbed!</i></p> <ul style="list-style-type: none"> <li>Listen to a conversation, and answer questions; then listen and choose true sentences</li> </ul> <p><i>Different points of view</i></p> <ul style="list-style-type: none"> <li>Listen to a debate, and answer questions; then listen and respond to different points of view</li> </ul>	<p><i>Cam phones, go home!</i></p> <ul style="list-style-type: none"> <li>A magazine article about the cam-phone craze</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to the editor of a magazine, responding to the article on cam phones</li> <li>Give reasons with <i>because</i>, <i>since</i>, and <i>as</i></li> </ul>	<p><i>It's a crime!</i></p> <ul style="list-style-type: none"> <li>Write down new words in word charts that group related ideas together by topic</li> </ul>	<p><i>Lawmakers</i></p> <ul style="list-style-type: none"> <li>Pair work: Choose a topic and debate the pros and cons of three possible new laws; then join another pair with the same topic, and compare arguments</li> </ul>
<p><i>It's a small world!</i></p> <ul style="list-style-type: none"> <li>Listen to a woman tell a story, and answer questions</li> </ul> <p><i>Lucky or not?</i></p> <ul style="list-style-type: none"> <li>Listen to four people talk about superstitions, and determine if the things they are about are lucky or unlucky; then listen and write down each superstition</li> </ul>	<p><i>Separated at birth . . .</i></p> <ul style="list-style-type: none"> <li>A magazine article about the true story of twins who found each other after growing up in different adoptive families</li> </ul>	<ul style="list-style-type: none"> <li>Write a true story from your own family history</li> <li>Prepositional time clauses</li> </ul>	<p><i>Keep your fingers crossed.</i></p> <ul style="list-style-type: none"> <li>Use word webs to group new sayings or superstitions by topic</li> </ul>	<p><i>Can you believe it?</i></p> <ul style="list-style-type: none"> <li>Pair work: Take turns telling each other true stories about unusual beliefs and strange events in your life</li> </ul>

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



## Working in groups

*We're ready now, aren't we?*

*Are we ready? Let's get started.*

*Haven't I interviewed you already?*

*I've already interviewed you, haven't I?*

*Where are we?*

*We're on number \_\_\_\_\_.*

*We haven't quite finished yet.*

*Neither have we.*

*We still need more time – just a few more minutes.*

*So do we.*

*One interesting thing we found out was that \_\_\_\_\_.*

*\_\_\_\_\_ told us that \_\_\_\_\_.*



## Checking with the teacher

*Would it be OK if I missed our class tomorrow?  
I have to \_\_\_\_\_.*

*I'm sorry I missed the last class. What  
do I need to do to catch up?*

*When are we supposed to hand in our homework?*

*Excuse me. My homework needs to be checked.*

*I'm sorry. I haven't finished my homework.  
I was going to do it last night, but \_\_\_\_\_.*

*Will we be reviewing this before the next test?*

*"\_\_\_\_\_" means "\_\_\_\_\_", doesn't it?  
It's a regular verb, isn't it?*

*I'm not sure I understand what we're supposed to do.  
Could you explain the activity again, please?*

*Could I please be excused? I'll be right back.*





# Interesting lives

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

- use simple and continuous forms of verbs (review).
- use verbs that are followed by verb + *-ing* or *to* + verb.
- tell an interesting story about your life.
- use the present tense to highlight key moments in a story.
- use *this* and *these* to highlight important people, things, and events.

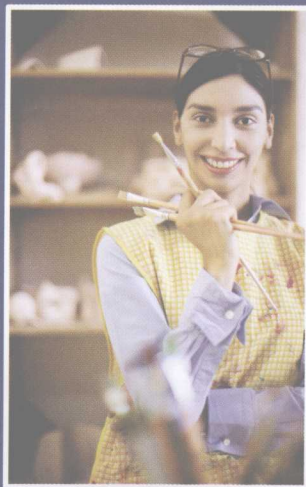


*Before you begin . . .*

Do you know any interesting people?  
Why do you think they are interesting?  
What interesting things do they do?



## English Department Newsletter



You should really get to know **Melida Cortez**, a graduate student in our English Department. Also a talented artist, she spends her free time painting, and she started a sculpture class last month. She hopes one day to have an exhibition of her work.

### Student of the month – Melida Cortez

**How long have you been living here?**

I've been living in Mexico City for five years. I came here to go to school originally. It's a great place to live.

**Have you ever lived in another country?**

No, I haven't. But my brother has. He's been living in Bogotá, in Colombia, for almost a year now. I'm going to visit him later this year.

**What kind of music are you listening to currently?**

Well, of course I love Latin music. I'm listening to a lot of Latin jazz right now. I like to listen to music when I paint.

**What's your favorite way of spending an evening? What do you do?**

I like to go out with my friends – we go and eat someplace, and then go dancing all night!

**When did you last buy yourself a treat?**

Last week, actually. I was at a friend's art studio, and I fell in love with one of her paintings. So I bought it.

**What did you do for your last birthday?**

I went home and had a big party with my family.

**What's the nicest thing anyone has ever done for you?**

Actually, about six months ago, I was complaining to my dad that I didn't know how to drive, so he paid for some driving lessons. I was thrilled.

**Who or what is the greatest love of your life?**

Oh, chocolate! I can't get through the day without some.

**What were you doing at this time yesterday?**

I was sitting on a bus. We were stuck in traffic for an hour!

## 1 Getting started

**A** Read the interview with Melida. Do you have anything in common with her? Tell the class.

Figure it out

**B** Can you choose the correct form of each question? Circle **a** or **b**. Use the interview above to help you. Then ask and answer the questions with a partner.

- |  |   |
|--|---|
| 1. a. What book do you read currently?           | b. What book are you reading currently?           |
| 2. a. When did you last see a really good movie? | b. When were you last seeing a really good movie? |
| 3. a. Have you ever stayed up all night?         | b. Have you ever been staying up all night?       |

## 2 Grammar Simple and continuous verbs (review)

**Simple verbs: for completed actions or permanent situations**

What kind of music **do** you **listen** to?  
I **love** Latin music. I **listen** to it a lot.

**Have** you ever **lived** in another country?  
No, I've never **lived** anywhere else.

What **did** you **do** for your last birthday?  
I **went** home and **had** a big party.

**Continuous verbs: for ongoing actions or temporary situations**

What kind of music **are** you **listening** to currently?  
I'm **listening** to a lot of Latin jazz right now.

How long **have** you **been living** here?  
I've **been living** here for five years.

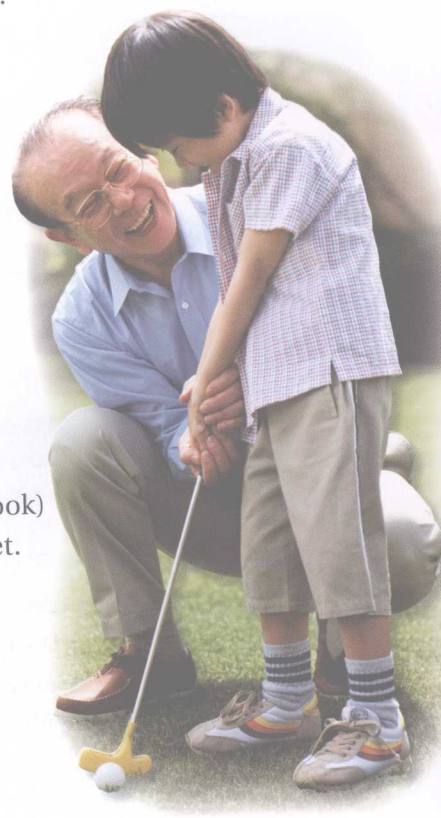
What **were** you **doing** at this time yesterday?  
I **was sitting** on a bus.

**A** Complete the questions and answers. Use the simple or continuous form of the verb in the present, past, or present perfect. Then practice with a partner.

- A Who do you admire (admire) the most?  
B I \_\_\_\_\_ (admire) my grandfather. He \_\_\_\_\_  
(teach) me a lot when I \_\_\_\_\_ (grow up).
- A \_\_\_\_\_ you ever \_\_\_\_\_ (meet) anyone famous?  
B No, but last year, I \_\_\_\_\_ (see) a TV star on the  
street. We \_\_\_\_\_ both \_\_\_\_\_ (wait) in line for ice cream.
- A When \_\_\_\_\_ you last \_\_\_\_\_ (get) a good workout?  
B Yesterday. In fact, I \_\_\_\_\_ (lift) weights when  
you \_\_\_\_\_ (call) me last night.
- A What \_\_\_\_\_ you \_\_\_\_\_ (do) for a living?  
B Actually, I \_\_\_\_\_ (not work) right now. I \_\_\_\_\_ (look)  
for a job for six months, but I \_\_\_\_\_ (not find) anything yet.
- A What \_\_\_\_\_ you \_\_\_\_\_ (do) for fun lately?  
B Not much. I \_\_\_\_\_ (work) really hard for the past year.  
In fact, I \_\_\_\_\_ (not take) a vacation in over a year now.

About  
you

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



## 3 Speaking naturally Reductions in questions

How long **have you** been learning English?  
What **do you** like to do in your English class?

Why **are you** learning English?  
What **did you** do in your last class?

**A** Listen and repeat the questions. Notice the reductions of the auxiliary verbs and the pronoun *you*. Then ask and answer the questions with a partner.


About  
you

**B Pair work** Take turns asking the questions in the interview on page 2. Pay attention to your pronunciation of the auxiliary verbs and the pronoun *you*.



# Lesson B *It's a long story!*

## 1 Building vocabulary and grammar

**A**  Listen to Dan's story. Answer the questions.

- Where did Dan live before he moved to Seoul?
- Why did he want to go to South Korea?
- How did he get his job there?
- What did his new company offer him?

### Living abroad: Dan's story

Dan Anderson was born in the U.S.A. He's now living in South Korea. We asked him, "How did you **end up** living in Seoul?"

Dan: Well, it's a long story! Before I came here, I **spent** three years working for a small company in Tokyo while I **finished** doing my master's in business. To be honest, I wasn't **planning on** leaving or anything. But one day, I **happened** to be in the office, and one of the salesmen was reading the newspaper.

He knew I was **considering** going to South Korea someday – you see, my mother's Korean, and I've always been interested in the culture and everything – and anyway, he leaned over and said, "Dan, this **seems** to be the perfect job for you. Check this out."

I looked at the ad, and I **remember** thinking, "Should I **bother** to apply?" But I **decided** to go for it even though I didn't **expect** to get it, and to make a long story short, I got the job!

The company **offered** to transfer me to Seoul, and they **agreed** to pay for my Korean lessons. I **started** working here two months later. And the rest is history.

I mean, I **miss** living in Japan, but you can't have it both ways, I guess. Actually, I can't **imagine** living anywhere else now!



**Word  
sort**

**B** Can you sort the verbs in bold above into the correct categories? Which verbs are followed by verb + *-ing*? Which are followed by *to* + verb?

#### Verbs followed by verb + *-ing*

end up (living)

spend (3 years working)

#### Verbs followed by *to* + verb

happen (to be)

## 2 Grammar Verb complements: verb + -ing or to + verb

**Verb + verb + -ing:** *consider finish imagine*  
*miss mind spend (time)*

He **finished reading** his newspaper.  
I **spent** three years **working** in Tokyo.

**Verb + particle/preposition + verb + -ing:**  
*end up keep on think about plan on*

How did you **end up living** here?  
I wasn't **planning on leaving** Japan.

**Verb + to + verb:** *agree decide happen offer*  
*seem intend expect*

They **agreed to pay** for Korean lessons.  
I didn't **expect to get** the job.

**Verb + -ing or to + verb with a different meaning:**  
*remember stop try*

I **stopped talking** to him.  
I **stopped to talk** to him.

**Verb + -ing or to + verb with the same meaning:**  
*begin bother continue start like love hate*

Should I **bother applying**?  
Should I **bother to apply**?

Complete the conversations with the correct forms of the verbs given.  
Then practice with a partner.

1. A How did you end up studying (study) here?  
B My friend recommended this school, so I decided \_\_\_\_\_ (sign up) for this class. How about you?  
A Well, I wasn't planning on \_\_\_\_\_ (learn) English, but my company offered \_\_\_\_\_ (pay) for my classes. I agreed \_\_\_\_\_ (come), and here I am! I want to keep on \_\_\_\_\_ (take) classes if I can.
2. A How did you get your current job?  
B It's a long story! I started \_\_\_\_\_ (work) there as an assistant, and I spent months just \_\_\_\_\_ (file) papers. I didn't mind \_\_\_\_\_ (do) that for a while, but then I happened \_\_\_\_\_ (hear) about a new sales position. I never intended \_\_\_\_\_ (be) a sales rep, but now I can't imagine \_\_\_\_\_ (do) anything else.

### In conversation . . .

*Begin, bother, continue, like, love, and hate* are followed more often by **to + verb**. **Start** is followed more often by **verb + -ing**.

## 3 Talk about it How did you end up doing that?

**Group work** Has anyone in your group done these things? Find out the whole story. Ask the follow-up questions below, and add more questions of your own.

Who . . .

- ▶ has taken an interesting class?
- ▶ used to have an unusual job?
- ▶ has met a celebrity?
- ▶ has taken an exotic trip?
- ▶ used to have a bad habit?
- ▶ has done something scary?

Then ask:

- What made you decide to do that?
- How did you end up working there?
- Were you expecting to meet him or her?
- Are you planning on going again?
- What made you stop doing that?
- Would you ever consider doing that again?

## 4 Vocabulary notebook *Mottoes*

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





# We're both getting scared. . . .

## 1 Conversation strategy Highlighting key moments in a story

**A** Juan is telling his friend Kim a story. Underline the verbs in his sentences below. What tenses does he use?

*Juan* We were on this trail, and it was getting dark. Then Bryan says, "Where are we?"



Now listen to Juan and Bryan tell Kim the whole story. What happened to them?



*Juan* Remember that time we were hiking in Utah?

*Bryan* When we got lost? That was funny.

*Kim* Why? What happened?

*Juan* We were on this trail, and it was getting dark. Then Bryan says, "Where are we?"

*Bryan* Yeah, we couldn't see a thing, and we walked off the trail. It was that bad.

*Juan* Yeah, there were all these trees around us, and we were so lost. And we're thinking, "Oh, no." And we're both getting kind of scared. We just wanted to get out of there.

*Kim* I bet.

*Juan* And Bryan says, "Should we jog a little?" And I go, "Yeah. I was thinking the same thing. Let's go."

*Bryan* So we started jogging, . . .

*Juan* And we said to each other, "We've got to stick together, in case anything happens."

**Notice** how Juan changes to the present tense at key moments in his story. It makes them more "dramatic." Find examples in the conversation.

*"We're both getting kind of scared."*

**B** Read more of their conversation. Change the underlined verbs to the simple present or present continuous to make the story more dramatic. Then listen and check your answers.

*Bryan* Yeah. And all of a sudden, we heard this noise.

*Juan* And I looked over at Bryan, and I saw his face was white, and he was starting to run fast.

*Bryan* Well, yeah. I mean, it was a weird noise.

*Juan* So, I was thinking, "Wait a minute. What happened to our plan to stick together?" So I started to run with him.

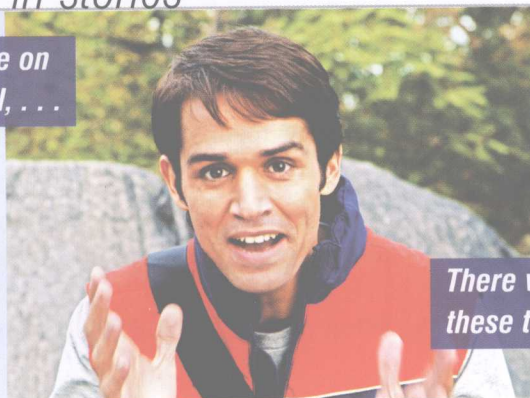
*Bryan* Yeah, we were running through the trees, scared to death. It was hilarious! It was just like in a movie.



## 2 Strategy plus *this and these in stories*

When you tell stories, you can use **this** and **these** to highlight important people, things, and events.

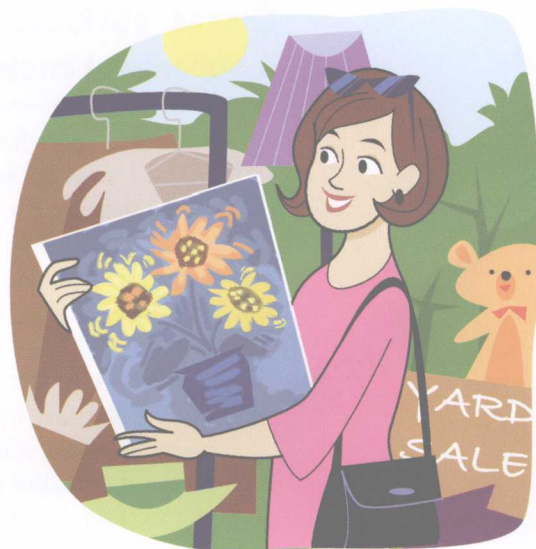
We were on  
**this** trail, . . .



There were all  
**these** trees . . .

**A Pair work** Replace *a*, *an*, and *some* with *this* or *these* in the stories below. Then take turns telling the stories.

1. "I have **an** aunt who's really into old paintings – she's always buying them at junk shops and yard sales. And in every room in her house, she has **some** old pictures on all the walls. Well, one time she goes to **a** yard sale, sees **a** picture, and buys it for practically nothing. And guess what? It turned out to be worth thousands!"
2. "I have **a** friend who's always getting into funny situations. One time she was invited to **a** party, and she got totally lost. Anyway, she sees **a** house with **some** cars parked in front of it, and she thought it was the right place. So she knocks on the door, and **a** nice guy lets her in. She had dinner there and everything before she realized it was the wrong party!"




About  
you

**B Pair work** Tell one of the stories above from memory, or tell an interesting story of your own. Remember to use *this* or *these* to highlight important people, things, and events.

## 3 Listening and speaking *A lucky escape*

**A** You're going to hear Aaron tell a story about a skiing accident. He was skiing with some friends when one of them fell down the mountain. Circle four questions you want to ask Aaron.

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. Where were you skiing?        | 5. Did you get help? How?             |
| 2. How far did your friend fall? | 6. Did he have to go to the hospital? |
| 3. What did you do when he fell? | 7. When did this happen?              |
| 4. How badly was he hurt?        | 8. Is he OK now?                      |

**B**  Listen. Write answers to the questions you chose. Then share answers with a partner. Can you remember the story together? Consult other classmates if necessary.

**C Pair work** Role-play a conversation about the accident. Take turns telling the story and asking the questions.



## 1 Reading

**A** Think of someone you know who has become very successful. In what way is this person successful? Did he or she face any challenges along the way? Tell the class.

**B** Read the article. What profession did Pat Galloway choose? What did she like about it?

## My story: Pat Galloway

### “Bad idea. You’ll flunk out.”

A successful engineer tells her story.



**W**hen I was in high school in Kentucky in 1974, I was into the arts. I was a dancer, in the drama club, on the debate team. I was an artist. I had no chemistry, no physics, and no calculus at all. But one day at a required high school lecture, a civil-engineering professor from the University of Kentucky arrived to speak, showing all these renderings of buildings. I was fascinated with the fact that I might be able to draw and get paid for it. And according to him, I could improve the quality of life for people and be a problem solver. Well, I became so excited, I went home and told my mother, a teacher, that I wanted to be a civil engineer. My mother had a motto that I have followed to this day: “If you really want to do something, you put your mind to it. Don’t ever let anyone tell you it can’t be done.” So when I told her, she said, “Great.”

Then reality hit when I went back to my guidance counselor the next day and told him that instead of

being a lawyer or an interior decorator, I now wanted to be an engineer. He

looked at me and said, “Bad idea. You haven’t scored on your aptitude test to be an engineer. You’re not inclined to be an engineer. You’re not made up to be an engineer.” Then I went to my math teacher, and she said the same thing, “Bad idea. You’ll flunk out.”

I went to my grandmother, and her reaction was, “Isn’t that a man’s job?” And that’s what really solidified it. I had two people tell me I wasn’t intelligent enough, which I couldn’t understand because I was a straight-A student, and now I had someone else tell me that it was a man’s job. So I was bound and determined to prove everyone wrong. And I did. In 1978, I graduated from Purdue University in three years with a B+ average and a degree in civil engineering.

— as told to Deirdre van Dyk

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**C** What do these words and expressions from the article mean? Choose **a** or **b**. How did you guess the meaning? Tell a partner.

- |                               |                                  |                            |
|-------------------------------|----------------------------------|----------------------------|
| 1. you’ll flunk out           | a. you’ll fail and leave college | b. you’ll graduate         |
| 2. renderings                 | a. photographs                   | b. drawings                |
| 3. according to him           | a. he said                       | b. I said                  |
| 4. a motto                    | a. a promise                     | b. a rule to live by       |
| 5. put your mind to it        | a. forget about it               | b. try hard to do it       |
| 6. you’re not inclined to be  | a. you’re not the type to be     | b. you’re not afraid to be |
| 7. solidified it              | a. convinced me                  | b. worried me              |
| 8. I was bound and determined | a. I was very angry              | b. I was very focused      |