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TOUCHSTONE

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD

SELF-STUDY



AUDIO CD / CD-ROM

2B

STUDENT'S BOOK
学生用书



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

剑桥标准英语教程 2B 学生用书

《剑桥标准英语教程》是一套具有突破性和革新意义的专业英语教程，为美式英语的教授与学习提供了前所未有的全新方法。本系列教程以庞大的剑桥国际语料库*为基石，根据英语的实际应用构建了一套教学大纲。此套教程引入了独特的“会话管理”策略，更加注重词汇教授及词汇学习的策略，并提出了“以学习者为中心、个性化互动教学”的全新教学理念。

主要特色

- 在自然语境中教授语法
- 新颖有趣的词汇学习方法
- 实用高效的会话管理策略
- 引导性学习任务
- 最真实自然的口语用法
- 个性化的说写练习
- 在互动活动中强化语音
- 行之有效的听力策略
- 由阅读自然引出实际写作任务
- 清晰明确的学习目标
- 完善的自我评估系统
- 独特的自学听力练习

本系列教程分为四个级别，覆盖英语初级到中高级水平内容。课程设置前后关联呼应，教学方式简单明晰，可帮助英语学习者提高语言交流能力及英语听说读写综合技能。2级学生用书为具有一定基础的初学者设计，着重教授语法、词汇以及日常交流中的会话策略。

本系列教程各级别均包括学生用书（附自学Audio CD/CD-ROM光盘）、练习册、教师用书、Video活动用书、配套课堂听力光盘和Video DVD光盘等，并配有网站支持。此外，学生用书和练习册分为两个版本——全一册和A、B分册，能够满足广大师生的不同使用需求。详情请登录：<http://www.cambridge.org/elt/touchstone/>。

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Michael McCarthy 英国诺丁汉大学应用语言学荣休教授，致力于英语口语分析研究，对剑桥国际语料库的开发做出了巨大贡献。目前任美国宾夕法尼亚大学和爱尔兰利默里克大学应用语言学兼职教授。McCarthy教授是当代英语教学界的大师，在词汇教学、教材设计、字典编纂以及口语研究等领域都颇有建树。他的多部外语教学专著颇受教师青睐，其中包括*Spoken Language and Applied Linguistics*，以及他与人合著的*Vocabulary in Use*系列。

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Welcome to Touchstone!

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本系列教程利用计算机软件对该语料库进行分析，总结出英语的实际用法。我们以该语料库为标准，确保学生在每一课都能学到纯正、地道的英语。该语料库帮助我们遴选重点语法、词汇以及成功进行英语交流所必需的会话策略。

本系列教程会使你的英语学习妙趣横生。它为你提供与同学互动的多种机会。你们可以交换个人信息、进行班级问卷调查、角色扮演部分场景、做游戏，还可以讨论个人感兴趣的话题。使用本系列教程能让你逐步树立理解地道英语、在日常交流中清楚而有效地表达自我的信心。

希望大家能够喜欢本系列教程，并祝愿大家的英语课堂充满乐趣！

Michael McCarthy
Jeanne McCarten
Helen Sandiford

Unit features

Getting started presents new grammar in natural contexts such as surveys, interviews, conversations, and phone messages.

Figure it out challenges you to notice how grammar works.

Building vocabulary uses pictures to introduce new words and expressions.

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

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

Lesson A Leisure time

College News

Meet our new reporter for the College News...

1 **Getting started**

2 **Grammar Verb forms**

Lesson B Music

3 **Building language**

4 **Grammar Object pronouns, everybody, nobody**

5 **Vocabulary notebook**

Grammar is presented in clear charts.

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

Survey encourages you to ask your classmates interesting questions.

Building language builds on the grammar presented in Lesson A.

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

Conversation strategy helps you “manage” conversations better. In this lesson, you learn how to say **no** in a friendly way. The strategies are based on examples from the corpus.

Lesson C I really like making things.

1 Conversation strategy Saying no in a friendly way

A. What can you do to tell someone you don't want to do something?

1. Do you have any hobbies?
2. How often do you do them?
3. How often do you go to the gym?
4. How often do you go to the cinema?
5. How often do you go to the park?
6. How often do you go to the museum?
7. How often do you go to the library?
8. How often do you go to the zoo?
9. How often do you go to the aquarium?
10. How often do you go to the botanical garden?

B. How do you say no to someone who asks you to do something you don't want to do?

1. I'm sorry, but I can't.
2. I'm afraid I can't.
3. I'm not interested in that.
4. I don't have time for that.
5. I don't like that.
6. I don't want to.
7. I don't have the equipment.
8. I don't have the skills.
9. I don't have the money.
10. I don't have the space.

C. Plan a party. Ask each other questions. Offer to do something.

1. Do you have a party?
2. How often do you have a party?
3. How many people do you invite?
4. How often do you have a party?
5. How many people do you invite?
6. How often do you have a party?
7. How many people do you invite?

2 Strategy plus Really

You can use really to make a sentence stronger or weaker.

1 Really makes a sentence stronger.

1. I'm **really** interested in that.
2. I'm **really** happy to see you.
3. I'm **really** tired today.
4. I'm **really** excited about the trip.

2 Really makes a sentence weaker.

1. I'm **really** not interested in that.
2. I'm **really** not happy to see you.
3. I'm **really** not tired today.
4. I'm **really** not excited about the trip.

3 Listening Different hobbies

A. Listen to the audio and answer the questions. Write the number of the hobby in the box.

1. I like to go to the gym.
2. I like to go to the cinema.
3. I like to go to the park.
4. I like to go to the museum.
5. I like to go to the library.
6. I like to go to the zoo.
7. I like to go to the aquarium.
8. I like to go to the botanical garden.

4 Listening and speaking Favorite Web sites

A. Listen to the audio and answer the questions. Write the number of the Web site in the box.

1. I like to go to the gym.
2. I like to go to the cinema.
3. I like to go to the park.
4. I like to go to the museum.
5. I like to go to the library.
6. I like to go to the zoo.
7. I like to go to the aquarium.
8. I like to go to the botanical garden.

Strategy plus teaches important expressions for conversation management, such as **really** and **not really**.

Listening and speaking skills are often practiced together. You listen to a variety of conversations based on real-life language. Tasks include “listen and react” activities.

Reading has interesting texts from newspapers, magazines, and the Internet. The activities help you develop reading skills.

Lesson D Hobby groups

1 Reading

A. Look at the hobby groups on this Web page. Write the name of the hobby group in the box.

2 Reading

Read the messages. Write the name of the hobby group in the box.

3 Reading

Read the messages. Write the name of the hobby group in the box.

2 Listening and speaking Favorite Web sites

A. Listen to the audio and answer the questions. Write the number of the Web site in the box.

3 Writing Messages

A. Write a message to the person who is interested in the hobby.

4 Free talk The game of likes and dislikes

Use the words in the box to make sentences.

Writing tasks include e-mails, letters, short articles, and material for Web pages.

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

Vocabulary notebook is a page of fun activities to help you organize and write down vocabulary.

Vocabulary notebook I really like to sing!

1 Organize the words. Write the words in the correct column.

2 Write a sentence. Write a sentence using the words in the box.

3 Free talk The game of likes and dislikes

Use the words in the box to make sentences.

Free talk 1 Me too!

1 Organize the words. Write the words in the correct column.

2 Write a sentence. Write a sentence using the words in the box.

3 Free talk 2 The game of likes and dislikes

Use the words in the box to make sentences.

Fun facts from the corpus tell you the most frequent words and expressions for different topics.

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

Other features

A **Touchstone checkpoint** after every three units reviews grammar, vocabulary, and conversation strategies.

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

The **Class Audio Program** presents the conversations and listening activities in natural, lively English.

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

Touchstone Level 2B Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 7 Going away pages 65–74	<ul style="list-style-type: none"> Talk about things you need to do before a trip Give advice and make suggestions Talk about travel and vacations 	<ul style="list-style-type: none"> Infinitives for reasons <i>It's</i> + adjective + <i>to</i> . . . Ways to give advice and make suggestions 	<ul style="list-style-type: none"> Things to do before a trip Things to take on different kinds of trips 	<ul style="list-style-type: none"> Respond to suggestions Use <i>I guess</i> when you're not sure 	<ul style="list-style-type: none"> Reduction of <i>to</i>
Unit 8 At home pages 75–84	<ul style="list-style-type: none"> Talk about where you keep things at home Talk about home furnishings Identify objects Talk about home habits and evening routines 	<ul style="list-style-type: none"> <i>Whose</i> . . . ? and possessive pronouns Order of adjectives Pronouns <i>one</i> and <i>ones</i> Location expressions after pronouns and nouns 	<ul style="list-style-type: none"> Places where you keep things in your home Home furnishings for different rooms Things you keep in your room 	<ul style="list-style-type: none"> Ask politely for permission to do things with <i>Do you mind . . . ?</i> Ask someone politely to do something with <i>Would you mind . . . ?</i> Agree to requests 	<ul style="list-style-type: none"> Reduction of grammatical words
Unit 9 Things happen pages 85–94	<ul style="list-style-type: none"> Tell anecdotes about things that went wrong Talk about accidents Respond to anecdotes 	<ul style="list-style-type: none"> Past continuous statements Past continuous questions Reflexive pronouns 	<ul style="list-style-type: none"> Parts of the body Injuries 	<ul style="list-style-type: none"> React to and comment on a story Respond with <i>I bet . . .</i> 	<ul style="list-style-type: none"> Fall-rise intonation
Touchstone checkpoint Units 7–9 pages 95–96					

Unit 10 Communication pages 97–106	<ul style="list-style-type: none"> Talk about different ways of communicating Compare ways of keeping in touch Manage phone conversations 	<ul style="list-style-type: none"> Comparative adjectives <i>More, less, and fewer</i> 	<ul style="list-style-type: none"> Ways of communicating Adjectives Phone expressions 	<ul style="list-style-type: none"> Interrupt and restart phone conversations Use <i>just</i> to soften things you say 	<ul style="list-style-type: none"> Linking
Unit 11 Appearances pages 107–116	<ul style="list-style-type: none"> Describe people's appearances Identify people 	<ul style="list-style-type: none"> Questions and answers to describe people <i>have got</i> Phrases with verb + <i>-ing</i> and prepositions to identify people 	<ul style="list-style-type: none"> Adjectives and expressions to describe people's appearances 	<ul style="list-style-type: none"> Show you're trying to remember a word or name Use <i>You mean . . .</i> or <i>Do you mean . . . ?</i> to help someone remember something 	<ul style="list-style-type: none"> Checking information
Unit 12 Looking ahead pages 117–126	<ul style="list-style-type: none"> Talk about the future Talk about plans and organizing events Discuss different jobs 	<ul style="list-style-type: none"> Future with <i>will, may, and might</i> Present continuous and <i>going to</i> for the future Clauses with <i>if, when, after, and before</i> and the simple present to refer to the future 	<ul style="list-style-type: none"> Work, study, and life plans Occupations 	<ul style="list-style-type: none"> Make offers and promises with <i>I'll</i> and <i>I won't</i> Agree to something with <i>All right</i> and <i>OK</i> 	<ul style="list-style-type: none"> Reduction of <i>will</i>
Touchstone checkpoint Units 10–12 pages 127–128					

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

Touchstone checkpoint Units 7–9 pages 95–96

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

Touchstone checkpoint Units 10–12 pages 127–128

Getting help

How do you say “_____” in English?

I'm sorry. What did you say?

How do you say this word?

What do we have to do?

I don't understand. What do you mean?

Do you mean _____?

Can you spell “_____” for me, please?



Working with a partner

Whose turn is it now?

It's my / your turn.

Who goes first, A or B?

A does. That's me / you.

This time we change roles.

Are we done?

OK. I'll start.

Yes, I think so. Let's try it again.

Let's compare answers.

OK. What do you have for number 1?

Do you have _____ for number 3?

No, I have _____. Let's check again.

Do you understand this sentence?

Yeah. It means “_____”.





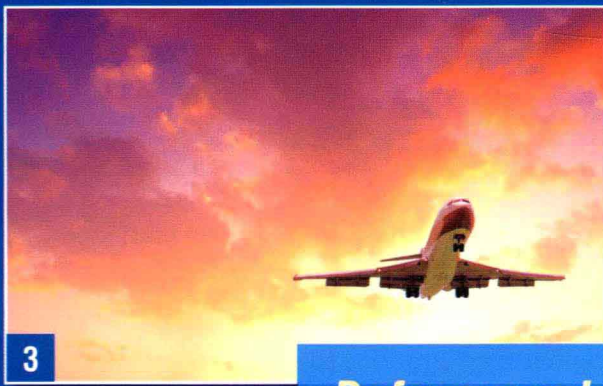
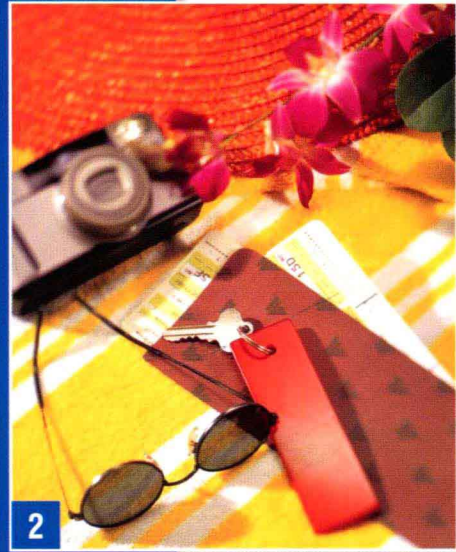
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Unit **7**

Going away

In Unit 7, you learn how to . . .

- use infinitives to give reasons.
- use *it* in sentences like *It's easy to do*.
- ask for and give advice and suggestions.
- talk about vacations and getting ready for a trip.
- respond to suggestions.
- use *I guess* to sound less sure about something.



Before you begin . . .

Brainstorm! Think of three . . .

- fun places to go on a trip.
- things you always take on a trip.
- different ways to travel.
- fun things to do on a trip.

Getting ready



TO DO!

- Go online to find a flight.
- Get a new suitcase, and pack.
- Take photo ID. (Find passport!)
- Call for a cab? Or get a bus schedule?
- Check on the weather.

Alicia Are you ready for your trip to Puerto Rico?

Rita Yeah, kind of. But I still have a lot to do! I need to go shopping to get a new suitcase, and I still have to go online to find a cheap flight.

Alicia Is it easy to find bargains on the Internet?

Rita Well, it's not too hard. You just have to do some research.

Alicia So, where are you going exactly?

Rita Well, first I'm going to San Juan to see my relatives, and then we're all going someplace to go snorkeling.

Alicia That sounds exciting.

Rita Yeah. It's going to be fun.

1 Getting started

A Look at Rita's "to do" list for her upcoming trip. What other things do you need to do before a trip? Make a class list.


B  Listen. What is Rita going to do on her trip? Practice the conversation.

Figure it out

C Can you complete the sentences? Use the conversation above to help you.

1. Rita's planning a trip to Puerto Rico _____ her relatives.
2. Rita still has to go on the Internet _____ some research on cheap flights.
3. It's not hard _____ bargains online.

2 Grammar *Infinitives for reasons; It's + adjective + to . . .*

I'm going to Puerto Rico **to see** my relatives. **Is it easy to find** bargains online?
 I need to go shopping **to get** a suitcase. **It's easy to do.**
 I have to go online **to find** a flight. **It's not hard to do.**

A Imagine you are planning a trip to a foreign country. Make sentences about things you have to do. Then match each sentence with a question someone might ask you.

1. I need to get a phrase book to learn some expressions.

- | | |
|--|---|
| 1. get a phrase book / learn some expressions <u>e</u> | a. Is it hard to get a visa? |
| 2. call the embassy / ask about a visa _____ | b. Is it safe to pay online with a credit card? |
| 3. go on the Internet / get a flight _____ | c. Is it easy to get around? |
| 4. call a travel agent / get a hotel room _____ | d. Is it safe to carry a lot of cash? |
| 5. buy a guidebook / find out about trains _____ | e. Is it necessary to know the language? |
| 6. go to the bank / change some money _____ | f. Is it good to make reservations in advance? |

B Pair work Choose a country to visit. Role-play a conversation about getting ready for a trip there. Use your sentences and the questions above for ideas.

A I'm going to Brazil, so I need to get a phrase book to learn some Portuguese.

B Is it necessary to know Portuguese?

A Well, I think it's nice to say hello and thank you and things like that.

In conversation . . .

The top five adjectives in the structure *It's _____ to . . .* are **hard, nice, easy, good,** and **important.**

3 Speaking naturally *Reduction of to*

Is it expensive to visit your country? Well, it's hard to find cheap hotels.

A Listen and repeat. Notice the reduction of *to* in the sentences above.

B Listen to questions from two people who are planning to visit your country. Complete their questions.

- Do you need to speak the language _____ ?
- Is it OK _____ ?
- Do you have _____ with you all the time?
- Is it safe _____ late at night?
- Can you use a credit card _____ in restaurants?

About you


C Group work Discuss the questions above. Do you all agree?

A Well, you don't need to speak Spanish in the big cities.

B Yeah, but it's good to know some if you go to small towns.

Things to remember

1 Building vocabulary

A  Listen and say the words. Which items are good to take on a beach vacation? Circle ten things. Then compare with a partner.




Word sort

B Think of three things you need and three things you don't need to take on these trips. Complete the chart. Then compare with a partner.

	On a camping trip	On a business trip	To stay overnight with a friend
You need	a tent		
You don't need	a hair dryer		

"On a camping trip, you need to take a tent." "Yeah, and it's important to have . . ."

2 Building language

A  Listen. Jenny's going on a camping trip. What's her mother's advice? Practice the conversation.

Mom Jenny, maybe you should take some insect repellent. . . . Oh, and take a flashlight, and don't forget to pack some spare batteries. . . . Why don't you take my jacket? It's a good idea to have something warm. . . . Now, you need to take a hat. You could borrow your dad's. But don't lose it. . . . Oh, and Jenny, do you want to pack some other shoes?

Jenny I'm sorry, Mom. Did you say something? I can't hear you with my headphones on.



Figure it out

B How many different ways can you make the suggestion *Take a flashlight*? Use the conversation above to help you.

3 Grammar Advice and suggestions

What **should** I take?

Should I take these shoes?

You **should** take a hat.

You **shouldn't** take high heels.

You **could** borrow your dad's hat.

You **need to** have warm clothes.

Do you want to pack some other shoes?

Why don't you take a hat?

It's a good idea to pack a jacket.

Take a flashlight.

Don't forget to pack some batteries.

In conversation . . .

You should . . . can be very strong. People sometimes soften it by saying:

I think you should . . .

Maybe you should (just) . . .

You should probably . . .

Complete the suggestions to someone going on these trips. Then compare with a partner.

1. backpacking in Australia

"I think you should take a lot of sunscreen ." "You need _____ ."

"It's a good idea _____ ." "It's a good idea _____ ."

"Maybe you should _____ ." "You could _____ ."

2. a trip to Paris

"Don't forget _____ ." "You should probably _____ ."

"Why don't you _____ ?" "Maybe you shouldn't _____ ."

"You could _____ ." "Take _____ ."

3. a language course in Canada

4. a hiking trip in the Andes

4 Vocabulary notebook *Travel items*

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




That's a great idea.

1 Conversation strategy Responding to suggestions

A Look at the responses to the suggestion. Who really wants to go hiking?

A We should go hiking together sometime.

B That sounds like fun. **C** Well, I'd like to, but . . . **D** I guess we could, maybe.

 Now listen. What would Chris like to do? What does Adam think?



Chris You know, we should take a few days off sometime.

Adam Yeah, we should. Definitely.

Chris We could go to Mexico or something.

Adam That's a great idea.

Chris We could even go for a couple of weeks.

Adam Well, maybe. I guess we could, but . . .

Chris You know, we could just quit our jobs and maybe go backpacking for a few months. . . .

Adam Well, I don't know. I'd like to, but . . . I guess I need to keep this job, you know, to pay for school and stuff.

Chris Yeah, me too, I guess.

Notice how Adam responds to Chris's suggestions with expressions like these. Find examples in the conversation.

For suggestions you like:
That's a great idea.
That sounds great.
I'd love to.

For suggestions you don't like:
Maybe.
I guess we could, but . . .
I don't know.
I'd like to, but . . .

B Match the suggestions with the responses. Then practice with a partner.

1. You should come skiing with me sometime. b
2. Why don't we go somewhere on Sunday? _____
3. We could go camping together sometime. _____
4. Let's go traveling in Asia next year. _____
5. We should go to Paris to see the Louvre. _____
6. Why don't we go to Australia sometime? _____

- a. That's a great idea. How's your French?
- b. Oh, I'd love to. Are you a good skier?
- c. I don't know. It's kind of far.
- d. I'd like to, but I already have plans.
- e. Maybe. I don't have a tent, though.
- f. I guess we could. Where in Asia?

About you

C Pair work Practice again. Use your own responses, and continue each conversation.

