

TOUCHSTONE

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD

SELF-STUDY



AUDIO CD / CD-ROM

3

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、在日常交流中清晰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 quizzes, surveys, interviews, conversations, and Web pages.

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.

Lesson A Circle of friends

Christopher Owen talks about his circle of friends.

1 My evening buddy
My evening buddy is Christopher Owen. He's a really nice guy and we hang out every night. We talk about our lives and share our feelings. It's a great way to relax and have fun.

2 My next-door friend
My next-door friend is Christopher Owen. We live in the same apartment building and we see each other every day. We talk about our lives and share our feelings. It's a great way to relax and have fun.

3 My roommate
My roommate is Christopher Owen. We live in the same apartment building and we see each other every day. We talk about our lives and share our feelings. It's a great way to relax and have fun.

4 A friend from work
A friend from work is Christopher Owen. We work at the same company and we see each other every day. We talk about our lives and share our feelings. It's a great way to relax and have fun.

5 A new friend
A new friend is Christopher Owen. We met at a party and we became friends. We talk about our lives and share our feelings. It's a great way to relax and have fun.

2 Grammar Relative clauses

Relative clauses give information about who or what you are talking about. The relative pronouns who and their refer to people and that and which to things.

Subject relative clauses
Who is a company that I met at school weddings.
Who is a person that I can trust.
Who is someone I can trust.
Who is someone that I can trust.
Who is someone that I can trust.

Object relative clauses
I met a company that I met at school weddings.
I met a person that I can trust.
I met someone I can trust.
I met someone that I can trust.
I met someone that I can trust.

3 Talk about it Who's in your circle of friends?

Group work Discuss the questions. Do you want to meet any of your classmates' friends?

- Who's your closest friend? How did you meet?
- Do you have any friends that you meet through other friends?
- Do you keep in touch with any of the friends you grew up with?
- Do you have any friends who have exciting lives? Explain why.
- Do you have any friends you chat with online? Where do they live?
- Do you have any friends who are very different from you? How are they different?

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.

Lesson B Dating

Building vocabulary and grammar

Put the story in the correct order. Number the parts from 1 to 6. Then listen and check your answers.

High School Sweethearts

The sweetest day Anna met a boy was the day she met him at the same high school. They were both in the same class and they were both very smart. They got together very early and they were together for a long time. They were together for a long time. They were together for a long time.

2 Grammar Phrasal verbs

A phrasal verb is a verb plus a particle like along, back, out, up, etc.

3 Speaking naturally Stress in phrasal verbs

Put the stress on the correct syllable. Listen to the audio and check your answers.

4 Vocabulary notebook Matching up

Use page 78 for a new way to log and learn vocabulary.

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

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

Conversation strategy helps you “manage” conversations better. In this lesson, you learn how to use expressions to soften comments. The strategies are based on examples from the corpus.

Lesson C They're probably just busy.

1 Conversation strategy Softening comments

A. Which comment is each word “softer”?

1. It's cold. 2. They sort of ignore me. 3. They ignore me.
1. It's kind of weird. 2. They sort of ignore me. 3. They ignore me.
1. It's a bit weird. 2. They sort of ignore me. 3. They ignore me.
1. It's a bit weird. 2. They sort of ignore me. 3. They ignore me.

B. How often do you use these comments? Write them in the box.

C. Add the expressions to parentheses to soften comments to make them softer. Complete with a partner.

1. My neighbour are **often** noisy. (be late)
2. The people next door go to bed **early**. (be late)
3. The people across the street are always looking out of their windows. They seem **nosy**. (be late)
4. The guy above plays the drum too **loud**. (be late)
5. One of my neighbours is always coming over. It's **bothering**. (be late)

2 Strategy plus *though*

A. Match each comment with a response that gives a contrasting idea. They practice with a partner.

1. I always think it's nice to socialize with the people you work with. ...
2. I'll get on with friends about every night. ...
3. I've got a good idea to do tomorrow. ...
4. I enjoy working new friends all the time. ...
5. I would love to go to your house. ...

B. Pair work. Ask the question before the question. Do you agree with the respondent?

3 Listening and speaking People I look forward to seeing

A. Listen to Matthew talk about the three people below. What contrasting information does he give about each person? Complete the sentences.

4 Free talk Do you know anyone that the people above? Tell your partner about your neighbour about how they "soften" your comments!

Strategy plus teaches important words and expressions for conversation management, such as using **though** to give a contrasting idea.

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 Old friends

1 Reading

A. How often do you catch up with former friends from your past? Who are they? Why do you remember about them? Tell the class.

B. Read the article. What does this Web site do?

Web site chaperones' classmate reunions

When you have finished reading the article, write a paragraph about your favourite friend from the article. Write about how you met, how you stay in touch, and why you are still friends.

2 Speaking and listening Getting back in touch

A. Pair work. How do friends from school with each other? Add ideas to the list. Have you ever been back with a friend? Tell your partner how it happened.

B. Listen to three talks about old friends. Does he want to get back in touch with them? Check Yes No. Why?

C. Listen again. Why did Taylor have trouble with his friend? Complete the rest of the chart.

3 Writing Your circle of friends

A. Choose three friends. Write an article about them like the one on page 66. Include photos if you can.

B. Pair work. Exchange articles with a partner. Ask questions about your partner's friends.

4 Free talk What's important?

Free talk 7a is the best for more speaking practice.

Writing tasks include blogs, reviews, letters, short articles, and reports.

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

Matching up

Learning tip: **Phrase notes**

When you learn a phrase note, it's a good idea to write down:

- some other verbs you can use with the verb
- some other particles you can use with the verb

Get ahead!

The most common verbs with the particles **away** and **back** are:

get	off	off	back
take	off	off	back
take	off	off	back
take	off	off	back

1 Circle the verb forms in each list that go with the particle on the right.

2 Complete each expression with a different verb.

3 Word builder How many new phrasal verbs can you make from these particles?

4 Do your own

Make a page with headings for different topics such as “Relationships”, “Going out”, and “Travel”. Write down five phrasal verbs you can use for each topic. Copy the list and use it to learn the words whenever you have a moment.

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 3 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 1 The way we are pages 1–10	<ul style="list-style-type: none"> Talk about people's behavior and personality Describe friends and people you admire Talk about people's habits 	<ul style="list-style-type: none"> Manner adverbs vs. adjectives Adverbs before adjectives and adverbs Adjective prefixes 	<ul style="list-style-type: none"> Behavior and personality Personal qualities 	<ul style="list-style-type: none"> Use <i>always</i> with a continuous verb to describe individual habits Use <i>at least</i> to point out the positive side of a situation 	<ul style="list-style-type: none"> Rising and falling intonation in questions giving alternatives
Unit 2 Experiences pages 11–20	<ul style="list-style-type: none"> Talk about your secret dreams Discuss experiences you have and haven't had 	<ul style="list-style-type: none"> Present perfect statements Present perfect and simple past questions and answers 	<ul style="list-style-type: none"> Past participles of irregular verbs 	<ul style="list-style-type: none"> Keeping the conversation going Use response questions like <i>Do you?</i> and <i>Have you?</i> to show interest 	<ul style="list-style-type: none"> Reduced and unreduced forms of <i>have</i>
Unit 3 Wonders of the world pages 21–30	<ul style="list-style-type: none"> Talk about human wonders like buildings and structures Describe natural wonders and features 	<ul style="list-style-type: none"> Superlatives Questions with <i>How</i> + adjective . . . ? 	<ul style="list-style-type: none"> Buildings and structures Natural features 	<ul style="list-style-type: none"> Use short responses with <i>really</i> and <i>sure</i> to agree and to show you are a supportive listener Use superlatives for emphasis 	<ul style="list-style-type: none"> Linking and deletion with superlatives

Touchstone checkpoint Units 1–3 pages 31–32

Unit 4 Family life pages 33–42	<ul style="list-style-type: none"> Talk about gripes people have about family members and household rules Talk about your memories of growing up 	<ul style="list-style-type: none"> Verbs <i>let, make, help, have, get, want, ask, and tell</i> <i>Used to</i> and <i>would</i> 	<ul style="list-style-type: none"> Types of families Relatives and extended family members 	<ul style="list-style-type: none"> Give opinions with expressions like <i>It seems like . . .</i> and <i>If you ask me, . . .</i> Use expressions like <i>exactly, definitely, and absolutely</i> to agree 	<ul style="list-style-type: none"> Reduction of <i>used to</i>
Unit 5 Food choices pages 43–52	<ul style="list-style-type: none"> Describe your eating habits Talk about healthy eating Discuss different ways to cook and prepare food 	<ul style="list-style-type: none"> Review of countable and uncountable nouns Quantifiers <i>a little, a few, very little, and very few</i> <i>Too, too much, too many, and enough</i> 	<ul style="list-style-type: none"> Containers and quantities Methods of cooking 	<ul style="list-style-type: none"> Respond to suggestions by letting the other person decide Refuse offers politely with expressions like <i>No, thanks. I'm fine.</i> 	<ul style="list-style-type: none"> Stressing new information
Unit 6 Managing life pages 53–62	<ul style="list-style-type: none"> Talk about the future: plans, facts, predictions, and schedules Offer advice and solutions to problems Discuss phone habits 	<ul style="list-style-type: none"> The future with <i>will, going to, the present continuous, and the simple present</i> Use <i>had better, ought to, and might want to</i> to say what's advisable Use <i>have got to</i> and <i>going to have to</i> to say what's necessary Use <i>would rather</i> to say what's preferable 	<ul style="list-style-type: none"> Expressions with <i>make</i> and <i>do</i> 	<ul style="list-style-type: none"> End phone conversations with expressions like <i>I'd better go, I've got to go, and I'll call you later</i> Use informal expressions like <i>See you later</i> to end friendly phone conversations 	<ul style="list-style-type: none"> Reduction of <i>want to, you'd better, going to have to, ought to, and have got to</i>

Touchstone checkpoint Units 4–6 pages 63–64

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p>Best friends</p> <ul style="list-style-type: none"> Listen to three conversations about best friends, and then fill in a chart <p><i>I didn't know that!</i></p> <ul style="list-style-type: none"> Match each person with a piece of information; then listen for more information about each person 	<p>Five things you didn't know about . . .</p> <ul style="list-style-type: none"> A magazine article with biographies of four famous people 	<ul style="list-style-type: none"> Write a short description of yourself Learn useful expressions to include in a biography or personal profile 	<p>Happy or sad?</p> <ul style="list-style-type: none"> Learn new words and their opposites 	<p>People are interesting!</p> <ul style="list-style-type: none"> Class activity: Ask questions to find classmates who do interesting things
<p>What have they done?</p> <ul style="list-style-type: none"> Listen to three conversations to identify the main topic; then choose the correct response to three comments <p>A traveler's adventures</p> <ul style="list-style-type: none"> Listen to a conversation about a traveler's e-mail, and identify key information in the pictures; then listen and answer questions about the details 	<p>Greetings from the Galápagos and I'm in Athens!</p> <ul style="list-style-type: none"> Two travel blogs 	<ul style="list-style-type: none"> Write a blog describing an exciting experience Use adverbs like <i>fortunately</i>, <i>unfortunately</i>, and <i>amazingly</i> to show your attitude or feeling 	<p>Have you ever . . . ?</p> <ul style="list-style-type: none"> Write the three main forms of different verbs in charts 	<p>Can you believe it? I've never done that!</p> <ul style="list-style-type: none"> Group game: Each person fills out a chart; then group members compare answers and score points
<p>What do you know?</p> <ul style="list-style-type: none"> Take a quiz; then listen to a quiz show to check your answers and answer questions <p>Travel talk</p> <ul style="list-style-type: none"> Listen to a radio interview, and number photos in order; then listen and answer questions about the details 	<p>World records</p> <ul style="list-style-type: none"> Fascinating facts from a book of world records 	<ul style="list-style-type: none"> Write a paragraph about a human or natural wonder in your country Add information about a place or thing 	<p>From the mountains to the sea</p> <ul style="list-style-type: none"> Draw and label a map to remember the vocabulary of natural features, buildings, and structures 	<p>The five greatest wonders</p> <ul style="list-style-type: none"> Group work: Choose and rank your country's five greatest wonders; then compare lists with the class

Touchstone checkpoint Units 1–3 pages 31–32

<p>Reasonable demands?</p> <ul style="list-style-type: none"> Match each person with a parental demand; then listen and check your answers <p>Family activities</p> <ul style="list-style-type: none"> Listen to three people describe their memories, and number the pictures in order; then listen again for more information 	<p>Rhonda's Ramblings</p> <ul style="list-style-type: none"> A blog recounting a girl's childhood experiences riding in the car with her brother 	<ul style="list-style-type: none"> Write a blog about a memory from your childhood Use past and present time markers 	<p>Remember that?</p> <ul style="list-style-type: none"> Use word webs to log new vocabulary about family members 	<p>Family histories</p> <ul style="list-style-type: none"> Group work: Prepare a short history of your family; then present your history to the group
<p>That sounds good.</p> <ul style="list-style-type: none"> Listen to conversations, and number pictures in order; then match each picture with the best response <p>Snack habits</p> <ul style="list-style-type: none"> Listen to people talk about snacks, and number the pictures; then listen for details to complete a chart 	<p>Popular snacks around the world</p> <ul style="list-style-type: none"> A magazine article about five popular snack foods 	<ul style="list-style-type: none"> Write a short article about a snack food or traditional dish for a tourist pamphlet Introduce examples with <i>like</i>, <i>for example</i>, and <i>such as</i> 	<p>Fried bananas</p> <ul style="list-style-type: none"> Learn new words in combination with other words that often go with them 	<p>Do we have enough for the party?</p> <ul style="list-style-type: none"> Group work: Agree with group members on what to buy for a party
<p>I hope you can come.</p> <ul style="list-style-type: none"> Listen to three people responding to different invitations, and complete a chart <p>What should I do with these?</p> <ul style="list-style-type: none"> Listen to three people discuss unwanted items, and identify what they do with them 	<p>Getting rid of clutter</p> <ul style="list-style-type: none"> An article giving ideas on ways to manage clutter and offering solutions to readers' problems 	<ul style="list-style-type: none"> Write a question about a personal clutter problem, and write a reply to a classmate's question Link ideas with <i>as long as</i>, <i>provided that</i>, and <i>unless</i> 	<p>Do your best!</p> <ul style="list-style-type: none"> Use a new expression in a sentence; then add another sentence to make its meaning clear 	<p>Who's going to do what?</p> <ul style="list-style-type: none"> Group work: Choose an event and prepare a list of all the things you need to get ready for it

Touchstone checkpoint Units 4–6 pages 63–64

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 7 <i>Relationships</i> pages 65–74	<ul style="list-style-type: none"> ▪ Talk about friendships ▪ Discuss dating ▪ Talk about relationships with neighbors 	<ul style="list-style-type: none"> ▪ Subject relative clauses ▪ Object relative clauses ▪ Phrasal verbs 	<ul style="list-style-type: none"> ▪ Phrasal verbs, including expressions to talk about relationships 	<ul style="list-style-type: none"> ▪ Soften comments with expressions like <i>I think, probably, kind of, and in a way</i> ▪ Use <i>though</i> to give a contrasting idea 	<ul style="list-style-type: none"> ▪ Stress in phrasal verbs
Unit 8 <i>What if?</i> pages 75–84	<ul style="list-style-type: none"> ▪ Talk about how you wish your life were different and why ▪ Discuss how to deal with everyday dilemmas 	<ul style="list-style-type: none"> ▪ Use <i>wish</i> + past form of verb to talk about wishes for the present or future ▪ Conditional sentences with <i>if</i> clauses about imaginary situations 	<ul style="list-style-type: none"> ▪ Expressions with verbs and prepositions 	<ul style="list-style-type: none"> ▪ Give advice using expressions like <i>If I were you . . . , I would . . . , and You might want to . . .</i> ▪ Use expressions with <i>That would be . . .</i> to comment on an idea or suggestion 	<ul style="list-style-type: none"> ▪ Intonation in long questions
Unit 9 <i>Tech savvy?</i> pages 85–94	<ul style="list-style-type: none"> ▪ Discuss gadgets and technology ▪ Ask for and offer help with technology problems 	<ul style="list-style-type: none"> ▪ Questions within sentences ▪ Separable phrasal verbs with objects ▪ <i>how to</i> + verb, <i>where to</i> + verb, and <i>what to</i> + verb 	<ul style="list-style-type: none"> ▪ Phrasal verbs, including expressions to talk about operating electronic machines and gadgets 	<ul style="list-style-type: none"> ▪ Give a different opinion ▪ Use expressions like <i>You know what I mean?</i> to ask for agreement 	<ul style="list-style-type: none"> ▪ Link final consonants and initial vowels
Touchstone checkpoint Units 7–9 pages 95–96					

Unit 10 <i>What's up?</i> pages 97–106	<ul style="list-style-type: none"> ▪ Discuss your social life ▪ Talk about different kinds of movies ▪ Recommend books, CDs, movies, and shows 	<ul style="list-style-type: none"> ▪ Present perfect continuous vs. present perfect ▪ <i>Since, for, and in</i> for duration ▪ <i>Already, still, and yet</i> with present perfect 	<ul style="list-style-type: none"> ▪ Kinds of movies ▪ Expressions to describe types of movies 	<ul style="list-style-type: none"> ▪ Ask for a favor politely ▪ Use <i>All right</i> and <i>OK</i> to move the conversation to a new phase or topic and to agree to requests 	<ul style="list-style-type: none"> ▪ Reduction of <i>have</i>
Unit 11 <i>Impressions</i> pages 107–116	<ul style="list-style-type: none"> ▪ Speculate about people and situations ▪ Talk about feelings and reactions 	<ul style="list-style-type: none"> ▪ Modal verbs <i>must, may, might, can't, or could</i> for speculating ▪ Adjectives ending in <i>-ed</i> vs. adjectives ending in <i>-ing</i> 	<ul style="list-style-type: none"> ▪ Feelings and reactions 	<ul style="list-style-type: none"> ▪ Show you understand another person's feelings or situation ▪ Use <i>You see</i> to explain a situation ▪ Use <i>I see</i> to show you understand 	<ul style="list-style-type: none"> ▪ Linking and deletion with <i>must</i>
Unit 12 <i>In the news</i> pages 117–126	<ul style="list-style-type: none"> ▪ Talk about events in the news ▪ Talk about extreme weather and natural disasters 	<ul style="list-style-type: none"> ▪ The simple past passive ▪ The simple past passive with <i>by</i> + agent ▪ Adverbs with the passive 	<ul style="list-style-type: none"> ▪ Extreme weather conditions ▪ Natural disasters 	<ul style="list-style-type: none"> ▪ Introduce news with expressions like <i>Did you hear (about) . . . ? , Guess what? , and You know what?</i> ▪ Use the expression <i>The thing is . . .</i> to introduce issues 	<ul style="list-style-type: none"> ▪ Breaking sentences into parts
Touchstone checkpoint Units 10–12 pages 127–128					

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>People I look forward to seeing</i></p> <ul style="list-style-type: none"> Fill in the missing words describing three people; then listen for the reasons the speaker likes to see them <p><i>Getting back in touch</i></p> <ul style="list-style-type: none"> Identify the people the speaker wants to get back in touch with; then write the reason he lost touch with them 	<p><i>Web site chaperones</i> <i>classmate reunions</i></p> <ul style="list-style-type: none"> A newspaper article about a Web site that reunites former classmates 	<ul style="list-style-type: none"> Write a short article about three friends and the things you have in common Use <i>both</i>, <i>both of us</i>, and <i>neither of us</i> to talk about things in common 	<p><i>Matching up</i></p> <ul style="list-style-type: none"> Learn new phrasal verbs by writing other verbs that can go with the particle and other particles that can go with the same verb 	<p><i>What's important?</i></p> <ul style="list-style-type: none"> Group work: Discuss and agree on the five most important things to consider when choosing a life partner
<p><i>A wish for today</i></p> <ul style="list-style-type: none"> Identify the topics as four people talk about their wishes; then write the reasons <p><i>Here's my advice.</i></p> <ul style="list-style-type: none"> Compare the advice that three people give; then decide whose advice is most helpful 	<p><i>If I had my life to live over, . . .</i></p> <ul style="list-style-type: none"> An article listing ways the writer's life would be different if it could be lived over 	<ul style="list-style-type: none"> Write an article on the changes you would make if you could live last year over again Use adverbs of certainty in affirmative and negative statements 	<p><i>Imagine that!</i></p> <ul style="list-style-type: none"> Learn prepositions that can follow a new verb 	<p><i>What would you do?</i></p> <ul style="list-style-type: none"> Group work: Discuss the questions about hypothetical situations, and find out what you have in common
<p><i>What do you know about the Internet?</i></p> <ul style="list-style-type: none"> Answer the questions about the Internet, and then listen to a conversation to check answers; then write more information <p><i>The problem with technology</i></p> <ul style="list-style-type: none"> Listen to two people giving opinions, and identify each person's opinions; then agree or disagree with two opinions 	<p><i>Robbing you blind?</i></p> <ul style="list-style-type: none"> A magazine article about identity theft and what can be done to avoid it 	<ul style="list-style-type: none"> Write a short article giving dos and don'ts for keeping personal information safe Plan your article 	<p><i>On and off</i></p> <ul style="list-style-type: none"> Write short conversations about everyday situations to remember new vocabulary 	<p><i>Tech trivia</i></p> <ul style="list-style-type: none"> Pair work: Ask and answer general technology questions, and figure out your partner's score

Touchstone checkpoint Units 7–9 pages 95–96

<p><i>A small favor</i></p> <ul style="list-style-type: none"> Match four students with the favor each asks the professor; then decide if you agree with the professor's decision <p><i>I'd really recommend it.</i></p> <ul style="list-style-type: none"> Listen for details as two friends talk about a review of a show 	<p><i>Home entertainment</i></p> <ul style="list-style-type: none"> A review of a movie and a CD 	<ul style="list-style-type: none"> Write a review of a book, CD, movie, or show Introduce contrasting ideas with <i>although</i>, <i>even though</i>, and <i>even if</i> 	<p><i>Great movies</i></p> <ul style="list-style-type: none"> Link new words and expressions to things you have recently done or seen 	<p><i>Who's been doing what?</i></p> <ul style="list-style-type: none"> Class activity: Ask your classmates questions about their recent activities
<p><i>People and situations</i></p> <ul style="list-style-type: none"> Match four people and their situations; then write a response with <i>must</i> to each <p><i>People making a difference</i></p> <ul style="list-style-type: none"> Match three people and the organizations they work with; then write what each organization does 	<p><i>A teen hero</i></p> <ul style="list-style-type: none"> A magazine article describing an inspirational teen 	<ul style="list-style-type: none"> Write a letter to the editor Use expressions for giving impressions, reactions, and opinions 	<p><i>How would you feel?</i></p> <ul style="list-style-type: none"> Link new words for feelings to the situations where you would experience those feelings 	<p><i>What on earth are they doing?</i></p> <ul style="list-style-type: none"> Pair work: Look at two photos, and speculate about what is happening
<p><i>News update</i></p> <ul style="list-style-type: none"> Listen to two news stories, and answer questions <p><i>What do they say next?</i></p> <ul style="list-style-type: none"> Predict the topic of four conversations; match their beginnings and endings; then listen to check your answers 	<p><i>A new brand of journalism is taking root in South Korea</i></p> <ul style="list-style-type: none"> A news article about a new way of reporting the news 	<ul style="list-style-type: none"> Write a report on class survey results about keeping up with the news Learn useful expressions for writing about statistics 	<p><i>Forces of nature</i></p> <ul style="list-style-type: none"> Learn new words in combination with other words that are typically used with them 	<p><i>Here's the news!</i></p> <ul style="list-style-type: none"> Pair work: Create short news reports about photos

Touchstone checkpoint Units 10–12 pages 127–128

Working in groups

Does anyone else have anything to add?

What do you think, _____ ?

Let's take turns asking the questions. . . .
OK, who wants to go first?

Do you want me to make the list?

Should I write down the information this time?

Do you have any ideas, _____ ?

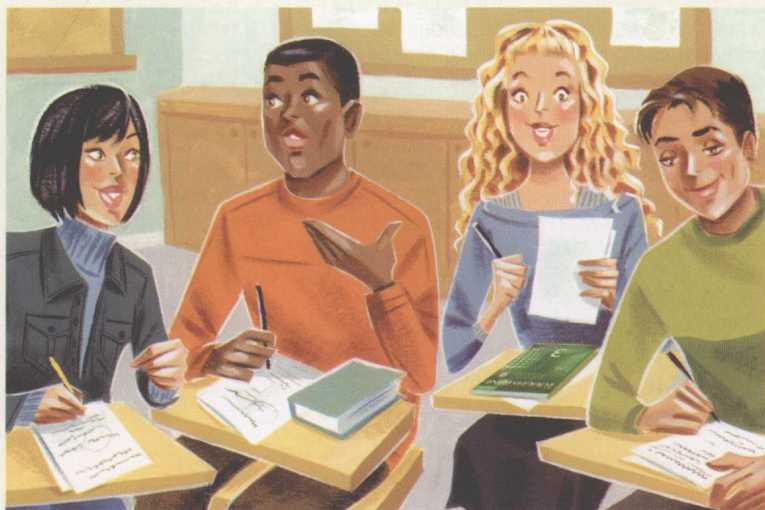
Do you know what the answer is?

We're going to do a role play about _____ .

In our survey, we found out that _____ .

We agreed on these things. First, . . .

We're finished. What should we do next?



Checking your partner's work

Can you help me with this question? I'm stuck.

I can't figure out this answer. Can you help me?

Would you mind checking my work?

Let's compare answers.

Let's exchange papers.

I can't read your writing. What does this say?

I'm not sure what you mean.

Do you mean _____ ?

I don't understand what this means.

Are you trying to say _____ ?

Your blog was really interesting. I just wanted to ask you a question about _____ .

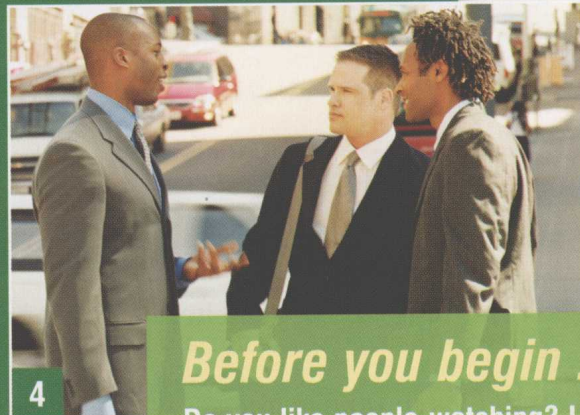
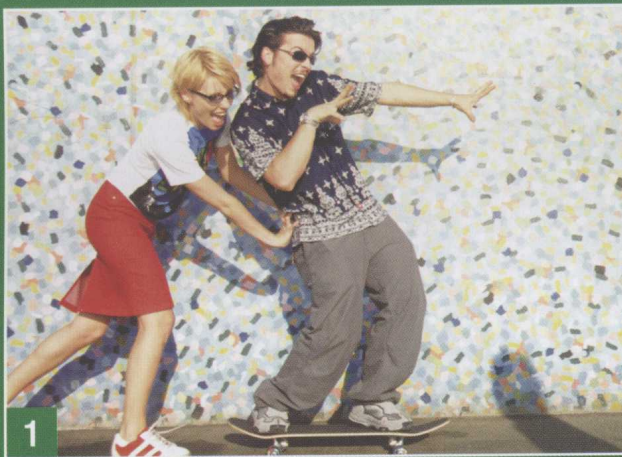
I was wondering about _____ .



The way we are

In Unit 1, you learn how to . . .

- use manner adverbs and adjectives to talk about people's behavior and personality.
- use adverbs like *extremely* to make adjectives and adverbs stronger.
- add prefixes to adjectives to make opposites.
- use *always* with a continuous verb to describe individual habits.
- use *at least* to point out the positive side of a situation.



Before you begin . . .

Do you like people-watching? Look at the pictures.

- Who looks outgoing? shy? conservative? stylish?
- Which people would you like to meet? Why?

Do you need to slow down?

Take this quiz to find out.

1 When I walk down the street, ...

- a** I walk very fast and use the time to make phone calls.
- b** I enjoy the walk and look at the things and people around me.

2 When I go out to lunch with friends, ...

- a** I eat quickly so that I can get back to my work.
- b** I eat slowly, and I enjoy the food and conversation.

3 When there's a family event, ...

- a** I often have to miss it because I have too much to do.
- b** I try to plan my time well so that I can attend the event.

4 If traffic is heavy and some people are driving a bit recklessly, ...

- a** I honk my horn a lot. I get mad easily in bad traffic.
- b** I automatically slow down and try to drive carefully.

5 If I'm waiting at the airport and find out that my flight is delayed, ...

- a** I get impatient and complain to the people behind the counter.
- b** I wait patiently. I read something or make a few phone calls.

6 If I'm in a hurry and think people are talking too slowly, ...

- a** I sometimes interrupt them to finish their sentences.
- b** I listen quietly and wait for them to finish before I talk.

7 If I play a game or sport with friends, ...

- a** I take the game seriously, and I feel very bad if I lose.
- b** I think it's nicer to win than lose, but I don't feel strongly about it.

8 If I get an assignment with a very tight deadline, ...

- a** I get very stressed – I hate it when I don't have time to do a job properly.
- b** I work hard to do the best I can in the time I have.


Mostly **A** answers?

It's time to slow down and enjoy life more. Try to plan your time differently. Make more time for family, friends, and fun.

Mostly **B** answers?

You're balancing work and play nicely. Just keep the balance right.

1 Getting started

A  Listen and take the quiz. For each item, circle **a** or **b**.

About you → **B Pair work** Compare your quiz responses with a partner. How are you alike? different?

Figure it out → **C** Circle the correct words. Which sentences are true for you? Tell a partner.

1. I listen to people **careful** / **carefully**.

2. I'm a **quiet** / **quietly** person.

3. I get **impatient** / **impatiently** in long lines.

4. I take school and work very **serious** / **seriously**.

2 Grammar Manner adverbs vs. adjectives

Verb + manner adverb

I wait **patiently** in lines.
He doesn't sing very **well**.
He drives very **fast**.
She drives **carefully**.

Adjective + noun

I'm a **patient** person.
He's not a **good** singer.
He's a **fast** driver.
She's a **careful** driver.

be, feel, get, etc. + adjective

I'm **patient**.
His voice sounds **terrible**.
He gets **reckless** sometimes.
I feel **safe*** with her.
***But**: I feel **strongly** about it.

Regular -ly adverbs

patient → patiently
careful → carefully
easy → easily
automatic → automatically

Irregular adverbs

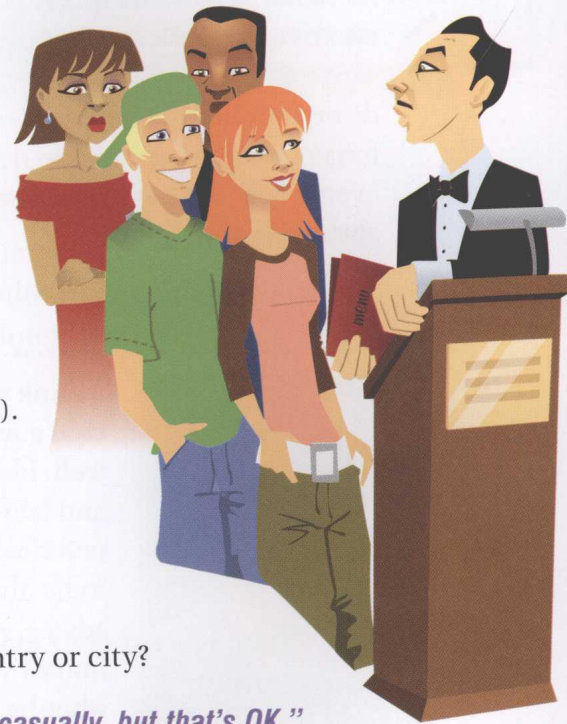
good → **well**
late → **late**
fast → **fast**
hard → **hard**

In conversation . . .

The most common **-ly** manner adverbs are **quickly, easily, differently, automatically, slowly, properly, badly, strongly, and carefully**.

A Complete these opinions about modern life. Use the correct form of the words.

- Young people don't dress _____ (proper) these days. They don't wear _____ (appropriate) clothes.
- Parents see things very _____ (different) from their children, so families argue a lot.
- Young people don't know how to speak _____ (correct). They use a lot of slang.
- Nobody feels _____ (safe) on the highways because people drive too _____ (fast) and _____ (reckless).
- On buses, people seem very _____ (rude). They don't _____ (automatic) give their seats to older people.
- People are getting very _____ (impatient). They expect you to answer their e-mails _____ (immediate).




About you

B Group work Discuss the opinions. Are they true in your country or city?


"I think young people dress properly here. I mean, they often dress casually, but that's OK."

3 Speaking naturally Questions giving alternatives

Are you usually on time for class? Or do you often arrive late?


A  Listen and repeat the questions above. Notice how the intonation rises in the first question and falls in the second question.

About you

B  Now listen and repeat these pairs of questions. Then ask and answer the questions with a partner.

- Do you try hard to get to every class? Or do you sometimes skip classes?
- Do you listen to the teacher carefully? Or do you often think about other things?
- Do you do your homework properly? Or do you just do it quickly?
- Do you learn new grammar easily? Or do you have to work hard at it?
- Do you write down new words automatically? Or do you just try to remember them?

1 Building vocabulary and grammar

A  Listen and read. Who do these people admire? Do you know any people with these qualities?

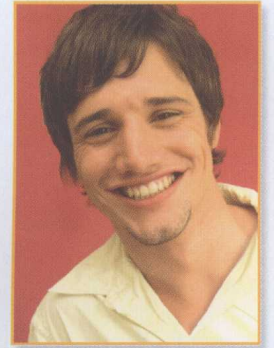
Who is someone you really admire?

“My English teacher. She’s incredibly **talented** and **creative**. And she **has a great sense of humor**. She’s pretty **disorganized**, though. She forgets something almost every class, but her classes are absolutely wonderful!”



Lisa Marks

“I really admire a guy in my karate class. He’s extremely **competitive**, but when he wins, he’s not **arrogant** like some of the other guys. He’s not very **outgoing**, so some people think he’s **unfriendly**, but I think he’s basically just **shy**.”



Peter Zukowski



Keith Lee

“I think my dad’s a pretty cool guy. We get along really well. He’s fairly **easygoing** and **laid-back**. And he’s very **practical** and **down-to-earth**, so he always gives me good advice. Also, he’s completely **honest** with me. I can trust what he says.”



Eva Sanchez

“My friend Luisa. She’s so **helpful** and **generous**. I mean, she’s always doing things for other people. She’s not **selfish** at all. And she’s totally **reliable**. If she says she’ll help you with something, she does. You can always count on her.”

Word sort

B Which of the personality words or expressions above describe these qualities? Compare with a partner.

Winning is very important to you.	competitive	People can always count on you.
You handle everyday problems well.		You’re overly proud of yourself.
You give a lot of time or money to people.		You’re not well organized.
You tell the truth, and never cheat or steal.		You’re relaxed about life.

Figure it out

C How many words can you find in the article that make adjectives stronger? Make a list. Then compare with a partner.

incredibly

2 Grammar Adverbs before adjectives and adverbs

Use **incredibly, extremely, very, really, so, pretty, and fairly** to make some adjectives and adverbs stronger.

She's **incredibly** talented.
 She's **extremely** generous.
 He's a **pretty** cool guy.
 We get along **really** well.

Use **absolutely or really (but not very)** with adjectives that are already very strong.

She's **absolutely** wonderful.
 He's **really** fantastic.

The expression **at all** makes negatives stronger.

She's **not** selfish **at all**.

Completely and totally mean 100%.

He's **completely** honest.
 She's **totally** reliable.

Adjective prefixes

patient → **im**patient
 considerate → **in**considerate
 friendly → **un**friendly
 reliable → **un**reliable
 honest → **dis**honest
 organized → **dis**organized

In conversation . . .

People use **really** and **pretty** much more often in conversation than in writing.

really  : 
pretty  : 


About you

→ Do you know people with these qualities? Write a sentence for each expression, and follow it with an example. Then compare sentences with a partner.

- | | | |
|------------------------|----------------------------|-------------------------|
| 1. totally honest | 4. extremely talented | 7. very impatient |
| 2. fairly laid-back | 5. really competitive | 8. incredibly generous |
| 3. not reliable at all | 6. completely disorganized | 9. absolutely wonderful |

"My mother is totally honest. She always tells the truth."

3 Listening and speaking Best friends

A  Listen to the interviews. What do the three people say about their best friends? Complete the chart.

	Matt	Maria	Lucas
What's your best friend like?	He's a fun person.		
What do you have in common?			
How are you different?			

About you

→ **B Pair work** Ask and answer the questions with a partner.

- A *What's your best friend like?*
 B *She has a great sense of humor, and . . .*

4 Vocabulary notebook Happy or sad?

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



Lesson C *He's always working.*

1 Conversation strategy *Describing individual habits*

A Read the sentences. Who is describing a habit, Kate or Jenny?

Kate My brother is always borrowing my car, and it's so annoying.

Jenny Sometimes my brother borrows my car, but that's OK.



Now listen. What's Jacob's roommate like?



Alexis So, how's your new roommate working out?

Jacob Well, I don't see that much of him, really. I mean, he's always working, you know, at the library or sitting at the computer.

Alexis Well, at least he's not always throwing wild parties or playing music all night.

Jacob Yeah. And he's pretty easygoing. I'm always borrowing his stuff, and he doesn't mind.

Alexis He sounds better than my old roommate. She was so unpleasant.

Jacob You're right, she was pretty bad.

Alexis Yeah. She was always talking about people behind their backs.

Jacob You mean like we're doing right now?

Notice how Alexis and Jacob use *always* and a continuous verb to talk about things people do a lot or more than is usual. Find other examples in the conversation.

"He's always working."

B Change the underlined parts of these sentences to describe habits. Use *always* and a continuous verb. Compare with a partner.

1. I'm pretty disorganized. I lose things. I'm always losing things.
2. Everyone in my family loves music. We sing together.
3. My brother is really generous with his time. He fixes my computer.
4. My father is a workaholic. He comes home late. And he brings work home with him, too.
5. My college roommate was really funny. She made us laugh. You know, she told jokes.
6. A friend of mine complains she's broke, but she buys herself expensive clothes.
7. One of my friends is totally unreliable. He cancels plans at the last minute.

About you

C Pair work Tell your partner about your habits or the habits of your family or friends. Use the ideas above or your own ideas.

"My brother's really funny. He's always telling jokes."