

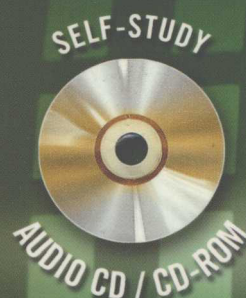
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TOUCHSTONE

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD



3B

STUDENT'S BOOK
学生用书

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

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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 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.

My commuting buddy
"I wish to take you to work with the carpooling. It's a great idea because it saves time and money. It's also a great way to get to know your colleagues. I'm sure you'll love it!"

My most exciting friend
"I wish to take you to a party. It's a great idea because it's a chance to meet new people and have fun. I'm sure you'll love it!"

My roommate
"I wish to take you to a party. It's a great idea because it's a chance to meet new people and have fun. I'm sure you'll love it!"

My oldest friend
"I wish to take you to a party. It's a great idea because it's a chance to meet new people and have fun. I'm sure you'll love it!"

A friend from work
"I wish to take you to a party. It's a great idea because it's a chance to meet new people and have fun. I'm sure you'll love it!"

5 A new friend
"I wish to take you to a party. It's a great idea because it's a chance to meet new people and have fun. I'm sure you'll love it!"

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

Subject relative clauses
This is a person who / that she works for me.

Object relative clauses
I don't think that's a good idea. / I don't think that's a good idea.

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

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

High School Sweethearts
"I wish to take you to a party. It's a great idea because it's a chance to meet new people and have fun. I'm sure you'll love it!"

2 Grammar Phrasal verbs
A phrasal verb is a verb plus a particle like away, back, out, up, etc.

3 Speaking naturally Stress in phrasal verbs
do you get along with your partner? How are you getting on?

4 Vocabulary notebook Matching up
See page 12 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 in each pair sounds “softer”?

1. It's weird. 2. They aren't going out.
3. It's kind of weird. 4. They haven't met.
5. They're shy. 6. Maybe they're a little shy.

Now listen. What does Matt think about his new neighbours?

Read the results that Matt got in class.

1. They were really friendly. 2. They were really busy. 3. They were really nice. 4. They were really shy. 5. They were really weird. 6. They were really interesting.

Notice how Matt and Chen use these expressions to “soften” their comments. Find expressions to use in your own conversations.

B Add the expression to parentheses to make them softer. Compare with a partner.

1. My neighbour was **unfriendly**. (to be friendly)
2. The people next door are **so loud**. (to be quiet)
3. They don't have anything better to do. (to have something to do)
4. The guy always late plays the drums too loud. (to be quiet)
5. She and my neighbour always talking over. (to be quiet)

C **Pair work** Do you know anyone like the people above? Tell your partner about your neighbours or someone you know. Use the “softer” your comments.

My neighbour is shy, but her kids are a bit noisy.

2 Strategy plus (though)

You can use **though** to give a contrasting idea.

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

1. I always think it's nice to walk with the people you work with.
2. I don't get on with Brenda at all.
3. I try to get on as friendly with my neighbours.
4. I enjoy working on Fridays all the time.
5. I don't mind if you're late at home by yourself.

a. It's good to spend extra time at home. **though**.

b. You shouldn't forget about your old friends. **though**.

c. It's a nice idea to get on as friendly with your neighbours. **though**.

d. It's important to get on with your friends. **though**.

e. It's not good to spend too much time at home. **though**.

B **Pair work** Ask the comments above (one for you) Do you agree with the responses?

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.

1. I'm nervous in the office. She gets nervous out. She's **friendly**.
2. I work during the night. It's really nice. He's kind of **friendly**.
3. My neighbour is always **friendly** with me. She's **friendly**.

B Listen again. Why does Matthew look forward to seeing each person? Write a sentence under each picture.

C **Pair work** Tell a partner about three people you enjoy seeing. Answer your partner's questions about them.

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 Here you'll read texts with topics from your past. What are they? What do you remember about them? Tell the class.

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

Web site chapters' classmate reunions

When Ben was invited to go to his classmate's reunion, he was a bit nervous. He had to find a way to get a good grade. He had to find a way to get a good grade. He had to find a way to get a good grade.

C Read the article again. Are the sentences true or false? Correct the false sentences.

1. Classmate reunions have been around for a long time.
2. Classmate reunions are usually held in a hotel.
3. Classmate reunions are usually held in a hotel.
4. You can contact your old friends for free.
5. The Web site doesn't give you your address and telephone number.

2 Speaking and listening Getting back in touch

A **Pair work** Here are three friends who haven't seen each other for a long time. Have you ever lost touch with a friend? Tell your partner how it happened.

B Listen to three friends talk about their friends. Check the way you lost touch with a friend. Check off the correct boxes.

C **Pair work** Why did you lose touch with your 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.

C **Free talk** What's important?

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: Phrasal verbs: When you learn a phrasal verb it's a good idea to write down some other verbs you can use with the particle.

back: get back / call back / fly back

up: get up / go up / get up

1. Check the two verbs in each line that go with the particle in the right.

2. Complete each expression with a different verb.

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

On your own: Make a page with headings for different topics such as “Hobbies”, “Sports”, and “Travel”. How many phrasal verbs can you write for each topic? Carry the list with you and learn the more you have to pass a moment.

Free talk 7 What's important?

Group work: Discuss what you think is most important when you choose a job partner? Discuss these “pros” and “cons” with your partner. Agree on the five most important things, and tell the class.

1. Who has a good sense of humor. 2. Who has a good sense of humor. 3. Who has a good sense of humor. 4. Who has a good sense of humor. 5. Who has a good sense of humor.

Free talk 9A Tech trivia

Pair work: Listen to a partner's questions and answer them. How many right answers can you get? Then answer your partner's questions.

Question	Answer	Right	Wrong
1. Can you tell me what the world's most famous city is?	New York City	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you know what country has the largest area?	Russia	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you know what the world's most famous Web site is?	ABC.com	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you know what the world's most famous flower is?	Rose	<input type="checkbox"/>	<input type="checkbox"/>
5. Can you tell me what the world's most famous city is?	London	<input type="checkbox"/>	<input type="checkbox"/>
6. Can you tell me what the world's most famous city is?	Paris	<input type="checkbox"/>	<input type="checkbox"/>
7. Can you tell me what the world's most famous city is?	London	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you know what the world's most famous city is?	London	<input type="checkbox"/>	<input type="checkbox"/>

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.

On your own is a practical task to help you learn vocabulary outside of class.

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 3B Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 7 Relationships 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 What if? 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 Tech savvy? 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 What's up? 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 Impressions 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 In the news 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></p> <p><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

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<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 _____ .



Unit **7**

Relationships

In Unit 7, you learn how to . . .

- make sentences with subject and object relative clauses.
- use phrasal verbs like *grow up*, *get along*, and *break up*.
- talk about friendships, dating, and other relationships.
- soften comments with expressions like *I think*, *probably*, *kind of*, and *in a way*.
- use *though* to give a contrasting idea.



Before you begin . . .

How many different relationships do you have with other people? Are you a family member, a friend, a teacher, a student, a co-worker? Which relationship do you enjoy most?

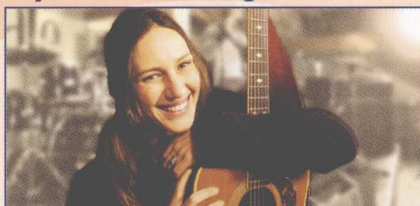
Christopher Owen talks about his circle of friends.

1 My running buddy . . .



“Well, Mike is the guy I run with in the morning. He’s the one who got me started running when I was in college. It’s convenient because he lives right down the street.”

2 My most exciting friend . . .



“Jennifer is another friend from college. Jen plays in a rock band that’s really hot right now, so her life is very different from mine. She still calls a lot to talk about all the things she’s doing. That’s kind of fun.”

3 My roommate . . .



“Toshiro is a guy that Jen introduced me to. He was looking for an apartment to share. It’s great because he’s a ‘clean freak.’ I’ve never lived in a place that’s so clean.”

6 My oldest friend . . .



“Charlie is someone I grew up with. We’ve been through a lot together. I can tell him just about anything. He’s just someone I can totally trust.”



5 A new friend . . .



“Then there’s Angela. She’s a new friend I met through Mike. She’s cool. She’s the kind of person you can just call and say, ‘You want to go see a movie tonight?’ That kind of thing.”

4 A friend from work . . .



“Nina is an interesting woman who sits across from me at work. She used to have a company that planned weddings for people. She has some funny stories to tell.”

1 Getting started

A Listen and read the article. How did Christopher meet his friends?

Figure it out

B How does Christopher express these ideas? Underline the sentences in the article.

1. Jen plays in a rock band. It’s really hot right now.
2. Nina is an interesting woman. She sits across from me at work.
3. Angela is a new friend. I met her through Mike.

2 Grammar *Relative clauses*

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

Subject relative clauses

Nina is a woman **who / that** sits across from me.

↑
subject
↓

Nina had a company **that / which** planned weddings.

Object relative clauses

Charlie is someone **I can trust.**

(I can trust **Charlie.**)

Charlie is someone **who / that** I can trust.

↑
object
↓

Jen talks about the things **she's doing.**

(Jen's doing **things.**)

Jen talks about the things **that she's doing.**

In conversation . . .

In subject relative clauses:

- **Who** is more common than **that** for people.
- **That** is more common than **which** for things.

In object relative clauses:

- People often leave out **who** and **that**, especially before pronouns.
- **Which** is not frequent.

A Combine each pair of sentences. Use relative clauses. More than one answer may be possible.

1. I have a friend. She calls me a lot to talk about her problems.

I have a friend who calls me a lot to talk about her problems. (I have a friend that . . .)

2. I made some new friends at a club. It organizes hiking trips and things like that.

3. My best friend has a guitar. She bought it from a rock star.

4. I know someone. He has a big party once a year for all his friends.

5. I have a really interesting friend. I met her at my health club.

6. I found this cool Web site. It helps you find your old school friends.

About you → **B Pair work** Change the information above. Make true sentences. Tell a partner.


"I have a friend who calls me a lot to talk about his roommate." *"Really? Are they having problems?"*

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 met 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 friends you chat with online? Where do they live?
- ▶ Do you have any friends who are very different from you? How are they different?

1 Building vocabulary and grammar

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

High School Sweethearts

He discovered that Anna was a member. He wrote her an e-mail, and she **wrote back** right away. It **turned out** that Anna was still single and was looking for him, too! They made plans to meet at a restaurant in her city.

Steve and Anna **grew up** in a small town called Greenville. In high school, they **hung out** with the same crowd. They **got along** very well, and they started **going out** together. Anna was Steve's first love, and he was her first love, too.

When Steve was 35, he was ready to **settle down** with someone, but no one seemed right. He still thought about Anna. Then he heard about a Web site that helps people find old classmates. He **signed up** immediately.



Anna and Steve at their high school prom

But the long-distance relationship didn't **work out**, and they decided to **break up**. A year later, Anna's family **moved away** from Greenville, and Steve lost touch with her.

When they saw each other, all the old memories **came back**, and they started **going out** again. Within a few months, they were married, and they are now living "happily ever after." Sometimes your first love **turns out** to be the best.

After they graduated, Anna **went away** to college, while Steve attended a college nearby. They would get together about once a month, when Anna **flew back** home to visit her parents.



A recent photo of the happy couple

Figure it out

B Which verbs in the story mean the same as the underlined expressions below?

1. Steve and Anna spent their childhood in the same town.
2. Steve and Anna started dating.
3. Anna went to college in a different city.
4. Steve and Anna decided to stop dating.

Word sort

C Complete the chart with two-part verbs from the story. Can you use four of the verbs to retell Steve and Anna's story?

<i>along</i>	<i>away</i>	<i>back</i>	<i>down</i>	<i>up</i>	<i>out</i>
		write back			

2 Grammar Phrasal verbs

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

Steve and Anna **grew up** in the same town.
They **got along** well and started **going out** together.
Anna **went away** to college.
She **flew back** home once a month.
Things didn't **work out**, so they decided to **break up**.

Notice:

Steve and Anna **got along** well.
Steve **got along with** Anna.
Anna **got along with** Steve.
Steve and Anna **went out** together.
Steve **went out with** Anna.
Anna **went out with** Steve.

A Read these opinions about relationships. Complete the sentences with the phrasal verbs below.

break up get along go back ✓go out settle down sign up work out


1. It's more fun to go out with someone you know than to go on a "blind date."
2. If you don't _____ well with your boyfriend's or girlfriend's family, your relationship won't _____.
3. It's good to date a lot of different people before you _____ with one person.
4. After you _____ with someone, you should try and stay friends.
5. You should never _____ to someone you've broken up with.
6. If you want to meet someone, it's a good idea to _____ for a class.

About you

B Pair work Discuss the opinions above. Do you agree?

3 Speaking naturally Stress in phrasal verbs

Are you going out with anyone? How are you getting along?

A  Listen and repeat the questions above. Notice that the particle is stressed more than the verb.

About you

B Group work Ask and answer the questions. How many different opinions do you have?

1. Do you think it's OK to go out with more than one person at the same time?
2. What should you do if you're not getting along with your boyfriend or girlfriend?
3. Do you think long-distance relationships can work out?
4. Is it OK to go out with someone who is a lot older or younger than you?
5. What's a good age to settle down?
6. What's the best way to break up with someone?

4 Vocabulary notebook Matching up

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



They're probably just busy.

1 Conversation strategy Softening comments

A Which comment in each pair sounds "softer"?

1. a. *It's weird.*

b. *It's kind of weird.*

2. a. *They sort of ignore me.*

b. *They ignore me.*

3. a. *They're shy.*

b. *Maybe they're a little shy.*



Now listen. What does Maria think about her new neighbors?



Maria *That's the couple that moved in next door.*

Chen *Yeah? They seem pretty friendly.*

Maria *Yeah. It's kind of weird, though. Sometimes they say hello, and other times they sort of ignore me.*

Chen *Maybe they're just a little shy.*

Maria *Oh, I think they're probably just busy or stressed out.*

Chen *Yeah. Well, who isn't these days?*

Maria *Actually, the woman is a bit more friendly. I've spoken to her a few times. We only talked about the weather, though.*

Chen *That's how most of the people are in my building. I guess that's OK in a way. I don't like to get too friendly with the neighbors.*

Maria *Yeah, me either.*

Notice how Maria and Chen use these expressions to "soften" their comments. Find examples in the conversation.

*I guess / I think
probably / maybe
kind of / sort of*

*a little / a (little) bit
just
in a way*

B Add the expressions in parentheses to these comments to make them softer. Compare with a partner.

1. My neighbors are unfriendly. (a little bit) They think they're better than everybody else. (maybe)
2. The people next door go to bed early. (kind of) They get annoyed when I have parties. (sort of)
3. The people across the street are always looking out of their window. They seem nosy. (a little)
They don't have anything better to do. (I guess)
4. The guy above me plays the drums too loud. (a bit) It gets noisy. (kind of)
5. One of my neighbors is always coming over. It's irritating. (in a way) She's lonely. (I think / probably / just)

About you

C Pair work Do you know anyone like the people above? Tell your partner about your neighbors or someone else you know. Can you "soften" your comments?

"My neighbors are nice, but their kids are a bit noisy."



2 Strategy plus though

You can use **though** to give a contrasting idea.

They seem pretty friendly.



It's kind of weird, though. Sometimes they sort of ignore me.

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

- | | |
|--|--|
| 1. I always think it's nice to socialize with the people you work with. ____ | a. It's good to spend some time at home, though. |
| 2. I find I go out with friends almost every night. ____ | b. You shouldn't forget about your old friends, though. |
| 3. I try not to get too friendly with my neighbors. ____ | c. It's not a good idea to date someone from work, though. |
| 4. I enjoy making new friends all the time. ____ | d. It's important to get along with them, though. |
| 5. I spend most of my free time at home by myself. ____ | e. It's not good to spend too much time alone, though. |

In conversation . . .

Though is one of the top 200 words.

About you

B Pair work Are the comments above true for you? Do you agree with the responses?

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.

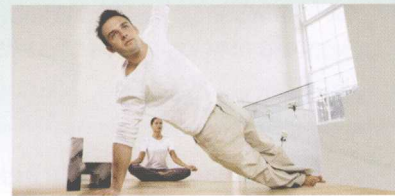
- 1 The woman in the coffee shop gets stressed out. She's very _____, though.



- 2 My Web-design teacher is really nice. He's kind of _____, though.



- 3 My yoga instructor is incredibly easygoing. He can be a bit _____, though.



B Listen again. Why does Matthew look forward to seeing each person? Write a reason under each picture.

About you

C Pair work Tell a partner about three people you enjoy seeing. Answer your partner's questions about them.

1 Reading

A Have you lost touch with anyone from your past? Who are they? What do you remember about them? Tell the class.

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

Web site chaperones' classmate reunions

By Jefferson Graham, USA TODAY

When Ray Sears stumbled onto² the Classmates.com Web site, which promises to reunite old friends, he found a listing for his old seventh-grade girlfriend Gina, paid the membership fee so he could reconnect, and asked if she remembered him. "How could I forget my first love?" she replied.

Fast-forward to today, where the newly married Gina Sears is expected to give birth in August to Ray and Gina's first child.

"This is the promise of the Internet," says Sears, 32, a security supervisor at a Los Angeles-area shopping mall. "A simple way for the regular Joes³ to find people from their past. It's a really neat way of getting back in touch."

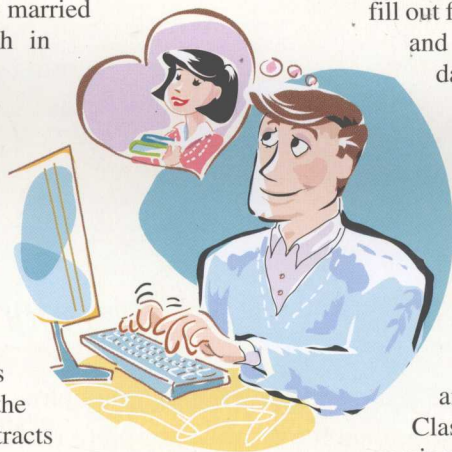
Others apparently agree. The number of visitors to Classmates tripled in 2002, making it one of the most popular sites on the Web. It attracts 15 million visitors a month, and ranks No. 20 on Jupiter Media Metrix's list of top-traffic Web sites.

Making connections has been one of the most popular uses of the Internet, whether by e-mail, bulletin board, or instant messaging. But Classmates.com, like many online dating sites, has figured out a way to make people's need to connect pay off.

Classmates is a rare dot-com success story, a profitable company with two million paying subscribers who happily fork over⁴ \$36 a year (just increased from \$30) to reach out to former classmates, military colleagues, even original birth parents.

How Classmates works: You go to the Web site and fill out forms with your schools, years attended, and other information. Then check the database – 180,000 U.S. schools and 38,000 military units – to see if old pals have also registered. You can see their names, but if you want to make contact, you must first become a paying member. The contacts are made through Classmates' private e-mail system – personal information isn't listed on the site.

Beyond listing schools, the military, and working the reunion markets, Classmates plans to launch a workplace version in the coming months to attract former co-workers who have since lost touch. The site also is looking to add an instant-messaging system so visitors can chat while they're on the site.



1 *chaperones* supervises
 2 *stumbled onto* found by accident
 3 *regular Joes* ordinary people
 4 *fork over* pay

C Read the article again. Are the sentences true or false? Correct the false sentences.

- Gina didn't remember Ray Sears when he contacted her.
- Gina and Ray are now married and starting a family.
- Classmates.com helps you find old school friends.
- You can contact your old friends for free.
- The Web site doesn't give out your address and telephone number.

	True	False
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>