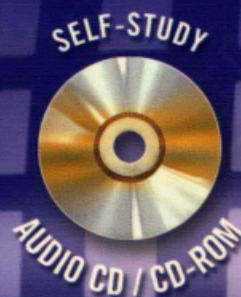


TOUCHSTONE

剑桥标准英语教程

MICHAEL MCCARTHY
JEANNE MCCARTEN
HELEN SANDIFORD



4B

STUDENT'S BOOK
学生用书



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BEIJING LANGUAGE AND CULTURE
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Welcome to Touchstone!

本系列教程的成功开发得益于剑桥国际语料库北美语料库丰富的资源和强大的功能。该大型语料库从日常对话、广播、电视节目、报纸及图书中广泛取材。

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

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

希望大家能够喜欢本系列教程，并祝愿大家的英语课堂充满乐趣！

Michael McCarthy
Jeanne McCarten
Helen Sandiford

Unit features

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

Figure it out challenges you to notice how grammar works.

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

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

Lesson A Party time

1 Getting started

2 Grammar be supposed to, was/were going to

3 Talk about it Weekend fun

4 Vocabulary notebook Get this!

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 We've got to get going

1 Building vocabulary and grammar

2 Grammar Inseparable phrasal verbs

3 Speaking and listening What are you like?

4 Vocabulary notebook Get this!

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

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

Conversation strategy helps you “manage” conversations better. In this lesson, you learn how to check your understanding by asking questions in the form of statements. The strategies are based on examples from the corpus.

Lesson C So, it's your birthday?

1 Conversation strategy Checking your understanding

A How are the two questions in this conversation different?
 1. How are you going out tonight?
 2. How's it possibly your last?
 How does the second question differ from the first?
 How does the second question differ from the first?

B What do you think the speaker's attitude is?
 1. He's surprised.
 2. He's disappointed.
 3. He's angry.
 4. He's happy.

C What do you think the speaker's attitude is?
 1. He's surprised.
 2. He's disappointed.
 3. He's angry.
 4. He's happy.

D What do you think the speaker's attitude is?
 1. He's surprised.
 2. He's disappointed.
 3. He's angry.
 4. He's happy.

E What do you think the speaker's attitude is?
 1. He's surprised.
 2. He's disappointed.
 3. He's angry.
 4. He's happy.

2 Strategy plus SO

A Use the word **so** in many ways, including:
 1. To start a topic, often with a question.
 2. To show a result or consequence.
 3. To check your understanding.
 4. To show agreement.
 5. To show a contrast.
 6. To show a reason.
 7. To show a purpose.
 8. To show a condition.
 9. To show a concession.
 10. To show a correction.

B Use the word **so** in many ways, including:
 1. To start a topic, often with a question.
 2. To show a result or consequence.
 3. To check your understanding.
 4. To show agreement.
 5. To show a contrast.
 6. To show a reason.
 7. To show a purpose.
 8. To show a condition.
 9. To show a concession.
 10. To show a correction.

C Use the word **so** in many ways, including:
 1. To start a topic, often with a question.
 2. To show a result or consequence.
 3. To check your understanding.
 4. To show agreement.
 5. To show a contrast.
 6. To show a reason.
 7. To show a purpose.
 8. To show a condition.
 9. To show a concession.
 10. To show a correction.

Strategy plus teaches important words and expressions for conversation management, such as using **so** to start or close a topic.

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

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

Lesson D Social style

1 Reading

1.1 Socializing the introvert

A Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

B Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

C Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

2 Listening and writing Extrovert or introvert?

A Listen to the audio and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

B Listen to the audio and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

C Listen to the audio and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

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

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 Get this!

1 Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

2 Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

3 Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

Free talk ? What's the solution?

1 Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

2 Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

3 Read the text and answer the questions. What is the main idea of the text? What is the author's attitude towards introverts? What is the author's attitude towards extroverts?

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 4B Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 7 Problem solving pages 65–74	<ul style="list-style-type: none"> Talk about errands and solving problems Talk about things you do yourself and things you get done somewhere else Talk about things that need to be fixed 	<ul style="list-style-type: none"> Causative <i>get</i> and <i>have</i> <i>need</i> + passive infinitive <i>need</i> + verb + <i>-ing</i> 	<ul style="list-style-type: none"> Errands Household problems 	<ul style="list-style-type: none"> Speak informally in “shorter sentences” Use expressions like <i>Oops!</i> and <i>Uh-oh!</i> when something goes wrong 	<ul style="list-style-type: none"> Short question and statement intonation
Unit 8 Behavior pages 75–84	<ul style="list-style-type: none"> Talk about your reactions and behavior in different situations Describe other people’s emotions and personal qualities Talk about hypothetical situations in the past 	<ul style="list-style-type: none"> Use <i>would have</i>, <i>should have</i>, and <i>could have</i> to talk hypothetically about the past Use <i>must have</i>, <i>may have</i>, <i>might have</i>, and <i>could have</i> to speculate about the past 	<ul style="list-style-type: none"> Emotions and personal qualities Expressions describing behavior 	<ul style="list-style-type: none"> Use expressions such as <i>That reminds me (of) . . .</i> to share experiences Use <i>like</i> informally in conversation 	<ul style="list-style-type: none"> Reduction of <i>have</i> in past modals
Unit 9 Material world pages 85–94	<ul style="list-style-type: none"> Talk about possessions and being materialistic Discuss money and money management 	<ul style="list-style-type: none"> Reported speech Reported questions 	<ul style="list-style-type: none"> Expressions to describe ownership and possessions Money 	<ul style="list-style-type: none"> Report the content of conversations you have had Quote other people or other sources of information 	<ul style="list-style-type: none"> Intonation of finished and unfinished ideas

Touchstone checkpoint Units 7–9 pages 95–96

Unit 10 Fame pages 97–106	<ul style="list-style-type: none"> Discuss hypothetical situations in the past and what might (not) have happened to you and others if things had been different Talk about celebrities and being famous 	<ul style="list-style-type: none"> Use <i>if</i> clauses with the past perfect form of the verb to talk hypothetically about the past Tag questions 	<ul style="list-style-type: none"> Expressions to describe becoming famous, being famous, and losing fame 	<ul style="list-style-type: none"> Use tag questions to soften advice and give encouragement Answer difficult questions with expressions like <i>It’s hard to say</i> 	<ul style="list-style-type: none"> Intonation of tag questions
Unit 11 Trends pages 107–116	<ul style="list-style-type: none"> Describe social and urban change Describe environmental problems 	<ul style="list-style-type: none"> The passive of the present continuous and present perfect Link ideas to express a contrast, reason, purpose, or alternative 	<ul style="list-style-type: none"> Expressions to describe change Environmental problems 	<ul style="list-style-type: none"> Refer back to points made earlier in a conversation Use more formal vague expressions like <i>and so forth</i> and <i>etc.</i> 	<ul style="list-style-type: none"> Reduction of auxiliary verbs
Unit 12 Careers pages 117–126	<ul style="list-style-type: none"> Talk about planning a career Discuss different jobs people do Talk about hopes and expectations for the future 	<ul style="list-style-type: none"> <i>What</i> clauses and long noun phrases as subjects The future continuous and future perfect 	<ul style="list-style-type: none"> Expressions to describe a job search Areas of work, professions, and jobs 	<ul style="list-style-type: none"> Introduce what you say with expressions like <i>The best part was (that) . . .</i> Use <i>I don’t know if . . .</i> to introduce a statement and involve the other person in the topic 	<ul style="list-style-type: none"> Stressing <i>I</i> and <i>you</i>

Touchstone checkpoint Units 10–12 pages 127–128

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>Wedding on a budget</i></p> <ul style="list-style-type: none"> Listen to a conversation, and check what the people agree on; then listen for what they'll do themselves or have done professionally <p><i>Fix it!</i></p> <ul style="list-style-type: none"> Match four conversations with pictures; then listen to determine if the problems were solved 	<p><i>Developing Your Problem-Solving Skills</i></p> <ul style="list-style-type: none"> A magazine article about the importance of developing good problem-solving skills 	<ul style="list-style-type: none"> Write a proposal presenting a solution to a problem at school Format for presenting a problem and its solution 	<p><i>Damaged goods</i></p> <ul style="list-style-type: none"> Find out if new words have different forms that can express the same idea, and use them in sentences 	<p><i>What's the solution?</i></p> <ul style="list-style-type: none"> Group work: Discuss the problems shown in four illustrations, and suggest possible solutions and advice
<p><i>Similar experiences</i></p> <ul style="list-style-type: none"> Listen to two people share experiences, and number the incidents in order; then answer questions <p><i>Rude behavior</i></p> <ul style="list-style-type: none"> Listen to a conversation, and number the items in a survey; then listen and write responses to opinions 	<p><i>When and How to Apologize</i></p> <ul style="list-style-type: none"> An article about the importance of apologizing and suggesting ways to do so 	<ul style="list-style-type: none"> Write a note of apology for something you did in the past Expressions for writing a note of apology 	<p><i>People watching</i></p> <ul style="list-style-type: none"> Learn new vocabulary by making a connection with something or someone you know, and write true sentences 	<p><i>Analyzing behavior</i></p> <ul style="list-style-type: none"> Group work: Read about three situations, and discuss questions about people's behavior in each one
<p><i>Who's materialistic?</i></p> <ul style="list-style-type: none"> Listen to someone answer questions, and take notes; then report his answers <p><i>I couldn't live without . . .</i></p> <ul style="list-style-type: none"> Listen to four people talk about things they couldn't live without, and complete a chart; then listen and write responses to opinions 	<p><i>Everything must go online!</i></p> <ul style="list-style-type: none"> A magazine article about a man who sold all his belongings on the Internet 	<ul style="list-style-type: none"> Write an article about your classmates and things they feel they couldn't live without Use of reporting verbs for direct speech and reported speech 	<p><i>Get rich!</i></p> <ul style="list-style-type: none"> When you learn a new word, notice its collocations – the words that are used with it 	<p><i>Only one choice</i></p> <ul style="list-style-type: none"> Pair work: Choose items from six sets, and explain your choices; then join another pair, and report your partner's choices

Touchstone checkpoint Units 7–9 pages 95–96

<p><i>Advice</i></p> <ul style="list-style-type: none"> Listen to a conversation, and answer questions about the details <p><i>Success is . . .</i></p> <ul style="list-style-type: none"> Listen to four conversations about success, and complete sentences; then listen and complete a chart 	<p><i>Renée: "I knew I'd pull through."</i></p> <ul style="list-style-type: none"> A magazine article about actress Renée Zellweger and the challenges she faced while becoming successful 	<ul style="list-style-type: none"> Write a paragraph about someone you know who has achieved success, and explain why that person became successful Topic and supporting sentences in a paragraph 	<p><i>Do your best!</i></p> <ul style="list-style-type: none"> Learn new idioms by writing example sentences that explain or clarify meaning 	<p><i>Quotations</i></p> <ul style="list-style-type: none"> Group work: Discuss six quotations about success by famous people; then make up your own definition of success to share with the class
<p><i>Changes we see</i></p> <ul style="list-style-type: none"> Listen to four conversations about trends, and complete a chart; then listen to check if the people think the trends are good and why <p><i>Changing your life</i></p> <ul style="list-style-type: none"> Listen to three people talk about technology, and match with photos; then listen and write why each one likes the technology 	<p><i>Gadgets we love!</i></p> <ul style="list-style-type: none"> An interview with two people about their use of new technology 	<ul style="list-style-type: none"> Write an article about a new technology you use and how it has changed your life Expressions for describing trends 	<p><i>Try to explain it!</i></p> <ul style="list-style-type: none"> Write definitions in your own words to help you learn the meaning of new words and expressions 	<p><i>Save the world!</i></p> <ul style="list-style-type: none"> Group work: Create a campaign to improve the world in some way, and then present it to the class
<p><i>What's she doing now?</i></p> <ul style="list-style-type: none"> Listen to a woman talk about her job, and answer questions; then listen to check details <p><i>A fabulous opportunity!</i></p> <ul style="list-style-type: none"> Fill in the blanks in a job ad, and listen to a conversation about it to check guesses; then listen and answer questions 	<p><i>Perfect answers to tough and tricky interview questions</i></p> <ul style="list-style-type: none"> A magazine article about how to answer the most common questions in job interviews 	<ul style="list-style-type: none"> Write a letter of application for a job in response to an ad Format for writing a letter of application 	<p><i>From accountant to zoologist</i></p> <ul style="list-style-type: none"> When you learn a new word, learn other words with the same root as well as common collocations to expand your vocabulary quickly 	<p><i>Job fair</i></p> <ul style="list-style-type: none"> Group work: Choose a job ad, and prepare for an interview; then answer questions as your group interviews you for the job

Touchstone checkpoint Units 10–12 pages 127–128

Working in groups

We're ready now, aren't we?

Are we ready? Let's get started.

Haven't I interviewed you already?

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

Where are we?

We're on number _____.

We haven't quite finished yet.

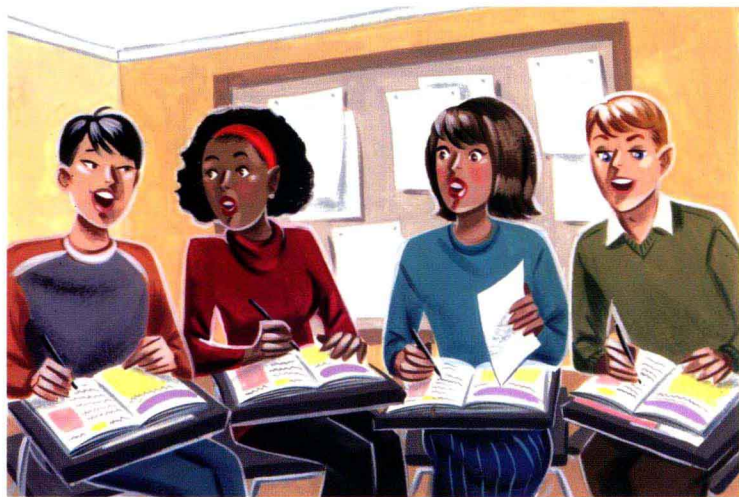
Neither have we.

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

So do we.

One interesting thing we found out was that _____.

_____ told us that _____.



Checking with the teacher

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

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

When are we supposed to hand in our homework?

Excuse me. My homework needs to be checked.

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

Will we be reviewing this before the next test?

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

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

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

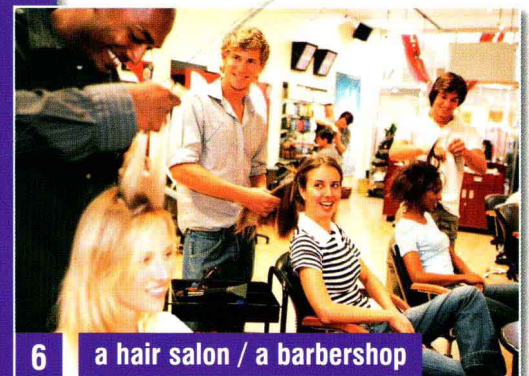
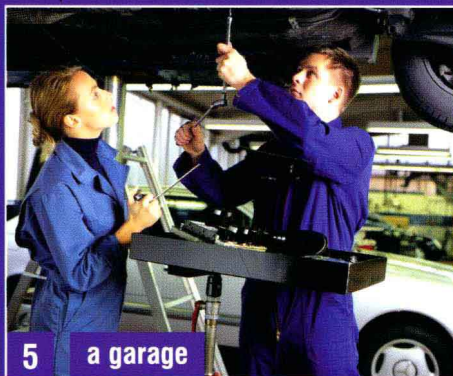
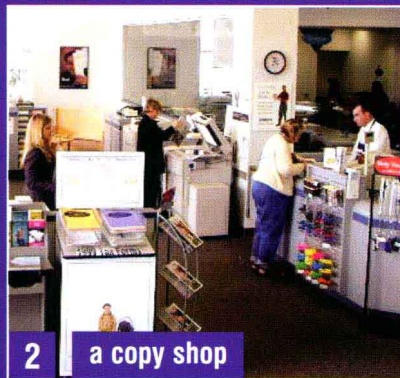
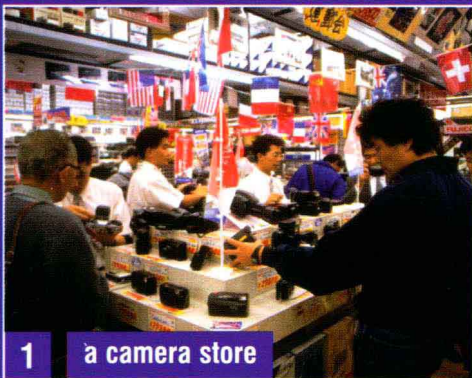


Unit 7

Problem solving

In Unit 7, you learn how to . . .

- use causative *get* and *have* to talk about getting things done.
- use *need* + passive infinitive and *need* + verb + *-ing*.
- talk about errands, things that need to be fixed, and solving problems.
- speak informally in “shorter sentences.”
- use expressions like *Uh-oh*, *Ouch*, and *Oops* when things go wrong.



Before you begin . . .

Where do you go when . . .

- you need a haircut?
- you need new glasses?
- you need some photocopies?
- there's a big stain on your jacket?
- you need a memory card for your camera?
- your car or motorbike breaks down?

Do it yourself!

We asked people what jobs they do themselves in order to save money. Here's what they said:



Have you ever cut your own hair to save money?

"I have, actually. But it looked so bad that I went to the most expensive place in town and had a hairdresser cut it again. I'll never try that again! Now I always get it cut

professionally at a good hair salon, though I get a friend to cut my bangs occasionally. That saves me some money."

– Min Sook Kim
Seoul, South Korea

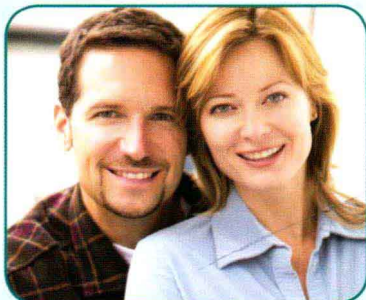


Do you do your own car repairs?

"Well, I can do routine things like put oil in the car. But, to be honest, I get my brother to fix most things. And if there's something

seriously wrong with my car, I have my uncle take a look at it at his garage. I can get it fixed there pretty cheaply. I also have it serviced there once a year."

– Marcus Aldóvar
Bogotá, Colombia



Do you do your own home decorating?

"My wife and I are having a new house built right now, but we're going to do all the painting and decorating ourselves.

We've done it before. My sister's an interior designer, so we'll have her choose the colors and get her to pick out curtains, too. She's got great taste."

– Martin and Jill Snow
Calgary, Canada



Do you ever do your own repairs around the house?

"Not anymore! Once I tried fixing the dishwasher myself because I didn't want to pay to have someone come and repair it. But I didn't realize I had

to turn off the water first. So I fixed the problem, but I flooded the entire apartment! And it cost a fortune to have the water damage repaired."

– Bella Clark
Miami, U.S.A.

1 Getting started

A Listen. Which jobs have these people done themselves? Were they successful?

Figure it out →

B Which sentences are true about the people above? Choose *a* or *b*.

- a. Min Sook always cuts her own hair. b. Min Sook gets her hair cut at a salon.
- a. Marcus always fixes his car himself. b. Marcus often gets his car fixed at a garage.
- a. The Snows are going to paint their house. b. The Snows are going to have their house painted.
- a. Bella repaired her dishwasher. b. Bella had her dishwasher repaired.

2 Grammar Causative get and have

get + person + to + verb; have + person + verb

I **get** my brother **to fix** my car.

We'll **get** my sister **to choose** colors for our house.

My hair looked bad, so I **had** a hairdresser **cut** it again.

I didn't pay to **have** someone **repair** my dishwasher.

get / have + object + past participle

I **get** my car **fixed** at my uncle's garage.

We're **having** a new house **built** now.

I always **get** my hair **cut** professionally.

It cost a lot to **have** the water damage **repaired**.

About
you

A Write answers to the following questions. Use the words in **bold** in your responses. Then ask and answer the questions with a partner.


1. Do you usually **get** your hair **cut** professionally? How often do you **get** it **cut**?
2. Have you ever **had** a friend **cut** your hair? How did it turn out?
3. Do you have a bicycle, motorcycle, or car? Where do you **get** it **fixed**?
4. If you had a flat tire, would you **get** someone **to change** it for you or do it yourself?
5. Do you take a lot of clothes to the dry cleaner's? Is it expensive to **get** things **cleaned**?
6. Do you iron your own clothes? Do you ever **get** someone **to iron** things for you?
7. Do you do your own painting at home, or do you **have** it **done** by a professional?
8. Do you ever **have** people **come** to the house to repair things? What do they repair?

B Pair work What things do you have done professionally? Where do you get these things done? Make a list and compare with your partner. Do you handle things the same way?


A *I get my shirts cleaned at the dry cleaner's. What about you?*

B *I wash my own shirts, but I sometimes get my sister to iron them.*


3 Listening Wedding on a budget

A  Listen. Molly and Mark are talking about things they need to do to get ready for their wedding. What topics do they agree on? Check (✓) the boxes.



B  Listen again. Which things are Molly and Mark going to have done professionally? Which things are they or their families going to do themselves? Make two lists.

1 Building language

A  Listen. What is Isaac good at fixing? Practice the conversation.

Anna Isaac, something's wrong with the shower. It won't turn off completely. It keeps dripping.

Isaac Yeah? Maybe the showerhead needs replacing.

Anna Oh, it's probably just a washer or something that needs to be replaced. Can you take a look at it?

Isaac Me? I'm not a plumber. I don't even know what's wrong with it.

Anna I know. But you're always so good when the TV needs to be fixed. You know, when the screen needs adjusting.

Isaac Yeah, well, that's an emergency!

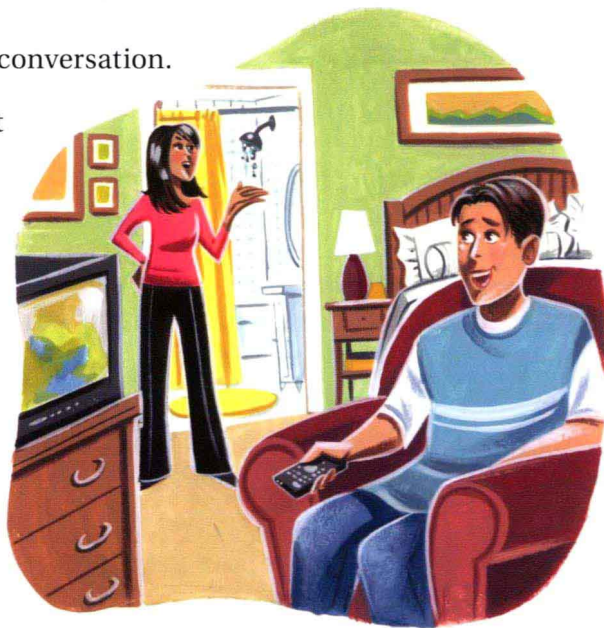


Figure it out

B Can you say *We need to replace the showerhead* in two different ways? Use the conversation to help you. Start like this.

"The showerhead needs . . ."

2 Grammar *need + passive infinitive and need + verb + -ing*

need + passive infinitive

The TV needs **to be fixed**.

The screen needs **to be adjusted**.

need + verb + -ing

The TV needs **fixing**.

The screen needs **adjusting**.

The structure *need + verb + -ing* occurs mainly with verbs like *changing, cleaning, adjusting, replacing, recharging, etc.*

A Complete the statements below in two ways. Use *need + passive infinitive* and *need + verb + -ing*. Compare with a partner.

1. There's a problem with our car. The brakes _____ (adjust).
2. My computer's very slow. Maybe the memory _____ (upgrade).
3. I can't make any calls right now because my cell phone _____ (recharge).
4. My camera is always going dead. The batteries _____ (replace) constantly.
5. The closet light won't turn on. The bulb _____ (change or tighten).
6. Our air conditioner isn't working very well. Maybe the filter _____ (clean).

About you

B Pair work Are any of the sentences true for you? Do you have any similar problems?

A I don't think there are any problems with my car. Well, one of the tail lights needs replacing.

B My car needs to be serviced. I should get it done soon, actually.

3 Building vocabulary

A Anna is pointing out more problems to Isaac. Can you guess what things she's talking about? Complete the sentences below. Then compare answers with a partner.



1. "The microwave isn't working. Nothing's happening. It **won't turn on**."
2. "The _____ is **leaking**. And there's a _____ in the door."
3. "The _____ **keeps flickering** on and off. And I **got a shock** from it."
4. "The _____ is **loose**. If it **falls off**, we won't be able to open the door."
5. "The ceiling _____ is **making a funny noise**."
6. "There are _____ all over the counter, and they're all **scratched**."
7. "That _____ is **torn**. And look – there's a big **hole** in the other one."
8. "There's a coffee **stain** on the _____."
9. "The _____ is a half hour **slow**. Actually, I think it **stopped**. The battery must be **dead**."

Word
sort

B Can you think of two items for each of the problems below? Do you have any things like these that need to be fixed? Tell a partner.

Things that often . . .	Things that are often . . .	Things that often have . . .
leak: refrigerator, pen	scratched:	a dent in them:
fall off:	torn:	a stain on them:
make a funny noise:	loose:	a hole in them:

C Group work Make a "to do" list for Anna and Isaac, and prioritize each task. Guess what might be wrong with each thing in their kitchen. How can they get the problems fixed? Which things need to be done right away?

- A I wonder what's wrong with the microwave. Why isn't it working?*
B I don't know, but it's plugged in. They need to get it fixed pretty quickly. I think they should take it to a repair shop and have someone look at it.
C Actually, I think it probably needs to be replaced.

To Do

- 1.
- 2.
- 3.

4 Vocabulary notebook Damaged goods

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




1 Conversation strategy Speaking in “shorter sentences”

A What words have the speakers “left out” of this conversation?

A Ready? Want to get something to eat?

B Love to. Almost ready.

 Now listen to Kayla and Hector. What are they trying to do? Are they successful?



Kayla Hi, there. . . . Ooh! Want some help?
Hector Sure. Just take that end. Got it?
Kayla Yeah. Think so. Oops! Wait a second.
Hector OK. . . . Ready? One, two, three, lift.
Kayla Ooh, it's heavy! . . . Ow! Just broke a nail.
Hector Ouch! You OK?
Kayla Yeah. But hurry up!
Hector There. Shoot! It's not straight.
Kayla Want me to fix it? . . . Better?
Hector Yeah, . . . up a bit on the left.
Kayla There you go. Done.
Hector Thanks. Like it?
Kayla Love it. It looks good. Really good.
Hector Want some coffee?
Kayla No, thanks. Can't drink it. Got any soda?
Hector Sure. . . . Uh-oh! Don't have any. Sorry.

Notice how Kayla and Hector speak in “shorter sentences.” They leave out words like *I* or *you*, and verbs like *do*, *be*, and *have*. People often do this in informal conversations, especially when it's clear who or what they're talking about. Find more examples.

“(Do you) Want some help?”

“(Are you) Ready?”

“(I) Just broke a nail.”

B Rewrite the conversation with shorter sentences. Compare with a partner and practice.

A Do you need this screwdriver? Here it is.

B Thanks. I can't get this shelf off the wall.

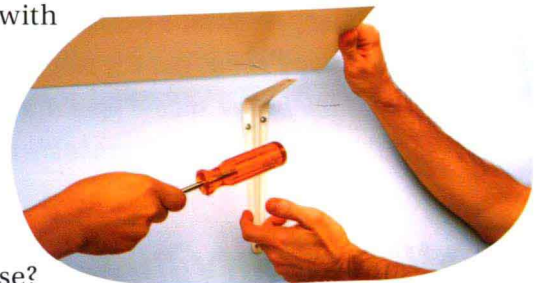
A Do you want me to try getting it off for you?

B Yes, thanks. Are you sure you've got time?

A Yes. . . . OK. That's done. Do you need help with anything else?

B Thank you. No, there's nothing else. Would you like a drink?

A I'd love one. Have you got any green tea?



2 Strategy plus Uh-oh!

You can use words like **Uh-oh!** and **Oops!** when something goes wrong.

- Ooh!** = (when you see a problem)
- Uh-oh!** = (when you suddenly discover a problem)
- Oops! / Whoops!** = (when you make a small mistake)
- Ow! / Ouch!** = "That hurt." / "It sounds like that hurt."
- Ugh! / Yuck!** = "It's disgusting."
- Shoot!** = "Oh, no!" (a general reaction)

Ow!



In conversation . . .

- Ooh!**
- Uh-oh!**
- Ow!**
- Oops! / Whoops!**
- Ugh! / Yuck!**
- Shoot!**
- Ouch!**

Write an expression you can use in each situation. Compare answers with a partner.

1. You drop a hammer on your toe. Ow!
2. You miss a call on your cell phone. _____
3. You spill coffee on the table. _____
4. A friend tells you how she broke her arm. _____
5. You realized you just missed a class. _____
6. You put too much sugar in your coffee. _____

3 Speaking naturally Short question and statement intonation

Questions: *Ready?* *OK?* Statements: *Ready.* *OK.*

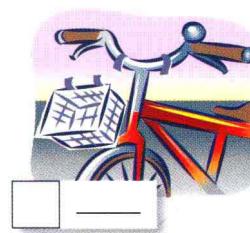
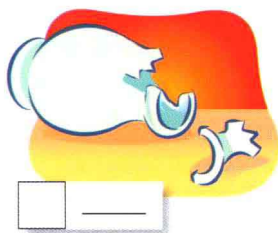
A Listen and repeat the words above. Notice the rising intonation for short questions and falling intonation for short statements.

B Listen. Is each sentence a question or a statement? Add a question mark (?) or a period (.) .

1. Better _____
2. Got it _____
3. Broke a nail _____
4. Left a bit _____
5. Done _____
6. You need help _____

4 Listening and speaking Fix it!

A Listen. Which items are the people trying to fix? Number the pictures.



B Listen again. Do they solve the problems? Write **Yes** or **No** on the line.

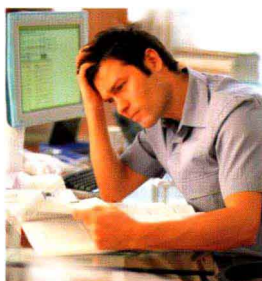
C Pair work Choose one of the problems above. Role-play a conversation like the one on page 70.

1 Reading

A What's your problem-solving style? Do you do any of these things? Tell the class.

- Ignore the problem until the last minute.
- Do something – anything – immediately.
- Get as much information as you can first.
- Try different solutions until one works.
- Try one solution only.
- Take enough time to think of ideas.

B Read the article. Which of the ideas above are recommended?



Developing Your Problem-Solving Skills

by Janice Arenofsky

Problem solving is wrestling with algebra or chemistry homework. But it's also taking on the day-to-day challenges of being a human being. At

school or work, you are confronted by challenging situations. For example, what do you do about a lost wallet, a misunderstanding with a friend or co-worker, or a forgotten assignment? How well and how quickly you deal with these situations matters. Your problem-solving skills can greatly influence your personal and professional success.

A+ Appeal

The ability to solve problems efficiently is one of the top 10 qualities that companies want in new employees. This is what Kellah M. Edens says. She is an education professor at the University of South Carolina in Columbia. "During job interviews, it's common to be asked 'what if' questions," says Edens. "How you answer will demonstrate your problem-solving ability. Generally, these questions deal with real problems in the workplace."

Why do interviewers ask "what if" questions? Applicants with good problem-solving skills usually have positive personality traits, such as patience, independence, and curiosity. Good problem solvers usually have self-esteem, competence, and a responsible attitude toward decision making. "Other problem-solving

traits include flexibility, open-mindedness, and tolerance for ambiguity [uncertainty]," says Edens.

Step-by-Step

The most productive problem solvers are also creative. Take Albert Einstein. The world-famous physicist understood that most problems have many possible answers. And the first answer is not always the best. Generating multiple solutions is highly desirable. To do this, you must think less rigidly, or "outside the box," says Michael Michalko, author of *Thinkertoys: A Handbook of Business Creativity*.

Evaluate each alternative. Don't criticize yourself or feel embarrassed by any errors you make, writes Michael E. Martinez, an education professor at the University of California at Irvine. If one real-life exercise doesn't get the hoped-for result, try another and another. Remain coolheaded. "Allow enough time for ideas to form," suggests Edens.

How do you do that? Take a step-by-step approach to problem solving.

1. State the problem in the form of a question. Make it clear and specific.
2. Gather accurate information.
3. Brainstorm a wide variety of solutions, both creative and conventional.
4. Examine and try alternatives.
5. Choose a solution.

Source: *Weekly Reader*