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SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION

2

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Assessment Disc



Audio CD/CD-ROM
with customizable tests and quizzes



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What's new in the Second Edition?

Touchstone is an innovative series for adult and young adult learners of American English that is used by millions of learners worldwide. The Second Edition has been thoroughly updated based on suggestions from teachers and students all over the world. In addition to having a fresh look and new photos, *Touchstone Second Edition* includes:

- more practice throughout, including a new *Extra practice* activities section which provides additional opportunities to practice key grammar points; these activities are for use in class or as homework
- *Can do*-style objectives to highlight the learning outcomes of each unit lesson, plus *Now I can . . .* self-evaluation sections at the end of each unit
- *Common errors* panels, which provide information from the Cambridge Learner Corpus to help students avoid making basic errors and to improve their test scores
- *Reading tips*, which introduce a skill or strategy to help students develop reading proficiency
- *Sounds right* activities, which provide additional pronunciation practice
- refreshed and updated content, including new activities, audio, and reading texts in every unit

Touchstone is a corpus-informed course, drawing on extensive research into the corpus of North American English in the Cambridge English Corpus ("the Corpus") – a large database of everyday conversations and a variety of written texts that show how people actually use English. The database also includes the multimillion-word Cambridge Learner Corpus, which shows us how learners at different levels use English, what problems they have, and what the most common errors are at each level.

Corpus research ensures that learners using *Touchstone* will encounter the most useful and widely used words, phrases, and grammar in a range of everyday situations. Corpus research also led to the development of a unique conversation skills syllabus that includes strategies such as how to start and end conversations, how to show interest, and how to ask questions that are not too direct. The result is a groundbreaking course of language and skills development that helps learners communicate naturally and effectively, even at the very beginning levels.

Easy and enjoyable to teach, *Touchstone* is full of new and exciting ideas, offering a fresh approach to the teaching and learning of English. Here are some answers to the questions that people have asked us about the *Touchstone* series.

Touchstone is a corpus-informed course. What is a corpus, exactly?

A corpus is a database of spoken and / or written English. The words in a corpus can be collected from a variety of sources. For example, texts in a written corpus may come from newspapers, magazines, books, or websites, while "texts" in a spoken corpus may come from everyday conversations between friends and family, strangers, co-workers, etc. *Touchstone* was written using the corpus of North American English in the Cambridge English Corpus – a database that currently holds more than a billion words from spoken and written texts.

Do I need to know a lot about the Corpus to be able to teach with *Touchstone*?

Not at all. You don't need any special knowledge of the Corpus to use the course successfully. You can feel assured that we, as the authors, have checked the Corpus carefully to ensure that the language we teach is frequent, natural, and useful, and that the statements we make about language are accurate.

As you teach from *Touchstone*, you and your students will learn many interesting facts about language coming from our corpus research. Throughout the Student's Books you will see *In conversation* panels, which give useful information about spoken grammar and vocabulary or about differences between informal and formal spoken English. On many of the *Vocabulary notebook* pages, these *In conversation* panels present fun facts about vocabulary, such as how people refer to family members and what color and food words are used most frequently in conversation. The *Common errors* panels give useful advice on common errors to avoid with a particular language item. In the Teacher's Editions we provide additional information about grammar and vocabulary that we feel will be of particular interest to you as a teacher. See pages *xix-xxii* in this Teacher's Edition for a list of the 500 words used most frequently in conversation.

What kinds of information can you learn from a corpus?

Using computer software to analyze a corpus, we can find out the most commonly used English words and expressions. The use of a corpus is a major innovation that makes it possible to develop an exciting new approach to learning English.

We used the Corpus to answer questions like these:

What are the most frequent words and phrases in English? By analyzing the Corpus, we can identify the most frequent words in everyday conversation. For example, we can find the top 50, 500, 1,000, or 5,000 words in the spoken Corpus and see how these are different from the most frequent words in the written Corpus. This ensures that students learn the most useful conversational words right from the beginning.

Which English words are most likely to occur together? We can find typical collocations, or words frequently used together, by looking at all the examples of an individual word and seeing what words most often precede or follow it. For example, we can identify the adjective that most frequently follows the adverb *pretty* (as used in *It was pretty good.*). We learn that the top four adjective collocations with *pretty* are *pretty good*, *pretty nice*, *pretty bad*, and *pretty cool*. This kind of information helps us present the adverb *pretty*, as well as other words and phrases, in natural and useful collocations.

What are the most common meanings and uses of a particular grammar structure? By using the Corpus, we can find out, for example, how people typically use the verb *can*. Most teachers are familiar with the meaning of *can* for “ability,” as in the sentence *I can swim*. Conversations in the spoken Corpus show that a more frequent meaning of *can* is that of “possibility,” or what it is possible to do in different places and situations, as in the sentence *In New York, you can go to the top of the Empire State Building*. So *Touchstone* gives priority to this use of *can*.

Which verb forms do people use most frequently? The spoken Corpus shows which verb forms people use most frequently in conversation. The simple present, for example, is more common than the present continuous. For that reason, we made a decision to introduce the simple present before the present continuous in *Touchstone*.

How do people manage conversations effectively? By reading the multitude of conversations in the Corpus, we can see how people interact in real-life situations. For example, how do people show that they are interested in a conversation and that they are listening? Conversations in the Corpus show that people do this by repeating information, asking questions, and saying things like “Really?,” “Right,” “I know,” and “Uh-huh.” What do people say when they want to end a conversation? There are many examples in the Corpus of people saying “Anyway, . . .” to end a conversation politely. How do people make sure their questions do not seem too direct?

The Corpus shows people rephrasing questions with “I mean,” and adding the word *or* at the end of yes-no questions. For example: *Where do you go after work or mean, do you go somewhere nice?; Would you like to go or . . . ?* The answers to these and other questions make it possible for *Touchstone* to teach students useful strategies for managing conversations successfully in English.

What are the most typical contexts for specific vocabulary and grammar structures? Searching the Corpus helps us find typical situations for using specific grammar structures and vocabulary so that we can present new language in natural contexts. The articles, conversations, interviews, and listening material that students encounter in the series are constructed in ways that reflect the character and content of the material in the Corpus.

What errors do students make most frequently with grammar or vocabulary? Searching the Learner Corpus helps us find the most frequent and persistent errors that learners typically make with different structures and at different levels. Examples include the verb forms that students have most problems with, using uncountable nouns correctly, and spelling problems. This information from the Learner Corpus enables us to target such problem areas and alert students to them as points to watch out for.

How does this corpus-informed approach help me and my students?

By identifying what language is essential to basic communication and what language allows us to speak clearly and precisely, corpus-informed materials can take learners to their goals more quickly and efficiently.

In addition, a study of a spoken corpus teaches us important things about social communication. As a result, activities based on corpus-informed materials can focus on the most important features of listening and speaking skills, making students more effective listeners and communicators. Successful spoken interaction is often called “the fifth skill.”

Finally, successful learning is all about motivation. Corpus-informed materials motivate learners because they can feel confident that the language they are learning is up-to-date, useful in everyday conversations, and targeted to situations in which they are likely to find themselves. Students can also be sure that the language corresponds to what they will encounter in real conversations, on radio and TV shows, in movies, on websites, and in books, newspapers, and magazines.

What methodology will I be using in *Touchstone*?

Touchstone merges the best features of proven and familiar communicative methodologies, offering stimulating activities that are carefully crafted to focus on the learning process. The *Touchstone* philosophy maintains that a successful course meets all of the following goals:

- 1. It is interaction-based.** An important learning aim in every lesson is to get students talking to each other. This strong emphasis on spoken interaction enables students to put new language to use immediately to communicate with their classmates. In addition, *Touchstone* devotes a full lesson in every unit to the teaching of conversation strategies so that students can learn the skills needed for effective spoken communication.
- 2. It personalizes the learning experience.** *Touchstone* offers engaging activities that encourage students to talk about their own lives and ideas as they discuss topics relevant to their interests and experiences. Students will enjoy talking about topics such as TV, music, the Internet, sports, and celebrities. The *About you* icon points out some of these opportunities.
- 3. It promotes noticing and inductive learning.** Throughout the series, students complete tasks that actively involve them in the learning process. Students are also challenged to notice and figure out (inductive learning) grammar structures or English usage. Solving a problem or figuring something out for oneself is a powerful aid to understanding, and research shows that activities that have students notice and figure things out result in successful learning. *Figure it out* tasks challenge students to think about how target grammar structures are formed and used before they are formally introduced. *Notice* tasks in the *Conversation strategy* lessons encourage students to think about how people manage conversations effectively. *Word sort* tasks and *Vocabulary notebook* pages get students to actively learn new vocabulary.
- 4. It encourages students to be independent learners.** Clear learning aims at the start of each unit, a *Now I can . . .* checklist on each *Vocabulary notebook* page, and *Progress checks* at the end of each Workbook unit enable students to monitor their own learning. *Vocabulary notebook* pages encourage independent learning habits by allowing students to add their own words, expressions, and example sentences. *Reading tips* help students improve their reading skills as they

tackle any new text. Each Teacher's Edition page includes a testing package that gives you and your students another valuable tool for assessing progress.

- 5. It recognizes the importance of review and recycling.** Language students need constant review, and *Touchstone* systematically recycles and reviews target language in several sections of the Student's Book – in *Before you begin*, *Conversation strategy*, *Reading*, *Listening*, *Vocabulary notebook*, and *Checkpoint*, as well as in the Workbook (or Online Workbook). Grammar, vocabulary, and conversation strategies taught in earlier units are recycled in later units. Items learned in lower levels are recycled in subsequent levels. *Recycle* icons throughout the Teacher's Editions point out these and other opportunities for review and recycling.
- 6. It offers flexibility to meet the needs of specific classes.** *Touchstone* can be used with large and small classes. Activities can be done in pairs, groups, or as a whole class, depending on your particular needs. *Touchstone* can also be adapted to varying course lengths. For shorter courses, the *Vocabulary notebook* pages and *Reading* and *Writing* tasks, as well as the *Extra practice* activities, can be assigned for homework. For longer courses, the Workbook provides additional learning tasks. The Teacher's Edition offers a variety of extra classroom activities to reinforce learning that can be used when time allows.

Can I teach the lessons in a unit out of order?

It is highly recommended that Lessons A, B, C, and D are taught in order. This is because the new structures and vocabulary taught in the earlier lessons are generally recycled and reused in the later lessons. Each lesson in a unit assumes that students have learned the language of the previous lesson(s).

A special thank-you from the authors . . .

We have been greatly appreciative over the years for the feedback and support of teachers and students. We would like to extend a very personal thank-you to all those who have helped with the development of *Touchstone Second Edition*, and we hope that it will continue contributing to the success of your English classes. We always welcome any feedback and wish you well.

With our very best wishes,
Mike McCarthy
Jeanne McCarten
Helen Sandiford

Contents and learning outcomes



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	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 Making friends pages 1–10	<ul style="list-style-type: none"> Ask questions to get to know your classmates using the simple present Talk about your favorite things Use responses with <i>too</i> and <i>either</i> to show what you have in common Start conversations with people you don't know Use <i>actually</i> to give new or surprising information Read an article about small talk Write a <i>How-to</i> article using correct punctuation 	<ul style="list-style-type: none"> Review of simple present and present of <i>be</i> in questions and statements Responses with <i>too</i> and <i>either</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Review of types of TV shows, clothes, food, and weekend activities 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Stress and intonation in questions and answers <p>Sounds right</p> <ul style="list-style-type: none"> Hard and soft consonants
Unit 2 Interests pages 11–20	<ul style="list-style-type: none"> Talk about your interests with <i>can</i>, <i>like</i>, <i>hate</i>, <i>prefer</i>, <i>be good at</i>, etc. Discuss your taste in music using object pronouns and <i>everyone</i>, <i>nobody</i>, etc. Say <i>no</i> in a friendly way Use <i>really</i> / <i>not really</i> to make statements stronger / softer Read an online forum about hobbies Write online forum posts using linking expressions 	<ul style="list-style-type: none"> Verb forms after <i>can</i> / <i>can't</i>, <i>love</i>, <i>like</i>, etc., and prepositions Object pronouns <i>Everybody</i>, <i>everyone</i>, <i>nobody</i>, and <i>no one</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Interests and hobbies Types of music 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Saying lists <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Unit 3 Health pages 21–30	<ul style="list-style-type: none"> Talk about exercise and how to stay healthy using the simple present and present continuous Discuss common health problems using <i>if</i> and <i>when</i> Encourage people to say more Use expressions like <i>Really?</i> and <i>Oh!</i> to show surprise Read an article about staying healthy Write questions and answers about health concerns 	<ul style="list-style-type: none"> Simple present and present continuous Joining clauses with <i>if</i> and <i>when</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Ways to stay healthy Common health problems Common remedies 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Contrasts <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Checkpoint Units 1–3 pages 31–32				
Unit 4 Celebrations pages 33–42	<ul style="list-style-type: none"> Talk about gift giving and birthdays using <i>be going to</i> and indirect objects Talk about how you celebrate special days Talk about plans using the present continuous or <i>be going to</i> Use “vague” expressions like <i>and everything</i> Give vague responses like <i>It depends</i> if you're not sure Read an article about traditions around the world Write an invitation to a special event 	<ul style="list-style-type: none"> Future with <i>be going to</i> Indirect objects Indirect object pronouns Present continuous for the future <p>Extra practice</p>	<ul style="list-style-type: none"> Months of the year Days of the month Special days, celebrations, and holidays Things people do to celebrate special days 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>going to</i> <p>Sounds right</p> <ul style="list-style-type: none"> Which sound in each group is different?
Unit 5 Growing up pages 43–52	<ul style="list-style-type: none"> Talk about growing up and your family background using the simple past Talk about school subjects people studied using <i>most (of)</i>, <i>a few (of)</i>, etc. Correct things you say with expressions like <i>Well</i>, <i>Actually</i>, and <i>No, wait</i> Use <i>I mean</i> to correct a word or name Read an interview about a man's teenage years Write answers to interview questions 	<ul style="list-style-type: none"> <i>be born</i> Review of simple past in questions and statements General and specific use of determiners <p>Extra practice</p>	<ul style="list-style-type: none"> Time expressions for the past Saying years School subjects 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>did you</i> <p>Sounds right</p> <ul style="list-style-type: none"> Hard and soft consonant sounds
Unit 6 Around town pages 53–62	<ul style="list-style-type: none"> Ask about places with <i>Is there . . . ?</i> and <i>Are there . . . ?</i> Say where places are with <i>next to</i>, <i>between</i>, etc. Ask for and give directions Offer and ask for help with <i>Can</i> and <i>Could</i> Check information by repeating words or using expressions like <i>Excuse me?</i> Ask “echo” questions like <i>It's where?</i> to check Read an online guide to Istanbul Write a walking-tour guide 	<ul style="list-style-type: none"> <i>Is there?</i> and <i>Are there?</i> Pronouns <i>one</i> and <i>ones</i> Offers and requests with <i>Can</i> and <i>Could</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Places in town Location expressions Expressions for asking and giving directions 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Word stress in compound nouns <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds spelled with <i>a</i> and <i>o</i>
Checkpoint Units 4–6 pages 63–64				

Interaction		Skills			Sp
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> Start a conversation with someone you don't know Use <i>actually</i> to give or to "correct" information 	<p>What's the question?</p> <ul style="list-style-type: none"> Listen to answers and match them with questions <p>This is a great party!</p> <ul style="list-style-type: none"> Listen to responses and match them to conversation starters; then listen for more information 	<p>Improve your skills and "small talk" your way to success</p> <ul style="list-style-type: none"> A magazine article giving advice 	<p>How to improve . . .</p> <ul style="list-style-type: none"> Write an article giving advice on how to improve something Review of punctuation 	<p>Sally's party!</p> <ul style="list-style-type: none"> Group work: Play a game to make small talk at a party 	<p>Webs of words</p> <ul style="list-style-type: none"> Use word webs to organize new vocabulary
<ul style="list-style-type: none"> Say <i>no</i> in a friendly way Use <i>really</i> and <i>not really</i> to make statements stronger or softer 	<p>Interesting hobbies</p> <ul style="list-style-type: none"> Match conversations about hobbies with photos; fill in a chart <p>Favorite websites</p> <ul style="list-style-type: none"> Listen for details as two people talk about a website 	<ul style="list-style-type: none"> Read an online forum 	<p>A message board</p> <ul style="list-style-type: none"> Write a question to post on a message board Link ideas with <i>and</i>, <i>also</i>, <i>especially</i>, <i>or</i>, <i>but</i>, and <i>because</i> 	<p>Common interests</p> <ul style="list-style-type: none"> Group work: Ask and answer questions about your own hobbies 	<p>I really like to sing!</p> <ul style="list-style-type: none"> Link new words together in word "chains"
<ul style="list-style-type: none"> Encourage people to say more to keep a conversation going Show surprise 	<p>Unhealthy habits</p> <ul style="list-style-type: none"> Predict what people will say about their habits; listen to check <p>Coping with stress</p> <ul style="list-style-type: none"> Match conversations about relaxing with photos; listen for details 	<p>Rethink your way to great health</p> <ul style="list-style-type: none"> Read an article about improving personal health 	<p>That's great advice!</p> <ul style="list-style-type: none"> Write a question asking advice about a health problem, and write replies to your classmates' questions Use commas after <i>if</i> and <i>when</i> clauses 	<p>True or false?</p> <ul style="list-style-type: none"> Pair work: Ask questions to guess true and untrue information about habits 	<p>Under the weather</p> <ul style="list-style-type: none"> Write down words you can use with a new word or expression

Checkpoint Units 1–3 pages 31–32

<ul style="list-style-type: none"> Use "vague" expressions like <i>and everything</i> Give "vague" responses like <i>I don't know</i> and <i>Maybe</i> when you're not sure 	<p>Celebrations around the world</p> <ul style="list-style-type: none"> Listen to people talk about two festivals, and answer questions <p>Congratulations!</p> <ul style="list-style-type: none"> Listen for details in two conversations about invitations, and fill in the blanks 	<p>Let's celebrate!</p> <ul style="list-style-type: none"> Read an article about traditions in different countries 	<p>Congratulations!</p> <ul style="list-style-type: none"> Write an invitation to a special event, and add a personal note Formal and informal ways to begin and end a note or letter 	<p>A new celebration</p> <ul style="list-style-type: none"> Group work: Create a new special day or festival, and talk about it with other groups 	<p>Calendars</p> <ul style="list-style-type: none"> Write new vocabulary about special days and celebrations on a calendar
<ul style="list-style-type: none"> Correct things you say with expressions like <i>Well</i>, <i>Actually</i>, and <i>No, wait</i> Use <i>I mean</i> to correct yourself when you say the wrong word or name 	<p>I don't remember exactly . . .</p> <ul style="list-style-type: none"> Listen for corrections as people talk about childhood memories <p>A long time ago</p> <ul style="list-style-type: none"> Listen for details as a man talks about his teenage years 	<p>Teenage years</p> <ul style="list-style-type: none"> Read an interview with a man who talks about his teenage years 	<p>An interview</p> <ul style="list-style-type: none"> Write interview questions to ask a classmate about when he or she was younger, and reply to a classmate's questions Link ideas with <i>except (for)</i> and <i>apart from</i> 	<p>In the past</p> <ul style="list-style-type: none"> Class activity: Ask your classmates questions about their childhood, and take notes 	<p>I hated math!</p> <ul style="list-style-type: none"> Group new vocabulary in different ways
<ul style="list-style-type: none"> Repeat key words to check information Use "checking" expressions to check information Use "echo" questions to check information 	<p>Finding your way around</p> <ul style="list-style-type: none"> Match four sets of directions with the destinations by following the map <p>Tourist information</p> <ul style="list-style-type: none"> Listen to conversations at a visitor center, and predict what each person says next to check the information 	<p>3 days in Istanbul . . .</p> <ul style="list-style-type: none"> Read a travel website about Istanbul 	<p>A walking-tour guide</p> <ul style="list-style-type: none"> Write a guide for a walking tour of your city or town Expressions for giving directions 	<p>Apartment hunting</p> <ul style="list-style-type: none"> Pair work: Ask and answer questions about two apartments, and choose one to live in 	<p>Which way?</p> <ul style="list-style-type: none"> Draw and label a map to remember directions

Checkpoint Units 4–6 pages 63–64

	Learning outcomes	Language		Pr
		Grammar	Vocabulary/	
Unit 7 Going away pages 65–74	<ul style="list-style-type: none"> Talk about getting ready for a trip using infinitives to give reasons Give opinions using <i>It's</i> + adjective + <i>to</i> Talk about things to take on a trip Give advice and suggestions with <i>should, could, etc.</i> Respond to suggestions Use <i>I guess</i> when you're not sure Read an article about unique hotels Write an email about a trip 	<ul style="list-style-type: none"> Infinitives for reasons <i>It's</i> + adjective + <i>to</i> . . . Ways to give advice and make suggestions <p>Extra practice</p>	<ul style="list-style-type: none"> Things to do before a trip Things to take on different kinds of trips 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>to</i> <p>Sounds right</p> <ul style="list-style-type: none"> Words with and without a silent <i>l</i>
Unit 8 At home pages 75–84	<ul style="list-style-type: none"> Talk about where you keep things at home Say who owns things with <i>mine, yours, etc.</i> and <i>whose</i> Talk about items in the home Identify things using adjectives and <i>one / ones</i> Use <i>Do you mind . . . ?</i> and <i>Would you mind . . . ?</i> to make polite requests Agree to requests with expressions like <i>Go right ahead</i> Read comments on a website about unusual habits Write about your evening routine with expressions like <i>first</i> and <i>as soon as</i> 	<ul style="list-style-type: none"> <i>Whose . . . ?</i> and possessive pronouns Order of adjectives Pronouns <i>one</i> and <i>ones</i> Location expressions after pronouns and nouns <p>Extra practice</p>	<ul style="list-style-type: none"> Places where you keep things in your home Home furnishings for different rooms Things you keep in your room 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of grammatical words <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Unit 9 Things happen pages 85–94	<ul style="list-style-type: none"> Tell anecdotes about things that went wrong using the past continuous and simple past Talk about accidents (e.g., <i>I broke my arm.</i>) using the past continuous and <i>myself, yourself, etc.</i> React to show interest with expressions like <i>Oh, no!</i> Use <i>I bet</i> to show you're sure or that you understand Read anecdotes in an article Write an anecdote using <i>when</i> and <i>while</i> 	<ul style="list-style-type: none"> Past continuous statements Past continuous questions Reflexive pronouns <p>Extra practice</p>	<ul style="list-style-type: none"> Parts of the body Injuries 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Fall-rise intonation <p>Sounds right</p> <ul style="list-style-type: none"> Simple past verbs with <i>-ed</i> endings
Checkpoint Units 7–9 pages 95–96				
Unit 10 Communication pages 97–106	<ul style="list-style-type: none"> Compare ways of communicating using comparative adjectives and <i>more, less, and fewer</i> Manage phone conversations Interrupt and restart a phone conversation Use <i>just</i> to soften what you say Read an article about texting Write an article giving pros and cons 	<ul style="list-style-type: none"> Comparative adjectives <i>More, less, fewer</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Ways of communicating Adjectives Phone expressions 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Linking <p>Sounds right</p> <ul style="list-style-type: none"> The sounds /s/ or /z/
Unit 11 Appearances pages 107–116	<ul style="list-style-type: none"> Describe people's appearance using adjectives and <i>have</i> and <i>have got</i> Identify people using verb + <i>-ing</i> and prepositions Use expressions like <i>What do you call . . . ?</i> if you can't remember a word Use expressions like <i>You mean . . . ?</i> to check or suggest words and names Read an article about fashion Write an article about fashion trends 	<ul style="list-style-type: none"> Describing people; <i>have got</i> Phrases with verb + <i>-ing</i> and prepositions <p>Extra practice</p>	<ul style="list-style-type: none"> Adjectives and expressions to describe people's appearances 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Checking information <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Unit 12 Looking ahead pages 117–126	<ul style="list-style-type: none"> Make predictions and discuss future plans with <i>will, may, and might</i> Talk about jobs Discuss future plans using the simple present in <i>if</i> and time clauses Make offers and promises with <i>will</i> Agree to something using <i>All right</i> and <i>OK</i> Read an article about the future Write about an invention using <i>First, Second, etc.</i> 	<ul style="list-style-type: none"> Future with <i>will, may, and might</i> Present tense verbs with future meaning <p>Extra practice</p>	<ul style="list-style-type: none"> Work, study, and life plans Occupations 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>will</i> <p>Sounds right</p> <ul style="list-style-type: none"> Stressed and unstressed syllables
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Se
Conversation strategies	Listening	Reading	Writing	Free talk	Vn NOTEBOOK
<ul style="list-style-type: none"> Respond to suggestions Use <i>I guess</i> when you're not sure 	<p>It's good to travel.</p> <ul style="list-style-type: none"> Predict what people are going to say about traveling, then listen for the exact words <p>Recommendations</p> <ul style="list-style-type: none"> Match advice about staying at hotels with pictures, then listen to a radio show to check your answers 	<p>Unique hotel experiences</p> <ul style="list-style-type: none"> Read an article about three unusual hotels 	<p>Recommendations</p> <ul style="list-style-type: none"> Write an email about staying at one of the hotels in the lesson Format and expressions for writing an email 	<p>Travel smart!</p> <ul style="list-style-type: none"> Role play: Choose a role and give your partner travel advice according to the pictures 	<p>Travel items</p> <ul style="list-style-type: none"> When you write down a new noun, write notes about it
<ul style="list-style-type: none"> Ask politely for permission to do things with <i>Do you mind . . . ?</i> Ask someone politely to do something with <i>Would you mind . . . ?</i> Agree to requests 	<p>Could you do me a favor?</p> <ul style="list-style-type: none"> Listen to conversations between roommates, complete their requests, and then check if each person agrees <p>Evening routines</p> <ul style="list-style-type: none"> Listen to someone describe his evening routine, and number pictures in order 	<p>Do you have an unusual home habit?</p> <ul style="list-style-type: none"> Read online comments about people's unusual home habits 	<p>Evening routines</p> <ul style="list-style-type: none"> Write a short article about the evening routines of your partner Order events using sequence words 	<p>All about home</p> <ul style="list-style-type: none"> Pair work: Discuss questions about your homes, and find out ways you are alike and different 	<p>The ABCs of home</p> <ul style="list-style-type: none"> Write down a word for something in your home for each letter of the alphabet
<ul style="list-style-type: none"> React to and comment on a story Respond with <i>I bet . . .</i> 	<p>A funny story</p> <ul style="list-style-type: none"> Listen to an anecdote, and choose the best response <p>Happy endings?</p> <ul style="list-style-type: none"> Listen to two anecdotes, and answer questions about the details 	<p>Every cloud has a silver lining . . .</p> <ul style="list-style-type: none"> Read a magazine article featuring anecdotes from readers 	<p>Anecdotes</p> <ul style="list-style-type: none"> Write an anecdote telling about a time something went wrong Link ideas with <i>when</i> and <i>while</i> 	<p>What was happening?</p> <ul style="list-style-type: none"> Pair work: Look at a picture, and see how much detail you can remember about what was happening 	<p>From head to toe</p> <ul style="list-style-type: none"> Draw and label pictures to remember new vocabulary

Checkpoint Units 7–9 pages 95–96

<ul style="list-style-type: none"> Interrupt and restart phone conversations Use <i>just</i> to soften things you say 	<p>Sorry about that!</p> <ul style="list-style-type: none"> Listen to three phone conversations to infer the reason for each call and for each interruption <p>It can be annoying . . .</p> <ul style="list-style-type: none"> Listen to a teenager talk about texting; check the opinions she agrees with 	<p>Why all the interest in texting?</p> <ul style="list-style-type: none"> Read an online article about texting 	<p>The pros and cons</p> <ul style="list-style-type: none"> Write a short article about the advantages and disadvantages of a means of communication Structure of an article comparing pros and cons 	<p>Which is better?</p> <ul style="list-style-type: none"> Pair work: Compare pairs of actions, and discuss which is better and why 	<p>Phone talk</p> <ul style="list-style-type: none"> Learn new expressions by making note of the situations when you can use them
<ul style="list-style-type: none"> Show you're trying to remember a word or name Use <i>You mean . . .</i> or <i>Do you mean . . . ?</i> to help someone remember something 	<p>Celebrities</p> <ul style="list-style-type: none"> Listen to descriptions of celebrities, and match them with their photos <p>What's in style?</p> <ul style="list-style-type: none"> Listen to four people answer questions about current styles, and fill in a chart 	<p>Fashion statements</p> <ul style="list-style-type: none"> Read a blog article about fashion trends 	<p>Fashion trends</p> <ul style="list-style-type: none"> Write a fashion article describing the current "look" Expressions to describe new and old trends 	<p>What's different?</p> <ul style="list-style-type: none"> Pair work: Ask and answer questions to determine what's different about people in two pictures, and guess where they went 	<p>What do they look like?</p> <ul style="list-style-type: none"> Use new vocabulary in true sentences about yourself or people you know
<ul style="list-style-type: none"> Make offers and promises with <i>I'll</i> and <i>I won't</i> Agree to something with <i>All right</i> and <i>OK</i> 	<p>I'll do it!</p> <ul style="list-style-type: none"> Listen to two people planning a party, and identify what each of them says they'll do <p>A good idea?</p> <ul style="list-style-type: none"> Listen to two people discussing predictions; identify who says each is a good idea and why 	<p>What will life be like in the future?</p> <ul style="list-style-type: none"> Read an online article with predictions about the future 	<p>A good idea?</p> <ul style="list-style-type: none"> Write a short article about how a future invention will make our lives better or worse List ideas with <i>First</i>, <i>Second</i>, <i>Next</i>, and <i>Finally</i> 	<p>I might do that.</p> <ul style="list-style-type: none"> Pair work: Interview a classmate to find out his or her future plans 	<p>Writers, actors, and artists</p> <ul style="list-style-type: none"> Write new vocabulary in groups by endings or topics

Checkpoint Units 10–12 pages 127–128

Getting help

How do you say “_____” in English?

I’m sorry. What did you say?

How do you say this word?

What do we have to do?

I don’t understand. What do you mean?

Do you mean _____?

Can you spell “_____” for me, please?



Working with a partner

Whose turn is it now?

It’s my / your turn.

Do you want to go first?

OK. I’ll go first. / No, you go first.

This time we change roles.

OK. I’ll start.

Are we done?

Yes, I think so. Let’s try it again.

Let’s compare answers.

OK. What do you have for number 1?

Do you have _____ for number 3?

No, I have _____. Let’s check again.

Do you understand this sentence?

Yeah. It means “_____.”



Pair work and group work are an integral part of most language-learning classes and provide many advantages to language learners, including:

- They ensure that all Ss get many opportunities to practice the target language.
- They provide variety in classroom activities, and so keep Ss engaged.
- They allow Ss of different language proficiency to learn from one another.

Arranging pairs and groups

One challenge is setting up the pairs or groups. Here are some suggestions:

- Pair or group Ss by different language proficiency levels. Pairing stronger Ss with less proficient ones allows peer teaching to take place. Less proficient Ss often feel more comfortable asking questions of a classmate rather than of the teacher. The stronger S is challenged by having to explain the material.
- Pair or group Ss randomly. To form random groups, try any of the following:
 - (1) Have Ss count off (e.g., from 1 to 4). All the “1s” form a group, all the “2s,” and so on.
 - (2) Write numbers on slips of paper and mix them up. Ss draw slips and work with Ss with the next number (e.g., S1 and S2, S3 and S4) or set of numbers (e.g., Ss 1 to 4 form a group, Ss 5 to 8, and so on).
 - (3) Have Ss form groups by what they are wearing, such as a particular color.
- Allow Ss to group themselves. The danger with this, however, is that friends will form pairs or groups and speak about personal things as opposed to doing the activity.

Regardless of the arrangement you use, vary pair and group members often. This way Ss can interact with most of or all of their classmates, thereby building a class community.

Tips for effective pair work and group work

- *Model the task before having Ss do it.* Many tasks fail because Ss do not completely understand what to do. State the instructions simply and clearly, and, when possible, have Ss come to the front of the class to demonstrate the activity.
- *Set time limits for tasks.* Setting time limits ensures that Ss use their time effectively. Establish a signal to indicate time is up; for example, clap your hands.
- *Assign specific roles to group members.* These roles are leader and secretary. The leader makes sure that the task is carried out correctly and ensures that group members speak English. The secretary writes down the group’s answers and reports on what the group discussed. In addition, it is of critical importance that all Ss are doing something productive during group work. There is a danger that when it is not a S’s turn to speak, he or she will lose interest. To avoid this, make sure that each group activity has a focused task – so that when Ss are not speaking, they have to actively listen. For example, if Ss are discussing their favorite foods, have Ss make a note of a food each person likes or find someone who likes the same food. Make sure Ss report what they have heard.
- *Monitor pairs and groups as they work.* Circulate and remind Ss to use English. Make note of problematic language points to reteach later.

Pair work and group work are tried-and-true classroom techniques. Trying out ideas such as the ones here and sharing ideas with other teachers can lead to their effective use.

Lesson A Getting to know you

Speaking naturally Stress and intonation

(See Student's Book p. 2.)

This section reviews the main points of stress and intonation taught in *Touchstone* Level 1, Units 7 and 11. People stress, or say louder, the words they think of as the main content words. The intonation changes on the most stressed syllable.

Questions

- In information questions, the intonation often rises slightly but then mostly falls on the stressed syllable in the main content word.
- In *yes-no* questions, the intonation often rises on the stressed syllable in the main content word.

Statements

In statements that give information that the speaker does not expect the listener to know, the intonation often falls. Falling intonation also signals that all the information has been given.

Grammar Present of *be* and simple present (review)

(See Student's Book p. 3.)

This lesson reviews simple affirmative and negative statements, *yes-no* questions, short answers, and information questions with *be* and other verbs.

Form

The grammar chart includes the verb structures taught in *Touchstone* Level 1, Units 1 to 5. (For more information, see Language Notes at the beginning of those units.)

Use

The simple present is one of the most common structures in spoken English. Ss review the main uses taught in Level 1:

- for repeated activities and routines (e.g., *We usually go out on Fridays.*)
- for permanent states, or things that are true all the time (e.g., *I have a brother. I'm from Tokyo.*)
- for verbs for expressing likes and dislikes (e.g., *I hate mornings.*)



Corpus information

Common errors with *do* or *does* in simple present questions.

Ss may leave out the auxiliary verb *do* or *does* in simple present questions. *Where do you go to school?* NOT *Where you go to school?* AND *What does your brother look like?* NOT *What your brother look like?*

Lesson B Things in common

Grammar Responses with *too* and *either*

(See Student's Book p. 4.)

The chart in the lesson introduces short responses to affirmative and negative statements using *too* and *either*.

Form

- Use *too* or *Me too* to respond to affirmative statements:
A *I'm allergic to cats.* B *I am too. / Me too.*
A *I watch pro football.* B *I do too. / Me too.*
A *I can shop for hours!* B *I can too. / Me too.*
- Use *either* or *Me neither* to respond to negative statements:
A *I'm not an animal lover.* B *I'm not either. / Me neither.*
A *I don't watch much television.* B *I don't either. / Me neither.*
A *I can't afford anything new.* B *I can't either. / Me neither.*

Use

- These responses show you have something in common with someone or agree with the person.
- It is possible to use short answer responses without *too* and *either* to show that you do not agree or to contradict

what someone said. However, these are not as common. They can also sound rude.

A *I like football.* B *Oh, I don't.*

- It is possible to use *So* and *Neither* with an inversion of the verb and pronoun (e.g., *So do I. / So am I. / Neither do I.*). However, in general, these structures are less frequent than the ones taught in this lesson.



Corpus information Responses with *too* and *either*

The most common of this type of response are *Me too*, *I do too*, *I don't either*, and *Me either*. *Me either* is not considered correct by some people, though it is twice as frequent as *Me neither*.

Vocabulary review

(See Student's Book p. 5.)

The lesson provides an opportunity to review many of the vocabulary topics taught in Level 1: TV shows, clothes, colors, weekend activities, and food.

Countable and uncountable nouns

- In English, nouns are classed as countable or uncountable. Countable nouns have a singular and a plural form; they can be used with the article *a / an* and with numbers (e.g., *a bean, some beans, an apple, two apples*). Uncountable nouns have no plural form and are not used with the article *a / an* (e.g., *milk, rice, meat*).

I often have beef with rice and beans for dinner.

- Plurals are often used to talk about things in general.

I like cartoons, but I don't like reality shows.

Collocations for activities

Many sports activities require a specific verb before the name of the activity. The most common are *play, do*

I like to play tennis and baseball.

On the weekends, I do aerobics and yoga.

In the summer, I go swimming every morning.

Lesson C It's cold tonight.

Conversation strategy Starting a conversation

(See Student's Book p. 6.)

- Starting a conversation with someone you meet for the first time in a second or foreign language can be challenging.
- In North America, people often start conversations by commenting on the weather, things in the immediate environment, or by asking general questions about where people are from, where they live (but not their address), what they do for a living, or their family. They generally avoid questions about very personal topics such as salary, age, or religion.

Strategy plus *Actually*

(See Student's Book p. 7.)

- People use *actually* when they give information that they do not expect the other person in the conversation to know. This information can be new or surprising.

A Do you drive to school?

B Actually, I walk. It's only two miles.

- People also use *actually* to correct things people say, to correct beliefs people might have, or to disagree politely.
A Did you watch the football game on TV last night?
B No, I didn't. I actually don't watch much TV.
- *Actually* can be a "false friend" – a word that sounds similar to a word in another language, but that has a very different meaning. In some languages, the equivalent word means *now, these days, or currently*. It is not used with these meanings in English.



Corpus information *Actually*

- *Actually* is one of the top 200 words. It is approximately five times more frequent in conversation than in newspapers and other written texts.
- Most uses of *actually* are embedded in the middle of what people say. About 15 percent are at the beginning, and about 10 percent are at the end.

Lesson D Making small talk

Reading tip

(See Student's Book p. 8.)

The Reading Tip tells Ss that the title of an article can help them predict what the article will be about. Predicting ideas and activating your own knowledge about a subject can help you read a text more easily.

Grammar Imperatives

(See Student's Book pp. 8–9.)

The reading text and writing activity include examples of imperatives, including imperatives with *be*:

Leave politely.

Don't ask very personal questions.

Help note Punctuation

(See Student's Book p. 9.)

The Help Note reviews the basic punctuation taught in Level 1: capital letters at the beginning of sentences, commas before quotations and in lists, quotation marks, periods at the end of statements, and question marks at the end of questions.

Making friends

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Say, “This unit is about making friends.” Ask, “Who are your friends? How do you know them?” Call on some Ss to tell the class about a friend. [e.g., My friend, José, is a friend from my neighborhood.] Ask Ss to say why they like their friends. [e.g., He’s really funny.]

In Unit 1, you learn how to . . .

- **Unit aims** Read the lesson headings and unit aims aloud. Tell Ss to listen and read along.

Extra activity INDIVIDUALS

Ss look through the lessons to familiarize themselves with how each unit in the Student’s Book is set up. Say, “Read the Unit 1 aims for Lessons A, B, and C again. Look quickly through the lessons. Try to find at least one example of each. You have three minutes.”

At the end of three minutes, read each aim aloud. Call on a few Ss to identify an example (e.g., Aim 1: *What’s your name?*; Aim 2: *I watch pro football. I do too.*; Aim 3: *Do you drive to class? Actually, no. I take the subway.*).

Extra activity PAIRS

Pairs try to agree on the three best places to meet people and the three best reasons to become friends. Ss use the two lists already on the board and their own ideas. Several pairs report to the class.

Before you begin . . .

- **Introduce the topics** Say, “Imagine you want to get to know someone. When you’re getting to know someone, what are you doing?” [learning about him or her] Ask, “How do you learn about people you meet?” [ask questions] Read aloud the questions in Before You Begin. Have Ss call out ideas about where people can make friends. [school, work, neighborhood, clubs, online, etc]. Write ideas on the board.

Recycle grammar Tell Ss to look at the topics. Say, “Imagine you meet someone at school or work. What questions can you ask to get to know the person?” Elicit suggestions and write the questions on the board. [e.g., What’s your name? What do you study? Do you like your job?] Ask, “What tense are you using in these questions?” [Simple present]

- Now write the second topic on the board: *Home and family*. Say, “Think of a *yes-no* question etc . . .”
- Say, “Look at picture 2. What’s the topic?” [home and family] Say, “Think of a *yes-no* question and an information question that you can ask about *home and family*.” Get suggestions from a few Ss, and write them on the board. Underline the information question word(s) (e.g., *Do you live with your parents? Where do you live? Do you have any brothers or sisters? How many brothers or sisters do you have?*).
- Ask, “What’s the topic in picture 3?” [free time] Get suggestions about questions from a few Ss, and write them on the board (e.g., *What do you do in your free time? Do you like sports / music / movies? Who’s your favorite?*).

- Ask, “What’s the topic in picture 4?” [favorite things] Get suggestions about questions from a few Ss, and write them on the board (e.g., *What do you like to talk about with friends or family – cars, movies, music, or something else? What is your favorite thing to do? What is your favorite possession?*).
- **Follow-up** Ss work in pairs, taking turns asking and answering two questions for each topic.

Extra activity CLASS

Ss each write one question to ask their classmates and their own answer. They walk around asking and answering. S1 asks the question. If S2 gives an answer that is also true for S1, S1 writes S2’s name on a piece of paper. After five minutes, Ss sit down. A few Ss report back to the class (e.g., *My favorite singer is Beyoncé. This is true for six students.*).

Lesson A Getting to know you



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1 Getting started

- **Set the scene** Books closed. Ask, “Do you think you know a lot about your classmates? Raise your hand if the answer is *yes*. Now raise your hand if the answer is *no*. What are some things you want to know about your classmates?” Get ideas from Ss, and write them on the board (e.g., *name, where they live, their free-time activities*). Books open. Read the title of the questionnaire aloud. Ask, “What are the four topics in the questionnaire?” [your name, home and family, lifestyle, friends]

About you

A

- **Preview the task** Say, “Read the questionnaire, and underline any words you don’t know.” Ask Ss to call out their underlined words. Write them on the board. Get as many definitions as possible from Ss. Explain any remaining words.
- Tell Ss to read the questions in the questionnaire again. Tell them that they are going to write one more question for each section. Review the questions from Before You Begin, if necessary.
- **Do the task** Have Ss write their questions. Call on individual Ss to tell the class their questions. [e.g., Your name: What’s your middle name? Lifestyle: Are you a morning person? Do you get up early? Home and Family: Do you have brothers and sisters? Friends: What are your friends like?]
- Tell Ss to work in pairs. Ss 1 interviews his or her partner and takes notes. Ss then exchange roles.

Possible responses

Your Name

1. My name is _____.
2. My name means “light.”
3. Yes, I’m named after my grandmother.
4. Yes, it’s OK. It’s a pretty common name.
5. Yes, I do. It’s _____.

Lifestyle

1. a. Yes, I am. My major is history.
b. No, I’m not. I work in a supermarket.
2. I get to class by subway.
3. It takes about 45 minutes.

Home and Family

1. I live on _____ Street.
2. No, I don’t. My neighborhood is really boring.
3. I live with my family.
4. My parents are from _____.

Friends

1. No, most of my friends are from school.
2. She’s a lot of fun.
3. She’s a student, and works after school at her family’s restaurant.
4. We usually go to the movies.

B

- **Preview and do the task** Read the instructions aloud. Give Ss time to choose five interesting things about their partner from the questionnaire. Then have them sit with a new partner and tell that partner the five things they thought were interesting about their first partner.

2 Speaking naturally

A 1.02

- **Preview the task** Tell Ss to look at the three sets of questions and answers. Say, “People say the most important content word in a statement or question louder and more clearly. This is called *stress*. Look at the three questions. What are the stressed words?” [nickname, family, fun] Ask, “Which part of the words are stressed?” [nick, fam]. Say, “These are the stressed syllables or parts of words.”
- Tell Ss to look at the questions. Say, “Look at the arrows. They all start to go up on the stressed word. But two of them then go up and one of them goes down. What’s different about these questions?” [Two are *yes-no* questions; one is an information question.] Say, “The voice rises on the stressed word in *yes-no* questions and it stays up. In information questions, the voice rises slightly on the stressed word and then falls. This rising and falling of the voice is called intonation.”
- Tell Ss to look at the three answers. Ask, “What are the stressed words in the answers?” [Jimmy, sisters, movies] Say, “In answers to questions, the information that answers the question is the important word, so it

is stressed. This is where the intonation changes.” Ask, “What happens to the intonation on the stressed words?” [It falls.] (For more information, see Language Notes at the beginning of this unit.)

- Read the instructions aloud. Please note the use of color in the Speaking naturally sections throughout this book. Red indicates stress and maroon indicates any other feature that is being taught.
- **Play the recording** Ss listen. Tell them to listen carefully for the stressed words and how the voice rises and falls.
- **Play the recording again** Ss listen and repeat.
- If students need extra practice with stress and intonation in questions and answers, use the questions from the questionnaire in *Getting started*.

About you

B

- **Preview and do the task** Read the instructions aloud. Tell pairs to take turns asking and answering the questions, this time using their own information. You may want to model some *no* answers (e.g., *No, I don’t. I don’t have a nickname.*).

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C1	VIEWPOINT 1
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