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SECOND EDITION

# TOUCHSTONE

STUDENT'S BOOK

1

MICHAEL MCCARTHY

JEANNE MCCARTEN

HELEN SANDIFORD



# Touchstone Level 1 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
<b>Unit 1</b> <b>All about you</b> pages 1–10	<ul style="list-style-type: none"> <li>• Say <i>hello</i> and <i>good-bye</i></li> <li>• Introduce yourself</li> <li>• Ask for, give, and spell names</li> <li>• Use the verb <i>be</i> with <i>I, we, and you</i></li> <li>• Exchange email addresses, phone numbers, etc.</li> <li>• Complete an application form</li> <li>• Ask <i>How about you?</i></li> <li>• Use expressions like <i>Thanks</i> or <i>Thank you</i></li> </ul>	<ul style="list-style-type: none"> <li>• The verb <i>be</i> with <i>I, you,</i> and <i>we</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>• Questions with <i>What's . . . ?</i> and answers with <i>It's . . .</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>• Expressions to say <i>hello</i> and <i>good-bye</i></li> <li>• Numbers 0–10</li> <li>• Personal information</li> <li>• Everyday expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Letters and numbers</li> <li>• Email addresses</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>• Sounds like <i>hi</i></li> </ul>
<b>Unit 2</b> <b>In class</b> pages 11–20	<ul style="list-style-type: none"> <li>• Ask and say where people are</li> <li>• Use <i>be</i> with <i>he, she,</i> and <i>they</i></li> <li>• Talk about things you take to class using <i>a / an</i></li> <li>• Ask about things using <i>this</i> and <i>these</i></li> <li>• Ask where things are in a classroom</li> <li>• Say who owns things using possessive <i>'s</i> and <i>s'</i></li> <li>• Ask for help in class</li> <li>• Respond to <i>I'm sorry</i> and <i>Thanks</i></li> </ul>	<ul style="list-style-type: none"> <li>• The verb <i>be</i> with <i>he, she,</i> and <i>they</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>• Articles <i>a, an,</i> and <i>the</i></li> <li>• <i>This</i> and <i>these</i></li> <li>• Noun plurals</li> <li>• Questions with <i>Where . . . ?</i></li> <li>• Possessives <i>'s</i> and <i>s'</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>• Personal items</li> <li>• Classroom objects</li> <li>• Prepositions and expressions of location</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>• Noun plural endings</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>• Sounds like <i>e</i> in <i>she</i> or <i>a</i> in <i>late</i></li> </ul>
<b>Unit 3</b> <b>Favorite people</b> pages 21–30	<ul style="list-style-type: none"> <li>• Talk about celebrities using <i>my, your, his, her, our,</i> and <i>their</i></li> <li>• Describe people's personalities</li> <li>• Ask and answer <i>yes-no</i> questions</li> <li>• Say the ages of your family members</li> <li>• Ask information questions about family members</li> <li>• Show interest in a conversation</li> <li>• Say <i>Really?</i> to show interest or surprise</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• The verb <i>be</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>• Information questions with <i>be</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>• Types of celebrities</li> <li>• Basic adjectives</li> <li>• Adjectives to describe personality</li> <li>• Family members</li> <li>• Numbers 10–101</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>• <i>Is he . . . ?</i> or <i>Is she . . . ?</i></li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>• Sounds like <i>s</i> in <i>see</i> or <i>z</i> in <i>zero</i></li> </ul>
<b>Checkpoint Units 1–3 pages 31–32</b>				
<b>Unit 4</b> <b>Everyday life</b> pages 33–42	<ul style="list-style-type: none"> <li>• Describe a typical morning using the simple present</li> <li>• Describe weekly routines</li> <li>• Ask and answer <i>yes-no</i> questions about your week</li> <li>• Say more than <i>yes</i> or <i>no</i> to be friendly</li> <li>• Say <i>Well</i> to get more time to think</li> <li>• Read an article about American habits</li> <li>• Write about a classmate for a class website</li> </ul>	<ul style="list-style-type: none"> <li>• Simple present statements, <i>yes-no</i> questions, and short answers</li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>• Verbs for everyday activities</li> <li>• Days of the week</li> <li>• Time expressions for routines</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>• <i>-s</i> endings of verbs</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>• Sounds like <i>u</i> in <i>study</i>, <i>o</i> in <i>phone</i>, <i>e</i> in <i>get</i>, or <i>a</i> in <i>law</i></li> </ul>
<b>Unit 5</b> <b>Free time</b> pages 43–52	<ul style="list-style-type: none"> <li>• Talk about your free time</li> <li>• Ask simple present information questions</li> <li>• Say how often you do things</li> <li>• Talk about TV shows you like</li> <li>• Ask questions in two ways to be clear or not too direct</li> <li>• Say <i>I mean</i> to say more or repeat ideas</li> <li>• Read an article on technology addicts</li> <li>• Email a friend for advice using <i>and</i> and <i>but</i></li> </ul>	<ul style="list-style-type: none"> <li>• Simple present information questions</li> <li>• Frequency adverbs</li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>• Types of TV shows</li> <li>• Free-time activities</li> <li>• Time expressions for frequency</li> <li>• Expressions for likes and dislikes</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>• <i>Do you . . . ?</i></li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>• Which <i>o</i> sound is different?</li> </ul>
<b>Unit 6</b> <b>Neighborhoods</b> pages 53–62	<ul style="list-style-type: none"> <li>• Say what's in a neighborhood with <i>There's / There are</i></li> <li>• Describe places</li> <li>• Tell the time and ask questions with <i>What time . . . ?</i></li> <li>• Make suggestions with <i>Let's</i></li> <li>• Say <i>Me too</i> or <i>Me neither</i> to show things in common</li> <li>• Say <i>Right</i> or <i>I know</i> to agree</li> <li>• Read a guide to New York City</li> <li>• Write a city guide using prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>There's</i> and <i>there are</i></li> <li>• Quantifiers</li> <li>• Adjectives before nouns</li> <li>• Telling time</li> <li>• Suggestions with <i>Let's</i></li> </ul> <b>Extra practice</b>	<ul style="list-style-type: none"> <li>• Neighborhood places</li> <li>• Adjectives</li> <li>• Expressions for telling</li> </ul>	<b>Speaking naturally</b> <ul style="list-style-type: none"> <li>• Word stress</li> </ul> <b>Sounds right</b> <ul style="list-style-type: none"> <li>• Which sound vowel sound is different?</li> </ul>
<b>Checkpoint Units 4–6 pages 63–64</b>				

Interaction	Skills				Self
	Conversation strategies	Listening	Reading	Writing	
<ul style="list-style-type: none"> <li>Ask <i>How about you?</i></li> <li>Use everyday expressions like <i>Yeah</i> and <i>Thanks</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognize responses to <i>hello</i> and <i>good-bye</i></li> </ul> <p><b>Memberships</b></p> <ul style="list-style-type: none"> <li>Listen for personal information, and complete application forms</li> </ul>	<ul style="list-style-type: none"> <li>Different types of identification cards and documents</li> </ul>	<ul style="list-style-type: none"> <li>Complete an application</li> </ul>	<p><b>The name game</b></p> <ul style="list-style-type: none"> <li>Group work: Play a game to learn classmates' names</li> </ul>	<p><b>Meetings and greetings</b></p> <ul style="list-style-type: none"> <li>Write new expressions with their responses</li> </ul>
<ul style="list-style-type: none"> <li>Ask for help in class</li> <li>Respond to <i>Thank you</i> and <i>I'm sorry</i></li> </ul>	<p><b>Who's absent today?</b></p> <ul style="list-style-type: none"> <li>Listen to a classroom conversation, and say where students are</li> </ul> <p><b>Following instructions</b></p> <ul style="list-style-type: none"> <li>Recognize classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Classroom conversations</li> </ul>	<ul style="list-style-type: none"> <li>Write questions about locations</li> </ul>	<p><b>What do you remember?</b></p> <ul style="list-style-type: none"> <li>Pair work: Look at a picture and list what you remember</li> </ul>	<p><b>My things</b></p> <ul style="list-style-type: none"> <li>Link things with places</li> </ul>
<ul style="list-style-type: none"> <li>Show interest by repeating information and asking questions</li> <li>Use <i>Really?</i> to show interest or surprise</li> </ul>	<p><b>Friends</b></p> <ul style="list-style-type: none"> <li>Listen to three people's descriptions of their friends, and fill in the missing words</li> </ul>	<ul style="list-style-type: none"> <li>A family tree</li> </ul>	<ul style="list-style-type: none"> <li>Write questions about people</li> </ul>	<p><b>Guess the famous person</b></p> <ul style="list-style-type: none"> <li>Pair work: Ask <i>yes-no</i> questions to guess a famous person</li> </ul>	<p><b>All in the family</b></p> <ul style="list-style-type: none"> <li>Make a family tree</li> </ul>
<b>Checkpoint Units 1–3 pages 31–32</b>					
<ul style="list-style-type: none"> <li>Say more than <i>yes</i> or <i>no</i> when you answer a question</li> <li>Start answers with <i>Well</i> if you need time to think or if the answer isn't a simple <i>yes</i> or <i>no</i></li> </ul>	<p><b>Casual conversations</b></p> <ul style="list-style-type: none"> <li>Listen and match the correct response</li> </ul> <p><b>Teen habits</b></p> <ul style="list-style-type: none"> <li>Listen to an interview with an average American teenager</li> </ul>	<p><b>Are you like an average American?</b></p> <ul style="list-style-type: none"> <li>Read an article about the habits of an average American</li> </ul>	<p><b>A typical week</b></p> <ul style="list-style-type: none"> <li>Write about a classmate's typical week for a class website</li> <li>Use capital letters and periods</li> </ul>	<p><b>Do you have the same media habits?</b></p> <ul style="list-style-type: none"> <li>Pair work: Compare media habits with young adults in the United States</li> </ul>	<p><b>Verbs, verbs, verbs</b></p> <ul style="list-style-type: none"> <li>Draw and label simple pictures of new vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Ask questions in two ways to be clear and not too direct</li> <li>Use <i>I mean</i> to repeat your ideas or to say more</li> </ul>	<p><b>What do they say next?</b></p> <ul style="list-style-type: none"> <li>Listen and guess the questions people answer</li> </ul> <p><b>Using phones</b></p> <ul style="list-style-type: none"> <li>Listen to how people use their cell phones</li> </ul>	<p><b>Do You Need a Technology diet?</b></p> <ul style="list-style-type: none"> <li>Read an article about technology addicts</li> </ul>	<p><b>Technology and you</b></p> <ul style="list-style-type: none"> <li>Write a reply to an email asking for technology advice</li> <li>Link ideas with <i>and</i> and <i>but</i></li> </ul>	<p><b>Favorite free-time activities</b></p> <ul style="list-style-type: none"> <li>Pair work: Make guesses about a classmate's free-time activities</li> </ul>	<p><b>Do what? Go where?</b></p> <ul style="list-style-type: none"> <li>Write verbs with the words you use after them</li> </ul>
<ul style="list-style-type: none"> <li>Use <i>Me too</i> or <i>Me neither</i> to show things in common</li> <li>Respond with <i>Right</i> or <i>I know</i> to agree or show you are listening</li> </ul>	<p><b>What's on this weekend?</b></p> <ul style="list-style-type: none"> <li>Listen to a radio show for times and places of events</li> </ul> <p><b>Where to go?</b></p> <ul style="list-style-type: none"> <li>Listen for decisions made in conversations, then react to statements</li> </ul>	<p><b>The Village</b></p> <ul style="list-style-type: none"> <li>Read a travel guide to New York</li> </ul>	<p><b>City guide</b></p> <ul style="list-style-type: none"> <li>Write a city guide</li> <li>Use prepositions for time and place: <i>between</i>, <i>through</i>, <i>at</i>, <i>on</i>, <i>for</i>, and <i>from</i> ... <i>to</i> ...</li> </ul>	<p><b>Find the difference</b></p> <ul style="list-style-type: none"> <li>Pair work: List the differences between two neighborhoods</li> </ul>	<p><b>A time and a place . . .</b></p> <ul style="list-style-type: none"> <li>Link times of day with activities</li> </ul>
<b>Checkpoint Units 4–6 pages 63–64</b>					

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
<b>Unit 7</b> <b>Out and about</b> <b>pages 65–74</b>	<ul style="list-style-type: none"> <li>Describe the weather</li> <li>Talk about ongoing activities with the present continuous</li> <li>Talk about sports and exercise</li> <li>Ask about current activities using the present continuous</li> <li>Ask follow-up questions to keep a conversation going</li> <li>React to news with <i>That's great, That's too bad</i>, etc.</li> <li>Read an article about exergaming</li> <li>Write an article about exercise using imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous statements, <i>yes-no</i> questions, short answers, and information questions</li> <li>Imperatives</li> <li><b>Extra practice</b></li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Weather</li> <li>Sports and exercise with <i>play, do, and go</i></li> <li>Common responses to good and bad news</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Stress and intonation in questions</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Sounds like <i>ou</i> in <i>four</i> or <i>or</i> in <i>word</i></li> </ul>
<b>Unit 8</b> <b>Shopping</b> <b>pages 75–84</b>	<ul style="list-style-type: none"> <li>Talk about clothes</li> <li>Say what you <i>like to, want to, need to, and have to do</i></li> <li>Talk about accessories</li> <li>Ask about prices using <i>How much . . . ?</i>, <i>this, that, these, and those</i></li> <li>Take time to think using <i>Uh, Let's see</i>, etc.</li> <li>Use <i>Uh-huh</i> and <i>Oh</i> in responses</li> <li>Read a review of a shopping mall</li> <li>Write a review of a store using <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Like to, want to, need to, and have to</i></li> <li>Questions with <i>How much . . . ?</i>; <i>this, these; that, those</i></li> <li><b>Extra practice</b></li> </ul>	<ul style="list-style-type: none"> <li>Clothing and accessories</li> <li>Jewelry</li> <li>Colors</li> <li>Shopping expressions</li> <li>Prices</li> <li>"Time to think" expressions</li> <li>"Conversation sounds"</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li><i>Want to</i> and <i>have to</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Sounds like <i>a</i> in <i>hat</i></li> </ul>
<b>Unit 9</b> <b>A wide world</b> <b>pages 85–94</b>	<ul style="list-style-type: none"> <li>Give sightseeing information with <i>can</i> and <i>can't</i></li> <li>Talk about international foods, places, and people</li> <li>Say what languages you can speak</li> <li>Explain words using <i>kind of</i> and <i>kind of like</i></li> <li>Use <i>like</i> to give examples</li> <li>Read a travel website</li> <li>Write a paragraph for a travel website</li> </ul>	<ul style="list-style-type: none"> <li><i>Can</i> and <i>can't</i> for ability and possibility</li> <li><b>Extra practice</b></li> </ul>	<ul style="list-style-type: none"> <li>Sightseeing activities</li> <li>Countries</li> <li>Regions</li> <li>Languages</li> <li>Nationalities</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li><i>Can</i> and <i>can't</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Sounds like <i>sh</i> in <i>she</i> or <i>ch</i> in <i>child</i></li> </ul>
<b>Checkpoint Units 7–9 pages 95–96</b>				
<b>Unit 10</b> <b>Busy lives</b> <b>pages 97–106</b>	<ul style="list-style-type: none"> <li>Talk about last night using simple past regular verbs</li> <li>Describe the past week using simple past irregular verbs</li> <li>Ask simple past <i>yes-no</i> questions</li> <li>Respond to news with <i>Good for you</i>, etc.</li> <li>Say <i>You did?</i> to show surprise or interest</li> <li>Read about a blogger's week</li> <li>Write a blog about your week, using <i>after, before, when, and then</i></li> </ul>	<ul style="list-style-type: none"> <li>Simple past statements, <i>yes-no</i> questions, and short answers</li> <li><b>Extra practice</b></li> </ul>	<ul style="list-style-type: none"> <li>Simple past irregular verbs</li> <li>Time expressions for the past</li> <li>Fixed expressions</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li><i>-ed</i> endings</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Sounds like <i>oo</i> in <i>looked</i>, <i>ou</i> in <i>bought</i>, <i>o</i> in <i>spoke</i>, or <i>e</i> in <i>left</i></li> </ul>
<b>Unit 11</b> <b>Looking back</b> <b>pages 107–116</b>	<ul style="list-style-type: none"> <li>Describe past experiences</li> <li>Ask and answer questions using the past of <i>be</i></li> <li>Talk about vacations</li> <li>Talk about activities with <i>go</i> and <i>get</i> expressions</li> <li>Show interest by answering and then asking a similar question</li> <li>Use <i>Anyway</i> to change the topic or end a conversation</li> <li>Read a funny magazine story</li> <li>Write a story using punctuation for conversations</li> </ul>	<ul style="list-style-type: none"> <li>Simple past of <i>be</i> in statements, <i>yes-no</i> questions, and short answers</li> <li>Simple past information questions</li> <li><b>Extra practice</b></li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe feelings</li> <li>Expressions with <i>go</i> and <i>get</i></li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li>Stress and intonation in questions and answers</li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Which vowel sound is different?</li> </ul>
<b>Unit 12</b> <b>Fabulous food</b> <b>pages 117–126</b>	<ul style="list-style-type: none"> <li>Talk about eating habits using countable and uncountable nouns, <i>How much</i>, and <i>How many</i></li> <li>Talk about food</li> <li>Make offers using <i>Would you like . . . and some or any</i></li> <li>Use <i>or something</i> and <i>or anything</i> in lists</li> <li>End <i>yes-no</i> questions with <i>or . . . ?</i> to be less direct</li> <li>Read a restaurant guide</li> <li>Write a restaurant review</li> </ul>	<ul style="list-style-type: none"> <li>Countable and uncountable nouns</li> <li><i>How much . . . ?</i> and <i>How many . . . ?</i></li> <li><i>Would you like (to) . . . ?</i> and <i>I'd like (to) . . .</i></li> <li><i>Some</i> and <i>any</i></li> <li><i>A lot of, much, and many</i></li> <li><b>Extra practice</b></li> </ul>	<ul style="list-style-type: none"> <li>Foods and food groups</li> <li>Expressions for eating habits</li> <li>Adjectives to describe restaurants</li> </ul>	<p><b>Speaking naturally</b></p> <ul style="list-style-type: none"> <li><i>Would you . . . ?</i></li> </ul> <p><b>Sounds right</b></p> <ul style="list-style-type: none"> <li>Syllable stress</li> </ul>
<b>Checkpoint Units 10–12 pages 127–128</b>				

Interaction	Skills				Self-reflection
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> <li>Ask follow-up questions to keep a conversation going</li> <li>React with expressions like <i>That's great!</i> and <i>That's too bad</i></li> </ul>	<p><b>That's great!</b></p> <ul style="list-style-type: none"> <li>Listen to people tell you their news and choose a good follow-up question to ask them</li> </ul> <p><b>Do you enjoy it?</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about exercises they like</li> </ul>	<p><b>Exergaming: Give it a try!</b></p> <ul style="list-style-type: none"> <li>Read an article about exergaming</li> </ul>	<p><b>An article for a health magazine</b></p> <ul style="list-style-type: none"> <li>Write a short article giving advice about exercise</li> <li>Use imperatives to give advice</li> </ul>	<p><b>Find out about your classmates</b></p> <ul style="list-style-type: none"> <li>Class activity: Learn interesting facts about classmates</li> </ul>	<p><b>Who's doing what?</b></p> <ul style="list-style-type: none"> <li>Write new words in true sentences</li> </ul>
<ul style="list-style-type: none"> <li>Take time to think using <i>Uh, Um, Well, Let's see,</i> and <i>Let me think</i></li> <li>Use "sounds" like <i>Uh-huh</i> to show you are listening, and <i>Oh</i> to show your feelings</li> </ul>	<p><b>I'll take it.</b></p> <ul style="list-style-type: none"> <li>Listen to conversations in a store, and write the prices of items and which items people buy</li> </ul> <p><b>Favorite places to shop</b></p> <ul style="list-style-type: none"> <li>Listen to someone talk about shopping, and identify shopping preferences and habits</li> </ul>	<p><b>The Dubai Mall: Shopping, Entertainment, Lifestyle</b></p> <ul style="list-style-type: none"> <li>Read a review of a mall</li> </ul>	<p><b>Favorite places to shop</b></p> <ul style="list-style-type: none"> <li>Write a review for your favorite store</li> <li>Link ideas with <i>because</i> to give reasons</li> </ul>	<p><b>How do you like to dress?</b></p> <ul style="list-style-type: none"> <li>Group work: Compare ideas about shopping and clothing</li> </ul>	<p><b>Nice outfit!</b></p> <ul style="list-style-type: none"> <li>Label pictures with new vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Explain words using <i>a kind of, kind of like,</i> and <i>like</i></li> <li>Use <i>like</i> to give examples</li> </ul>	<p><b>International dishes</b></p> <ul style="list-style-type: none"> <li>Listen to a person talking about international foods, and identify the foods she likes</li> </ul> <p><b>What language is it from?</b></p> <ul style="list-style-type: none"> <li>Listen to a conversation, and identify the origin and meaning of words</li> </ul>	<p><b>The Travel Guide</b></p> <ul style="list-style-type: none"> <li>Read a travel website</li> </ul>	<p><b>An online travel guide</b></p> <ul style="list-style-type: none"> <li>Write a paragraph for a travel guide</li> <li>Commas in lists</li> </ul>	<p><b>Where in the world?</b></p> <ul style="list-style-type: none"> <li>Pair work: Discuss where to do various things in the world</li> </ul>	<p><b>People and nations</b></p> <ul style="list-style-type: none"> <li>Group new vocabulary in two ways</li> </ul>
<b>Checkpoint Units 7–9 pages 95–96</b>					
<ul style="list-style-type: none"> <li>Respond with expressions like <i>Good luck, You poor thing,</i> etc.</li> <li>Use <i>You did?</i> to show that you are interested or surprised, or that you are listening</li> </ul>	<p><b>Good week? Bad week?</b></p> <ul style="list-style-type: none"> <li>Listen to people talk about their week and respond</li> </ul> <p><b>Guess what I did!</b></p> <ul style="list-style-type: none"> <li>Listen to voice mail messages about what people did</li> </ul>	<p><b>She said yes!!!</b></p> <ul style="list-style-type: none"> <li>Read Martin's Blog entry</li> </ul>	<p><b>A great day</b></p> <ul style="list-style-type: none"> <li>Write a blog entry</li> <li>Order events with <i>before, after, when,</i> and <i>then</i></li> </ul>	<p><b>Yesterday</b></p> <ul style="list-style-type: none"> <li>Pair work: Look at a picture and list what you remember</li> </ul>	<p><b>Ways with verbs</b></p> <ul style="list-style-type: none"> <li>Write down information about new verbs</li> </ul>
<ul style="list-style-type: none"> <li>Show interest by answering a question and then asking a similar one</li> <li>Use <i>Anyway</i> to change the topic or end a conversation</li> </ul>	<p><b>Weekend fun</b></p> <ul style="list-style-type: none"> <li>Listen to conversations about peoples' weekends, and identify main topics and details</li> </ul> <p><b>Funny stories</b></p> <ul style="list-style-type: none"> <li>Listen to two stories, identify the details, and then predict the endings</li> </ul>	<p><b>How embarrassing!</b></p> <ul style="list-style-type: none"> <li>Read a funny magazine story</li> </ul>	<p><b>He said, she said</b></p> <ul style="list-style-type: none"> <li>Complete a funny story</li> <li>Use punctuation to show direct quotations or speech</li> </ul>	<p><b>Guess where I went on vacation.</b></p> <ul style="list-style-type: none"> <li>Group work: Guess classmates' dream vacations</li> </ul>	<p><b>Past experiences</b></p> <ul style="list-style-type: none"> <li>Use a time chart to log new vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>Use <i>or something</i> and <i>or anything</i> to make a general statement</li> <li>End <i>yes-no</i> questions with <i>or...?</i> to be less direct</li> </ul>	<p><b>If you want my advice...</b></p> <ul style="list-style-type: none"> <li>Listen to people talking about lunch, and identify what they want; then react to statements</li> </ul> <p><b>Do you recommend it?</b></p> <ul style="list-style-type: none"> <li>Listen to someone tell a friend about a restaurant and identify important details about it</li> </ul>	<p><b>Restaurant guide</b></p> <ul style="list-style-type: none"> <li>Restaurant descriptions and recommendations</li> </ul>	<p><b>Do you recommend it?</b></p> <ul style="list-style-type: none"> <li>Write a restaurant review</li> <li>Use adjectives to describe restaurants</li> </ul>	<p><b>Plan a picnic</b></p> <ul style="list-style-type: none"> <li>Group work: Plan a picnic menu and make a shopping list</li> </ul>	<p><b>I love to eat!</b></p> <ul style="list-style-type: none"> <li>Group vocabulary by things you like and don't like</li> </ul>

**Checkpoint Units 10–12 pages 127–128**

## Getting help

What's the word for " \_\_\_\_\_ " in English?

How do you spell " \_\_\_\_\_ " ?

What does " \_\_\_\_\_ " mean?

I'm sorry. Can you repeat that, please?

Can you say that again, please?

Can you explain the activity again, please?



## Working with a partner

I'm ready. Are you ready?

No. Just a minute.

You go first.

OK. I'll go first.

What do you have for number 1?

I have . . .

Do you want to be A or B?

I'll be A. You can be B.

Let's do the activity again.

OK. Let's change roles.

That's it. We're finished.

What do we do next?

Can I read your paragraph?

Sure. Here you go.



# All about you



In this unit, you learn how to . . .

## Lesson A

- Say *hello* and *good-bye*
- Introduce yourself

## Lesson B

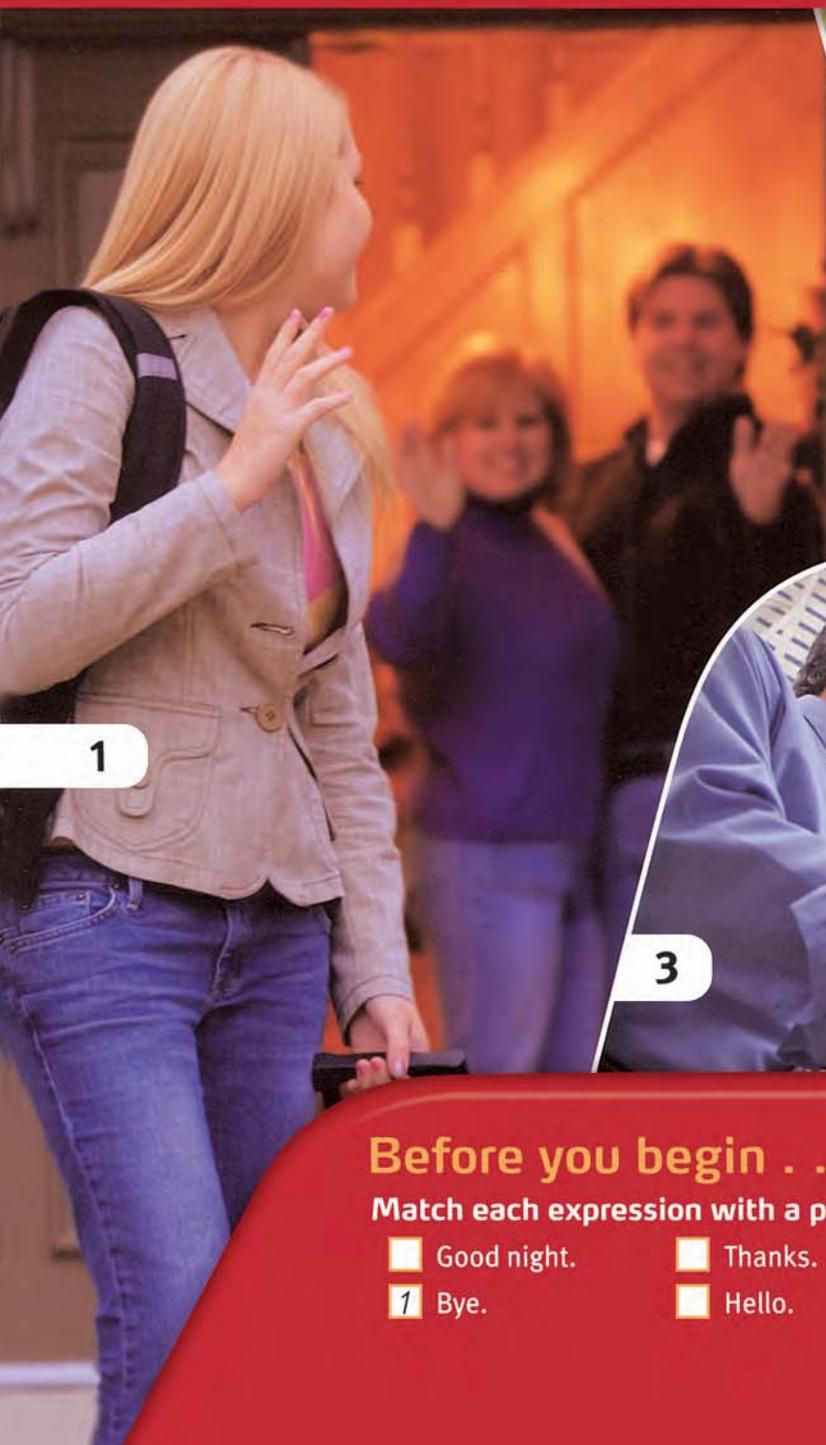
- Ask for, give, and spell names
- Use the verb *be* with *I*, *we*, and *you*

## Lesson C

- Exchange email addresses, phone numbers, etc.
- Complete an application form

## Lesson D

- Ask *How about you?*
- Use expressions like *Thanks* or *Thank you*



1

2



3



## Before you begin . . .

Match each expression with a picture.

Good night.

Thanks.

Good morning.

Hi.

Bye.

Hello.

Thank you.

Good-bye.

# 1 Getting started

**A** Look at the photos. Guess the words in the conversations. Check (✓) the boxes.

Good-bye.     Hello.     Thanks.     Hi.     Good morning.

**B**  1.02 Listen. Are Matt and Sarah friends? How about Rob and Sandra? Practice the conversations.



**Matt** Good morning, Sarah. How are you?  
**Sarah** Good. How are you, Matt?  
**Matt** I'm fine, thanks.

**Rob** Hello. I'm Rob Jones.  
**Sandra** Hi, I'm Sandra Davis. Nice to meet you.  
**Rob** Nice to meet you.

Figure  
it out

**C** Can you complete these conversations? Use the conversations above to help you. Then practice with a partner. Use your own names.

These people are friends:

- A Hi, Pat. How are you?  
 B I'm fine. How are you?  
 A Good, \_\_\_\_\_.
- A Good \_\_\_\_\_, Anna.  
 B Hi, Dan. \_\_\_\_\_ are you?  
 A I'm \_\_\_\_\_, thanks.

These people meet for the first time:

- A Hello. \_\_\_\_\_ Chris Evans.  
 B Hi. I'm Grace Song.  
 A \_\_\_\_\_ to meet you, Grace.
- A Hello. I'm Sarah.  
 B Nice to meet \_\_\_\_\_. I'm Alan.  
 A Nice to \_\_\_\_\_ you.

## 2 Building vocabulary

**A** 1.03 Listen. Are these people saying “hello” or “good-bye”? Practice the conversation



Emily Good night.  
Shawn Good night. Have a good evening.  
Emily Thank you. You too.

Tom Bye. See you tomorrow.  
Rita Bye. See you.

**B** 1.04 Read the conversations and check (✓) the correct responses. Listen and check your answers. Then practice with a partner.

- |   |   |  |
|---|---|--|
| 1. Good-bye. Have a nice evening.<br><input type="checkbox"/> Thank you. You too.<br><input type="checkbox"/> Good, thanks. | 3. See you later.<br><input type="checkbox"/> Thanks. You too.<br><input type="checkbox"/> OK. Have a good day. | 5. Good morning.<br><input type="checkbox"/> Hi. How are you?<br><input type="checkbox"/> Bye. See you.                                |
| 2. Hey, Oscar. How are you?<br><input type="checkbox"/> Good, thanks.<br><input type="checkbox"/> See you tomorrow.         | 4. Hello. I'm Emma.<br><input type="checkbox"/> See you later.<br><input type="checkbox"/> Nice to meet you.    | 6. Good night. Have a good weekend.<br><input type="checkbox"/> Good. How are you?<br><input type="checkbox"/> Bye. See you next week. |

Word sort

**C** Look at the conversations above. Which expressions mean “hello”? Which expressions mean “good-bye”? Complete the chart.

“Hello”	“Good-bye”
_____	<i>Good night</i>
_____	_____
_____	_____
_____	_____
_____	_____

Vocabulary notebook p. 10

**D Class activity** Say “hello” and “good-bye” to five classmates using the expressions above.

# 1 Saying names in English

**A**  1.05 Listen to these people give their names. Then complete the information.

**1** Hi, I'm Liz. Liz Kim.  
My **first name** is Elizabeth, but **everyone calls me** Liz.



Ms. — Kim  
FIRST MIDDLE LAST  
 single  married

**2** Hi. My name is Don. My **full name** is Don Allan Ray Tanner. My **nickname** is Dart.



Mr. Don Ray Tanner  
FIRST MIDDLE LAST  
 single  married

**3** Hello. I'm Ana Sanchez.  
My **first name** is Maria.  
Ana is my **middle name**.



Mrs. Maria Sanchez  
FIRST MIDDLE LAST  
 single  married

**Miss, Mrs., Ms., Mr.?**

- Liz Kim is single. ▶ **Ms. Kim** or **Miss Kim**
- Ana Sanchez is married. ▶ **Ms. Sanchez** or **Mrs. Sanchez**
- Don Tanner is single. ▶ **Mr. Tanner**
- Ana's husband is married. ▶ **Mr. Sanchez**

**About you** **B** Complete the sentences. Then compare with a partner.

1. My first name is \_\_\_\_\_.
2. Everyone calls me \_\_\_\_\_.
3. My last name is \_\_\_\_\_.
4. My middle name is \_\_\_\_\_.
5. My nickname is \_\_\_\_\_.
6. My teacher's name is \_\_\_\_\_.

**C**  1.06 Listen and say the alphabet. Circle all the letters in your name.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

**D**  1.07 Listen. How do you spell Catherine's last name? Then practice the conversation with a partner. Use your own names.

- A What's your name?
- B Catherine Ravelli.
- A How do you spell *Catherine*?
- B C-A-T-H-E-R-I-N-E.
- A Thanks. And your last name?
- B R-A-V-E-L-L-I.

**About you** **E** **Class activity** Ask your classmates their names. Make a list.



## 2 Building language

**A**  1.08 Listen. Which classroom is Carmen in this year?  
What about Jenny? Practice the conversation.

Mr. Martin Good morning. Are you here for an English class?

Carmen Yes, I am. I'm Carmen Rivera.

Mr. Martin OK. You're in Room B.

Jenny And I'm Jenny.

Mr. Martin Are you Jenny Loo?

Jenny No, I'm not. I'm Jenny Lim. Am I in Room B, too?

Mr. Martin Yes. . . . Wait – no, you're not. You're in Room G.

Jenny Oh, no! Carmen, we're not in the same class!

Figure  
it out

**B** Can you complete the conversations? Use the conversation above to help you.

- A Are you Jenny Loo?  
B No, I \_\_\_\_\_ not. I \_\_\_\_\_ Lucy.
- A \_\_\_\_\_ you here for an English class?  
B Yes, I \_\_\_\_\_. I \_\_\_\_\_ Carmen Rivera.
- A \_\_\_\_\_ I in your class?  
B Yes. \_\_\_\_\_ in my class.

## 3 Grammar The verb *be*: *I*, *you*, and *we* 1.09

Extra practice p. 139

### Statements

**I'm** Jenny.

**You're** in Room G.

**We're** in different classes.

**I'm not** Carmen.

**You're not** in Room B.

**We're not** in the same class.

### Contractions

*I'm = I am*

*you're = you are*

*we're = we are*

### Questions and short answers

**Are you** Jenny?

Yes, **I am**.

No, **I'm not**.

**Am I** in Room B?

Yes, **you are**.

No, **you're not**.

**Are we** in the same class?

Yes, **we are**.

No, **we're not**.

### Common errors

Use the full form of the verb *be* in short answers with *yes*.

Yes, *I am*. (NOT Yes, ~~I'm~~.)

Yes, *we are*. (NOT Yes, ~~we're~~.)

**A** Complete the conversations. Then practice with a partner.

- A Are you Chris?  
B Yes, I \_\_\_\_\_. \_\_\_\_\_ we in the same class?  
A Yes, we \_\_\_\_\_. I \_\_\_\_\_ Dino.  
B Hi, Dino. Nice to meet you.
- A Hey, Amy. \_\_\_\_\_ you here for an English class?  
B No, I \_\_\_\_\_ not. I \_\_\_\_\_ here for a French class.  
A OK. See you later.

 Sounds right p. 137About  
you

**B Pair work** Choose a conversation and practice it. Use your own information.

SECOND EDITION

# TOUCHSTONE



Beginning



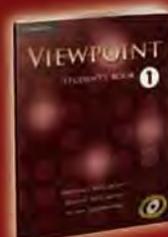
High Beginning



Low Intermediate



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High Intermediate



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### CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
B2	TOUCHSTONE 4
B2	VIEWPOINT 1
C1	VIEWPOINT 2

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