

Touchstone Level 1 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 All about you pages 1–10	- Say <i>hello</i> and <i>good-bye</i> - Introduce yourself - Ask for, give, and spell names - Use the verb <i>be</i> with <i>I</i>, <i>we</i>, and <i>you</i> - Exchange email addresses, phone numbers, etc. - Complete an application form - Ask <i>How about you?</i> - Use expressions like <i>Thanks</i> or <i>Thank you</i>	- The verb <i>be</i> with <i>I</i>, <i>you</i>, and <i>we</i> in statements, <i>yes-no</i> questions, and short answers - Questions with <i>What's . . . ?</i> and answers with <i>It's . . .</i> <i>Extra practice</i>	- Expressions to say <i>hello</i> and <i>good-bye</i> - Numbers 0–10 - Personal Information - Everyday expressions	- Letters and numbers - Email addresses <i>Sounds right</i> - Sounds like <i>hi</i>
Unit 2 In class pages 11–20	- Ask and say where people are - Use <i>be</i> with <i>he</i>, <i>she</i>, and <i>they</i> - Talk about things you take to class using <i>a / an</i> - Ask about things using <i>this</i> and <i>these</i> - Ask where things are in a classroom - Say who owns things using possessive <i>'s</i> and <i>s'</i> - Ask for help in class - Respond to <i>I'm sorry</i> and <i>Thanks</i>	- The verb <i>be</i> with <i>he</i>, <i>she</i>, and <i>they</i> in statements, <i>yes-no</i> questions, and short answers - Articles <i>a</i>, <i>an</i>, and <i>the</i> <i>This</i> and <i>these</i> - Noun plurals - Questions with <i>Where . . . ?</i> - Possessives <i>'s</i> and <i>s'</i> <i>Extra practice</i>	- Personal items - Classroom objects - Prepositions and expressions of location	<i>Speaking naturally</i> - Noun plural endings <i>Sounds right</i> - Sounds like <i>e</i> in <i>she</i> or <i>a</i> in <i>late</i>
Unit 3 Favorite people pages 21–30	- Talk about celebrities using <i>my</i>, <i>your</i>, <i>his</i>, <i>her</i>, <i>our</i>, and <i>their</i> - Describe people's personalities - Ask and answer <i>yes-no</i> questions - Say the ages of your family members - Ask information questions about family members - Show interest in a conversation - Say <i>Really?</i> to show interest or surprise	- Possessive adjectives - The verb <i>be</i> in statements, <i>yes-no</i> questions, and short answers - Information questions with <i>be</i> <i>Extra practice</i>	- Types of celebrities - Basic adjectives - Adjectives to describe personality - Family members - Numbers 10–101	<i>Speaking naturally</i> <i>Is he . . . ?</i> or <i>Is she . . . ?</i> <i>Sounds right</i> - Sounds like <i>s</i> in <i>see</i> or <i>z</i> in <i>zero</i>
Checkpoint Units 1–3 pages 31–32				
Unit 4 Everyday life pages 33–42	- Describe a typical morning using the simple present - Describe weekly routines - Ask and answer <i>yes-no</i> questions about your week - Say more than <i>yes</i> or <i>no</i> to be friendly - Say <i>Well</i> to get more time to think - Read an article about American habits - Write about a classmate for a class website	Simple present statements, <i>yes-no</i> questions, and short answers <i>Extra practice</i>	- Verbs for everyday activities - Days of the week - Time expressions for routines	<i>Speaking naturally</i> <i>-s</i> endings of verbs <i>Sounds right</i> - 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>
Unit 5 Free time pages 43–52	- Talk about your free time - Ask simple present information questions - Say how often you do things - Talk about TV shows you like - Ask questions in two ways to be clear or not too direct - Say <i>I mean</i> to say more or repeat ideas - Read an article on technology addicts - Email a friend for advice using <i>and</i> and <i>but</i>	- Simple present information questions - Frequency adverbs <i>Extra practice</i>	- Types of TV shows - Free-time activities - Time expressions for frequency - Expressions for likes and dislikes	<i>Speaking naturally</i> <i>Do you . . . ?</i> <i>Sounds right</i> - Which <i>o</i> sound is different?
Unit 6 Neighborhoods pages 53–62	- Say what's in a neighborhood with <i>There's / There are</i> - Describe places - Tell the time and ask questions with <i>What time . . . ?</i> - Make suggestions with <i>Let's</i> - Say <i>Me too</i> or <i>Me neither</i> to show things in common - Say <i>Right</i> or <i>I know</i> to agree - Read a guide to New York City - Write a city guide using prepositions	<i>There's</i> and <i>there are</i> - Quantifiers - Adjectives before nouns - Telling time - Suggestions with <i>Let's</i> <i>Extra practice</i>	- Neighborhood places - Adjectives - Expressions for telling	<i>Speaking naturally</i> - Word stress <i>Sounds right</i> - Which sound vowel sound is different
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				Self study
	Listening	Reading	Writing	Free talk	Vocabulary notebook
- Ask <i>How about you?</i> - Use everyday expressions like <i>Yeah</i> and <i>Thanks</i>	- Recognize responses to <i>hello</i> and <i>good-bye</i> Memberships - Listen for personal information, and complete application forms	Different types of identification cards and documents	Complete an application	The name game Group work: Play a game to learn classmates' names	Meetings and greetings Write new expressions with their responses
- Ask for help in class - Respond to <i>Thank you</i> and <i>I'm sorry</i>	Who's absent today? - Listen to a classroom conversation, and say where students are Following Instructions - Recognize classroom instructions	Classroom conversations	Write questions about locations	What do you remember? Pair work: Look at a picture and list what you remember	My things Link things with places
- Show interest by repeating information and asking questions - Use <i>Really?</i> to show interest or surprise	Friends Listen to three people's descriptions of their friends, and fill in the missing words	A family tree	Write questions about people	Guess the famous person Pair work: Ask <i>yes-no</i> questions to guess a famous person	All in the family Make a family tree

Checkpoint Units 1–3 pages 31–32

- Say more than <i>yes</i> or <i>no</i> when you answer a question - 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>	Casual conversations - Listen and match the correct response Teen habits - Listen to an interview with an average American teenager	Are you like an average American? Read an article about the habits of an average American	A typical week - Write about a classmate's typical week for a class website - Use capital letters and periods	Do you have the same media habits? Pair work: Compare media habits with young adults in the United States	Verbs, verbs, verbs Draw and label simple pictures of new vocabulary
- Ask questions in two ways to be clear and not too direct - Use <i>I mean</i> to repeat your ideas or to say more	What do they say next? - Listen and guess the questions people answer Using phones - Listen to how people use their cell phones	Do You Need a Technology diet? Read an article about technology addicts	Technology and you - Write a reply to an email asking for technology advice - Link ideas with <i>and</i> and <i>but</i>	Favorite free-time activities Pair work: Make guesses about a classmate's free-time activities	Do what? Go where? Write verbs with the words you use after them
- Use <i>Me too</i> or <i>Me neither</i> to show things in common - Respond with <i>Right</i> or <i>I know</i> to agree or show you are listening	What's on this weekend? - Listen to a radio show for times and places of events Where to go? - Listen for decisions made in conversations, then react to statements	The Village Read a travel guide to New York	City guide - Write a city guide - Use prepositions for time and place: <i>between</i>, <i>through</i>, <i>at</i>, <i>on</i>, <i>for</i>, and <i>from ... to ...</i>	Find the difference Pair work: List the differences between two neighborhoods	A time and a place... Link times of day with activities

Checkpoint Units 4–6 pages 63–64

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 Out and about pages 65–74	- Describe the weather - Talk about ongoing activities with the present continuous - Talk about sports and exercise - Ask about current activities using the present continuous - Ask follow-up questions to keep a conversation going - React to news with <i>That's great, That's too bad</i>, etc. - Read an article about exergaming - Write an article about exercise using imperatives	- Present continuous statements, <i>yes-no</i> questions, short answers, and Information questions - Imperatives Extra practice	- Seasons - Weather - Sports and exercise with <i>play, do, and go</i> - Common responses to good and bad news	Speaking naturally - Stress and Intonation in questions Sounds right - Sounds like <i>ou</i> in <i>four</i> or <i>or</i> in <i>word</i>
Unit 8 Shopping pages 75–84	- Talk about clothes - Say what you <i>like to, want to, need to</i>, and <i>have to</i> do - Talk about accessories - Ask about prices using <i>How much ... ?</i>, <i>this, that, these</i>, and <i>those</i> - Take time to think using <i>Uh, Let's see</i>, etc. - Use <i>Uh-huh</i> and <i>Oh</i> in responses - Read a review of a shopping mall - Write a review of a store using <i>because</i>	<i>Like to, want to, need to</i>, and <i>have to</i> - Questions with <i>How much ... ?</i>; <i>this, these; that, those</i> Extra practice	- Clothing and accessories - Jewelry - Colors - Shopping expressions - Prices "Time to think" expressions "Conversation sounds"	Speaking naturally <i>Want to</i> and <i>have to</i> Sounds right - Sounds like <i>a</i> in <i>hat</i>
Unit 9 A wide world pages 85–94	- Give sightseeing information with <i>can</i> and <i>can't</i> - Talk about International foods, places, and people - Say what languages you can speak - Explain words using <i>kind of</i> and <i>kind of like</i> - Use <i>like</i> to give examples - Read a travel website - Write a paragraph for a travel website	<i>Can</i> and <i>can't</i> for ability and possibility Extra practice	- Sightseeing activities - Countries - Regions - Languages - Nationalities	Speaking naturally <i>Can</i> and <i>can't</i> Sounds right - Sounds like <i>sh</i> in <i>she</i> or <i>ch</i> in <i>child</i>
Checkpoint Units 7–9 pages 95–96				
Unit 10 Busy lives pages 97–106	- Talk about last night using simple past regular verbs - Describe the past week using simple past irregular verbs - Ask simple past <i>yes-no</i> questions - Respond to news with <i>Good for you</i>, etc. - Say <i>You did?</i> to show surprise or interest - Read about a blogger's week - Write a blog about your week, using <i>after, before, when</i>, and <i>then</i>	Simple past statements, <i>yes-no</i> questions, and short answers Extra practice	- Simple past irregular verbs - Time expressions for the past - Fixed expressions	Speaking naturally <i>-ed</i> endings Sounds right - 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>
Unit 11 Looking back pages 107–116	- Describe past experiences - Ask and answer questions using the past of <i>be</i> - Talk about vacations - Talk about activities with <i>go</i> and <i>get</i> expressions - Show interest by answering and then asking a similar question - Use <i>Anyway</i> to change the topic or end a conversation - Read a funny magazine story - Write a story using punctuation for conversations	- Simple past of <i>be</i> in statements, <i>yes-no</i> questions, and short answers - Simple past information questions Extra practice	- Adjectives to describe feelings - Expressions with <i>go</i> and <i>get</i>	Speaking naturally - Stress and intonation in questions and answers Sounds right - Which vowel sound is different?
Unit 12 Fabulous food pages 117–126	- Talk about eating habits using countable and uncountable nouns, <i>How much</i>, and <i>How many</i> - Talk about food - Make offers using <i>Would you like ...</i> and <i>some</i> or <i>any</i> - Use <i>or something</i> and <i>or anything</i> in lists - End <i>yes-no</i> questions with <i>or ... ?</i> to be less direct - Read a restaurant guide - Write a restaurant review	- Countable and uncountable nouns <i>How much ... ?</i> and <i>How many ... ?</i> <i>Would you like (to) ... ?</i> and <i>I'd like (to) ...</i> <i>Some</i> and <i>any</i> <i>A lot of, much</i>, and <i>many</i> Extra practice	- Foods and food groups - Expressions for eating habits - Adjectives to describe restaurants	Speaking naturally <i>Would you ... ?</i> Sounds right - Syllable stress
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
	Listening	Reading	Writing	Free talk	Vocabulary notebook
- Ask follow-up questions to keep a conversation going - React with expressions like <i>That's great!</i> and <i>That's too bad</i>	That's great! - Listen to people tell you their news and choose a good follow-up question to ask them Do you enjoy it? - Listen to people talk about exercises they like	Exergaming: Give it a try! Read an article about exergaming	An article for a health magazine - Write a short article giving advice about exercise - Use imperatives to give advice	Find out about your classmates Class activity: Learn interesting facts about classmates	Who's doing what? Write new words in true sentences
- Take time to think using <i>Uh, Um, Well, Let's see,</i> and <i>Let me think</i> - Use "sounds" like <i>Uh-huh</i> to show you are listening, and <i>Oh</i> to show your feelings	I'll take it. - Listen to conversations in a store, and write the prices of items and which items people buy Favorite places to shop - Listen to someone talk about shopping, and identify shopping preferences and habits	The Dubai Mall: Shopping, Entertainment, Lifestyle Read a review of a mall	Favorite places to shop - Write a review for your favorite store - Link ideas with <i>because</i> to give reasons	How do you like to dress? Group work: Compare ideas about shopping and clothing	Nice outfit! Label pictures with new vocabulary
- Explain words using <i>a kind of, kind of like,</i> and <i>like</i> - Use <i>like</i> to give examples	International dishes - Listen to a person talking about international foods, and identify the foods she likes What language is it from? - Listen to a conversation, and identify the origin and meaning of words	The Travel Guide Read a travel website	An online travel guide - Write a paragraph for a travel guide - Commas in lists	Where in the world? Pair work: Discuss where to do various things in the world	People and nations Group new vocabulary in two ways

Checkpoint Units 7–9 pages 95–96

- Respond with expressions like <i>Good luck, You poor thing,</i> etc. - Use <i>You did?</i> to show that you are interested or surprised, or that you are listening	Good week? Bad week? - Listen to people talk about their week and respond Guess what I did! - Listen to voice mail messages about what people did	She said yes!!! Read Martin's Blog entry	A great day - Write a blog entry - Order events with <i>before, after, when,</i> and <i>then</i>	Yesterday Pair work: Look at a picture and list what you remember	Ways with verbs Write down information about new verbs
- Show interest by answering a question and then asking a similar one - Use <i>Anyway</i> to change the topic or end a conversation	Weekend fun - Listen to conversations about peoples' weekends, and identify main topics and details Funny stories - Listen to two stories, identify the details, and then predict the endings	How embarrassing! Read a funny magazine story	He said, she said - Complete a funny story - Use punctuation to show direct quotations or speech	Guess where I went on vacation. Group work: Guess classmates' dream vacations	Past experiences Use a time chart to log new vocabulary
- Use <i>or something</i> and <i>or anything</i> to make a general statement - End <i>yes-no</i> questions with <i>or...?</i> to be less direct	If you want my advice... - Listen to people talking about lunch, and identify what they want; then react to statements Do you recommend it? - Listen to someone tell a friend about a restaurant and identify important details about it	Restaurant guide Restaurant descriptions and recommendations	Do you recommend it? - Write a restaurant review - Use adjectives to describe restaurants	Plan a picnic Group work: Plan a picnic menu and make a shopping list	I love to eat! Group vocabulary by things you like and don't like

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:

1. A Hi, Pat. How are you?
 B I'm fine. How are you?
 A Good, _____.
2. A Good _____, Anna.
 B Hi, Dan. _____ are you?
 A I'm _____, thanks.

These people meet for the first time:

3. A Hello. _____ Chris Evans.
 B Hi. I'm Grace Song.
 A _____ to meet you, Grace.
4. 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 conversations.



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.
☐ Thank you. You too.
☐ Good, thanks. | 3. See you later.
☐ Thanks. You too.
☐ OK. Have a good day. | 5. Good morning.
☐ Hi. How are you?
☐ Bye. See you. |
| 2. Hey, Oscar. How are you?
☐ Good, thanks.
☐ See you tomorrow. | 4. Hello. I'm Emma.
☐ See you later.
☐ Nice to meet you. | 6. Good night. Have a good weekend.
☐ Good. How are you?
☐ 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.
Ana Sanchez is married.
Don Tanner is single.
Ana's husband is married.

Ms. Kim or Miss Kim
Ms. Sanchez or Mrs. Sanchez
Mr. Tanner
Mr. Sanchez

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

- My first name is _____.
- Everyone calls me _____.
- My last name is _____.
- My middle name is _____.
- My nickname is _____.
- 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!

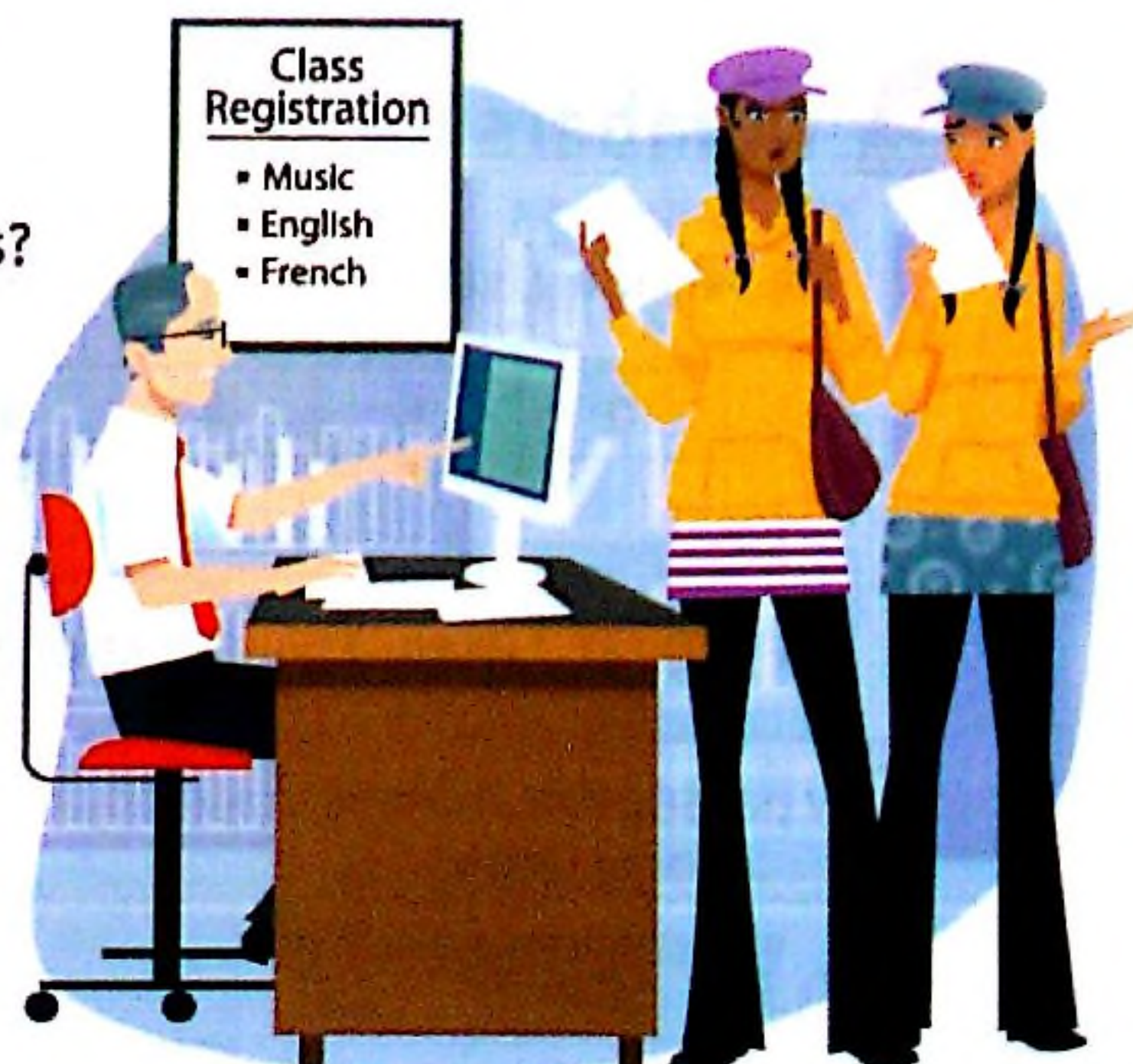


Figure
it out

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

1. A Are you Jenny Loo?

B No, I not. I Lucy.

2. A you here for an English class?

B Yes, I . I Carmen Rivera.

3. 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.

1. A Are you Chris?

B Yes, I . we in the same class?

A Yes, we . I Dino.

B Hi, Dino. Nice to meet you.

2. 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. 137

About
you

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