Touchstone Level 1 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 **All about you** pages 1–10	• Say *hello* and *good-bye* • Introduce yourself • Ask for, give, and spell names • Use the verb *be* with *I*, *we*, and *you* • Exchange email addresses, phone numbers, etc. • Complete an application form • Ask *How about you?* • Use expressions like *Thanks* or *Thank you*	• The verb *be* with *I*, *you*, and *we* in statements, *yes-no* questions, and short answers • Questions with *What's . . . ?* and answers with *It's . . .* ***Extra practice***	• Expressions to say *hello* and *good-bye* • Numbers 0–10 • Personal information • Everyday expressions	• Letters and numbers • Email addresses ***Sounds right*** • Sounds like *hi*
Unit 2 **In class** pages 11–20	• Ask and say where people are • Use *be* with *he*, *she*, and *they* • Talk about things you take to class using *a / an* • Ask about things using *this* and *these* • Ask where things are in a classroom • Say who owns things using possessive *'s* and *s'* • Ask for help in class • Respond to *I'm sorry* and *Thanks*	• The verb *be* with *he*, *she*, and *they* in statements, *yes-no* questions, and short answers • Articles *a*, *an*, and *the* • *This* and *these* • Noun plurals • Questions with *Where . . . ?* • Possessives *'s* and *s'* ***Extra practice***	• Personal items • Classroom objects • Prepositions and expressions of location	***Speaking naturally*** • Noun plural endings ***Sounds right*** • Sounds like *e* in *she* or *a* in *late*
Unit 3 **Favorite people** pages 21–30	• Talk about celebrities using *my*, *your*, *his*, *her*, *our*, and *their* • Describe people's personalities • Ask and answer *yes-no* questions • Say the ages of your family members • Ask information questions about family members • Show interest in a conversation • Say *Really?* to show interest or surprise	• Possessive adjectives • The verb *be* in statements, *yes-no* questions, and short answers • Information questions with *be* ***Extra practice***	• Types of celebrities • Basic adjectives • Adjectives to describe personality • Family members • Numbers 10–101	***Speaking naturally*** • *Is he . . . ?* or *Is she . . . ?* ***Sounds right*** • Sounds like *s* in *see* or *z* in *zero*
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 *yes-no* questions about your week • Say more than *yes* or *no* to be friendly • Say *Well* to get more time to think • Read an article about American habits • Write about a classmate for a class website	• Simple present statements, *yes-no* questions, and short answers ***Extra practice***	• Verbs for everyday activities • Days of the week • Time expressions for routines	***Speaking naturally*** • *-s* endings of verbs ***Sounds right*** • Sounds like *u* in *study*, *o* in *phone*, *e* in *get*, or *a* in *law*
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 mean* to say more or repeat ideas • Read an article on technology addicts • Email a friend for advice using *and* and *but*	• Simple present information questions • Frequency adverbs ***Extra practice***	• Types of TV shows • Free-time activities • Time expressions for frequency • Expressions for likes and dislikes	***Speaking naturally*** • *Do you . . . ?* ***Sounds right*** • Which *o* sound is different?
Unit 6 **Neighborhoods** pages 53–62	• Say what's in a neighborhood with *There's / There are* • Describe places • Tell the time and ask questions with *What time . . . ?* • Make suggestions with *Let's* • Say *Me too* or *Me neither* to show things in common • Say *Right* or *I know* to agree • Read a guide to New York City • Write a city guide using prepositions	• *There's* and *there are* • Quantifiers • Adjectives before nouns • Telling time • Suggestions with *Let's* ***Extra practice***	• Neighborhood places • Adjectives • Expressions for telling	***Speaking naturally*** • Word stress ***Sounds right*** • Which sound vowel sound is different
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
• Ask *How about you?* • Use everyday expressions like *Yeah* and *Thanks*	• Recognize responses to *hello* and *good-bye* ***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 *Thank you* and *I'm sorry*	***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 *Really?* 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 *yes-no* questions to guess a famous person	***All in the family*** • Make a family tree
Checkpoint Units 1–3　pages 31–32					
• Say more than *yes* or *no* when you answer a question • Start answers with *Well* if you need time to think or if the answer isn't a simple yes or no	***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 mean* 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 *and* and *but*	***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 *Me too* or *Me neither* to show things in common • Respond with *Right* or *I know* 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: *between through, at, on, for,* and *from . . . to . . .*	***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 *That's great*, *That's too bad*, etc. • Read an article about exergaming • Write an article about exercise using imperatives	• Present continuous statements, *yes-no* questions, short answers, and information questions • Imperatives ***Extra practice***	• Seasons • Weather • Sports and exercise with *play*, *do*, and *go* • Common responses to good and bad news	***Speaking naturally*** • Stress and intonation in questions ***Sounds right*** • Sounds like *ou* in *four* or *or* in *word*
Unit 8 **Shopping** pages 75–84	• Talk about clothes • Say what you *like to*, *want to*, *need to*, and *have to* do • Talk about accessories • Ask about prices using *How much . . . ?*, *this*, *that*, *these*, and *those* • Take time to think using *Uh*, *Let's see*, etc. • Use *Uh-huh* and *Oh* in responses • Read a review of a shopping mall • Write a review of a store using *because*	• *Like to*, *want to*, *need to*, and *have to* • Questions with *How much . . . ?*; *this*, *these*; *that*, *those* ***Extra practice***	• Clothing and accessories • Jewelry • Colors • Shopping expressions • Prices • "Time to think" expressions • "Conversation sounds"	***Speaking naturally*** • *Want to* and *have to* ***Sounds right*** • Sounds like *a* in *hat*
Unit 9 **A wide world** pages 85–94	• Give sightseeing information with *can* and *can't* • Talk about international foods, places, and people • Say what languages you can speak • Explain words using *kind of* and *kind of like* • Use *like* to give examples • Read a travel website • Write a paragraph for a travel website	• *Can* and *can't* for ability and possibility ***Extra practice***	• Sightseeing activities • Countries • Regions • Languages • Nationalities	***Speaking naturally*** • *Can* and *can't* ***Sounds right*** • Sounds like *sh* in *she* or *ch* in *child*

Checkpoint Units 7–9   pages 95–96

	Learning outcomes	Grammar	Vocabulary	Pronunciation
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 *yes-no* questions • Respond to news with *Good for you*, etc. • Say *You did?* to show surprise or interest • Read about a blogger's week • Write a blog about your week, using *after*, *before*, *when*, and *then*	• Simple past statements, *yes-no* questions, and short answers ***Extra practice***	• Simple past irregular verbs • Time expressions for the past • Fixed expressions	***Speaking naturally*** • *-ed* endings ***Sounds right*** • Sounds like *oo* in *looked*, *ou* in *bought*, *o* in *spoke*, or *e* in *left*
Unit 11 **Looking back** pages 107–116	• Describe past experiences • Ask and answer questions using the past of *be* • Talk about vacations • Talk about activities with *go* and *get* expressions • Show interest by answering and then asking a similar question • Use *Anyway* to change the topic or end a conversation • Read a funny magazine story • Write a story using punctuation for conversations	• Simple past of *be* in statements, *yes-no* questions, and short answers • Simple past information questions ***Extra practice***	• Adjectives to describe feelings • Expressions with *go* and *get*	***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, *How much*, and *How many* • Talk about food • Make offers using *Would you like . . .* and *some* or *any* • Use *or something* and *or anything* in lists • End *yes-no* questions with *or . . . ?* to be less direct • Read a restaurant guide • Write a restaurant review	• Countable and uncountable nouns • *How much . . . ?* and *How many . . . ?* • *Would you like (to) . . . ?* and *I'd like (to) . . .* • *Some* and *any* • *A lot of*, *much*, and *many* ***Extra practice***	• Foods and food groups • Expressions for eating habits • Adjectives to describe restaurants	***Speaking naturally*** • *Would you . . . ?* ***Sounds right*** • Syllable stress

Checkpoint Units 10–12   pages 127–128

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
• Ask follow-up questions to keep a conversation going • React with expressions like *That's great!* and *That's too bad*	***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 *Uh*, *Um*, *Well*, *Let's see*, and *Let me think* • Use "sounds" like *Uh-huh* to show you are listening, and *Oh* 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 *because* 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 *a kind of*, *kind of like*, and *like* • Use *like* 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 *Good luck*, *You poor thing*, etc. • Use *You did?* 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 *before, after, when*, and *then*	***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 *Anyway* 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 *or something* and *or anything* to make a general statement • End *yes-no* questions with *or . . . ?* 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					