

Touchstone Level 3 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 The way we are pages 1–10	<ul style="list-style-type: none"> • Talk about people's behavior using adverbs • Describe people's personalities using adverbs before adjectives • Use <i>always</i> with a continuous verb to describe habits • Use <i>at least</i> to point out the positive side of a situation • Read online student profiles • Write a personal profile 	<ul style="list-style-type: none"> • Adjectives vs. manner adverbs • Adverbs before adjectives and adverbs • Adjective prefixes <p>Extra practice</p>	<ul style="list-style-type: none"> • Behavior and personality • Personal qualities 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Rising and falling intonation in questions giving alternatives <p>Sounds right</p> <ul style="list-style-type: none"> • Word stress
Unit 2 Experiences pages 11–20	<ul style="list-style-type: none"> • Talk about experiences and secret dreams using the present perfect • Ask about unusual experiences using present perfect questions • Keep a conversation going • Show interest with <i>Do you?</i>, <i>Have you?</i>, etc. • Read a travel blog • Write a post for a travel blog 	<ul style="list-style-type: none"> • Present perfect statements • Present perfect and simple past questions and answers <p>Extra practice</p>	<ul style="list-style-type: none"> • Past participles of irregular verbs 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduced and unreduced forms of <i>have</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Different ways to pronounce the letter <i>o</i>
Unit 3 Wonders of the world pages 21–30	<ul style="list-style-type: none"> • Talk about the best, worst, and most beautiful things in your city and country • Describe natural features • Use short responses to be a supportive listener • Use superlatives for emphasis • Read an article about world records • Write a factual article about your country 	<ul style="list-style-type: none"> • Superlatives • Questions with <i>How + adjective . . . ?</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Buildings and structures • Natural features 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Linking and deletion with superlatives <p>Sounds right</p> <ul style="list-style-type: none"> • Which sound in each group is different?
Checkpoint Units 1–3 pages 31–32				
Unit 4 Family life pages 33–42	<ul style="list-style-type: none"> • Talk about family life using <i>let, make, help, have, get, want, ask, and tell</i> • Talk about your immediate and extended family • Describe memories using <i>used to</i> and <i>would</i> • Give opinions with expressions like <i>If you ask me</i> • Agree with opinions using expressions like <i>Absolutely</i> • Read a blog about family meals • Write a blog entry about a family memory 	<ul style="list-style-type: none"> • Verbs <i>let, make, help, have, get, want, ask, and tell</i> • <i>Used to</i> and <i>would</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Types of families • Relatives and extended family members 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of <i>used to</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Matching vowel sounds
Unit 5 Food choices pages 43–52	<ul style="list-style-type: none"> • Talk about eating habits using containers and quantities • Talk about different ways to cook food • Talk about food using <i>too, too much, many, and enough</i> • Respond to suggestions by letting the other person decide • Use expressions like <i>I'm fine</i> to politely refuse offers • Read about snacks around the world • Write about a dish from your country 	<ul style="list-style-type: none"> • Review of countable and uncountable nouns • Quantifiers <i>a little, a few, very little, and very few</i> • <i>Too, too much, too many, and enough</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Containers and quantities • Different ways of cooking food 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Stressing new information <p>Sounds right</p> <ul style="list-style-type: none"> • Are the sounds the same or different?
Unit 6 Managing life pages 53–62	<ul style="list-style-type: none"> • Talk about future plans and schedules using <i>will, be going to</i>, present continuous, and simple present • Ask for and give advice about personal situations using modal verbs and expressions • Use expressions with <i>make</i> and <i>do</i> • End phone calls with expressions like <i>I'd better go</i> • Say good-bye in a friendly, informal way • Read a blog about multitasking • Write some advice about time management 	<ul style="list-style-type: none"> • The future with <i>will, be going to</i>, the present continuous, and the simple present • Use <i>had better, ought to, and might want to</i> to say what's advisable • Use <i>have to</i> and <i>going to have to</i> to say what's necessary • Use <i>would rather</i> to say what's preferable <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions with <i>make</i> and <i>do</i> 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of verbs <i>want to, you'd better, going to have to, ought to, and have got to</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Matching vowel sounds
Checkpoint Units 4–6 pages 63–64				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> Use <i>always</i> and a continuous verb to talk about things people do more than is usual Use <i>at least</i> to point out the positive side of a situation 	<p>People I admire most</p> <ul style="list-style-type: none"> Listen to people talk about people they admire and fill in a chart <p>Things you don't know about me</p> <ul style="list-style-type: none"> Predict what people will say next 	<p>Student profiles</p> <ul style="list-style-type: none"> Online student profiles 	<p>Your personal profile</p> <ul style="list-style-type: none"> Write a personal profile Useful expressions for biographical writing 	<p>What are we like?</p> <ul style="list-style-type: none"> Class activity: Ask questions to find out new things about your classmates 	<p>Happy or sad?</p> <ul style="list-style-type: none"> When you learn a new word, find out if it has an opposite
<ul style="list-style-type: none"> Keep the conversation going Use response questions like <i>Do you?</i> and <i>Have you?</i> to show interest 	<p>What have they done?</p> <ul style="list-style-type: none"> Listen to conversations about things people have done and choose the best responses <p>A traveler's adventures</p> <ul style="list-style-type: none"> Listen to a conversation about travel and identify information; then answer questions about details 	<p>Travel blogs</p> <ul style="list-style-type: none"> Read travel blogs 	<p>Blog about it</p> <ul style="list-style-type: none"> Write a blog entry about an exciting experience Use adverbs like <i>fortunately</i>, <i>unfortunately</i>, and <i>amazingly</i> to show your attitude or feeling 	<p>I've never done that!</p> <ul style="list-style-type: none"> Group game: Play a game to find out things that your classmates have never done 	<p>Have you ever . . . ?</p> <ul style="list-style-type: none"> When you learn a new verb, write the three main forms in a chart
<ul style="list-style-type: none"> Use short responses with <i>really</i> and <i>sure</i> to agree and be a supportive listener Use superlatives to emphasize your opinions and feelings 	<p>What do you know?</p> <ul style="list-style-type: none"> Listen to a quiz and answer questions <p>Travel talk</p> <ul style="list-style-type: none"> Listen to an interview about travel experiences and answer questions 	<p>World records</p> <ul style="list-style-type: none"> Read an article about world records 	<p>Interesting facts</p> <ul style="list-style-type: none"> Write a paragraph about an interesting place in your country Adding information 	<p>Where's the best place to . . . ?</p> <ul style="list-style-type: none"> Pair work: Think of advice to give to someone visiting your country for the first time 	<p>From the mountains to the sea</p> <ul style="list-style-type: none"> Draw a map of your country and label it

Checkpoint Units 1–3 pages 31–32

<ul style="list-style-type: none"> Give opinions with expressions like <i>It seems like . . .</i> and <i>If you ask me, . . .</i> Use expressions like <i>exactly</i>, <i>definitely</i>, and <i>absolutely</i> to agree with people's opinions 	<p>Reasonable demands?</p> <ul style="list-style-type: none"> Listen to people talk about demands their parents make on them <p>Family memories</p> <ul style="list-style-type: none"> Listen to people talk about things they used to do 	<p>Barbara's Blog</p> <ul style="list-style-type: none"> Read a blog about family meals 	<p>Family memories</p> <ul style="list-style-type: none"> Write a blog about a family memory Time markers to show the past and present 	<p>Family histories</p> <ul style="list-style-type: none"> Group work: Prepare a short history of your family and share it with your group 	<p>Remember that?</p> <ul style="list-style-type: none"> Use word webs to log new vocabulary about your family members
<ul style="list-style-type: none"> Respond to suggestions by letting the other person decide Refuse offers politely with expressions like <i>No</i>, <i>thanks</i>, <i>I'm fine</i>. 	<p>That sounds good.</p> <ul style="list-style-type: none"> Listen to conversations and number pictures in order; then match each picture with the best response <p>Snack habits</p> <ul style="list-style-type: none"> Listen to people talk about snacks and fill in a chart 	<p>Snacks around the world</p> <ul style="list-style-type: none"> Read an article about popular snacks from around the world 	<p>You should definitely try it!</p> <ul style="list-style-type: none"> Write an article about a popular snack from your country Give examples with <i>like</i>, <i>for example</i>, and <i>such as</i> 	<p>Whichever is easier</p> <ul style="list-style-type: none"> Group work: Plan a "pot luck" dinner with your group 	<p>Fried bananas</p> <ul style="list-style-type: none"> Learn new words in combination with other words
<ul style="list-style-type: none"> End phone conversations with expressions like <i>I'd better go</i>, <i>I've got to go</i>, and <i>I'll call you later</i> Use informal expressions like <i>See you later</i> to end friendly phone conversations 	<p>Fun invitations</p> <ul style="list-style-type: none"> Listen to three people respond to different invitations and fill in a chart <p>When should I do that?</p> <ul style="list-style-type: none"> Listen to four people talk about their time management problems and identify how they solved them 	<p>The art (and science) of doing less and achieving more</p> <ul style="list-style-type: none"> Read an article about multitasking 	<p>When should I do that?</p> <ul style="list-style-type: none"> Write advice about time management Link ideas using <i>as long as</i>, <i>provided that</i>, and <i>unless</i> 	<p>Who's going to do what?</p> <ul style="list-style-type: none"> Group work: Plan a community event and tell the class about your event 	<p>Do your best!</p> <ul style="list-style-type: none"> When you learn a new expression, use it in a sentence to help you remember it

Checkpoint Units 4–6 pages 63–64

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 Relationships pages 65–74	<ul style="list-style-type: none"> • Talk about your circle of friends using relative clauses • Talk about dating using phrasal verbs • Soften comments with expressions like <i>sort of</i> • Use <i>though</i> to give a contrasting idea • Read an article about online dating • Write an article about your circle of friends 	<ul style="list-style-type: none"> • Subject relative clauses • Object relative clauses • Phrasal verbs <p>Extra practice</p>	<ul style="list-style-type: none"> • Phrasal verbs, including expressions to talk about relationships 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Stress in phrasal verbs <p>Sounds right</p> <ul style="list-style-type: none"> • Which sound in each group is different?
Unit 8 What if? pages 75–84	<ul style="list-style-type: none"> • Talk about wishes and imaginary situations using <i>I wish</i> and <i>If</i> clauses • Discuss how to deal with everyday dilemmas • Give advice using expressions like <i>If I were you, . . .</i> • Use <i>That would be . . .</i> to comment on a suggestion or a possibility • Read a blog about regrets • Write an article about how you would change your life 	<ul style="list-style-type: none"> • Use <i>wish</i> + past form of verb to talk about wishes for the present or future • Conditional sentences with <i>if</i> clauses about imaginary situations • Asking about imaginary situations or events <p>Extra practice</p>	<ul style="list-style-type: none"> • Expressions with verbs and prepositions 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Intonation in long questions <p>Sounds right</p> <ul style="list-style-type: none"> • Are these sounds the same or different?
Unit 9 Tech savvy? pages 85–94	<ul style="list-style-type: none"> • Talk about problems with technology using questions within sentences • Ask for help and describe how things work using <i>how to</i>, <i>where to</i>, <i>what to</i>, and separable phrasal verbs • Give different opinions with expressions like <i>On the other hand, . . .</i> • Ask someone to agree with you using expressions like <i>You know what I mean?</i> • Read an article about email scams • Write an article about protecting personal information 	<ul style="list-style-type: none"> • Questions within sentences • Separable phrasal verbs with objects • <i>how to</i> + verb, <i>where to</i> + verb, and <i>what to</i> + verb <p>Extra practice</p>	<ul style="list-style-type: none"> • Phrasal verbs, including expressions to talk about operating electronic machines and gadgets 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Linking consonants and vowels <p>Sounds right</p> <ul style="list-style-type: none"> • Identifying unstressed syllables
Checkpoint Units 7–9 pages 95–96				
Unit 10 What's up? pages 97–106	<ul style="list-style-type: none"> • Talk about news with the present perfect continuous, present perfect, <i>since</i>, <i>for</i>, and <i>in</i> • Use the present perfect with <i>already</i>, <i>still</i>, and <i>yet</i> • Describe different kinds of movies • Ask someone for a favor politely • Use <i>All right</i>, <i>OK</i>, and <i>Sure</i> to agree to requests • Use <i>All right</i>, <i>OK</i>, and <i>So</i> to change topic • Read a movie review • Write a review 	<ul style="list-style-type: none"> • Present perfect continuous vs. present perfect • <i>Since</i>, <i>for</i>, and <i>in</i> for duration • <i>Already</i>, <i>still</i>, and <i>yet</i> with present perfect <p>Extra practice</p>	<ul style="list-style-type: none"> • Kinds of movies • Expressions to describe types of movies 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Reduction of <i>have</i> <p>Sounds right</p> <ul style="list-style-type: none"> • Matching vowel sounds
Unit 11 Impressions pages 107–116	<ul style="list-style-type: none"> • Speculate about people and things using <i>must</i>, <i>might</i>, <i>can't</i>, and <i>could</i> • Describe situations and people's feelings using adjectives that end in <i>-ed</i> and <i>-ing</i> • Show you understand situations or feelings • Use <i>you see</i> to explain a situation and <i>I see</i> to show you understand • Read an article about a music education program • Write an email to the founder of a charity 	<ul style="list-style-type: none"> • Modal verbs <i>must</i>, <i>may</i>, <i>might</i>, <i>can't</i>, or <i>could</i> for speculating • Adjectives ending in <i>-ed</i> vs. adjectives ending in <i>-ing</i> <p>Extra practice</p>	<ul style="list-style-type: none"> • Feelings and reactions 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Linking and deletion with <i>must</i> <p>Sounds right</p> <ul style="list-style-type: none"> • <i>-ed</i> adjective endings
Unit 12 In the news pages 117–126	<ul style="list-style-type: none"> • Talk about news events using the simple past passive • Talk about natural disasters using the simple past passive + <i>by</i> • Use expressions like <i>Guess what?</i> to tell news • Introduce ideas with expressions like <i>The thing is . . .</i> • Read an interview with a foreign correspondent • Write a report using statistics 	<ul style="list-style-type: none"> • The simple past passive • The simple past passive with <i>by</i> + agent • Adverbs with the passive <p>Extra practice</p>	<ul style="list-style-type: none"> • Extreme weather conditions • Natural disasters 	<p>Speaking naturally</p> <ul style="list-style-type: none"> • Breaking sentences into parts <p>Sounds right</p> <ul style="list-style-type: none"> • Matching words that have the same sounds
Checkpoint Units 10–12 pages 127–128				

Interaction	Skills				Self study
Conversation strategies	Listening	Reading	Writing	Free talk	Vocabulary notebook
<ul style="list-style-type: none"> • Soften comments with expressions like <i>I think, probably, kind of, and in a way</i> • Use <i>though</i> to give a contrasting idea 	<p>People I look forward to seeing</p> <ul style="list-style-type: none"> • Listen to someone describe three people; listen for the reasons he likes to see them <p>Getting back in touch</p> <ul style="list-style-type: none"> • Listen to a conversation about losing touch and fill in a chart 	<p>Looking for love? Online is the way to go!</p> <ul style="list-style-type: none"> • Read an article about online dating 	<p>Your circle of friends</p> <ul style="list-style-type: none"> • Write an article describing your circle of friends • Use <i>both</i> and <i>neither</i> to show what you have in common 	<p>Your ideal partner</p> <ul style="list-style-type: none"> • Group work: Discuss your ideal partner and questions you should ask before you decide to get married 	<p>Matching up</p> <ul style="list-style-type: none"> • When you learn a phrasal verb, it's a good idea to write down some other verbs you can use with the particle and some other particles you can use with the verb
<ul style="list-style-type: none"> • Give advice using expressions like <i>If I were you, . . .</i> and <i>You might want to . . .</i> • Use <i>That would be . . .</i> to comment on a suggestion or possibility 	<p>Just one wish</p> <ul style="list-style-type: none"> • Identify four people's wishes; then write the reasons they can't have their wishes <p>Here's my advice</p> <ul style="list-style-type: none"> • Listen to a conversation about problems and advice 	<p>If I could live my life over . . .</p> <ul style="list-style-type: none"> • Read a blog about regrets 	<p>What would you change?</p> <ul style="list-style-type: none"> • Write an article about how you would change your life • Use adverbs like <i>probably</i> and <i>definitely</i> in affirmative and negative statements 	<p>What would you do?</p> <ul style="list-style-type: none"> • Group work: Discuss what you would do in imaginary situations 	<p>Imagine that!</p> <ul style="list-style-type: none"> • When you learn a new verb, find out what prepositions (if any) can come after it
<ul style="list-style-type: none"> • Give different opinions using expressions like <i>On the other hand . . .</i> and <i>I know what you mean, but . . .</i> • Use expressions like <i>You know what I mean?</i> when you want someone to agree with you 	<p>What do you know about the Internet?</p> <ul style="list-style-type: none"> • Answer questions about the Internet; then listen to a conversation and check your answers <p>Technology matters</p> <ul style="list-style-type: none"> • Listen to a conversation about the pros and cons of technology; then agree or disagree with three opinions 	<p>Savvy and safe</p> <ul style="list-style-type: none"> • Read an article about email scams 	<p>Keeping it safe</p> <ul style="list-style-type: none"> • Write an article about protecting personal information • Planning your article 	<p>Technology etiquette</p> <ul style="list-style-type: none"> • Pair work: Debate different opinions about technology etiquette 	<p>On and off</p> <ul style="list-style-type: none"> • When you learn expressions with a new or complex structure, think of everyday situations where you might use them
Checkpoint Units 7–9 pages 95–96					
<ul style="list-style-type: none"> • Ask for a favor politely using expressions like <i>I was wondering . . .</i> and <i>Would it be OK with you . . .</i> • Use <i>All right, OK, and Sure</i> to agree to requests and <i>All right, OK, and So</i> to move a conversation to a new topic 	<p>Favors at work</p> <ul style="list-style-type: none"> • Match people with the favors they ask; then listen again for more information <p>I'd really recommend it</p> <ul style="list-style-type: none"> • Listen for details of a conversation about going to see a show 	<p>Avatar is stunning, memorable, and mesmerizing!</p> <ul style="list-style-type: none"> • Read a movie review 	<p>A Review</p> <ul style="list-style-type: none"> • Write a review of a concert, show, movie, or book • Contrast ideas with <i>although, even though, and even if</i> 	<p>Who's been doing what?</p> <ul style="list-style-type: none"> • Class activity: Ask questions to find out interesting things your classmates have been doing lately 	<p>Great movies</p> <ul style="list-style-type: none"> • When you learn a new word or expression, link it to something you have recently seen or done
<ul style="list-style-type: none"> • Show you understand another person's feelings or situation • Use <i>you see</i> to explain a situation • Use <i>I see</i> to show you understand 	<p>People and situations</p> <ul style="list-style-type: none"> • Match four people and their situations; then write a response with <i>must</i> to each <p>People making a difference</p> <ul style="list-style-type: none"> • Listen for details of conversations about people and organizations; discuss which organization you would choose to get involved with 	<p>El Sistema</p> <ul style="list-style-type: none"> • Read an article about a music education program 	<p>My impression is . . .</p> <ul style="list-style-type: none"> • Write an email to the founder of a charity • Expressions to show impressions, reactions, and opinions 	<p>That must be fun!</p> <ul style="list-style-type: none"> • Pair work: Make sentences to share with a partner. Then continue the conversation and speculate about what they say. 	<p>How would you feel?</p> <ul style="list-style-type: none"> • When you learn new words for feelings, link them to different situations where you might experience each one
<ul style="list-style-type: none"> • Introduce news with expressions like <i>Did you hear (about) . . . ?</i> and <i>Guess what?</i> • Use <i>The thing is / was . . .</i> to introduce issues 	<p>News update</p> <ul style="list-style-type: none"> • Listen to news stories and answer questions <p>What do they say next?</p> <ul style="list-style-type: none"> • Listen to people telling personal news and make predictions 	<p>Life's work: Christiane Amanpour</p> <ul style="list-style-type: none"> • Read an interview with a foreign correspondent 	<p>Are you up on the news?</p> <ul style="list-style-type: none"> • Write a report using statistics • Writing about statistics 	<p>Here's the news!</p> <ul style="list-style-type: none"> • Pair work: Make up short TV news reports about pictures and take turns telling news stories to another pair. 	<p>Forces of nature</p> <ul style="list-style-type: none"> • When you learn a new word, use a dictionary to find out what other words are typically used with it
Checkpoint Units 10–12 pages 127–128					