<table>
<thead>
<tr>
<th>Functions / Topics</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Conversation strategies</th>
<th>Pronunciation</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Interesting lives pages 1–10</td>
<td>• Ask questions to find out about someone’s interests and background</td>
<td>• Review of simple and continuous forms of verbs</td>
<td>• Use the present tense to highlight key moments in a story</td>
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<tr>
<td>Unit 2</td>
<td>Personal tastes pages 11–20</td>
<td>• Talk about makeovers, style, and fashion</td>
<td>• Make comparisons with as . . . as and not as . . . as</td>
<td>• Show understanding by summarizing what people say</td>
</tr>
<tr>
<td>Unit 3</td>
<td>World cultures pages 21–30</td>
<td>• Talk about aspects of your culture</td>
<td>• The simple present passive</td>
<td>• Use expressions like in fact to sound more direct when you speak</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Socializing pages 33–42</td>
<td>• Talk about things you are supposed to do, things you were supposed to do, and things that are supposed to happen</td>
<td>• be supposed to, was / were supposed to, and was / were going to</td>
<td>• Check your understanding by using questions in the form of statements</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Law and order pages 43–52</td>
<td>• Talk about rules and regulations</td>
<td>• The passive of modal verbs</td>
<td>• Organize your views with expressions like First (of all)</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Strange events pages 53–62</td>
<td>• Talk about coincidences and strange events</td>
<td>• The past perfect</td>
<td>• Repeat your ideas in another way to make your meaning clear</td>
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**Touchstone checkpoint Units 1–3 pages 31–32**

**Touchstone checkpoint Units 4–6 pages 63–64**
### Listening

**A lucky escape**
- Listen for details in a story, and retell it with a partner; then role-play a conversation about it.

**Facing a challenge**
- Listen to a true story, and answer questions.

**My music collection**
- Listen for details in a conversation, and answer questions; then listen and choose the best responses.

**What’s your thing?**
- Listen to four people talk about their tastes, and identify the topics they discuss; then listen and answer questions.

**Away from home**
- Listen to a woman talk about being away from home, and answer questions.

**Counting Chickens**
- Listen to four people talk about their tastes, and identify the topics they discuss; then listen and answer questions.

**Travel etiquette**
- Listen for details in a story, and answer questions.

**Local customs**
- Pair work: Prepare a presentation on local customs for visitors to your country, and then present it to the class.

### Reading

**My story: Pat Galloway**
- A magazine article about a successful engineer and the story of how she chose her profession.

**A free spirit!**
- An interview with a woman with very individual tastes.

**Counting Chickens**
- A magazine article about the use and misuse of proverbs.

**Travel etiquette**
- Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet.

### Writing

**Write a story about a time in your life when you faced a challenge**
- Format for writing an anecdote or a story.

**Write questions to interview a partner on his or her personal style; write answers to your partner’s questions**
- Punctuation review: comma, dash, and exclamation mark.

**Write an article about your favorite proverb and how it relates to your life**
- Useful expressions for writing about proverbs or sayings.

**Travel etiquette**
- Find and label pictures that illustrate new words.

### Vocabulary

**Mottos**
- Write down the verb forms that can follow new verbs, and use them in sentences.

**Blue suede shoes**
- Find and label pictures that illustrate new words.

**Keep your fingers crossed.**
- Use word webs to group new sayings.

### Free talk

**An interview with . . .**
- Pair work: Complete interesting questions to ask a classmate; then interview each other, and note your partner’s answers.

**What’s popular?**
- Group work: Discuss questions about current popular tastes and how tastes have changed.

### Touchstone checkpoint Units 1–3 pages 31–32

- Socializing the introvert
  - A magazine article about an introvert living in an extroverted society.

- Extrovert or introvert?
  - Take a quiz; then listen to a man talk about his social style, and answer the quiz as he would.

- Favorite proverbs
  - New words and expressions you have learned in magazines, in newspapers, and on the Internet.

- Away from home
  - Listen to a woman tell a story, and answer questions.

- Different points of view
  - Listen to four people talk about their tastes, and identify the topics they discuss; then listen and answer questions.

- What’s your thing?
  - Listen to four people talk about their tastes, and identify the topics they discuss; then listen and answer questions.

- My music collection
  - Listen for details in a conversation, and answer questions; then listen and choose the best responses.

- Superstitions
  - Write down each superstition lucky or unlucky; then listen and determine if the things they are about are lucky or unlucky; then listen and write down each superstition.

- Counting Chickens
  - A magazine article about the use and misuse of proverbs.

- Travel etiquette
  - Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet.

- Local customs
  - Pair work: Prepare a presentation on local customs for visitors to your country, and then present it to the class.

### Touchstone checkpoint Units 4–6 pages 63–64

- Socializing the introvert
  - A magazine article about an introvert living in an extroverted society.

- Extrovert or introvert?
  - Take a quiz; then listen to a man talk about his social style, and answer the quiz as he would.

- Favorite proverbs
  - New words and expressions you have learned in magazines, in newspapers, and on the Internet.

- Away from home
  - Listen to a woman tell a story, and answer questions.

- Different points of view
  - Listen to four people talk about their tastes, and identify the topics they discuss; then listen and answer questions.

- What’s your thing?
  - Listen to four people talk about their tastes, and identify the topics they discuss; then listen and answer questions.

- My music collection
  - Listen for details in a conversation, and answer questions; then listen and choose the best responses.

- Superstitions
  - Write down each superstition lucky or unlucky; then listen and determine if the things they are about are lucky or unlucky; then listen and write down each superstition.

- Counting Chickens
  - A magazine article about the use and misuse of proverbs.

- Travel etiquette
  - Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet.

- Local customs
  - Pair work: Prepare a presentation on local customs for visitors to your country, and then present it to the class.
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<tr>
<th>Unit 7</th>
<th>Problem solving</th>
<th>pages 65–74</th>
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</table>
| **Functions / Topics** | ▪ Talk about errands and solving problems  
▪ Talk about things you do yourself and things you get done somewhere else  
▪ Talk about things that need to be fixed | **Grammar** | ▪ Causative *get* and *have*  
▪ *need* + passive infinitive  
▪ *need* + verb + *-ing* | **Vocabulary** | ▪ Errands  
▪ Household problems | **Conversation strategies** | ▪ Speak informally in "shorter sentences"  
▪ Use expressions like *Oops!* and *Uh-oh!* when something goes wrong | **Pronunciation** | ▪ Short question and statement intonation |

<table>
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<th>Unit 8</th>
<th>Behavior</th>
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</table>
| **Functions / Topics** | ▪ Talk about your reactions and behavior in different situations  
▪ Describe other people’s emotions and personal qualities  
▪ Talk about hypothetical situations in the past | **Grammar** | ▪ Use *would have*, *should have*, and *could have* to talk hypothetically about the past  
▪ Use *must have*, *might have*, and *could have* to speculate about the past | **Vocabulary** | ▪ Emotions and personal qualities  
▪ Expressions describing behavior | **Conversation strategies** | ▪ Use expressions such as *That reminds me (of) . . .* to share experiences  
▪ Use *like* informally in conversation | **Pronunciation** | ▪ Reduction of *have* in past modals |

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<th>Unit 9</th>
<th>Material world</th>
<th>pages 85–94</th>
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| **Functions / Topics** | ▪ Talk about possessions and being materialistic  
▪ Discuss money and money management | **Grammar** | ▪ Reported speech  
▪ Reported questions | **Vocabulary** | ▪ Expressions to describe ownership and possessions  
▪ Money | **Conversation strategies** | ▪ Report the content of conversations you have had  
▪ Quote other people or other sources of information | **Pronunciation** | ▪ Intonation of finished and unfinished ideas |

**Touchstone checkpoint Units 7–9  pages 95–96**

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<th>Unit 10</th>
<th>Fame</th>
<th>pages 97–106</th>
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| **Functions / Topics** | ▪ Discuss hypothetical situations in the past and what might (not) have happened to you and others if things had been different  
▪ Talk about celebrities and being famous | **Grammar** | ▪ Use *if* clauses with the past perfect form of the verb to talk hypothetically about the past  
▪ Tag questions | **Vocabulary** | ▪ Expressions to describe becoming famous, being famous, and losing fame | **Conversation strategies** | ▪ Use tag questions to soften advice and give encouragement  
▪ Answer difficult questions with expressions like *It’s hard to say* | **Pronunciation** | ▪ Intonation of tag questions |

**Touchstone checkpoint Units 10–12  pages 127–128**

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<th>Unit 11</th>
<th>Trends</th>
<th>pages 107–116</th>
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| **Functions / Topics** | ▪ Describe social and urban change  
▪ Describe environmental problems | **Grammar** | ▪ The passive of the present continuous and present perfect  
▪ Link ideas to express a contrast, reason, purpose, or alternative | **Vocabulary** | ▪ Expressions to describe change  
▪ Environmental problems | **Conversation strategies** | ▪ Refer back to points made earlier in a conversation  
▪ Use more formal vague expressions like *and so forth* and *etc.* | **Pronunciation** | ▪ Reduction of auxiliary verbs |

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<th>Unit 12</th>
<th>Careers</th>
<th>pages 117–126</th>
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</table>
| **Functions / Topics** | ▪ Talk about planning a career  
▪ Discuss different jobs people do  
▪ Talk about hopes and expectations for the future | **Grammar** | ▪ *What* clauses and long noun phrases as subjects  
▪ The future continuous and future perfect | **Vocabulary** | ▪ Expressions to describe a job search  
▪ Areas of work, professions, and jobs | **Conversation strategies** | ▪ Introduce what you say with expressions like *The best part was (that) . . .*  
▪ *Use I don’t know if . . .* to introduce a statement and involve the other person in the topic | **Pronunciation** | ▪ Stressing *I and you* |
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<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Vocabulary notebook</th>
<th>Free talk</th>
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<td><strong>Wedding on a budget</strong></td>
<td><strong>Developing Your Problem-Solving Skills</strong></td>
<td><strong>Write a proposal presenting a solution to a problem at school</strong></td>
<td><strong>Damaged goods</strong></td>
<td><strong>What’s the solution?</strong></td>
</tr>
<tr>
<td>• Listen to a conversation, and check what the people agree on; then listen for what they’ll do themselves or have done professionally</td>
<td>• A magazine article about the importance of developing good problem-solving skills</td>
<td>• Format for presenting a problem and its solution</td>
<td>• Find out if new words have different forms that can express the same idea, and use them in sentences</td>
<td>• Group work: Discuss the problems shown in four illustrations, and suggest possible solutions and advice</td>
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<tr>
<td><strong>Fix it!</strong></td>
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<td>• Match four conversations with pictures; then listen to determine if the problems were solved</td>
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<tr>
<td><strong>Similar experiences</strong></td>
<td><strong>When and How to Apologize</strong></td>
<td><strong>Write a note of apology for something you did in the past</strong></td>
<td><strong>People watching</strong></td>
<td><strong>Analyzing behavior</strong></td>
</tr>
<tr>
<td>• Listen to two people share experiences, and number the incidents in order; then answer questions</td>
<td>• An article about the importance of apologizing and suggesting ways to do so</td>
<td>• Expressions for writing a note of apology</td>
<td>• Learn new vocabulary by making a connection with something or someone you know, and write true sentences</td>
<td>• Group work: Read about three situations, and discuss questions about people’s behavior in each one</td>
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<tr>
<td><strong>Rude behavior</strong></td>
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<td>• Listen to a conversation, and number the items in a survey; then listen and write responses to opinions</td>
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<tr>
<td><strong>Who’s materialistic?</strong></td>
<td><strong>Everything must go online!</strong></td>
<td><strong>Write an article about your classmates and things they feel they couldn’t live without</strong></td>
<td><strong>Get rich!</strong></td>
<td><strong>Only one choice</strong></td>
</tr>
<tr>
<td>• Listen to someone answer questions, and take notes; then report his answers</td>
<td>• A magazine article about a man who sold all his belongings on the Internet</td>
<td>• Use of reporting verbs for direct speech and reported speech</td>
<td>• When you learn a new word, notice its collocations – the words that are used with it</td>
<td>• Pair work: Choose items from six sets, and explain your choices; then join another pair, and report your partner’s choices</td>
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<tr>
<td>I couldn’t live without . . .</td>
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<td>• Listen to four people talk about things they couldn’t live without, and complete a chart; then listen and write responses to opinions</td>
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<tr>
<td><strong>Changes we see</strong></td>
<td><strong>Gadgets we love!</strong></td>
<td><strong>Write an article about a new technology you use and how it has changed your life</strong></td>
<td><strong>Try to explain it!</strong></td>
<td><strong>Save the world!</strong></td>
</tr>
<tr>
<td>• Listen to four conversations about trends, and complete a chart; then listen to check if the people think the trends are good and why</td>
<td>• An interview with two people about their use of new technology</td>
<td>• Expressions for describing trends</td>
<td>• Write definitions in your own words to help you learn the meaning of new words and expressions</td>
<td>• Group work: Create a campaign to improve the world in some way, and then present it to the class</td>
</tr>
<tr>
<td><strong>Changing your life</strong></td>
<td><strong>Perfect answers to tough and tricky interview questions</strong></td>
<td><strong>Write a letter of application for a job in response to an ad</strong></td>
<td><strong>From accountant to zoologist</strong></td>
<td><strong>Job fair</strong></td>
</tr>
<tr>
<td>• Listen to three people talk about technology, and match with photos; then listen and write why each one likes the technology</td>
<td>• A magazine article about how to answer the most common questions in job interviews</td>
<td>• Format for writing a letter of application</td>
<td>• When you learn a new word, learn other words with the same root as well as common collocations to expand your vocabulary quickly</td>
<td>• Group work: Choose a job ad, and prepare for an interview; then answer questions as your group interviews you for the job</td>
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<tr>
<td><strong>What’s she doing now?</strong></td>
<td><strong>Quotations</strong></td>
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<td>• Listen to a woman talk about her job, and answer questions; then listen to check details</td>
<td>• Discuss six quotations about success by famous people; then make up your own definition of success to share with the class</td>
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<tr>
<td><strong>A fabulous opportunity!</strong></td>
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<td>• Fill in the blanks in a job ad, and listen to a conversation about it to check guesses; then listen and answer questions</td>
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**Touchstone checkpoint Units 10–12  pages 127–128**