

# Touchstone Level 4 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
<b>Unit 1</b> <b>Interesting lives</b> pages 1–10	<ul style="list-style-type: none"> <li>Ask questions to find out about someone's interests and background</li> <li>Tell interesting stories about your own life</li> </ul>	<ul style="list-style-type: none"> <li>Review of simple and continuous forms of verbs</li> <li>Verbs followed by verb + <i>-ing</i> or <i>to</i> + verb</li> </ul>	<ul style="list-style-type: none"> <li>Verbs followed by verb + <i>-ing</i> or <i>to</i> + verb</li> </ul>	<ul style="list-style-type: none"> <li>Use the present tense to highlight key moments in a story</li> <li>Use <i>this</i> and <i>these</i> to highlight important people, things, and events in a story</li> </ul>	<ul style="list-style-type: none"> <li>Reductions of auxiliary verbs and the pronoun <i>you</i> in questions</li> </ul>
<b>Unit 2</b> <b>Personal tastes</b> pages 11–20	<ul style="list-style-type: none"> <li>Talk about makeovers, style, and fashion</li> <li>Talk about your tastes in clothes and music</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons with <i>as . . . as</i> and <i>not as . . . as</i></li> <li>Ask negative questions when you want or expect someone to agree with you</li> </ul>	<ul style="list-style-type: none"> <li>Colors, patterns, materials, and styles of clothing</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding by summarizing what people say</li> <li>Use <i>Now</i> to introduce a follow-up question on a different aspect of a topic</li> </ul>	<ul style="list-style-type: none"> <li>Linking words with the same consonant sound</li> </ul>
<b>Unit 3</b> <b>World cultures</b> pages 21–30	<ul style="list-style-type: none"> <li>Talk about aspects of your culture</li> <li>Talk about manners, customs, and culturally appropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>The simple present passive</li> <li>Verb + <i>-ing</i> as a subject and after prepositions</li> <li><i>to</i> + verb after <i>It's . . .</i></li> <li>Position of <i>not</i></li> </ul>	<ul style="list-style-type: none"> <li>Cultural items, icons, and events</li> <li>Manners, customs, and culturally appropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>Use expressions like <i>in fact</i> to sound more direct when you speak</li> <li>Use <i>of course</i> to give information that is not surprising, or to show you understand or agree</li> </ul>	<ul style="list-style-type: none"> <li>Silent syllables in which unstressed vowels are not pronounced</li> </ul>
<b>Touchstone checkpoint Units 1–3 pages 31–32</b>					

<b>Unit 4</b> <b>Socializing</b> pages 33–42	<ul style="list-style-type: none"> <li>Talk about things you are supposed to do, things you were supposed to do, and things that are supposed to happen</li> <li>Talk about going out and socializing</li> </ul>	<ul style="list-style-type: none"> <li><i>be supposed to</i>, <i>was / were supposed to</i>, and <i>was / were going to</i></li> <li>Inseparable phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Expressions with <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>Check your understanding by using questions in the form of statements</li> <li>Use <i>so</i> to start or close a topic, to check your understanding, to pause, or to let someone draw a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Intonation of sentences when you are sure vs. when you are checking</li> </ul>
<b>Unit 5</b> <b>Law and order</b> pages 43–52	<ul style="list-style-type: none"> <li>Talk about rules and regulations</li> <li>Talk about crime and punishment</li> </ul>	<ul style="list-style-type: none"> <li>The passive of modal verbs</li> <li><i>get</i> passive vs. <i>be</i> passive</li> <li><i>catch</i> + verb + <i>-ing</i></li> </ul>	<ul style="list-style-type: none"> <li>Rules and regulations</li> <li>Crimes and offenses, the people who commit them, and punishments</li> </ul>	<ul style="list-style-type: none"> <li>Organize your views with expressions like <i>First (of all)</i></li> <li>Show someone has a valid argument with expressions like <i>That's a good point</i></li> </ul>	<ul style="list-style-type: none"> <li>Saying conversational expressions</li> </ul>
<b>Unit 6</b> <b>Strange events</b> pages 53–62	<ul style="list-style-type: none"> <li>Talk about coincidences and strange events</li> <li>Talk about belief in superstitions</li> </ul>	<ul style="list-style-type: none"> <li>The past perfect</li> <li>Responses with <i>So</i> and <i>Neither</i></li> </ul>	<ul style="list-style-type: none"> <li>Strange events</li> <li>Superstitions from around the world</li> </ul>	<ul style="list-style-type: none"> <li>Repeat your ideas in another way to make your meaning clear</li> <li>Use <i>just</i> to make your meaning stronger or softer</li> </ul>	<ul style="list-style-type: none"> <li>Stressing new information</li> </ul>
<b>Touchstone checkpoint Units 4–6 pages 63–64</b>					

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>A lucky escape</i></p> <ul style="list-style-type: none"> <li>Listen for details in a story, and retell it with a partner; then role-play a conversation about it</li> </ul> <p><i>Facing a challenge</i></p> <ul style="list-style-type: none"> <li>Listen to a true story, and answer questions</li> </ul>	<p><i>My story: Pat Galloway</i></p> <ul style="list-style-type: none"> <li>A magazine article about a successful engineer and the story of how she chose her profession</li> </ul>	<ul style="list-style-type: none"> <li>Write a story about a time in your life when you faced a challenge</li> <li>Format for writing an anecdote or a story</li> </ul>	<p><i>Mottoes</i></p> <ul style="list-style-type: none"> <li>Write down the verb forms that can follow new verbs, and use them in sentences</li> </ul>	<p><i>An interview with . . .</i></p> <ul style="list-style-type: none"> <li>Pair work: Complete interesting questions to ask a classmate; then interview each other, and note your partner's answers</li> </ul>
<p><i>My music collection</i></p> <ul style="list-style-type: none"> <li>Listen for details in a conversation, and answer questions; then listen and choose the best responses</li> </ul> <p><i>What's your thing?</i></p> <ul style="list-style-type: none"> <li>Listen to four people talk about their tastes, and identify the topics they discuss; then listen and answer questions</li> </ul>	<p><i>A free spirit!</i></p> <ul style="list-style-type: none"> <li>An interview with a woman with very individual tastes</li> </ul>	<ul style="list-style-type: none"> <li>Write questions to interview a partner on his or her personal style; write answers to your partner's questions</li> <li>Punctuation review: comma, dash, and exclamation mark</li> </ul>	<p><i>Blue suede shoes</i></p> <ul style="list-style-type: none"> <li>Find and label pictures that illustrate new words</li> </ul>	<p><i>What's popular?</i></p> <ul style="list-style-type: none"> <li>Group work: Discuss questions about current popular tastes and how tastes have changed</li> </ul>
<p><i>Away from home</i></p> <ul style="list-style-type: none"> <li>Listen to a woman talk about being away from home, and answer questions as she would</li> </ul> <p><i>Favorite proverbs</i></p> <ul style="list-style-type: none"> <li>Listen to four people talk about proverbs, and number them; then match them with English equivalents, and listen to check</li> </ul>	<p><i>Counting Chickens</i></p> <ul style="list-style-type: none"> <li>A magazine article about the use and misuse of proverbs</li> </ul>	<ul style="list-style-type: none"> <li>Write an article about your favorite proverb and how it relates to your life</li> <li>Useful expressions for writing about proverbs or sayings</li> </ul>	<p><i>Travel etiquette</i></p> <ul style="list-style-type: none"> <li>Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet</li> </ul>	<p><i>Local customs</i></p> <ul style="list-style-type: none"> <li>Pair work: Prepare a presentation on local customs for visitors to your country, and then present it to the class</li> </ul>

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

<p><i>What are you like?</i></p> <ul style="list-style-type: none"> <li>Listen to people talk about plans, and summarize them; then listen and complete sentences as the man would</li> </ul> <p><i>Extrovert or introvert?</i></p> <ul style="list-style-type: none"> <li>Take a quiz; then listen to a man talk about his social style, and answer the quiz as he would</li> </ul>	<p><i>Socializing the introvert</i></p> <ul style="list-style-type: none"> <li>A magazine article about a book on introverts living in an extroverted society</li> </ul>	<ul style="list-style-type: none"> <li>Write an article about your own social style as an extrovert, an introvert, or a little of both</li> <li>Uses of as</li> </ul>	<p><i>Get this!</i></p> <ul style="list-style-type: none"> <li>Learn new expressions by writing example sentences that use them in context</li> </ul>	<p><i>Pass on the message.</i></p> <ul style="list-style-type: none"> <li>Class activity: Play a game where you pass a message to a classmate through another classmate, and then listen to see if your message is delivered correctly</li> </ul>
<p><i>We got robbed!</i></p> <ul style="list-style-type: none"> <li>Listen to a conversation, and answer questions; then listen and choose true sentences</li> </ul> <p><i>Different points of view</i></p> <ul style="list-style-type: none"> <li>Listen to a debate, and answer questions; then listen and respond to different points of view</li> </ul>	<p><i>Cam phones, go home!</i></p> <ul style="list-style-type: none"> <li>A magazine article about the cam-phone craze</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to the editor of a magazine, responding to the article on cam phones</li> <li>Give reasons with <i>because</i>, <i>since</i>, and <i>as</i></li> </ul>	<p><i>It's a crime!</i></p> <ul style="list-style-type: none"> <li>Write down new words in word charts that group related ideas together by topic</li> </ul>	<p><i>Lawmakers</i></p> <ul style="list-style-type: none"> <li>Pair work: Choose a topic and debate the pros and cons of three possible new laws; then join another pair with the same topic, and compare arguments</li> </ul>
<p><i>It's a small world!</i></p> <ul style="list-style-type: none"> <li>Listen to a woman tell a story, and answer questions</li> </ul> <p><i>Lucky or not?</i></p> <ul style="list-style-type: none"> <li>Listen to four people talk about superstitions, and determine if the things they are about are lucky or unlucky; then listen and write down each superstition</li> </ul>	<p><i>Separated at birth . . .</i></p> <ul style="list-style-type: none"> <li>A magazine article about the true story of twins who found each other after growing up in different adoptive families</li> </ul>	<ul style="list-style-type: none"> <li>Write a true story from your own family history</li> <li>Prepositional time clauses</li> </ul>	<p><i>Keep your fingers crossed.</i></p> <ul style="list-style-type: none"> <li>Use word webs to group new sayings or superstitions by topic</li> </ul>	<p><i>Can you believe it?</i></p> <ul style="list-style-type: none"> <li>Pair work: Take turns telling each other true stories about unusual beliefs and strange events in your life</li> </ul>

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

	<b>Functions / Topics</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Conversation strategies</b>	<b>Pronunciation</b>
<b>Unit 7</b> <b>Problem solving</b> pages 65–74	<ul style="list-style-type: none"> <li>▪ Talk about errands and solving problems</li> <li>▪ Talk about things you do yourself and things you get done somewhere else</li> <li>▪ Talk about things that need to be fixed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Causative <i>get</i> and <i>have</i></li> <li>▪ <i>need</i> + passive infinitive</li> <li>▪ <i>need</i> + verb + <i>-ing</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Errands</li> <li>▪ Household problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speak informally in “shorter sentences”</li> <li>▪ Use expressions like <i>Oops!</i> and <i>Uh-oh!</i> when something goes wrong</li> </ul>	<ul style="list-style-type: none"> <li>▪ Short question and statement intonation</li> </ul>
<b>Unit 8</b> <b>Behavior</b> pages 75–84	<ul style="list-style-type: none"> <li>▪ Talk about your reactions and behavior in different situations</li> <li>▪ Describe other people’s emotions and personal qualities</li> <li>▪ Talk about hypothetical situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use <i>would have</i>, <i>should have</i>, and <i>could have</i> to talk hypothetically about the past</li> <li>▪ Use <i>must have</i>, <i>may have</i>, <i>might have</i>, and <i>could have</i> to speculate about the past</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emotions and personal qualities</li> <li>▪ Expressions describing behavior</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use expressions such as <i>That reminds me (of) . . .</i> to share experiences</li> <li>▪ Use <i>like</i> informally in conversation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduction of <i>have</i> in past modals</li> </ul>
<b>Unit 9</b> <b>Material world</b> pages 85–94	<ul style="list-style-type: none"> <li>▪ Talk about possessions and being materialistic</li> <li>▪ Discuss money and money management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reported speech</li> <li>▪ Reported questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expressions to describe ownership and possessions</li> <li>▪ Money</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report the content of conversations you have had</li> <li>▪ Quote other people or other sources of information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intonation of finished and unfinished ideas</li> </ul>
<b>Touchstone checkpoint Units 7–9 pages 95–96</b>					

<b>Unit 10</b> <b>Fame</b> pages 97–106	<ul style="list-style-type: none"> <li>▪ Discuss hypothetical situations in the past and what might (not) have happened to you and others if things had been different</li> <li>▪ Talk about celebrities and being famous</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use <i>if</i> clauses with the past perfect form of the verb to talk hypothetically about the past</li> <li>▪ Tag questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expressions to describe becoming famous, being famous, and losing fame</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use tag questions to soften advice and give encouragement</li> <li>▪ Answer difficult questions with expressions like <i>It’s hard to say</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Intonation of tag questions</li> </ul>
<b>Unit 11</b> <b>Trends</b> pages 107–116	<ul style="list-style-type: none"> <li>▪ Describe social and urban change</li> <li>▪ Describe environmental problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ The passive of the present continuous and present perfect</li> <li>▪ Link ideas to express a contrast, reason, purpose, or alternative</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expressions to describe change</li> <li>▪ Environmental problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refer back to points made earlier in a conversation</li> <li>▪ Use more formal vague expressions like <i>and so forth</i> and <i>etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduction of auxiliary verbs</li> </ul>
<b>Unit 12</b> <b>Careers</b> pages 117–126	<ul style="list-style-type: none"> <li>▪ Talk about planning a career</li> <li>▪ Discuss different jobs people do</li> <li>▪ Talk about hopes and expectations for the future</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>What</i> clauses and long noun phrases as subjects</li> <li>▪ The future continuous and future perfect</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expressions to describe a job search</li> <li>▪ Areas of work, professions, and jobs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce what you say with expressions like <i>The best part was (that) . . .</i></li> <li>▪ Use <i>I don’t know if . . .</i> to introduce a statement and involve the other person in the topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stressing <i>I</i> and <i>you</i></li> </ul>
<b>Touchstone checkpoint Units 10–12 pages 127–128</b>					

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>Wedding on a budget</i></p> <ul style="list-style-type: none"> <li>Listen to a conversation, and check what the people agree on; then listen for what they'll do themselves or have done professionally</li> </ul> <p><i>Fix it!</i></p> <ul style="list-style-type: none"> <li>Match four conversations with pictures; then listen to determine if the problems were solved</li> </ul>	<p><i>Developing Your Problem-Solving Skills</i></p> <ul style="list-style-type: none"> <li>A magazine article about the importance of developing good problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>Write a proposal presenting a solution to a problem at school</li> <li>Format for presenting a problem and its solution</li> </ul>	<p><i>Damaged goods</i></p> <ul style="list-style-type: none"> <li>Find out if new words have different forms that can express the same idea, and use them in sentences</li> </ul>	<p><i>What's the solution?</i></p> <ul style="list-style-type: none"> <li>Group work: Discuss the problems shown in four illustrations, and suggest possible solutions and advice</li> </ul>
<p><i>Similar experiences</i></p> <ul style="list-style-type: none"> <li>Listen to two people share experiences, and number the incidents in order; then answer questions</li> </ul> <p><i>Rude behavior</i></p> <ul style="list-style-type: none"> <li>Listen to a conversation, and number the items in a survey; then listen and write responses to opinions</li> </ul>	<p><i>When and How to Apologize</i></p> <ul style="list-style-type: none"> <li>An article about the importance of apologizing and suggesting ways to do so</li> </ul>	<ul style="list-style-type: none"> <li>Write a note of apology for something you did in the past</li> <li>Expressions for writing a note of apology</li> </ul>	<p><i>People watching</i></p> <ul style="list-style-type: none"> <li>Learn new vocabulary by making a connection with something or someone you know, and write true sentences</li> </ul>	<p><i>Analyzing behavior</i></p> <ul style="list-style-type: none"> <li>Group work: Read about three situations, and discuss questions about people's behavior in each one</li> </ul>
<p><i>Who's materialistic?</i></p> <ul style="list-style-type: none"> <li>Listen to someone answer questions, and take notes; then report his answers</li> </ul> <p><i>I couldn't live without . . .</i></p> <ul style="list-style-type: none"> <li>Listen to four people talk about things they couldn't live without, and complete a chart; then listen and write responses to opinions</li> </ul>	<p><i>Everything must go online!</i></p> <ul style="list-style-type: none"> <li>A magazine article about a man who sold all his belongings on the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Write an article about your classmates and things they feel they couldn't live without</li> <li>Use of reporting verbs for direct speech and reported speech</li> </ul>	<p><i>Get rich!</i></p> <ul style="list-style-type: none"> <li>When you learn a new word, notice its collocations – the words that are used with it</li> </ul>	<p><i>Only one choice</i></p> <ul style="list-style-type: none"> <li>Pair work: Choose items from six sets, and explain your choices; then join another pair, and report your partner's choices</li> </ul>

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

<p><i>Advice</i></p> <ul style="list-style-type: none"> <li>Listen to a conversation, and answer questions about the details</li> </ul> <p><i>Success is . . .</i></p> <ul style="list-style-type: none"> <li>Listen to four conversations about success, and complete sentences; then listen and complete a chart</li> </ul>	<p><i>Renée: "I knew I'd pull through."</i></p> <ul style="list-style-type: none"> <li>A magazine article about actress Renée Zellweger and the challenges she faced while becoming successful</li> </ul>	<ul style="list-style-type: none"> <li>Write a paragraph about someone you know who has achieved success, and explain why that person became successful</li> <li>Topic and supporting sentences in a paragraph</li> </ul>	<p><i>Do your best!</i></p> <ul style="list-style-type: none"> <li>Learn new idioms by writing example sentences that explain or clarify meaning</li> </ul>	<p><i>Quotations</i></p> <ul style="list-style-type: none"> <li>Group work: Discuss six quotations about success by famous people; then make up your own definition of success to share with the class</li> </ul>
<p><i>Changes we see</i></p> <ul style="list-style-type: none"> <li>Listen to four conversations about trends, and complete a chart; then listen to check if the people think the trends are good and why</li> </ul> <p><i>Changing your life</i></p> <ul style="list-style-type: none"> <li>Listen to three people talk about technology, and match with photos; then listen and write why each one likes the technology</li> </ul>	<p><i>Gadgets we love!</i></p> <ul style="list-style-type: none"> <li>An interview with two people about their use of new technology</li> </ul>	<ul style="list-style-type: none"> <li>Write an article about a new technology you use and how it has changed your life</li> <li>Expressions for describing trends</li> </ul>	<p><i>Try to explain it!</i></p> <ul style="list-style-type: none"> <li>Write definitions in your own words to help you learn the meaning of new words and expressions</li> </ul>	<p><i>Save the world!</i></p> <ul style="list-style-type: none"> <li>Group work: Create a campaign to improve the world in some way, and then present it to the class</li> </ul>
<p><i>What's she doing now?</i></p> <ul style="list-style-type: none"> <li>Listen to a woman talk about her job, and answer questions; then listen to check details</li> </ul> <p><i>A fabulous opportunity!</i></p> <ul style="list-style-type: none"> <li>Fill in the blanks in a job ad, and listen to a conversation about it to check guesses; then listen and answer questions</li> </ul>	<p><i>Perfect answers to tough and tricky interview questions</i></p> <ul style="list-style-type: none"> <li>A magazine article about how to answer the most common questions in job interviews</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter of application for a job in response to an ad</li> <li>Format for writing a letter of application</li> </ul>	<p><i>From accountant to zoologist</i></p> <ul style="list-style-type: none"> <li>When you learn a new word, learn other words with the same root as well as common collocations to expand your vocabulary quickly</li> </ul>	<p><i>Job fair</i></p> <ul style="list-style-type: none"> <li>Group work: Choose a job ad, and prepare for an interview; then answer questions as your group interviews you for the job</li> </ul>

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