

Touchstone Level 3 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 1 The way we are pages 1–10	<ul style="list-style-type: none"> Talk about people's behavior and personality Describe friends and people you admire Talk about people's habits 	<ul style="list-style-type: none"> Manner adverbs vs. adjectives Adverbs before adjectives and adverbs Adjective prefixes 	<ul style="list-style-type: none"> Behavior and personality Personal qualities 	<ul style="list-style-type: none"> Use <i>always</i> with a continuous verb to describe individual habits Use <i>at least</i> to point out the positive side of a situation 	<ul style="list-style-type: none"> Rising and falling intonation in questions giving alternatives
Unit 2 Experiences pages 11–20	<ul style="list-style-type: none"> Talk about your secret dreams Discuss experiences you have and haven't had 	<ul style="list-style-type: none"> Present perfect statements Present perfect and simple past questions and answers 	<ul style="list-style-type: none"> Past participles of irregular verbs 	<ul style="list-style-type: none"> Keeping the conversation going Use response questions like <i>Do you?</i> and <i>Have you?</i> to show interest 	<ul style="list-style-type: none"> Reduced and unreduced forms of <i>have</i>
Unit 3 Wonders of the world pages 21–30	<ul style="list-style-type: none"> Talk about human wonders like buildings and structures Describe natural wonders and features 	<ul style="list-style-type: none"> Superlatives Questions with <i>How</i> + adjective . . . ? 	<ul style="list-style-type: none"> Buildings and structures Natural features 	<ul style="list-style-type: none"> Use short responses with <i>really</i> and <i>sure</i> to agree and to show you are a supportive listener Use superlatives for emphasis 	<ul style="list-style-type: none"> Linking and deletion with superlatives
Touchstone checkpoint Units 1–3 pages 31–32					

Unit 4 Family life pages 33–42	<ul style="list-style-type: none"> Talk about gripes people have about family members and household rules Talk about your memories of growing up 	<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> 	<ul style="list-style-type: none"> Types of families Relatives and extended family members 	<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, definitely, and absolutely</i> to agree 	<ul style="list-style-type: none"> Reduction of <i>used to</i>
Unit 5 Food choices pages 43–52	<ul style="list-style-type: none"> Describe your eating habits Talk about healthy eating Discuss different ways to cook and prepare food 	<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> 	<ul style="list-style-type: none"> Containers and quantities Methods of cooking 	<ul style="list-style-type: none"> Respond to suggestions by letting the other person decide Refuse offers politely with expressions like <i>No, thanks. I'm fine.</i> 	<ul style="list-style-type: none"> Stressing new information
Unit 6 Managing life pages 53–62	<ul style="list-style-type: none"> Talk about the future: plans, facts, predictions, and schedules Offer advice and solutions to problems Discuss phone habits 	<ul style="list-style-type: none"> The future with <i>will, going to, the present continuous, and the simple present</i> Use <i>had better, ought to, and might want to</i> to say what's advisable Use <i>have got to</i> and <i>going to have to</i> to say what's necessary Use <i>would rather</i> to say what's preferable 	<ul style="list-style-type: none"> Expressions with <i>make</i> and <i>do</i> 	<ul style="list-style-type: none"> End phone conversations with expressions like <i>I'd better go, I've got to go, and I'll call you later</i> Use informal expressions like <i>See you later</i> to end friendly phone conversations 	<ul style="list-style-type: none"> Reduction of <i>want to, you'd better, going to have to, ought to, and have got to</i>
Touchstone checkpoint Units 4–6 pages 63–64					

Listening	Reading	Writing	Vocabulary notebook	Free talk
Best friends <ul style="list-style-type: none"> Listen to three conversations about best friends, and then fill in a chart <i>I didn't know that!</i> <ul style="list-style-type: none"> Match each person with a piece of information; then listen for more information about each person 	Five things you didn't know about . . . <ul style="list-style-type: none"> A magazine article with biographies of four famous people 	<ul style="list-style-type: none"> Write a short description of yourself Learn useful expressions to include in a biography or personal profile 	Happy or sad? <ul style="list-style-type: none"> Learn new words and their opposites 	People are interesting! <ul style="list-style-type: none"> Class activity: Ask questions to find classmates who do interesting things
What have they done? <ul style="list-style-type: none"> Listen to three conversations to identify the main topic; then choose the correct response to three comments A traveler's adventures <ul style="list-style-type: none"> Listen to a conversation about a traveler's e-mail, and identify key information in the pictures; then listen and answer questions about the details 	Greetings from the Galápagos and I'm in Athens! <ul style="list-style-type: none"> Two travel blogs 	<ul style="list-style-type: none"> Write a blog describing an exciting experience Use adverbs like <i>fortunately</i>, <i>unfortunately</i>, and <i>amazingly</i> to show your attitude or feeling 	Have you ever . . . ? <ul style="list-style-type: none"> Write the three main forms of different verbs in charts 	Can you believe it? I've never done that! <ul style="list-style-type: none"> Group game: Each person fills out a chart; then group members compare answers and score points
What do you know? <ul style="list-style-type: none"> Take a quiz; then listen to a quiz show to check your answers and answer questions Travel talk <ul style="list-style-type: none"> Listen to a radio interview, and number photos in order; then listen and answer questions about the details 	World records <ul style="list-style-type: none"> Fascinating facts from a book of world records 	<ul style="list-style-type: none"> Write a paragraph about a human or natural wonder in your country Add information about a place or thing 	From the mountains to the sea <ul style="list-style-type: none"> Draw and label a map to remember the vocabulary of natural features, buildings, and structures 	The five greatest wonders <ul style="list-style-type: none"> Group work: Choose and rank your country's five greatest wonders; then compare lists with the class
Touchstone checkpoint Units 1–3 pages 31–32				

Reasonable demands? <ul style="list-style-type: none"> Match each person with a parental demand; then listen and check your answers Family activities <ul style="list-style-type: none"> Listen to three people describe their memories, and number the pictures in order; then listen again for more information 	Rhonda's Ramblings <ul style="list-style-type: none"> A blog recounting a girl's childhood experiences riding in the car with her brother 	<ul style="list-style-type: none"> Write a blog about a memory from your childhood Use past and present time markers 	Remember that? <ul style="list-style-type: none"> Use word webs to log new vocabulary about family members 	Family histories <ul style="list-style-type: none"> Group work: Prepare a short history of your family; then present your history to the group
That sounds good. <ul style="list-style-type: none"> Listen to conversations, and number pictures in order; then match each picture with the best response Snack habits <ul style="list-style-type: none"> Listen to people talk about snacks, and number the pictures; then listen for details to complete a chart 	Popular snacks around the world <ul style="list-style-type: none"> A magazine article about five popular snack foods 	<ul style="list-style-type: none"> Write a short article about a snack food or traditional dish for a tourist pamphlet Introduce examples with <i>like</i>, <i>for example</i>, and <i>such as</i> 	Fried bananas <ul style="list-style-type: none"> Learn new words in combination with other words that often go with them 	Do we have enough for the party? <ul style="list-style-type: none"> Group work: Agree with group members on what to buy for a party
I hope you can come. <ul style="list-style-type: none"> Listen to three people responding to different invitations, and complete a chart What should I do with these? <ul style="list-style-type: none"> Listen to three people discuss unwanted items, and identify what they do with them 	Getting rid of clutter <ul style="list-style-type: none"> An article giving ideas on ways to manage clutter and offering solutions to readers' problems 	<ul style="list-style-type: none"> Write a question about a personal clutter problem, and write a reply to a classmate's question Link ideas with <i>as long as</i>, <i>provided that</i>, and <i>unless</i> 	Do your best! <ul style="list-style-type: none"> Use a new expression in a sentence; then add another sentence to make its meaning clear 	Who's going to do what? <ul style="list-style-type: none"> Group work: Choose an event and prepare a list of all the things you need to get ready for it
Touchstone checkpoint Units 4–6 pages 63–64				

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Pronunciation
Unit 7 Relationships pages 65–74	<ul style="list-style-type: none"> Talk about friendships Discuss dating Talk about relationships with neighbors 	<ul style="list-style-type: none"> Subject relative clauses Object relative clauses Phrasal verbs 	<ul style="list-style-type: none"> Phrasal verbs, including expressions to talk about relationships 	<ul style="list-style-type: none"> Soften comments with expressions like <i>I think, probably, kind of</i>, and <i>in a way</i> Use <i>though</i> to give a contrasting idea 	<ul style="list-style-type: none"> Stress in phrasal verbs
Unit 8 What if? pages 75–84	<ul style="list-style-type: none"> Talk about how you wish your life were different and why Discuss how to deal with everyday dilemmas 	<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 	<ul style="list-style-type: none"> Expressions with verbs and prepositions 	<ul style="list-style-type: none"> Give advice using expressions like <i>If I were you . . .</i>, <i>I would . . .</i>, and <i>You might want to . . .</i> Use expressions with <i>That would be . . .</i> to comment on an idea or suggestion 	<ul style="list-style-type: none"> Intonation in long questions
Unit 9 Tech savvy? pages 85–94	<ul style="list-style-type: none"> Discuss gadgets and technology Ask for and offer help with technology problems 	<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 	<ul style="list-style-type: none"> Phrasal verbs, including expressions to talk about operating electronic machines and gadgets 	<ul style="list-style-type: none"> Give a different opinion Use expressions like <i>You know what I mean?</i> to ask for agreement 	<ul style="list-style-type: none"> Link final consonants and initial vowels
Touchstone checkpoint Units 7–9 pages 95–96					

Unit 10 What's up? pages 97–106	<ul style="list-style-type: none"> Discuss your social life Talk about different kinds of movies Recommend books, CDs, movies, and shows 	<ul style="list-style-type: none"> Present perfect continuous vs. present perfect <i>Since, for</i>, and <i>in</i> for duration <i>Already, still</i>, and <i>yet</i> with present perfect 	<ul style="list-style-type: none"> Kinds of movies Expressions to describe types of movies 	<ul style="list-style-type: none"> Ask for a favor politely Use <i>All right</i> and <i>OK</i> to move the conversation to a new phase or topic and to agree to requests 	<ul style="list-style-type: none"> Reduction of <i>have</i>
Unit 11 Impressions pages 107–116	<ul style="list-style-type: none"> Speculate about people and situations Talk about feelings and reactions 	<ul style="list-style-type: none"> Modal verbs <i>must, may, might, can't</i>, or <i>could</i> for speculating Adjectives ending in <i>-ed</i> vs. adjectives ending in <i>-ing</i> 	<ul style="list-style-type: none"> Feelings and reactions 	<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 	<ul style="list-style-type: none"> Linking and deletion with <i>must</i>
Unit 12 In the news pages 117–126	<ul style="list-style-type: none"> Talk about events in the news Talk about extreme weather and natural disasters 	<ul style="list-style-type: none"> The simple past passive The simple past passive with <i>by</i> + agent Adverbs with the passive 	<ul style="list-style-type: none"> Extreme weather conditions Natural disasters 	<ul style="list-style-type: none"> Introduce news with expressions like <i>Did you hear (about) . . . ?</i>, <i>Guess what?</i>, and <i>You know what?</i> Use the expression <i>The thing is . . .</i> to introduce issues 	<ul style="list-style-type: none"> Breaking sentences into parts
Touchstone checkpoint Units 10–12 pages 127–128					

Listening	Reading	Writing	Vocabulary notebook	Free talk
<p><i>People I look forward to seeing</i></p> <ul style="list-style-type: none"> Fill in the missing words describing three people; then listen for the reasons the speaker likes to see them <p><i>Getting back in touch</i></p> <ul style="list-style-type: none"> Identify the people the speaker wants to get back in touch with; then write the reason he lost touch with them 	<p><i>Web site chaperones</i> <i>classmate reunions</i></p> <ul style="list-style-type: none"> A newspaper article about a Web site that reunites former classmates 	<ul style="list-style-type: none"> Write a short article about three friends and the things you have in common Use <i>both</i>, <i>both of us</i>, and <i>neither of us</i> to talk about things in common 	<p><i>Matching up</i></p> <ul style="list-style-type: none"> Learn new phrasal verbs by writing other verbs that can go with the particle and other particles that can go with the same verb 	<p><i>What's important?</i></p> <ul style="list-style-type: none"> Group work: Discuss and agree on the five most important things to consider when choosing a life partner
<p><i>A wish for today</i></p> <ul style="list-style-type: none"> Identify the topics as four people talk about their wishes; then write the reasons <p><i>Here's my advice.</i></p> <ul style="list-style-type: none"> Compare the advice that three people give; then decide whose advice is most helpful 	<p><i>If I had my life to live over, . . .</i></p> <ul style="list-style-type: none"> An article listing ways the writer's life would be different if it could be lived over 	<ul style="list-style-type: none"> Write an article on the changes you would make if you could live last year over again Use adverbs of certainty in affirmative and negative statements 	<p><i>Imagine that!</i></p> <ul style="list-style-type: none"> Learn prepositions that can follow a new verb 	<p><i>What would you do?</i></p> <ul style="list-style-type: none"> Group work: Discuss the questions about hypothetical situations, and find out what you have in common
<p><i>What do you know about the Internet?</i></p> <ul style="list-style-type: none"> Answer the questions about the Internet, and then listen to a conversation to check answers; then write more information <p><i>The problem with technology</i></p> <ul style="list-style-type: none"> Listen to two people giving opinions, and identify each person's opinions; then agree or disagree with two opinions 	<p><i>Robbing you blind?</i></p> <ul style="list-style-type: none"> A magazine article about identify theft and what can be done to avoid it 	<ul style="list-style-type: none"> Write a short article giving dos and don'ts for keeping personal information safe Plan your article 	<p><i>On and off</i></p> <ul style="list-style-type: none"> Write short conversations about everyday situations to remember new vocabulary 	<p><i>Tech trivia</i></p> <ul style="list-style-type: none"> Pair work: Ask and answer general technology questions, and figure out your partner's score
Touchstone checkpoint Units 7–9 pages 95–96				

<p><i>A small favor</i></p> <ul style="list-style-type: none"> Match four students with the favor each asks the professor; then decide if you agree with the professor's decision <p><i>I'd really recommend it.</i></p> <ul style="list-style-type: none"> Listen for details as two friends talk about a review of a show 	<p><i>Home entertainment</i></p> <ul style="list-style-type: none"> A review of a movie and a CD 	<ul style="list-style-type: none"> Write a review of a book, CD, movie, or show Introduce contrasting ideas with <i>although</i>, <i>even though</i>, and <i>even if</i> 	<p><i>Great movies</i></p> <ul style="list-style-type: none"> Link new words and expressions to things you have recently done or seen 	<p><i>Who's been doing what?</i></p> <ul style="list-style-type: none"> Class activity: Ask your classmates questions about their recent activities
<p><i>People and situations</i></p> <ul style="list-style-type: none"> Match four people and their situations; then write a response with <i>must</i> to each <p><i>People making a difference</i></p> <ul style="list-style-type: none"> Match three people and the organizations they work with; then write what each organization does 	<p><i>A teen hero</i></p> <ul style="list-style-type: none"> A magazine article describing an inspirational teen 	<ul style="list-style-type: none"> Write a letter to the editor Use expressions for giving impressions, reactions, and opinions 	<p><i>How would you feel?</i></p> <ul style="list-style-type: none"> Link new words for feelings to the situations where you would experience those feelings 	<p><i>What on earth are they doing?</i></p> <ul style="list-style-type: none"> Pair work: Look at two photos, and speculate about what is happening
<p><i>News update</i></p> <ul style="list-style-type: none"> Listen to two news stories, and answer questions <p><i>What do they say next?</i></p> <ul style="list-style-type: none"> Predict the topic of four conversations; match their beginnings and endings; then listen to check your answers 	<p><i>A new brand of journalism is taking root in South Korea</i></p> <ul style="list-style-type: none"> A news article about a new way of reporting the news 	<ul style="list-style-type: none"> Write a report on class survey results about keeping up with the news Learn useful expressions for writing about statistics 	<p><i>Forces of nature</i></p> <ul style="list-style-type: none"> Learn new words in combination with other words that are typically used with them 	<p><i>Here's the news!</i></p> <ul style="list-style-type: none"> Pair work: Create short news reports about photos
Touchstone checkpoint Units 10–12 pages 127–128				