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Michael McCarthy Jeanne McCarten and Helen Sandiford
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SECOND EDITION

TOUCHSTONE

STUDENT'S BOOK

4

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Touchstone Level 4 Contents and learning outcomes

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 1 Interesting lives pages 1–10	<ul style="list-style-type: none"> Ask questions to get to know someone Tell interesting stories about my life Highlight key moments in a story Highlight important information in a story Understand a conversation about an accident Understand a podcast about an athlete's life story Read about a person who overcame an obstacle Write an anecdote about facing a challenge 	<ul style="list-style-type: none"> Simple and continuous verbs (review) Verb complements: verb + <i>-ing</i> or <i>to</i> + verb <p>Extra practice</p>	<ul style="list-style-type: none"> Verbs followed by verb + <i>-ing</i> or <i>to</i> + verb 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reductions of auxiliary verbs and the pronoun <i>you</i> in questions <p>Sounds right</p> <ul style="list-style-type: none"> Word stress
Unit 2 Personal tastes pages 11–20	<ul style="list-style-type: none"> Talk about my tastes in clothes and fashion Compare how people look different over time Describe patterns, materials, and styles of clothing Show I understand by summarizing what people say Use <i>Now</i> to introduce follow-up questions Understand people discussing food, music, and movies Understand people discussing trends Read an article about how to develop a personal style Write interview questions and answers 	<ul style="list-style-type: none"> Comparisons with (<i>not</i>) <i>as... as</i> Negative questions <p>Extra practice</p>	<ul style="list-style-type: none"> Colors, patterns, materials, and styles of clothing 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Linking words with the same consonant sound <p>Sounds right</p> <ul style="list-style-type: none"> Are the sounds the same or different?
Unit 3 World cultures pages 21–30	<ul style="list-style-type: none"> Talk about my country's cultural traditions Talk about manners, customs, and appropriate behavior in my country Use expressions like <i>to be honest</i> to sound more direct Use <i>of course</i> to show I understand or agree Understand a conversation about living away from home Understand people explaining proverbs Read an article about proverbs Write an article about a favorite proverb 	<ul style="list-style-type: none"> The simple present passive Verb + <i>-ing</i> and <i>to</i> + verb Position of <i>not</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Cultural items, icons, and events Manners, customs, and culturally appropriate behavior 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Silent syllables in which unstressed vowels are not pronounced <p>Sounds right</p> <ul style="list-style-type: none"> Matching vowel sounds
Checkpoint Units 1–3 pages 31–32				
Unit 4 Socializing pages 33–42	<ul style="list-style-type: none"> Talk about going out and socializing Talk about things I am <i>supposed to</i> do, things I think will happen, or plans that changed Check my understanding with "statement questions" Use <i>so</i> in different ways Understand people discussing their evening plans Understand someone talk about his social style Read an article about introverts and extroverts Write an article about my social style 	<ul style="list-style-type: none"> <i>be supposed to</i>; <i>was / were going to</i> Inseparable phrasal verbs <p>Extra practice</p>	<ul style="list-style-type: none"> Expressions with <i>get</i> 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Intonation of sentences when you are sure vs. when you are checking <p>Sounds right</p> <ul style="list-style-type: none"> Pronunciation of <i>get</i> before vowels and consonants
Unit 5 Law and order pages 43–52	<ul style="list-style-type: none"> Talk about what the legal age should be Discuss rules, regulations, crime, and punishment Use expressions to organize what I say Show someone has a valid argument Understand a conversation about a crime Understand a class debate about changing the law Read an article about privacy issues with smartphones Write a comment responding to a web article 	<ul style="list-style-type: none"> The passive of modal verbs <i>get</i> passive vs. <i>be</i> passive <i>catch</i> + person + verb + <i>-ing</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Rules and regulations Crimes and offenses, the people who commit them, and punishments 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Saying conversational expressions <p>Sounds right</p> <ul style="list-style-type: none"> Which sound in each group is different?
Unit 6 Strange events pages 53–62	<ul style="list-style-type: none"> Talk about coincidences and superstitions Order events in the past and say why things happened Show things I have in common Repeat ideas in other words to be clear Use <i>just</i> to make what I say softer or stronger Understand someone talking about a coincidence Understand conversations about superstitions Read an article about identical twins Write about a family story 	<ul style="list-style-type: none"> The past perfect Responses with <i>so</i> and <i>neither</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Strange events Superstitions from around the world 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Stressing new information <p>Sounds right</p> <ul style="list-style-type: none"> Vowels with consonant sounds /y/ and /w/
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 the present tense to highlight key moments in a story Use <i>this</i> and <i>these</i> to highlight important people, things, and events in a story 	<p>A lucky escape</p> <ul style="list-style-type: none"> Listen for details in a story, and retell it with a partner <p>Facing a challenge</p> <ul style="list-style-type: none"> Listen to a true story and answer questions 	<p>Blind Chef Christine Ha Crowned “MasterChef”</p> <ul style="list-style-type: none"> A news story about a woman who lost her vision and how she won a prize as a TV chef 	<p>Facing a challenge</p> <ul style="list-style-type: none"> Write a story about a time in your life when you faced a challenge Format for writing an anecdote or a story 	<p>An interview with . . .</p> <ul style="list-style-type: none"> Pair work: Complete interesting questions to ask a classmate; then interview each other and note your partner’s answers 	<p>Mottoes</p> <ul style="list-style-type: none"> Write down the verb forms that can follow new verbs, and use them in sentences
<ul style="list-style-type: none"> Show understanding by summarizing things people say Use <i>now</i> to introduce a follow-up question on a different aspect of a topic 	<p>Broad tastes</p> <ul style="list-style-type: none"> Listen for details and answer questions; then listen and choose the best responses <p>Keeping up with trends</p> <ul style="list-style-type: none"> Listen to four people talk about trends, identify the topics they discuss, and answer questions 	<p>How to develop your personal style</p> <ul style="list-style-type: none"> An article about developing a personal style 	<p>Style interview</p> <ul style="list-style-type: none"> 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 	<p>What’s popular?</p> <ul style="list-style-type: none"> Group work: Discuss questions about current popular tastes and how tastes have changed 	<p>Blue suede shoes</p> <ul style="list-style-type: none"> Find and label pictures that illustrate new words
<ul style="list-style-type: none"> Use expressions like <i>in fact</i> to sound more direct when you speak Use <i>of course</i> to give information that is not surprising, or to show you understand or agree 	<p>Away from home</p> <ul style="list-style-type: none"> Listen to a woman talk about being away from home, and choose true statements <p>Favorite proverbs</p> <ul style="list-style-type: none"> Listen to people talk about proverbs; number and match them with English equivalents 	<p>Proverbs: The wisdom that binds us together</p> <ul style="list-style-type: none"> An article about the study of proverbs 	<p>Explain a proverb</p> <ul style="list-style-type: none"> Write an article about your favorite proverb and how it relates to your life Useful expressions for writing about proverbs or sayings 	<p>Traditions</p> <ul style="list-style-type: none"> Pair work: Ask <i>yes-no</i> questions to guess traditional cultural items 	<p>Travel etiquette</p> <ul style="list-style-type: none"> Find examples of new words and expressions you have learned in magazines, in newspapers, and on the Internet
Checkpoint Units 1–3 pages 31–32					
<ul style="list-style-type: none"> Check your understanding by using statement questions Use <i>so</i> to start or close a topic, to check your understanding, to pause, or to let someone draw a conclusion 	<p>Going out</p> <ul style="list-style-type: none"> Listen to a couple discussing their evening plans <p>Extrovert or introvert?</p> <ul style="list-style-type: none"> Take a quiz; then listen to a woman describe her social style, and answer the quiz as she would 	<p>Examining the “Extrovert Ideal”</p> <ul style="list-style-type: none"> A magazine article about a book on introverts living in an extroverted society 	<p>Extrovert or introvert?</p> <ul style="list-style-type: none"> Write an article about your own social style as an extrovert, an introvert, or a little of both Uses of <i>as</i> 	<p>Pass on the message</p> <ul style="list-style-type: none"> Class activity: Play a game where you pass a message to a classmate through another classmate, and then tell the class about the message you received 	<p>Get this!</p> <ul style="list-style-type: none"> Expressions with <i>get</i> in context
<ul style="list-style-type: none"> Organize your views with expressions like <i>First (of all)</i> Use <i>That’s a good point</i> to show someone has a valid argument 	<p>We got robbed!</p> <ul style="list-style-type: none"> Listen to a conversation; answer questions and check true sentences <p>Different points of view</p> <ul style="list-style-type: none"> Listen to a debate, answer questions, and respond to different views 	<p>Is your smartphone too smart for your own good?</p> <ul style="list-style-type: none"> An article about online invasions of privacy 	<p>Posting a comment on a web article</p> <ul style="list-style-type: none"> Write a comment responding to the online article about privacy issues Use <i>because</i>, <i>since</i>, and <i>as</i> to give reasons 	<p>Do you agree?</p> <ul style="list-style-type: none"> Pair work: Discuss controversial topics 	<p>It’s a crime!</p> <ul style="list-style-type: none"> Write down new words in word charts that group related ideas together by topic
<ul style="list-style-type: none"> Repeat your ideas in another way to make your meaning clear Use <i>just</i> to make your meaning stronger or softer 	<p>It’s a small world!</p> <ul style="list-style-type: none"> Listen to a story, and answer questions <p>Lucky or not?</p> <ul style="list-style-type: none"> Listen to people talk about superstitions; decide if things are lucky or unlucky; write down the superstitions 	<p>Separated at birth, then happily reunited</p> <ul style="list-style-type: none"> An article about the true story of twins who found each other after growing up in different adoptive families 	<p>Amazing family stories</p> <ul style="list-style-type: none"> Write a true story from your own family history Prepositional time clauses 	<p>What do you believe in?</p> <ul style="list-style-type: none"> Group work: Discuss unusual beliefs and strange events in your life 	<p>Keep your fingers crossed.</p> <ul style="list-style-type: none"> Use word webs to group new sayings or superstitions by topic
Checkpoint Units 4–6 pages 63–64					

	Learning outcomes	Language		
		Grammar	Vocabulary	Pronunciation
Unit 7 Problem solving pages 65–74	<ul style="list-style-type: none"> Talk about things you have other people do for you Talk about things that need to be fixed Use short sentences in informal conversations Use expressions like <i>Uh-oh</i> when something goes wrong Understand a conversation about planning an event Understand people talk about things they need to fix Read an article about problem-solving skills Write a proposal presenting a solution to a problem 	<ul style="list-style-type: none"> Causative <i>get</i> and <i>have</i> <i>need</i> + passive infinitive and <i>need</i> + verb + <i>-ing</i> <p>Extra practice</p>	<ul style="list-style-type: none"> Errands Household problems 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Short question and statement intonation <p>Sounds right</p> <ul style="list-style-type: none"> Categorizing vowel sounds
Unit 8 Behavior pages 75–84	<ul style="list-style-type: none"> Talk hypothetically about reactions and behavior Describe emotions and personal qualities Speculate about the past Share experiences Use <i>like</i> in informal conversations Understand people sharing experiences Understand a conversation about rude behavior Read an article on making apologies Write a note of apology 	<ul style="list-style-type: none"> Past modals <i>would have</i>, <i>should have</i>, <i>could have</i> Past modals for speculation <p>Extra practice</p>	<ul style="list-style-type: none"> Emotions and personal qualities Expressions describing behavior 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reduction of <i>have</i> in past modals <p>Sounds right</p> <ul style="list-style-type: none"> Are the sounds the same or different?
Unit 9 Material world pages 85–94	<ul style="list-style-type: none"> Talk about possessions and materialism Discuss money management Report things that people said and asked Report the content of conversations Quote other people or sources of information Understand an interview about possessions Understand people say what they couldn't live without Read a blog about decluttering Write a survey article about possessions 	<ul style="list-style-type: none"> Reported speech Reported questions <p>Extra practice</p>	<ul style="list-style-type: none"> Expressions to describe ownership and possession Money 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Intonation of finished and unfinished ideas <p>Sounds right</p> <ul style="list-style-type: none"> Silent letters
Checkpoint Units 7–9 pages 95–96				
Unit 10 Fame pages 97–106	<ul style="list-style-type: none"> Talk hypothetically about the past using <i>if</i> clauses Talk about celebrities and being famous Use tag questions to give views or check information Use tag questions to soften advice Answer difficult questions Understand someone giving advice Read an article about child stars Write a profile of a successful person 	<ul style="list-style-type: none"> Use <i>if</i> clauses with the past perfect form of the verb to talk hypothetically about the past Tag questions <p>Extra practice</p>	<ul style="list-style-type: none"> Expressions to describe becoming famous, being famous, and losing fame 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Intonation of tag questions <p>Sounds right</p> <ul style="list-style-type: none"> Weak syllables
Unit 11 Trends pages 107–116	<ul style="list-style-type: none"> Talk about social changes Talk about environmental problems Link ideas with expressions like <i>although</i>, <i>because of</i>, <i>in order to</i>, and <i>instead</i> Refer back to points made earlier in the conversation Use formal vague expressions Understand a discussion about workplace trends Read an article about success via the Internet Write a post for a website about technology 	<ul style="list-style-type: none"> Passive of present continuous and present perfect Linking ideas <p>Extra practice</p>	<ul style="list-style-type: none"> Expressions to describe change Environmental problems 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Reducing auxiliary verbs <p>Sounds right</p> <ul style="list-style-type: none"> Which sound in each group is different?
Unit 12 Careers pages 117–126	<ul style="list-style-type: none"> Talk about career planning and job prospects Highlight important information Talk about my future career plans Use expressions to introduce what I say Say <i>I don't know if</i> . . . to involve others Understand a conversation with a personal trainer Understand a discussion about a job advertisement Read an article about preparing for a job interview Write a cover letter for a job application 	<ul style="list-style-type: none"> <i>What</i> clauses and long noun phrases as subjects The future continuous and future perfect <p>Extra practice</p>	<ul style="list-style-type: none"> Expressions to describe a job search Areas of work, professions, and jobs 	<p>Speaking naturally</p> <ul style="list-style-type: none"> Stressing <i>I</i> and <i>you</i> <p>Sounds right</p> <ul style="list-style-type: none"> Categorizing vowel 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"> • Speak informally in “shorter sentences” • Use expressions like <i>Uh-oh!</i> and <i>Oops!</i> when something goes wrong 	<p>Wedding on a budget</p> <ul style="list-style-type: none"> • Listen to people plan a wedding; check what they agree on and what they’ll do themselves <p>Fix it!</p> <ul style="list-style-type: none"> • Match conversations with pictures; then check which problems were solved 	<p>Developing your problem-solving skills</p> <ul style="list-style-type: none"> • An article about an interesting problem-solving technique 	<p>A good solution</p> <ul style="list-style-type: none"> • Write a proposal presenting a solution to a problem at work • Format for presenting a problem and its solution 	<p>Who gets help with something?</p> <ul style="list-style-type: none"> • Class activity: Ask and answer questions to find out who gets help 	<p>Damaged goods</p> <ul style="list-style-type: none"> • Find out if new words have different forms that can express the same idea, and use them in sentences
<ul style="list-style-type: none"> • Use expressions such as <i>That reminds me (of) . . .</i> to share experiences • Use <i>like</i> informally in conversation 	<p>Similar experiences</p> <ul style="list-style-type: none"> • Listen to two people share experiences, and number the incidents in order; then answer questions <p>Good and bad apologies</p> <ul style="list-style-type: none"> • Listen to conversations; match the people to the apologies; then decide if they were effective 	<p>Apologies: The key to maintaining friendship</p> <ul style="list-style-type: none"> • An article about the importance of apologizing and suggesting ways to do so 	<p>A note of apology</p> <ul style="list-style-type: none"> • Write an email apologizing for something • Expressions for writing a note of apology 	<p>How did you react?</p> <ul style="list-style-type: none"> • Group work: Tell a story about an incident, and listen and respond to classmates’ stories 	<p>People watching</p> <ul style="list-style-type: none"> • Learn new vocabulary by making a connection with something or someone you know, and write true sentences
<ul style="list-style-type: none"> • Report the content of conversations you have had • Quote other people or other sources of information 	<p>Who’s materialistic?</p> <ul style="list-style-type: none"> • Listen to someone answer questions, and take notes; then report his answers <p>I couldn’t live without . . .</p> <ul style="list-style-type: none"> • Listen to four people talk about things they couldn’t live without, and complete a chart; then listen and write responses to opinions 	<p>This Stuff’s Gotta Go!</p> <ul style="list-style-type: none"> • A blog post about a woman who declutters her home 	<p>I couldn’t live without . . .</p> <ul style="list-style-type: none"> • Write an article about your classmates and things they feel they couldn’t live without • Use of reporting verbs for direct speech and reported speech 	<p>Material things</p> <ul style="list-style-type: none"> • Pair work: Ask and answer questions about material things 	<p>Get rich!</p> <ul style="list-style-type: none"> • When you learn a new word, notice its collocations – the words that are used with it
Checkpoint Units 7–9 pages 95–96					
<ul style="list-style-type: none"> • Use tag questions to soften advice and give encouragement • Answer difficult questions with expressions like <i>It’s hard to say</i> 	<p>Great advice</p> <ul style="list-style-type: none"> • Listen to a conversation and answer questions <p>Success is . . .</p> <ul style="list-style-type: none"> • Listen to four conversations about success, and complete a chart 	<p>Three Child Stars Who Beat the Odds</p> <ul style="list-style-type: none"> • A magazine article about actors who have managed to avoid “Child Star Syndrome” 	<p>A success story</p> <ul style="list-style-type: none"> • Write a paragraph about someone you know who has achieved success, and explain why that person became successful • Topic and supporting sentences in a paragraph 	<p>Quotations</p> <ul style="list-style-type: none"> • Group work: Define success 	<p>Do your best!</p> <ul style="list-style-type: none"> • Learn new idioms by writing example sentences that explain or clarify meaning
<ul style="list-style-type: none"> • Refer back to points made earlier in a conversation • Use more formal vague expressions like <i>and so forth</i> and <i>etc.</i> 	<p>Trends in the workplace</p> <ul style="list-style-type: none"> • Listen to conversations about trends, and identify advantages and disadvantages <p>Trends in technology</p> <ul style="list-style-type: none"> • Listen to four people talk about trends, and write notes on their views 	<p>The Internet – The new pathway to success?</p> <ul style="list-style-type: none"> • An article about the recent trend of using the Internet to become successful 	<p>Trends in technology</p> <ul style="list-style-type: none"> • Write a comment on a web article about trends in technology • Expressions for describing trends 	<p>What’s trending?</p> <ul style="list-style-type: none"> • Group work: Discuss trends 	<p>Try to explain it!</p> <ul style="list-style-type: none"> • Write definitions in your own words to help you learn the meaning of new words and expressions
<ul style="list-style-type: none"> • Introduce what you say with expressions like <i>The best part was (that) . . .</i> • Use <i>I don’t know if . . .</i> to introduce a statement and involve the other person in the topic 	<p>An interesting job</p> <ul style="list-style-type: none"> • Listen to a personal trainer talk about her job; write notes <p>A fabulous opportunity!</p> <ul style="list-style-type: none"> • Complete a job ad, and listen to check and answer questions 	<p>Ace that Interview!</p> <ul style="list-style-type: none"> • An article about how to answer the most common questions in job interviews 	<p>A fabulous opportunity!</p> <ul style="list-style-type: none"> • Write a cover letter in response to an ad • Format for writing a cover letter for a job application 	<p>The best person for the job</p> <ul style="list-style-type: none"> • Group work: Interview the members of your group for a job 	<p>From accountant to zoologist</p> <ul style="list-style-type: none"> • When you learn a new word, learn other words with the same root as well as common collocations to expand your vocabulary quickly
Checkpoint Units 10–12 pages 127–128					