

SECOND EDITION

# TOUCHSTONE

TEACHER'S EDITION



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# UNIT 1 Making friends

## Language notes

### Lesson A Getting to know you

#### Speaking naturally Stress and intonation

(See Student's Book p. 2.)

This section reviews the main points of stress and intonation taught in *Touchstone* Level 1, Units 7 and 11. People stress, or say louder, the words they think of as the main content words. The intonation changes on the most stressed syllable.

#### Questions

- In information questions, the intonation often rises slightly but then mostly falls on the stressed syllable in the main content word.
- In *yes-no* questions, the intonation often rises on the stressed syllable in the main content word.

#### Statements

In statements that give information that the speaker does not expect the listener to know, the intonation often falls. Falling intonation also signals that all the information has been given.

#### Grammar Present of *be* and simple present (review)

(See Student's Book p. 3.)

This lesson reviews simple affirmative and negative statements, *yes-no* questions, short answers, and information questions with *be* and other verbs.

#### Form

The grammar chart includes the verb structures taught in *Touchstone* Level 1, Units 1 to 5. (For more information, see Language Notes at the beginning of those units.)

#### Use

The simple present is one of the most common structures in spoken English. Ss review the main uses taught in Level 1:

- for repeated activities and routines (e.g., *We usually go out on Fridays.*)
- for permanent states, or things that are true all the time (e.g., *I have a brother. I'm from Tokyo.*)
- for verbs for expressing likes and dislikes (e.g., *I hate mornings.*)



#### Corpus information

##### Common errors with *do* or *does* in simple present questions.

Ss may leave out the auxiliary verb *do* or *does* in simple present questions. *Where do you go to school?* NOT *Where you go to school?* AND *What does your brother look like?* NOT *What your brother look like?*

### Lesson B Things in common

#### Grammar Responses with *too* and *either*

(See Student's Book p. 4.)

The chart in the lesson introduces short responses to affirmative and negative statements using *too* and *either*.

#### Form

- Use *too* or *Me too* to respond to affirmative statements:  
*A I'm allergic to cats. B I am too. / Me too.*  
*A I watch pro football. B I do too. / Me too.*  
*A I can shop for hours! B I can too. / Me too.*
- Use *either* or *Me neither* to respond to negative statements:  
*A I'm not an animal lover. B I'm not either. / Me neither.*  
*A I don't watch much television. B I don't either. / Me neither.*  
*A I can't afford anything new. B I can't either. / Me neither.*

#### Use

- These responses show you have something in common with someone or agree with the person.
- It is possible to use short answer responses without *too* and *either* to show that you do not agree or to contradict

what someone said. However, these are not as common. They can also sound rude.

*A I like football. B Oh, I don't.*

- It is possible to use *So* and *Neither* with an inversion of the verb and pronoun (e.g., *So do I. / So am I. / Neither do I.*). However, in general, these structures are less frequent than the ones taught in this lesson.



#### Corpus information Responses with *too* and *either*

The most common of this type of response are *Me too*, *I do too*, *I don't either*, and *Me either*. *Me either* is not considered correct by some people, though it is twice as frequent as *Me neither*.

#### Vocabulary review

(See Student's Book p. 5.)

The lesson provides an opportunity to review many of the vocabulary topics taught in Level 1: TV shows, clothes, colors, weekend activities, and food.

# Lesson A Leisure time

## 1 Getting started

- **Set the scene** Read the lesson title aloud. Ask, “What’s another way to say *leisure time*?” [free time]
- Tell Ss to cover items 1-5 in the newspaper article. Say, “Look at the newspaper. What’s it called?” [College News] Tell Ss to read the introduction to the article and to look at the picture of Brad. Ask, “Can you guess Brad’s hobbies?” Elicit ideas and write them on the board.

### A

- **Preview the task** Read the instructions aloud. Tell Ss what you do in your leisure time. Ask Ss if they think the activities are different from what a S does.
- **Do the task** Ss make their own list of what they think students do in their leisure time.
- Ss compare answers in pairs.

### B 1.10

- **Preview the task** Tell Ss to cover the questions in Exercise 1B. Have Ss read the article quickly. Point to the first question. Say, “Brad answers the question in paragraph 1. Now look at paragraph 2. What do you think the question is?” Elicit ideas from Ss and write them on the board. Repeat for items 3, 4 and 5. Then read the instructions aloud, and have Ss read the five questions in Exercise 1B.
- **Play the recording** Ss listen and read along. Pause the recording after the first paragraph. Point out the example. Play the rest of the recording. Ss write the numbers in the boxes and then write the questions in the interview.
- Ss compare answers in pairs. Check answers with the class.

#### Answers

- 4 Are you good at sports?
- 3 Can you play a musical instrument?
- 5 Are you interested in learning new things?
- 1 What are your hobbies?
- 2 What else do you enjoy doing in your free time?

- **Follow-up** Ss compare the questions in Exercise 1B with their predictions on the board to see how many are correct. Point Ss back to the board and the hobbies they predicted Brad would have. How many of the Ss guesses were right?

### C 1.11

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and underline the things Brad likes to do and circle the things he hates doing.
- Have Ss compare their answers in pairs. Check answers with the class.

#### Answers

**Likes:** creative writing, designing cards, drawing, computer graphics, learning new programs, playing the saxophone, playing the piano, singing, watching sports on TV, playing pool, learning new things. **Hates:** going to the gym and working out.

#### Figure it out

### D

- **Preview the task** Write on the board: *can, like, enjoy, good at*. Say, “Look at Brad’s responses. What comes after *can*?” [play] Write it on the board next to *can*. Tell Ss to find the words that come after *I like* [to do, to sing, to play]. Repeat for *enjoy* [writing] and *good at* [drawing].
- **Do the task** Have Ss circle the correct form in each sentence. Tell Ss to use the article and the words on the board to help them.
- Have Ss compare answers with a partner. Check answers with the class.

#### Answers

1. I can play the piano.
2. I like to watch sports on TV.
3. I enjoy listening to music.
4. I’m good at learning new skills.

- Have Ss tell a partner which of the sentences are true for him or her. Call on Ss to tell one sentence to the class.
- **Focus on the form** Say, “Look at the article and the sentences in Exercise 1D. What verb form is used after *can* and *can’t*?” [base form] “What about after *I like* and *I’d like*?” [*to* + verb (or infinitive)] “After *I hate*, you can use the *to* + verb, but what does Brad say?” [verb + *-ing*] “What form comes after *enjoy*?” [verb + *-ing*] “How about *good at*?” [verb + *-ing*]
- Say, “Verbs such as *can, like, and enjoy* follow regular patterns. The same kind of verb form always comes after them. The same is true for phrases like *good at*.”

#### Extra activity PAIRS

Ss use the five questions from Exercise 1B to interview their partners. Ss make brief notes of their partners’ answers. A few Ss report one fact about their partner to the class.

# Celebrations

Teach this unit opener page together with Lesson A in one class period.

**Introduce the theme of the unit** Say, “This unit is about celebrations. Celebrations can be special events in people’s lives, like birthdays and weddings. They can also be special days that everyone in a country celebrates, like Mother’s Day. On some days, the whole country celebrates a holiday, and people do not go to work. Name a special holiday in this country.” Call on a few Ss to answer. Ask, “What other special days can you think of?” Call on a few Ss to answer (e.g., *Valentine’s Day, a religious holiday*).

## In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

### Extra activity CLASS / PAIRS

Ss look through the pictures in the unit and find events that they celebrated in the past year (e.g., *a wedding*, p. 33; *a birthday*, p. 35 or 36; *a festival*, p. 39). In pairs, Ss tell each other the name of the event. Ask several pairs to call out the events they found.

## Before you begin . . .

- **Introduce the special events in the pictures** Have Ss look at Before You Begin. Read the six events aloud, and have Ss repeat. Say, “These are special events that people celebrate in their own lives.”

**↻ Recycle grammar** This task recycles the present continuous and the simple present and their uses.

- Say, “Look at the pictures. Which of these special events are the people celebrating?” Call out a picture number, and have Ss describe the event in a complete sentence (e.g., *T: What are the people celebrating in picture 1? S: They’re celebrating the birth of a baby.*). Point out the number 1 in the checkbox. Repeat the question for pictures 2–6, and have Ss write the numbers in the checkboxes [2. a wedding; 3. an engagement; 4. a wedding anniversary; 5. a graduation; 6. a retirement].
- Ask the class, “What other special days do people usually celebrate? Work with a partner, and write down some special days.”
- **Follow-up** Pairs report their list of special days (e.g., *a birthday, a housewarming, a promotion, national holidays like President’s Day*). Remind Ss to answer in complete sentences (e.g., *People celebrate their birthdays.*). Write the special days on the board for the class to copy.

### Culture note

Retirement ages vary. Traditionally, 65 was the age that people stopped working in North America. Some people now want to continue working past 65, and some want to retire earlier. Many consider 55 a good age to stop working. Some kinds of jobs require people to retire at a certain age whether they want to or not, for example firefighters or law enforcement agents in the Federal Bureau of Investigation. In the United States, people used to start to receive Social Security (retirement money) at age 65, although the age is going up.

### Extra activity GROUPS

Group members tell each other what their favorite celebrations are and why (e.g., *My birthday is my favorite celebration because I like to get presents.*).

## C

### Postreading

- **Preview the task** Read the instructions aloud. Have different Ss each read a sentence.
- Tell Ss that each sentence is true or false. Do number 1 with the class. Say, “Look at number 1: *Joe was born in Manchester*. Is this true? Find the information in the interview. If it’s not true, what’s the correct information?” Have Ss scan the reading and raise their hands when they find the correct information. Call on a S to give the answer [It’s false. Joe was born in a small town near Manchester.].
- Explain, “*Joe was born in a small town near Manchester* is the correct information.” Ask, “How did you know where to look for the correct information?” [The first question asks where he was born.]
- **Do the task** Have Ss decide if the sentences are true or false, confirm their answer in the interview, and then correct the false statements. Check answers with the class:

Call on individual Ss to say their answers and say what in the reading helped them choose the answer.

### Answers

1. False. He was born in a small town near Manchester.
2. False. He liked to try and sneak out of school during breaks to go to the sweet shop around the corner.
2. False. His best subject was biology. His worst subject was algebra.
4. True.
5. False. He played handball for England when he was 17.
6. True

### About you

## D

- **Preview the task** Read the instructions aloud. Have pairs take turns asking and answering three questions from the interview. Have Ss share their partners’ answers with the class.

## 2 Listening

### 2.21

- **Preview the task** Read the instructions aloud. Have Ss read the sentences. Make sure they understand them. Tell Ss not to write anything the first time they listen.
- **Play the recording** *Audio script p. T-169* Ss listen to the interview.
- **Play the recording again** Ss listen and circle the correct answers. Have Ss compare their answers in pairs. Check answers with the class.

### Answers

1. Colin was a teenager in the '60s.
2. He quit school when he was 14.
3. His first job was on a farm.
4. His main interest was music.
5. His main regret is that he didn't take classes.

## 3 Writing

## A

- **Preview the task** Read the instructions and the example questions aloud. Have Ss work in pairs. Say, “Write questions to ask your partner about when he or she was younger. Look back through Lessons A, B, and C to find ideas for questions you can ask.”
- **Do the task** Have Ss write the five questions.

### About you

## B

- **Present Help Note** Ask Ss to read the example sentences aloud. Say, “In sentences with *except (for)* and *apart from*, something is usually true. *Except (for)* and *apart from* explain when it isn’t true.” Write on the board:

*We agreed on most things. We didn't agree on the car.*

*We didn't agree on much. We agreed on music.*

- Say, “I want to link the two ideas in each pair of sentences.” Change them as follows:

*except (for)*

*We agreed on most things. ~~We didn't agree on the car.~~*

*apart from*

*We didn't agree on much. ~~We agreed on music.~~*

(For more information, see Language Notes at the beginning of this unit.)

### Extra activity INDIVIDUALS

Write sentences like these on the board. Ss combine them using *except (for)* and *apart from*.

*I didn't get good grades. I got good grades in math.*

*I was good at science. I wasn't good at biology.*

*I didn't like sports. I liked swimming.*

- **Preview the task** Read the instructions aloud. Tell Ss to read the example interview question and answer.
- **Do the task** Have Ss exchange questions with a classmate and write their answers.

### About you

## C

- **Preview and do the task** Read the instructions aloud. Have Ss in each pair take turns reading their partner’s answers and asking follow-up questions. Have a few Ss share one interesting or funny thing they learned.

### Workbook

- Assign Workbook pp. 40 and 41. (The answer key begins on p. T-181.)

## 2 Strategy plus

### 2.31

- **Present Strategy Plus** Read the information at the left aloud. Explain that you can use “echo” questions to check information that you didn’t hear correctly. They’re useful for checking very specific information. They may be used together with an expression for checking information; for example, *I’m sorry? There’s a Vietnamese place where?* (For more information, see Language Notes at the beginning of this unit.)
- Ask pairs to each read one of the three examples. Ask, “What words did Maria not hear?” [on Park Avenue] “How about speaker B in the next two examples?” [drugstore; 10:00] Point out that, depending on the information you want to check, you need to ask *What? Where? What time?*, etc., to match the content of what you are checking.
- Tell Ss to look at what Maria says again. (I’m sorry. There’s a Vietnamese place where?) Say, “The question word in an ‘echo’ question gets a lot of stress. This helps the first speaker know what information to repeat.”
- Ask Ss to look at the other two examples. Ask, “What do you think A’s answer will be to *I’m sorry, a what?*” [a drugstore] “What about A’s answer to *Excuse me? It opens at what time?*” [at 10:00]
- **Practice** Tell Ss to practice the example conversations in pairs, taking turns playing each role. Tell Ss to focus on

giving extra stress to the question word and to include A’s answer in each conversation.

- **Present In Conversation** Books closed. Say, “When people ask someone to repeat something they often say ‘I’m sorry?’ or ‘Excuse me?’ Which do you think is more common?” Have a S read the information to find the answer. [I’m sorry?]
- **Preview the task** Read the instructions aloud. Model the activity by having two Ss read the first conversation. Point out that “what” is the correct echo question to ask as it matches the content of speaker A’s question. Tell Ss to complete the rest of the “echo” questions with the words in the box.
- **Do the task** Have Ss complete the task. Play the recording. Ss listen and check their answers.

#### Answers

1. what
2. where
3. how much
4. what time
5. how far
6. what kind of

- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role. Remind the S B’s to use extra stress on the question word.

## 3 Listening and strategies

### A 2.32

- **Preview the task** Read the instructions aloud. Have Ss read the choices before you play the recording.
- **Play the recording Audio script p. T-171** Ss listen and number the boxes. Pause the recording after the first conversation, and show Ss that *Did you say Thai?* is the correct answer. Have Ss number the remaining sentences. Check answers with the class.

#### Answers

- 4 Excuse me? Fourteen or forty? 1 Did you say Thai?  
6 I’m sorry? From where? 2 I’m sorry. It’s how far?  
3 I’m sorry, a list of what? 5 Did you say roller skates?

### B 2.33

- **Preview the task** Read the instructions aloud. Tell Ss that the person at the visitor center is going to answer the questions above. Tell Ss to take notes.
- **Play the recording Audio script p. T-171** Ss listen and take notes.
- Have Ss compare their answers in pairs. Check answers with the class.

#### Answers

1. Yes. It’s really good, but it’s pretty spicy. Do you like spicy food?

2. Five or six blocks. It’s just down the street.
3. Oh, sure. Here’s a calendar of some of the major events. There’s a traditional music festival in the park on Sunday.
4. Fourteen. You can catch it right across the street. It stops right in front of the art museum. It’s only four stops from here.
5. Yes. They’re really popular. You can rent them for about 5 dollars an hour.
6. Pier 9. It’s right next to the aquarium. They run every hour.

#### About you

### C

- **Preview the task** Read the instructions aloud. Ask two Ss to read the example conversation.
- **Do the task** Have pairs complete the task. Go around the class, and help as needed.

#### Free talk

Tell Ss to turn to Free Talk 6A and 6B at the back of their Student’s Books. Have Ss do the task. (See the teaching notes on p. T-131.)

#### Workbook

Assign Workbook pp. 46 and 47. (The answer key begins on p. T-181.)



won't  
won't make  
won't come  
will take  
'll be  
will  
won't

### Exercise 3

1. She's going to study for a master's degree.  
She's not going to look for a job.
2. He will probably go to Mexico. / He's probably going to go to Mexico.  
He probably won't be able to go for long. / He's probably not going to be able to go for long.
3. They're going to retire in Arizona.  
They're not going to retire in New Mexico.
4. She's going to be an actor.  
Maybe she'll be a star.
5. He'll probably teach math. / He's probably going to teach math.  
He probably won't teach English. / He's probably not going to teach English.
6. They're going to have a baby.  
They probably won't take a vacation. / They're probably not going to take a vacation.

## Lesson B *Jobs* pp. 92–93

### Exercise 1

- |                        |                          |
|------------------------|--------------------------|
| 1. assistant           | 10. business executive   |
| 2. architect           | 11. letter carrier       |
| 3. firefighter         | 12. nurse                |
| 4. carpenter           | 13. lawyer               |
| 5. computer specialist | 14. plumber              |
| 6. dentist             | 15. paramedic            |
| 7. doctor              | 16. receptionist         |
| 8. journalist          | 17. sales representative |
| 9. electrician         | 18. police officer       |

### Exercise 2

1. *Beth* 'll be, get  
*Emily* graduate, 'll earn  
*Beth* 'll be, get  
*Beth* don't, I'll leave
2. *Adam* finish  
*Neil* may  
*Adam* make, 'll talk; I'll start  
*Neil* is, graduate  
*Adam* ask

### Exercise 3

Answers will vary.

## Lesson C *I'll drive.* pp. 94–95

### Exercise 1

A

1. *Elaine* I'll make some salad.

- Elaine* I won't forget.  
*Liam* If you want, I'll call and remind you.
2. *Kevin* I'll wake up.  
*Kevin* I'll lend you one.  
*Jerry* I'll call you at 5:30, just in case.

B

1. I won't forget.
2. I'll drive
3. I'll lend you
4. I'll help
5. I'll do
6. I won't be late.

### Exercise 2

OK. I have plenty of space.  
All right. I can make one. Maybe a chocolate one?  
OK. Sure. I can send invitations online. I'll do that today.  
Um, all right. I'll think of something.  
Um . . . all right. I'll call and order – how many?  
OK. I will. Um, maybe you can call Lynn and tell her I'm organizing her birthday party!

### Exercise 3

Answers will vary.

## Lesson D *In the future, . . .* pp. 96–97

### Exercise 1

A

The Future of 3-D Printing

B

1. Printing your own shoes **might** be possible in the future.
2. It **is** possible to use a 3-D printer to make things out of chocolate.
3. Right now, designers use 3-D printers to **make designs better**.
4. If companies have 3-D printers, they will be able to **repair** their own machines.
5. Engineers think that 3-D printers will become **cheaper**.
6. In the future, 3-D printers **will** change the way we buy personal items.

### Exercise 2

A

*First*, they will have better public transportation systems, and people won't need to drive cars.  
*Second*, there will be more open spaces and parks.  
*Next*, the air will be cleaner because there will be fewer cars and more cars will be electric.  
*Finally*, industries will probably be cleaner and more efficient because solar power and wind power will be more popular.

B

Answers will vary.

*Alexis* Yeah? Huh.  
*Justin* Um, so what are you doing tonight?  
*Alexis* Nothing special. Why?  
*Justin* Well, I'm right here in your neighborhood – I was doing some shopping – and I noticed this new restaurant. Remember the barbecue place? Well, it's gone. It closed down. And now there's a new seafood restaurant. It looks nicer than the barbecue place.  
*Alexis* Yeah? I hope it's cheaper, too. That barbecue place was expensive.  
*Justin* Well, they have a shrimp special tonight. All-you-can-eat shrimp for \$10.  
*Alexis* They do? I love shrimp.  
*Justin* I know. So do you want to go for dinner?  
*Alexis* Well, it sounds good. I was just thinking about dinner.  
*Justin* OK. So what time should we meet?  
*Alexis* Um, let's see. . . . Oh, wait. Could you hold on just a second?  
*Justin* . . . Alexis, Alexis? Are you there . . . ?  
*Alexis* Justin? Sorry, I had another call.  
*Justin* Oh, I thought we lost our connection.  
*Alexis* No, no! . . . Oh, shoot. Listen, my battery's really low, so yeah, let's meet at, let's see . . . well, I just need to go to . . .  
*Justin* Alexis? Oh no, we got cut off.

2. *Rob* Hi, Grace.  
*Grace* Hi, Rob. What are you doing? Studying?  
*Rob* Yeah, I was just doing some homework. Anyway, how is everything with your new apartment?  
*Grace* Oh, it's great. It's bigger than my last place. It gets more light, too. I love it. Oh, hold on a minute. I need to close the window. There's a lot of traffic noise. It's definitely *noisier*. Sorry. That's better. So where were we?  
*Rob* I was just asking – did you get everything organized?  
*Grace* Yeah. And thanks again for your help yesterday. I think you spent more time unpacking than I did.  
*Rob* No problem. You're welcome.  
*Grace* So anyway, do you mind if I ask one more favor?  
*Rob* No. Go ahead. What is it?  
*Grace* Well, I need some help putting the TV up on the wall. I mean, I hate to ask, but would you mind helping me? There's a baseball game on tonight. So . . . Oh, just a minute. There's someone at the door. . . . Sorry about that. That was the pizza guy. I ordered some pizza.  
*Rob* You ordered pizza?

*Grace* Yeah, um, a couple of friends are coming over. So, I was thinking you could come, too. And . . .  
*Rob* Oh, sure. I want to watch the game anyway. So, yeah. OK. I'm on my way right now!  
*Grace* OK. Thanks. See you soon. Thanks again!  
*Rob* OK. See you. Bye.

3. *Lauren* Hi, Brandon. Where are you? Are you lost?  
*Brandon* Well, kind of. I mean, I'm on your street, but I don't see the number of your apartment building.  
*Lauren* Oh, it's difficult to see the number. There's a big tree in front of it. So, tell me, where are you exactly?  
*Brandon* I'm at a grocery store. Uh, let's see . . . It's called The Market. Oh, can you hold on just a minute? . . . Sorry about that. I was just looking for my wallet. Sorry. So, um this is a nice neighborhood. It has a lot more stores and restaurants and things than my neighborhood.  
*Lauren* Yeah. It's nice. So, um . . . OK, so you're at The Market? Do you see the brown apartment building across the street?  
*Brandon* Yeah. The one with all the big trees in front?  
*Lauren* Right. OK, I'm at the window. Oh just a minute. The timer on my oven is beeping. I need to turn it off. Sorry. Hold on. . . . OK. So do you see me?  
*Brandon* Yeah, I see you.  
*Lauren* OK. Hey, did you buy flowers for me?  
*Brandon* Actually, yeah.  
*Lauren* Well, that's nice! OK. Well, come on over.  
*Brandon* OK. See you in a minute.

### Lesson D, Ex. 2B, p. 105 (4.12)

*Vanessa* I love texting. I know that some people like to make phone calls, but I just feel they take too much time. You know, you have to say, "Hello, how are you? What's up?" and everything, and it can be hard to end a call. Even a quick phone call can take, like, five minutes. . . . It's a lot faster to send a text. It only takes a few seconds. And, you know, text messages are more private than phone calls. Sometimes my mom texts me and asks, "Where are you? What are you doing? When are you coming home?" and I can just answer and that's it. But if I have a phone conversation with her in front of my friends, it's really embarrassing.

When I need a favor, though, like if I need a ride home from somewhere, I always call my parents. I think it's better to ask a favor like that on the phone.

One thing I really like – you're going to think this is crazy – but when I can't sleep at night, I love to hear the sound of my text message alert. You know, I leave my phone on all night and it's right next to my bed.