

Unit 9 Tech savvy? Language notes

Lesson A Tech support

Grammar Questions within sentences

(See Student's Book p. 87.)

- The lesson teaches a structure sometimes called an *indirect question*. An indirect question is formed by putting the question into a subordinate clause beginning with a *wh-* word or with *if* or *whether*.
- The grammar chart contrasts direct questions, which have the normal question word order (verb + subject + object), with indirect questions, which have normal statement word order (subject + verb + object).

Form

Indirect questions can be either information questions (introduced by question words) or *yes-no* questions (introduced by *if* or *whether*). Indirect questions can be part of both questions and statements.

- Information questions within questions
 - Direct question
What is the problem?
 - Indirect question
Do you know what the problem is?
NOT: *Do you know what is the problem?*
- *Yes-no* questions within questions
 - Direct question
Is the battery charged?
 - Indirect question
Do you know if the battery is charged?

- Questions within statements
 - Direct question
What should we do?
 - Indirect question within a statement
I know what we should do.
- *Yes-no* questions within statements
 - Direct question
Is the battery charged?
 - Indirect question
I wonder if the battery is charged.

Use

The structure combines two ideas in one sentence.

- Question within a question
What's the problem? + Do you know? = Do you know what the problem is?
- Question within a statement
Why is it doing that? + I have no idea. = I have no idea why it is doing that.

Corpus information I don't know

I don't know is the most common three-word expression in conversation, and *I don't know if* is the most common four-word expression. One reason that *I don't know* is so common is its use before indirect questions (*I don't know if you've heard of this.*; *I don't know what you think, but . . .*).

Lesson B How things work

Grammar Separable phrasal verbs

(See Student's Book p. 88.)

In Unit 7, Ss learned to use phrasal verbs that are intransitive (that is, *that do not take objects*), such as *grow up* and *go out*. In this lesson, they learn phrasal verbs that are transitive (that is, *that take objects*), such as *turn on*, *plug in*. These are sometimes called "separable" phrasal verbs because the verb and particle can be separated by an object.

Form

- Separable phrasal verbs with noun objects
 - Noun objects can go after the particle.
*How do you turn on **the TV**?*
*I turned off **the DVD player**.*
 - Noun objects can also go between the verb and the particle.
*How do you turn **the TV** on?*
*I turned **the DVD player** off.*

- Separable phrasal verbs with object pronouns
 - Pronoun objects go between the verb and the particle.
*How do you turn **it** on?* NOT: *How do you turn on **it**?*
*I turned **it** off.* NOT: *I turned off **it**.*

Grammar How to, where to, what to

(See Student's Book p. 88.)

The structures *how to*, *where to*, and *what to* in this lesson are used as infinitive complements (objects of verbs).

Form

- Clause + question word + infinitive
 - Show me **what to do**.* (= what I have to, should, or can do)
 - Let me show you **what to do**.* (= what you have to do)
 - Can you show me **how to turn it on**?* (= how I can turn it on)
 - I don't know **where to plug it in**.* (= where I can plug it in)

- Note that the question word *why*, unlike other questions words, cannot be used to begin the infinitive complement.

I don't know why I should turn it off.

NOT: *I don't know why to turn it off.*

- Although this is not taught in this lesson, *if* cannot be used to introduce an infinitive complement, but *whether* can.

I don't know whether to turn it on. (= *if I should turn it on.*)

- Note that Ss often assume the reverse action for *plug in* is *plug out*, rather than the correct verb, *unplug*.

Use

The structures *how to*, *where to*, and *what to* form another type of indirect structure. They are often used to talk about things people have to do, should do, and can do.

Speaking naturally Linking consonants and vowels

(See Student's Book p. 89.)

- One of the main problems Ss have in listening to natural speech is being able to hear word boundaries.

This is because English speakers often run their words together. When Ss do not use such linking devices in their own speech, it can sound "choppy." This section gives Ss practice in linking consonants and vowels in separable phrasal verbs.

- In natural speech, when a word ending in a consonant comes before a word beginning with a vowel sound, the final consonant of the first word is often linked to the next word. *Turn it off* can sound like "Tur-ni-toff," and *Plug it in* can sound like "Plu-gi-tin." (See also *Touchstone Student's Book 2*, Unit 10, Lesson A, and *Touchstone Student's Book 3*, Unit 3, Lesson A.)

Vocabulary Phrasal verbs

(See Student's Book p. 89.)

- This lesson presents some common separable phrasal verbs to use with electronic items (e.g., *turn on / off*), as well as some general-purpose verbs such as *put on*.
- In Building Vocabulary, the verbs are taught in phrases with pronouns (e.g., *put them away*, *hook it up*) to reinforce the word order in separable phrasal verbs with object pronouns.

Lesson C I know what you mean, but . . .

Conversation strategy Giving different opinions

(See Student's Book p. 90.)

The conversation strategy gives Ss some useful expressions to use when they want to disagree with someone's opinion or to offer an opinion that is different in some way. People tend to avoid direct statements of disagreement such as *I don't agree* or *I disagree*. Instead, they use expressions that acknowledge the other person's opinion (e.g., *I know what you mean. That's true.*) and often add a *but* or *on the other hand, . . .*, to give a contrasting view. In addition, to show they may not support the other person's view, people respond with *I don't know* or *Maybe*.

Corpus information I agree versus I disagree / don't agree

- Although it is possible to say *I don't agree* or *I disagree*, these can sound too direct. People frequently say *I agree (with you)*. *I agree* is 30 times more frequent than *I don't agree*, and over 60 times more frequent than *I disagree*.

- When people say *I don't agree*, they usually add *with that*, or *with* a third person (e.g., *with Michael*). In the conversation corpus, there are no examples of *I don't agree with you* and only one *I kind of don't agree with you*.

Strategy plus You know what I mean?

(See Student's Book p. 91.)

People use the expressions *You know what I mean?*, *You know what I'm saying?*, and simply *You know?* when they want other people to agree with their ideas or to check that the listener understands what they are trying to say.

Corpus information You know what I mean?

You know what I mean? is the top five-word expression in conversation. *You know what I'm saying?* is seventh most frequent. *You know what I mean?* is four times more frequent than *You know what I'm saying?*

Lesson D Identity theft

Help note Planning your article

(See Student's Book p. 93.)

The Help Note explains a basic five-step process for writing, which Ss can use for any piece of writing.

Step One

Ss begin by brainstorming to get ideas and language flowing. It is important for Ss not to reject ideas or "self-edit" during this step.

Step Two

Ss choose from their ideas and plan their writing. They can decide which ideas can be used as supporting statements and which can be topic sentences.

Step Three

Ss organize their ideas by numbering them.

Step Four

Ss write the piece. They focus on stating ideas clearly.

Step Five

Ss check their spelling and grammar.

Tech savvy?

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

Introduce the theme of the unit Write on the board: *tech savvy*. Point to the word *tech*. Ask Ss if they can guess what word it is short for. [technology] Ask Ss to give examples of recent technology (e.g., *MP3 players, hybrid cars, web-cams, camera-phones*). Now ask, “Can you guess what *tech savvy* means?” [It means you know how to use technology. You are good at learning and using technology.]

In Unit 9, you learn how to . . .

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

Extra activity – individuals

Ss look through the unit and find these things, either in pictures or in words. Write on the board:

Lesson A: One way to fix a computer problem

Lesson B: One thing you do with gadgets every day

Lesson D: One thing an identity thief might try to use to get personal information from someone else

A few Ss report their answers for each lesson. [Lesson A: p. 86 (e.g., *run antivirus software*); Lesson B: p. 89 (e.g., *picture 2, turn up a radio*); Lesson D: p. 92 (e.g., *mail, cell phone, ATM*)]

Before you begin . . .

- **Introduce the electronic gadgets** Say, “Look at the pictures. Work with a partner to name the electronic gadgets that you see.” Ask individual Ss to give the answers. [Picture 1: MP3 player; Picture 2: camera cell phone (cam phone); Picture 3: portable DVD player; Picture 4: GPS (global positioning system) device]
- Tell Ss to look at Before You Begin. Ask, “How tech savvy are you? What electronic gadgets do you use in your everyday life? Work in small groups. Tell your group which of these three things you have or your family has, and which ones you use every day.” Have groups do the task and report on each item.
- Ask, “Do you ever have technical problems? Raise your hand if you do.” Ask a few Ss to describe them. Then ask, “Can you fix the problems?” Call on a few Ss to answer.

Recycle grammar The task recycles questions with *would*. (See Unit 8, Lesson B, p. 79.) Ask, “What technical problems do people have?” Ask a few Ss, and write a list on the board (e.g., *The computer can't find the modem.*). Choose a problem from the board, and ask a few Ss what they would do if they had the problem (e.g., *T: What would you do if your computer couldn't find your modem? S1: I'd make sure the cables were connected. S2: I'd probably check the instruction manual. S3: I'd ask my brother. He's great with computers.*).

- Have Ss work in small groups to discuss the problems. Have a few groups report on the solutions they had for the problems.

Extra activity – pairs

Partners work together and try to predict which three electronic gadgets their classmates think are most important. Ss name the gadget and say why (e.g., *S1: I think people will say their cell phones are the most important. I mean, you have to keep in touch with people. S2: That's true. Computers are pretty important, though. You know, for homework, and the Internet and stuff like that.*). Pairs report their choices to the class. Assign a S to write down the number of times each gadget is mentioned. The S reports the top three devices to the class.

Extra activity – groups

Groups race to list as many other electronic devices as they can (e.g., *electronic organizer, electronic dictionary, digital camera, MP3, cell phone*). A member of each group writes the group's list on the board. Groups get a point for each gadget they thought of that no other group has. The group with the most points wins.

Lesson A Tech support

1 Getting started

- **Set the scene** Tell Ss to look at the picture. Say, “Kenji has a problem with his computer, but he doesn’t know how to fix it. What does he say the problem is?” [His computer keeps freezing up.] Ask, “What advice would you give him?” Write Ss’ suggestions on the board (e.g., *Talk to someone who’s good with computers. Check the instruction manual. Take it to a repair shop.*).

A (CD 3, Track 1)

- **Preview the task** Books closed. Say, “Listen. What solutions do Kenji’s friends suggest for his computer problem? Make notes.” Note the usual American English pronunciation of the names: Kenji /kéndʒiy/, Nela /nelə/.
- **Play the recording** Ss listen and make notes.
- Books open. Check answers with the class: ask individual Ss to report Kenji’s friends’ advice. [Anita: He should delete all his temporary Internet files.; Jennifer: He should run his antivirus software.; Stephen: He should check the battery.; Nela: Nela has no advice.; Hector: They should call Yaman.; Tracy: He should go online for tech support.; Omar: They should all have another cup of coffee.]
- Have Ss read the solutions again and make a list of any new vocabulary. Ask Ss to call out their words, and write them on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed.
- Have Ss look at the advice they brainstormed at the beginning of this lesson. Ask a S to read any that Kenji’s friends also mentioned.

B

 **Preview the task** Read the instructions aloud.

- **Do the task** Have Ss complete the task and then compare their answers in pairs. Check answers with the class: have individual Ss read the answers, and write them on the board.

Answers

1. Does anyone know what the problem is?
2. But I can’t remember which Web site I used.
3. I forget how you do that, though.
4. I wonder if you have that awful virus that’s going around.

- **Focus on the form and the use** Underline the indirect questions in the sentences on the board as shown:

1. Does anyone know what the problem is?
2. But I can’t remember which Web site I used.
3. I forget how you do that, though.
4. I wonder if you have that awful virus that’s going around.

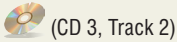
Say, “The underlined sections of these sentences are all questions within a sentence. The questions all follow a main clause: these are *Does anyone know*, *But I can’t remember*, *I forget*, and *I wonder*. Look at the underlined parts. How are they different from the question forms you studied before?” [The verb comes after the subject instead of before the subject. There’s no *do* or *did*.]

- **Try it out** Ss reread Kenji’s friends’ suggestions and find four more questions within sentences. Call on a few Ss to say the sentences they found. Write them on the board. Ask a few Ss to come to the board and underline the question within each sentence. [Do you know if it’s charged?; I have no idea why it’s doing that.; Can anyone remember what Yaman’s number is?; I know what we should do.]

Extra activity – pairs

Partners reread Kenji’s friends’ suggestions and agree on the three things they would try first if they were Kenji. Have several pairs report to the class, giving reasons (e.g., *I’d check the battery first because it’s the easiest thing to do.*).

2 Grammar



- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the three column headings in the chart. Write on the board:

	What	is	the problem?
Do you know	what	the problem	is?
I don't know	what	the problem	is.

- Say, "In direct questions, the verb usually comes right after the question word, but in questions within questions or statements, the verb comes later. Questions within questions or statements have a word order like a statement. Notice the position of *be* in the three sentences on the board."
- Write on the board:

Question: Which site did you use?
Do you know ____? I don't know ____.

- Ask Ss how to change the question to a question within a question and a question within a statement by completing the sentence frames. Write the responses on the board. Repeat this task for the next two questions in the chart.
- Write on the board: *Is the battery charged?* Ask, "What kind of question is this?" [yes-no] How do you change this to a question within a question? What do you add?" [if]
 - **Present In Conversation** Read the information aloud. Tell Ss to think of sentences starting with *I don't know if*. . . . Have Ss take turns calling them out (e.g., *I don't know if it's going to rain tomorrow.*).

A

- **Preview and do the task** Read the instructions and the example answer aloud. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

Answers

1. Do you know how much it costs to download music files off the Internet?
2. I wonder if there are any Internet cafés around here.
3. Do you know where I can buy a really cheap computer?
4. Can you remember how much your cell phone cost?
5. Do you have any idea how I can put my vacation photos on the Web?
6. I wonder how many songs you can store on an MP3 player.

B

- About you** → **Preview and do the task** Read the instructions aloud. Ask three Ss to read the example conversation aloud. Remind Ss to use correct word order for the questions within sentences. Have Ss complete the task. As Ss discuss, go around the class and listen for the indirect questions. If necessary, review the grammar chart.

Extra activity – individuals / class

Ss think of one piece of information they would like to know and write a question beginning with *Do you know* (e.g., *Do you know where I can get a label maker for my CDs? Do you know if you can get a wireless connection for the Internet around here?*). Ss go around the class asking and answering questions. Ss share any good advice they get with the class.

3 Speaking and listening



- **Preview the task** Ask individual Ss to each read one of the questions aloud. Say, "Now discuss the questions and agree on the answers in groups." When Ss finish, ask a member of each group to write the answers on the board.
- Say, "Now listen and write the answers you hear."
- **Play the recording** *Audio script p. T-241* Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class: have individual Ss each read an answer. Check the guesses on the board. Circle any that are correct.

Answers

1. about 85 percent
2. Google
3. English, Chinese, Japanese
4. Asia
5. about 13 hours



- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and write.
- **Play the recording again** Ss listen and review their answers. Have Ss compare their answers in pairs. Check answers with the class: call on individual Ss to answer, and tell them to use a complete sentence.

Answers

1. Spam is one of the biggest problems on the Internet.
2. Google can search over 8 billion Web pages.
3. Spanish is the fourth most common Internet language.
4. Asia has about one third of the world's Internet users.
5. The most popular activities are e-mail and instant messaging.

Assign Workbook pp. 66 and 67. (The answer key begins on p. T-246.)

Lesson B How things work

1 Building language

- **Set the scene** Say, “When you ask about how a gadget or a machine works, you might be asking what it’s used for or you might be asking how to use or operate it. How does an MP3 player work? Say what you use it for.” [You use it to listen to music. You can choose the songs you want.] Ask Ss with MP3 players how they operate (e.g., *You download songs on it, and you can skip to the ones you want.*).

A (CD 3, Track 5)

- **Preview the task** Books closed. Say, “Listen to Pedro and Ken. What problem is Ken having? Write the answer.”
- **Play the recording** Ss listen and write. Have Ss compare their answers in pairs.
- **Play the recording again** Books open. Ss read along and review their answer. Check the answer with the class. [He has a problem with his DVD player. He can’t figure out how to turn it on.]
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

Extra activity – individuals / pairs

Write on the board: *I know how to work . . . / I’ve no idea how you work . . .* Ss write these headings as two columns and then write as many gadgets as they can for each column in two minutes. When Ss finish, they compare lists with a partner and get one point for each gadget they have that their partner does not. Then they compare the number of items they can each work or not work and determine who has more tech savvy.

2 Grammar

(CD 3, Track 6)

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Have Ss look at the left side of the chart. Ask, “What are the three patterns for separable phrasal verbs?” [verb + particle + noun object; verb + noun object + particle; verb + pronoun object + particle] Write the patterns on the board. Ask, “Can a pronoun object follow the particle of a separable phrasal verb?” [no] Ask a S to read the examples of separable phrasal verbs.
- Have Ss look at the right side of the chart. Say, “Question word + *to* + verb is another pattern for questions within a sentence.” (For more information, see Language Notes at the beginning of this unit.)
- **Preview and do the task** Say, “Complete the sentences and answers as in the example.” Ask two Ss to read the example. Have Ss complete the task and then compare their answers in pairs. Check answers with the class: ask pairs of Ss to each read a request and a response.

B

Figure it out! → **Preview the task** Ask Ss to find Ken’s first question about the DVD player. [How do you turn on the

DVD player?] Write it on the board. Ask Ss to find the sentence with *turn on* in Pedro’s second speech, and write it on the board. [That turns the DVD player on.] Ask, “Where is the phrase *the DVD player* in the first sentence?” [after *turn on*] Ask, “Where is it in the second sentence?” [between *turn* and *on*]

- Say, “Now find examples of a question word followed by *to* + verb.” [I can’t figure out how to do it.; Let me show you what to do.]
- Read the instructions aloud.
- **Do the task** Have Ss complete the task and compare their answers in pairs. Check answers with the class.

Answers

1. Do you turn your TV on / turn on your TV every morning?
2. Do you turn the TV off / turn it off when you’re not watching it?
3. Do you know how to play / how you play a DVD on a computer?

- **Focus on the form and the use** Say, “Verbs such as *turn on* are called separable phrasal verbs because you can separate the verb and the particle with an object. They can have an object that goes after the phrasal verb, as in *Do you turn on your TV?* or between the verb and the particle, as in *Do you turn your TV on?* Pronoun objects always go between the verb and the particle, as in *Do you turn it on?*”
- Then say, “Another type of question within a sentence uses *to* + verb after the question word instead of subject + verb.”

Answers

1. A Do you know how to turn off this cell phone / to turn this cell phone off?
B This button turns it off. You need to push it really hard.
2. A I don’t know how to turn down the air conditioning / to turn the air conditioning down.
B I can show you how to turn it down. Just turn this dial.
3. A Can you show me where to plug in my laptop / to plug my laptop in?
B You can plug it in right over there.
4. A I can’t figure out how to turn on the CD player / to turn the CD player on.
B I’m not sure how to turn it on. Maybe you press this button.
5. A Can you show me how to turn up the volume / to turn the volume up on my computer?
B I’m sorry, but I have no idea how to turn it up.

- Tell Ss to practice the conversations in pairs, taking turns playing each role. Then have Ss practice again, substituting a different gadget in each question.

3 Speaking naturally



- **Preview the task** Say, “Remember that in spoken English, it’s sometimes difficult to hear when one word ends and another begins. Listen and repeat the sentences. Notice how the consonants are linked to the following vowels.” (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat.

4 Building vocabulary

- **Set the scene** Have an unplugged radio or CD player in the classroom. Ask, “What am I doing? Write the answer with a pronoun object.” Do the following actions: plug it in, turn it on, turn it up, turn it down, turn it off. Then ask different Ss to each say a sentence. [You’re plugging it in.; You’re turning it on.; You’re turning it up.; You’re turning it down.; You’re turning it off.]

A

- **Preview the task** Call on individual Ss to each read one of the sentences on the right aloud. Say, “Match the pictures with the sentences.” Point out the example answer.
- **Do the task** Have Ss complete the task, and then say, “Now work with a partner. Take turns saying what’s happening in each picture.” Ask a S to read the example sentence aloud. Check answers with the class: have individual Ss each say what’s happening. Remind Ss to use linking.

Answers

1. **b** 3. **k** 5. **h** 7. **i** 9. **e** 11. **c**
2. **l** 4. **g** 6. **f** 8. **d** 10. **j** 12. **a**

B

- Word sort** → **Preview the task** Have Ss look at the two word webs. Say, “Make word webs, using the expressions above and your own ideas. Choose expressions that can be used to talk about actions related to a computer or a radio.”
- **Do the task** Have Ss complete the task and then compare their word webs in pairs. Copy the word webs on the board, and check answers with the class: ask individual Ss to call out expressions from their word webs. Write them on the board.

Possible answers

Computer: hook it up, pick it up, put it down, take it apart, throw it away, put it away

- Say, “Now practice the items in Exercise 2 on page 88 again, this time with a new partner. Try to link the consonants and following vowels with phrasal verbs.”
- Have Ss take turns saying items and responding. As Ss do the task, go around the class and listen for the linking. If necessary, replay the recording, and have Ss listen and repeat.

Radio: pick it up, put it down, take it apart, throw it away, turn it down, turn it up, put it away

Extra vocabulary: separable phrasal verbs

Present or have Ss suggest extra vocabulary for talking about technology and gadgets, such as *bring up* (a document / a Web site), *clean up* (the desktop), *put together*, *shut down*, and *shut off*.

- Recycle a conversation strategy** Write on the board: *Would you mind . . . ; Do you mind if . . .* Ask, “What are these expressions used for?” [making requests] Ask, “What expressions can you use to agree to a request?” [Not at all. / Sure. / No problem.] (See *Touchstone Student’s Book 2*, Unit 8, Lesson C.) Have Ss work in pairs. Each partner thinks of a situation related to a phrasal verb from Exercise 4, Part A, and makes a request to which the other S responds (e.g., *S1: This box is pretty heavy. Do you mind if I put it down here on the table? S2: Not at all.; S1: I can’t hear the TV. Would you mind turning it up? S2: No problem.*). Ss try to think of a request for at least six of the phrasal verbs.

Extra activity – pairs

Write on the board: *cell phone*. Pairs race to list as many phrasal verbs related to cell phones as they can think of. Call time after one minute. Several pairs read their lists. Pairs get one point for each phrasal verb that no one else has thought of. The pair with the most points wins. Repeat the activity with *MP3 player*.

C

- About you** → **Preview and do the task** Read the instructions aloud. Have individual Ss each read a discussion question. Have Ss complete the task. As groups discuss the questions, go around the class, and help as needed. Write the names of any new gadgets or machines on the board.

5 Vocabulary notebook

- Tell Ss to turn to Vocabulary Notebook on p. 94 of their Student’s Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-94.)

Assign Workbook pp. 68 and 69. (The answer key begins on p. T-246.)

Lesson C I know what you mean, but . . .

↻ Lesson C recycles questions within questions and statements, as well as *though* and *I mean*.

1 Conversation strategy

Why use expressions to introduce different opinions?

Using strong expressions such as *I disagree* or *I don't agree* to express disagreement can sound too direct. Using expressions such as *I know what you mean, but . . .* shows that a person may disagree, but the person has listened to and considered the other person's opinion. Using these expressions sounds more polite. (For more information, see Language Notes at the beginning of this unit.)

- **Set the scene** Write on the board: *Do you ever go into Internet chat rooms? Why? Why not?* Have Ss discuss these questions in small groups. Have groups report a few of their opinions to the class.

A (CD 3, Track 8)

- **Preview the task** Read the instructions aloud. Ask three Ss to each read a line from the A / B conversation. Check the answer with the class: read what Speaker A says aloud, and then call on a S to read the response that gives a different opinion. [I know what you mean. They can be fun, though.]
- Call on several Ss to read A's line. Have Ss respond with one of B's lines to give their own opinion.
- Say, "Listen to Jacob and Greg's conversation. What does Jacob think about Internet chat rooms? What about Greg? Listen and make notes of the answers."
- **Play the recording** Ss listen and make notes. Have Ss compare their answers in pairs.
- **Play the recording again** Ss listen, read along, and review their answers. Check answers with the class. [Jacob doesn't like chat rooms because you don't really know who you're talking to. He thinks it's more fun to talk to people face-to-face. Greg likes chat rooms. He thinks it's a cool way to meet people.]
- Ask, "Does Jacob or Greg mention any of the reasons you talked about earlier with your group? What are they?"
- **Present Notice** Read the information and the examples aloud. Have Ss find the examples in the conversation. Ask individual Ss to each read an example aloud. [Jacob: I don't know. You don't really know who you're talking to.; Greg: That's true. You can still talk about interesting stuff, though.; Jacob: Well, I'm not sure. Don't you think it's more fun to talk to people, you know, face to face?; Greg: I know what you mean, but it's not so easy to find people with the same interests.; Jacob: Well, maybe. On the other hand, if you spent less time in chat rooms, you might find there are some interesting people around here.]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have Ss practice the conversation again, this time with Ss playing the role of Greg responding to Jacob's last line with their own ideas.

Culture note

When speakers have two conflicting opinions and want to express both, they can introduce the first opinion with *On the one hand, . . .* and the second with *On the other hand, . . .* (e.g., *E-mail? On the one hand, it's quick, easy, and cheap. On the other hand, it's not really very personal.*).

Extra activity – pairs

Partners write a conversation similar to Jacob and Greg's using some of the reasons groups talked about at the start of the lesson about the pros and cons of Internet chat rooms.

B

- **Preview the task** Say, "Can you respond to each comment by giving a different opinion? Write your response to each item."
- **Do the task** Have Ss complete the task. Check answers with the class: for each comment, ask a few Ss to each read their answer. Then tell Ss to work in pairs and take turns commenting and responding. Tell them to continue each discussion. Go around the class, and help as needed.

Possible answers

1. B I don't know. Don't you think you need some free time to relax?
2. B I know what you mean, but they're useful in an emergency.
3. B Maybe. On the other hand, it's a great way to get information or do research for school.
4. B That's true. A phone call is much more personal, though.

Extra activity – pairs

Partners write out one of their discussions from Part B and present it to another pair.



Tell Ss to turn to Self-Study Listening, Unit 9, at the back of their Student's Books. Assign the tasks for homework, or have Ss do them in class. (See the tasks on p. T-131 and the audio script on p. T-133.)

2 Strategy plus

Why use *You know what I mean?*

Speakers can use an expression such as *You know what I mean?* when they want to see if the listener has a similar opinion to theirs. This type of expression is also useful for checking that the listener understands what they are trying to say. (For more information, see Language Notes at the beginning of this unit.)

- **Present Strategy Plus** Tell Ss to look back at the conversation on p. 90. Have Ss find *You know what I mean?*, *You know?*, or *You know what I'm saying?* in the conversation. Ask, "Which ones does Jacob use?" Ask a S to read them aloud. [You know?; You know what I'm saying?] Ask, "Which one does Greg use?" Ask a S to read it aloud. [You know what I mean?]
- Read the information and the example in Strategy Plus.
- **Present In Conversation** Write on the board: *You know what I mean?* *You know what I'm saying?* Ask, "Which one of these expressions do you think is more common?" Have Ss vote, and then ask a S to read the information aloud.

- **Preview the task** Have a S read the first opinion. Say, "What ideas can you add to this?" Ask a few Ss to give their ideas (e.g., *I mean, people don't get enough exercise anymore.*; *I mean, people are becoming Internet addicts.*). Then ask two Ss to read the example conversation aloud.
- Say, "Add more ideas to each opinion. Then present your thoughts to a partner and discuss."
- **Do the task** Have Ss write their ideas and then take turns discussing them with a partner. Go around the class, and help as needed.
- **Follow-up** Read each of the opinions aloud one at a time. For each one, ask a few pairs to present their ideas and thoughts.

3 Listening and speaking

A (CD 3, Track 9)

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read one of the opinions.
- **Play the recording** *Audio script p. T-242* Ss listen and check (✓) the boxes.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: have individual Ss each say an answer.

Answers

- | | | |
|---------|---------|---------|
| 1. Fran | 3. Hugo | 5. Fran |
| 2. Hugo | 4. Hugo | |

B (CD 3, Track 10)

- **Preview the task** Say, "Listen again to two of Hugo's opinions. Do you agree or disagree? Write responses."
- **Play the recording** *Audio script p. T-242* Pause the recording after each of Hugo's opinions to give Ss time to write. Ss listen and write.
- Call on a few Ss to state one of Hugo's opinions and their response to it.
- Say, "Now discuss Hugo's opinion and yours with a partner." Alternatively, ask, "Who agrees with Hugo's first opinion – New technology can make people work too much? Raise your hand." Tell Ss who agree to

choose a partner whose hand is not raised. Have Ss discuss the first opinion. When Ss finish, ask, "Who agrees with Hugo's second opinion – People shouldn't use their cell phones in places such as cafés? Raise your hand." Tell Ss who agree to choose a partner whose hand is not raised. Have Ss discuss the second opinion.


- **Follow-up** Have Ss say if they changed either of their opinions after discussing them with a partner. Have Ss say what changed their minds.

Extra activity – pairs

Partners write a conversation on any aspect of the topic of cell phones. Partners can look back at Jacob and Greg's conversation on p. 90 for ideas. Partners present their conversation to another pair. Have a few pairs present their conversations to the class.

Extra activity – groups

Ss discuss the five opinions presented in Part A. Ss discuss the pros and cons of each opinion.

 Assign Workbook pp. 70 and 71. (The answer key begins on p. T-246.)

Lesson D Identity theft

1 Reading

- **Set the scene** Read the title of the lesson aloud. Ask “Does anyone know what *identity theft* means, or can you guess? How could someone steal an identity?” Get ideas from Ss (e.g., *Maybe it means pretending to be someone else. Someone could steal your wallet and pretend to be you. Someone could use your credit cards.*).

A

Prereading

- **Preview and do the task** Ask, “What type of personal information do you use to identify yourself?” Call on a few Ss for ideas. Then read the category names and the examples in the chart aloud. Have Ss complete the chart with their own ideas.
- Write the categories on the board. Have Ss call out words for each category, and write them on the board.

Possible answers

General information: full name, home address, e-mail address, occupation, work address, nationality

Numbers: bank account numbers, home / cell / work phone numbers, calling card numbers, credit card numbers, student ID numbers

Documents: driver’s license, passport, school ID, ATM card, checks

Other: passwords, screen names, parents’ names, hometown

- Ask, “When do you use this information? Who do you give it to?” Have Ss work in pairs and make a list of different times and places they use the information, and who they give it to. Give pairs two minutes to list as many ideas as they can. When Ss finish, call on Ss to share ideas (e.g., *You use your name and address when you are registering for a class. You give it to the school.*).
- **Follow-up** Ask, “Do people use this personal information often?” Ss give their opinions.

B

During reading

- **Preview the reading** Say, “Before you read, scan the article. Look for the words related to personal information and things with personal information, and circle them.” When Ss finish, tell them to call out the words they found.
- **Do the reading** Read the instructions aloud. Say, “The paragraph at the left explains what identity thieves do. Read it and paraphrase the information to answer the question *What do identity thieves do?* When you paraphrase, you restate the information using your own words. Write your answers.” Call on a few Ss to share their answers. [Identity thieves steal personal information. They use the information to take money from people’s bank accounts or to get new credit card accounts. Or they pretend to be that person and commit crimes.]

- Write these questions on the board:

Have you ever done anything listed under the “Don’ts”?

Do you use any of the strategies listed under the “Dos”?

Have Ss read the entire article and make notes of their answers. When Ss finish reading, have them work in groups and discuss the questions. Call on a few Ss to report their answers to the class (e.g., *I’ve given personal information on my cell phone.; I always read my monthly bills carefully.*).

Culture note

Around a hundred countries have official national ID cards with numbers. Many other countries, however, do not have a card, but have some sort of number they use to identify their citizens, such as a health- or pension-card number or date of birth.

- **Do the reading again** Tell Ss to read the article again and underline any new vocabulary. Have Ss work in pairs to compare new words and help each other with the meanings.
- **Follow-up** Say, “The title, *Robbing You Blind*, is an idiom. It means “stealing everything you own.” In the context of this article, it has a second meaning. What do you think the second meaning is?” Ss work together to figure out the meaning. [You are “blind” because you do not know when an identify thief is stealing from you.]

Extra activity – pairs / class

Ss work in groups and think of one or two more dos and don’ts for each category: *Mail*, *Phone*, and *ATM*. Then pairs tell the class their ideas. Other Ss listen and raise their hands if they have done any of the dos or don’ts.

Extra activity – individuals / pairs

Pairs play a game called Identity Thief. Ss write down six pieces of information about themselves that their partners would not know (e.g., *My parents’ names are . . . ; The street I live on is . . .*). Ss should not write down any private information that they are not comfortable sharing, and they should not show their papers to anyone but their partner. Pairs exchange papers and look at their partner’s paper for only ten seconds. Then they trade back and take turns asking each other about the information (e.g., *Do you remember my parents’ names? Do you know what the name of my street is?*). The Ss who can remember the most answers wins.

C

Postreading

- **Preview the task** Read the instructions aloud. Say, “The meanings are listed in the same order as the words and expressions appear in the article. Start with the title and read through the article again slowly. When you come to an expression that you think has the meaning, check if it seems right by replacing the expression with the meaning.”
- Do the first item with the class. Say, “There are four words or expressions in the article that can mean “steal.” How many can you find? Look at the start of the article.” Call on Ss to give the answers. [rob, pick pockets, snatch, pilfer]
- **Do the task** Tell Ss there is only one answer for the other meanings. Have Ss do the task. Check answers with the class.

Answers

1. rob (in the title); pick pockets, snatch, pilfer (Paragraph 1)
2. unauthorized (Paragraph 2)
3. victim (Paragraph 2)
4. vulnerable (Paragraph 2)
5. shred (third section under *Mail*)
6. rifle through (third section under *Mail*)
7. crack (second section under *ATM*)
8. keep an eye out for (third section under *ATM*)

D

- **Preview and do the task** Read the instructions aloud. Ask individual Ss to each read a question aloud. Have Ss write the answers to the questions. Then have them compare their answers in pairs. Check answers with the class.

Answers


1. You should shred them first.
2. They look for people’s discarded bills, bank statements, credit card receipts, and anything that might contain personal information.
3. An identity thief might hear the conversation and learn some personal information.
4. Shoulder surfers steal calling-card numbers or PIN numbers when people are using their cards in public.
5. It’s too easy for an identity thief to figure out.

Extra activity – groups

Write on the board: *Which strategies in the article do you think are the most useful?* Groups discuss the question and give reasons (e.g., *I like the tip about the personal identification number. My PIN is too easy.*). When groups finish, they report to the class about their opinions.

2 Speaking and writing

A

-  **Preview the task** Read the instructions aloud. Ask different Ss to each read a discussion question aloud, and have two Ss read the example conversation aloud.
- **Do the task** Have Ss take turns asking and answering the questions in groups. Tell them to make notes.
 - **Follow-up** Groups report to the class about the things they agreed on.

Extra activity – groups

Groups write three additional questions about keeping things safe. Groups exchange questions and discuss their answers. A few groups then share their answers.

B

- **Preview the task** Read the instructions aloud. Have Ss read the example article and think of one more *Do* and *Don’t* for credit cards. Have a few Ss share their ideas (e.g., *Do sign the back of your card. Don’t throw away old cards – cut them up.*).

- **Present Help Note** Read the information aloud. (For more information, see Language Notes at the beginning of this unit.)
- Write the first line from the example article on the board. Ask, “What items other than credit cards can you write about for this topic?” Have Ss call out their ideas and write them on the board. [ATM cards, PINs, bank statements, passports, mail, phone, the Internet, e-mail]
- Say, “Choose one of the things on the board. Use ideas from Part A or think of more dos and don’ts for the item you chose. Then write your article using the suggestions in the Help Note.”
- **Do the task** Work with the class to complete each stage of the writing-process instructions in the Help Note. Have all Ss complete each stage of the writing process before moving on to the next one.

C

- **Preview and do the task** Read the instructions aloud. Have Ss put their articles on their desks or chairs. Tell Ss to move around the class and read at least five other Ss’ paragraphs. Have Ss note any good tips. When Ss finish, Ss report to the class about those tips.

3 Free talk

- Tell Ss to turn to Free Talk 9 at the back of their Student’s Books. Have Ss do the task. (See the teaching notes on p. T-94A.)



Assign Workbook pp. 72 and 73. (The answer key begins on p. T-246.)

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "When you learn vocabulary in a context that has meaning for you, the context can give you clues to meaning. For example, think of everyday situations in which you might use the expressions you are learning."
- **Present Turning On and Off** Books closed. Write on the board: *television, lights, phone, radio, computer, music*. Say, "These are the top six things people talk about turning on and off. Guess the order. Number them from one to six." Books open. Have a S read the order.

5. The garbage is smelling.
6. I just bought a new stereo system.

On your own

- **Present On Your Own** Read the instructions aloud. Point out the example Post-it in the picture. Tell Ss to make a list of all the labels they put up around the house.
- **Follow-up** At the start of the next class, Ss form small groups and read the lists of labels they made.
- Call on individual Ss to read a label. Other Ss say where the label might be in the house (e.g., *S1: Clean it up. S2: Your bedroom.*).

↻ These tasks recycle separable phrasal verbs.

1

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example. Have Ss complete the task. Check answers with the class.

Answers

1. I'll turn it down.
2. You can put them away in the closet.
3. I'll look it up.
4. I'll print it out.
5. I'll turn it up.
6. Then I'd take them off.

2


- **Preview the Word Builder task** Say, "This Word Builder task will help you remember separable phrasal verbs by thinking of a context." Read the instructions aloud.
- **Do the task** Have Ss complete the task. Check answers with the class: ask a few pairs of Ss to each read a conversation.

Possible answers

1. Can you drive me to the mall?
2. Do you like this jacket?
3. I just bought this DVD player, and it doesn't work.
4. Hi. Do you have a minute to talk?

Vocabulary notebook

On and off



Learning tip *Writing short conversations*

When you learn expressions with a new or complex structure, think of everyday situations where you might use them. Write short conversations using the expressions.

Turning on and off

The top 6 things people talk about **turning on and off** are their:

1. radio	4. phone
2. light(s)	5. computer
3. music	6. television

1 Complete the conversations. Use the sentences in the box.

I'll look it up. I'll print it out.
✓ I'll turn it down. I'll turn it up.
Then I'd take them off. You can put them away in the closet.


1. <i>A</i> The music's too loud. <i>B</i> <u>I'll turn it down.</u>	4. <i>A</i> I need a copy of that document. <i>B</i> _____
2. <i>A</i> I don't know what to do with these boxes. <i>B</i> _____	5. <i>A</i> I can't hear the radio. <i>B</i> _____
3. <i>A</i> What does this word mean? <i>B</i> _____	6. <i>A</i> I'm allergic to these earrings. <i>B</i> _____

2 Word builder Find the meaning of the phrasal verbs in the sentences below. Think of a situation for each one, and complete the conversations.

1. <i>A</i> _____ <i>B</i> Sure. What time should I pick you up ?	4. <i>A</i> _____ <i>B</i> Actually, I'm late for work. Can I call you back tonight?
2. <i>A</i> _____ <i>B</i> It's a nice color. Why don't you try it on ?	5. <i>A</i> _____ <i>B</i> OK. I'd better take it out right now.
3. <i>A</i> _____ <i>B</i> If you have the receipt, take it back to the store.	6. <i>A</i> _____ <i>B</i> I'll show you how to put it together .

On your own

Make labels with different expressions to put around the house. When you have learned the expression, you can throw the label away.



94

T-94 • Unit 9 • Tech savvy?

Free talk 9

- **Preview the task** Tell Ss to turn to the back of their Student's Book and look at Free Talk 9. Divide the class into two groups: A and B. Tell the Ss in group A to look at Free Talk 9A and the Ss in group B to look at Free Talk 9B.
- Say, "Test your partner's knowledge of technology. Take turns asking the questions. After your partner answers a question, say whether the answer was right or wrong."
- Note the usual American English pronunciation of the names: Berners-Lee /bɜːrnərzliː/, Antonio Meucci /antɔːniyo mejuːtʃi/.

Culture note

Who deserves to be credited with the invention of the telephone is a complex issue since many inventors were working on a device for transmitting speech in the 1800s. Alexander Graham Bell was traditionally considered the inventor of the telephone. However, an Italian immigrant to the United States named Antonio Meucci has had advocates claiming he was the true inventor. He apparently invented a working model of a telephone in the 1850s, long before Bell's patent in 1876. In 2002, the House of Representatives of the United States officially recognized Meucci as the inventor of the telephone.

- **Do the task** Have Ss complete the task. When partners have finished asking and answering all the questions, they add up the number of right answers their partner got.
- Ask, "How many people got more than half of the questions right? Did anyone get a perfect score?" Have Ss raise their hands.

Free talk 7

What's important?

Group work What should you consider when you choose a life partner? Discuss these ideas and add your own. Agree on the five most important things, and tell the class.

You should choose someone . . .

- who has a good sense of humor.
- that your family likes.
- who comes from a similar background.
- that you can talk to about anything.
- who is very good-looking.
- who has similar interests.
- that you can trust.
- who is kind and generous.
- who has a good job.
- who has a lot of money.

The five most important things to consider

1. _____
2. _____
3. _____
4. _____
5. _____



- A Well, I think you should choose someone who has a good sense of humor.
- B That's true. Relationships can be difficult. You need to be able to laugh sometimes.
- C I agree. I went out with a guy who didn't have a sense of humor, and it was boring.

Free talk 9A

Tech trivia

Pair work Student A: Ask your partner the questions below. How many right answers can he or she get? Then answer your partner's questions.

Questions	Answers	Right	Wrong
1. Can you tell me what www stands for?	World Wide Web.	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you know which country has the fastest computer?	Japan.	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you know what the world's most visited Web site is?	AOL.com.	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you know what the most searched-for flower on Google is?	The rose.	<input type="checkbox"/>	<input type="checkbox"/>
5. Can you tell me what the past tense of download is?	Downloaded.	<input type="checkbox"/>	<input type="checkbox"/>
6. Can you tell me how to spell database ?	D-A-T-A-B-A-S-E.	<input type="checkbox"/>	<input type="checkbox"/>
7. Can you tell me what PLS means in a text message?	Please.	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you know who invented the World Wide Web?	Tim Berners-Lee.	<input type="checkbox"/>	<input type="checkbox"/>

Free talk 7 and Free talk 9A E

Free talk 9B

Tech trivia

Pair work Student B: Ask your partner the questions below. How many right answers can he or she get? Then answer your partner's questions.

Questions	Answers	Right	Wrong
1. Can you tell me what DVD stands for?	Digital Video Disc.	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you know which country has the most Internet users?	The United States.	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you know what city has the biggest Internet café?	New York City.	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you know what the most searched-for animal on Google is?	The cat.	<input type="checkbox"/>	<input type="checkbox"/>
5. Can you tell me what the past tense of input is?	Input or inputted.	<input type="checkbox"/>	<input type="checkbox"/>
6. Can you tell me how to spell cyberspace ?	C-Y-B-E-R-S-P-A-C-E.	<input type="checkbox"/>	<input type="checkbox"/>
7. Can you tell me what THNQ means in a text message?	Thank you.	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you know who invented the telephone?	Antonio Meucci.	<input type="checkbox"/>	<input type="checkbox"/>

F Free talk 8 and Free talk 9B