

# 02

## Anytime, anywhere

### Learning objectives

This unit is mainly about smartphones. It begins by looking at the question of mobile phone etiquette, with students reading a quiz about their own mobile phone habits and finding out what kind of mobile phone user they are. They then match photos to conversations in which people receive mobile phone calls in various situations, then complete the conversations. Students then write and practise similar conversations of their own.

In the next section, students identify verbs in the Present Simple form in a text about smartphone addicts. They complete rules for the use of the third person singular and plural, then complete a text about social networking with the correct Present Simple forms. They finish by asking and answering questions about their own social networking habits.

The unit then goes on to examine the features of students' own smartphones and tablets and the things they use them for. They work with a partner to discuss how they use their smartphones. Students then read an extract from a technology blog about tablets, in which different points of view are presented. They match the bloggers to different statements.

The grammatical focus is on the Present Simple, particularly the third person singular and plural and question forms, and the lexical focus is on using mobile phones.

### Digital resources: Unit 2

Online Workbook; Extension worksheets; Glossary; Phrase bank; Student's Book answer key; Student's Book listening script; Fast-track map

## Mobile phone etiquette

In this first section, students begin by doing a quiz about mobile phone etiquette, checking their scores to find out what kind of mobile phone user they are. They then match situations to photos and complete mobile phone conversations. Finally, they invent and practise a phone conversation of their own.

### Warm-up

Ask students how they feel about people who use mobile phones in public. Are they annoyed when people on public transport have loud mobile phone conversations, or if they are surrounded by ringing phones when they are trying to read or relax on a train? Point out that the title of the unit is a reference to the perception that mobile phones, and smartphones in particular, make people accessible at all times, no matter where they are. Ask students if they think this is a good thing or a bad thing. Ask them if they are surprised by the quotation from Adobe, and find out their answers to the question underneath about when and why they turn their mobile phones off.

**1** Focus attention on the quiz and read the introductory text with the class, dealing with any difficult vocabulary. With weaker classes, go through the questions as well, making sure that students understand them all. Ask students to work individually to do the quiz for themselves and to make a note of their answers. Then ask everyone to turn to page 142 to read the results. Find out if they agree with the analysis and encourage them to comment on how they feel about mobile phone etiquette.

**2**  Ask students to complete the rule and check the answer with the class. With weaker classes, write a question on the board, without the auxiliary verb *do*, e.g. *\_\_\_\_\_ you have a smartphone?* Then write three different auxiliary verbs (*are, do, have*) and elicit which one should be used to complete the question. Explain that in the sentence you have written, *you* is the second person singular and *have* is the verb in the Present Simple form. Then focus attention on the activity and ask them to complete the rule.

### ANSWER

Do

### Language links

Direct students to the *Language links* section on pages 19–20 for further explanation of Present Simple questions and answers, and exercises to help them form questions and answers correctly.

**3** Ask students to work with a partner to compare their answers. Encourage them to use the structure given in 2 (*Do you ...?*).

**1:1**

Complete the quiz yourself and compare answers with your student, taking it in turns to ask and answer questions. Discuss whether you think the analyses in the results are fair or accurate.

**4**  **1.18–1.21** Focus attention on the photos and give students time to take in what is happening in each one. Then tell them that they are going to hear four

conversations and they should decide which photo each conversation corresponds to.

**ANSWERS**

- Situation 1: Photo B
- Situation 2: Photo A
- Situation 3: Photo D
- Situation 4: Photo C

 **1.18**

**Situation 1**

- A: Mmm. This looks good. Do you want to try some?
- B: Yes, please. Oh, dear. Just a moment. Hello?
- C: Jake, Alan here. How are you?
- B: Alan, I'm fine. Listen, I'm at lunch. Can I call you back later?
- C: All right, Jake. Speak to you later, then. Bye for now.
- B: Bye. ... Sorry about that.
- A: That's okay – don't worry.

 **1.19**

**Situation 2**

- A: Hello.
- B: Hello, Della. It's Chris here.
- A: Chris. Where are you?
- B: I'm out with some friends. I just wanted to check something with you.
- A: Oh, I see.
- B: The film is about to start and I don't want to leave my phone on. I know you phoned me earlier. Was it about the ATL deal?
- A: Yes, but don't worry. It can wait till tomorrow.
- B: Are you sure?
- A: Yes, enjoy the film.
- B: Thanks. Speak to you tomorrow. I have all the documents ready. Bye.
- A: Bye.

 **1.20**

**Situation 3**

Hi, Jane. Why is your phone always turned off? Look, it's 8.20 and I'm on my way to the airport. I don't have Mr Hockley's address in Paris. When you finish your exercise class, can you text it to me? Thanks. See you when I get back.

 **1.21**

**Situation 4**

- A: Hello.
- B: Hi, darling, I'm on the 6.30. There was a delay.
- A: Oh, no. Not again!
- B: Yes, it's awful. Listen, we get in at about 8.15. Can you pick me up? Or I can get a taxi.
- A: No, don't worry. See you at the station.
- B: Lovely. Thanks. Bye.
- A: Bye.

**5**  **1.18–1.21** Ask students to read through the extracts from the conversations and try to decide which words are missing. Then play the recordings again and ask students to complete the extracts.

**ANSWERS**

- a Just a moment b call you back c Speak to you d about that
- e It's; here f Where are you g don't worry h Speak to you
- i text it to me j I'm on k pick me up

**6** Go through the prompts with students and make sure they understand that they can use them to make many different conversations in which Speaker B explains why they cannot talk. (You could suggest that they base their conversations on the questions and answers from the quiz on page 15.) Ask students to work with a partner and, as they work, go around, helping where necessary. When they have finished, ask a confident pair to perform one of their conversations for the class.

**1:1**

Get your student to choose a situation from the quiz on page 15 and prepare one side of the conversation (the person who initiates the call). You can then provide suitable reactions to what is said.

**Language links**

Direct students to the *Language links* section on page 19 for exercises to practise typical phone language and some tips on mobile phone etiquette to complete.

**Connected or addicted?**

In this section, students read a text about smartphone addicts. They identify verbs in the Present Simple form, and divide them into third person singular and third person plural forms. They then complete a rule about the third person of the Present Simple form. When they have completed a text about social networking, they ask and answer questions about a social networking website user, then discuss their own social networking habits.

**1** Ask students to work with a partner to read the text and underline all the regular verbs in the Present Simple form. Check answers with students, then ask them to decide which verbs are in the third person plural (*they ...*) and which are in the third person singular (*he/she/it ...*). Draw students' attention to the spelling of *goes* and *does/doesn't*. Point out that we add an *e* before the *s* when we use these verbs in the third person singular.

**ANSWERS**

- Regular verbs in the Present Simple form: refers, publishes, looks, use, means, checks, looks, gets up, checks, gets dressed, checks, eats, checks, takes, doesn't leave, goes, sends, uses, Does ... enjoy, say, feel
- Third person plural: use, say, feel
- Third person singular: refers, publishes, looks, means, checks, looks, gets up, checks, gets dressed, checks, eats, checks, takes, doesn't leave, goes, sends, uses, Does ... enjoy

## Language links

Direct students to the *Language links* section on pages 19–20 for further explanation of the Present Simple form and exercises to practise using it.

- 2**  Ask students to look at their answers to 1 and use them to complete the rules. As they work, go around, helping where necessary. Check answers with the class, and make sure that everyone is clear on the difference between the singular and plural forms and also the way negatives and questions are formed.

## ANSWERS

a s b does; doesn't c Does

- 3** Ask students to work with a partner to match the verbs to the definitions. Then check answers with the class.

## ANSWERS

a shop b trust c update d tweet e spend f follow  
g upload h share

1:1

Get your student to cover the definitions so they cannot see them and to look only at the verbs. Then read the definitions aloud and ask the student to say the verb that matches it.

Alternatively, reverse the roles: you say the verb and the student finds the correct definition.

- 4** Ask students to work individually to complete the text. Go around, identifying anybody who is having difficulty with the Present Simple form so that you can offer extra help.

## ANSWERS

a updates b spends c uploads d tweets e shops f shares  
g trust h follow

- 5** Go through the example with the class, choosing a confident student to demonstrate asking and answering the questions with you. Then ask students to work with a partner to practise asking and answering questions in the same way, using the prompts. Make sure they take turns asking the questions. Go around, making sure that everyone is forming the questions correctly. Choose several pairs to act out their questions and answers for the class.

1:1

Begin by getting your student to form all the questions for you to answer. Then reverse roles so that you ask the questions and your student answers.

- 6** Ask students to take turns asking and answering questions with a partner about their own social networking habits.

1:1

As with 5, let your student form the questions first, as this is the most challenging part of the exercise. Then reverse roles, with you asking the questions and your student answering.

## Smartphones and tablets

In this section, students talk about how people use their smartphones or tablets. They discuss the activities that they do and don't do with their own phones and tablets, and talk about the apps and features on their phones and tablets that they use and don't use. They then discuss whether they agree with some statements about tablets and match contributors of a technology blog to the statements. They finish by completing sentences with words from the blog.

## Warm-up

Ask students to look at the graphs on page 18 and say whether any of the statistics they show surprise them.

- 1** Go through the questions with students and ask them to think about their answers. Encourage them to make notes if they wish. Give help with vocabulary for phone and tablet features and draw their attention to the features listed on the graphs.

- 2** Ask students to work with a partner to take turns asking and answering the questions in 1. Go around, helping where necessary and making sure they are asking the questions correctly.

1:1

Make sure you have thought of your own answers to the questions so that your student can ask you.

- 3** Ask students if they own tablets and what they think is good or bad about them. Go through the statements with students and make sure that they all understand them. Give them time to think about whether or not they agree with them. Ask students to work with a partner to discuss the statements, saying whether or not they agree with them. Encourage the pairs to report back to the class on their opinions.

1:1

Again, make sure you have thought about your own opinions on the statements so that you can have a meaningful discussion with your student. If possible, encourage your student to give reasons for their opinions.

- 4** Ask students to read the two entries on the technology blog. Give help with any difficult vocabulary, then have a class discussion on which of the statements in 3 students think each blogger would agree with.

## ANSWERS

Why I want a tablet: Statements b, e  
Tablet? Not for me!: Statements a, c, d

- 5** Draw students' attention to the words in bold in the blog. Ask them to use the words to complete the sentences. Go around, helping where necessary.

## ANSWERS

a light b basic c fantastic/perfect/cool d limited e efficient  
f powerful

**6** Have a class discussion on which of the sentences in 3 are true for students. Remember to contribute your own ideas to the discussion.

**Language links**

**ANSWERS**

**Vocabulary**

**Using a mobile**

- 1 answer, call, phone, switch off, use, turn on: your mobile  
 answer, take, make: a call  
 answer, call, phone, text: a colleague
- 2 a **B** Can you hear me now?  
**A** Ah, that's better. You cut out.  
**B** Yes, the signal isn't very good here.
- b **B** Pedro, I'm in a meeting. Can I call you back?  
**A** No problem. Speak to you later.
- c **B** I'm in the office.  
**A** Oh, so am I. See you in a minute, then.
- d **B** No, I'm afraid it isn't.  
**A** Ah, wrong number. Sorry.
- 3 a make; call  
 b meeting; conversations  
 c public; exit  
 d turning; off  
 e send; receive  
 f Keep; brief  
 g help; numbers  
 h hospitals; allow

**Grammar**

**Present Simple**

**Practice 1**

- a study b lives c goes d listen e flies f uses  
 g sends h drives

**Practice 2**

- a Does Ana have children?  
 b Does Juan live in the country?  
 c Does he work in sales?  
 d Does she speak Chinese?  
 e Do they drive to work?

**Practice 3**

- a Yes, he does.  
 b No, she doesn't.  
 c No, he doesn't.  
 d No, she doesn't.  
 e No, they don't.

**Practice 4**

- a drive b has c lives d doesn't work e doesn't study  
 f don't play g doesn't speak