

### 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's 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

*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 . . .*).

#### Common errors with questions within statements

Students often have difficulty with word order for questions within questions or statements. The tendency is to use question order within the statement or question. (*Do you know what **you need to do**?* *I know what **you can do**.* NOT *Do you know what ~~do~~ you need to ~~do~~?* *I know what ~~can you~~ do.*)

### 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 game controller**.*
  - Noun objects can also go between the verb and the particle.  
*How do you turn **the TV** on?*

*I turned **the game controller** 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 Separable phrasal verbs; *how to*, etc.

(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 question words, cannot be used to begin the infinitive complement. *I don't know why I should turn it off.* NOT: . . . *why to turn it off.*
- *If* cannot be used to introduce an infinitive complement, but *whether* can. *I don't know whether to turn it on.* NOT: . . . *if to turn it on.*
- Note that the reverse action for *plug in* is *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.)

- 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 (e.g., *put them away*, *hook it up*) to reinforce the word order in separable phrasal verbs with object pronouns.

## Lesson C On the other hand, . . .

### 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 five times more frequent than *You know what I'm saying?*

## Lesson D Identity theft

### Reading tip

(See Student's Book p. 92.)

The Reading Tip tells Ss that the first paragraph of an article often explains the title.

### 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 opener 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., *hybrid cars, tablets, smartphones*). 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 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 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 tech problem*

*Lesson B: One thing you do with gadgets every day*

*Lesson C: One way to play games online when you don't have friends who want to play with you*

*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 4, print something out*); Lesson C: p. 90 (e.g., *play with people online*); Lesson D: p. 92 (e.g., *email, information request scam, chain email scam*)].

## Before you begin . . .

- **Introduce the electronic gadgets or devices** Say, “Look at the pictures. Work with a partner to name the electronic gadgets or devices that you see.” Ask individual Ss to give the answers [Picture 1: a gaming device; Picture 2: a GPS (global positioning system) (device); Picture 3: a cell phone being used as a camera; Picture 4: a smartphone or an MP3].
- Tell Ss to look at Before You Begin. Ask, “How tech savvy are you? How do you use technology in your everyday life? Are you planning on buying any new electronic gadgets or devices soon?” Have Ss discuss the questions in small groups. Have each group report their answers to the class.
- 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 connect to the Internet.*).

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 connect to the Internet? S1: I'd make sure the settings were correct. 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 GROUPS

Groups race to list as many other electronic devices as they can (e.g., *tablet, electronic dictionary or translator, digital camera, e-reader, smartphone*). 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.



# Tech savvy?

# 9



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

## Lesson A

- Talk about problems with technology using questions within sentences

## Lesson B

- Describe how things work using separable phrasal verbs like *turn on* and *plug in*
- Ask for help with technology using *how to* + verb, *where to* + verb, etc.

## Lesson C

- Give different opinions with expressions like *On the other hand*
- Use *You know what I mean?* to ask someone to agree with you

## Lesson D

- Read an article about email scams
- Plan and write an article about protecting personal information

1



2



4



3



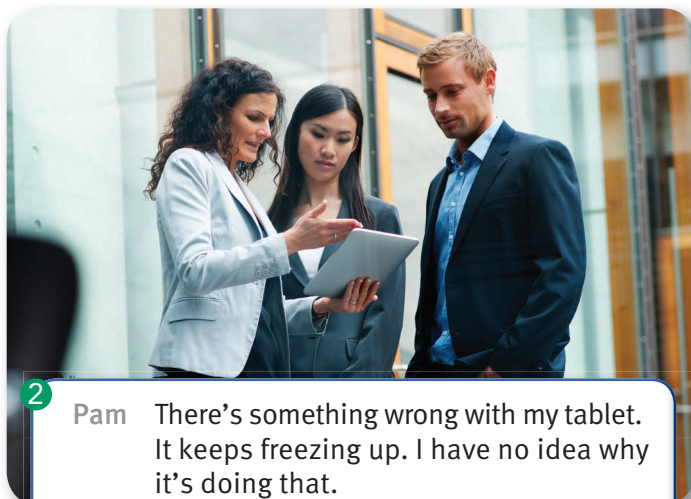
## Before you begin . . .

How tech savvy are you? How do you use technology in your everyday life? Are you planning on buying any new electronic devices or gadgets soon?

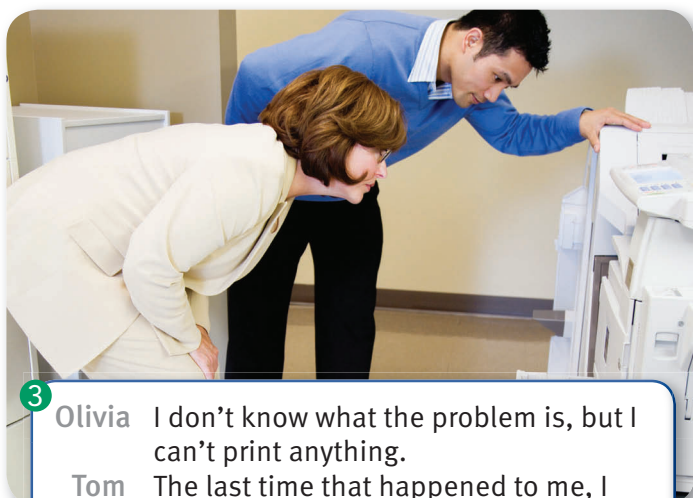




- 1 **Sean** My computer won't turn on. Do you know what the problem is?  
**Mark** I wonder if there's something wrong with your power cord.  
**Sue** Mine did that, and I called tech support. But I can't remember what they said.



- 2 **Pam** There's something wrong with my tablet. It keeps freezing up. I have no idea why it's doing that.  
**Sally** Do you know if the battery's charged?  
**Peter** I wonder if you have a virus. Try running your antivirus software.



- 3 **Olivia** I don't know what the problem is, but I can't print anything.  
**Tom** The last time that happened to me, I got the answer on a website. But I have no idea which site I used.



- 4 **Cara** I can't get on the Internet. Do you know what I should do?  
**Anita** I wonder if you accidentally turned off the wireless connection. Let me see.

## 1 Getting started

**A** What kinds of problems do people have with their computers? Make a class list.

**B** 3.19 Listen. What problems are the people above having? What do their friends suggest?

Figure it out

**C** How do the people say the things below in one sentence? Write what they actually say. Then compare with a partner.

1. **Sean** What's the problem? Do you know? \_\_\_\_\_
2. **Sally** Is the battery charged? Do you know? \_\_\_\_\_
3. **Tom** Which site did I use? I have no idea. \_\_\_\_\_
4. **Anita** Did you accidentally turn the wireless connection off? I wonder. \_\_\_\_\_

# Lesson A Tech support

## 1 Getting started

- **Set the scene** Ask, “Which of your gadgets or devices often have problems or don’t work?” Have Ss call out their answers while you write them on the board.

### A

- **Preview and do the task** Read the instructions. Ask, “What problems do people have with computers?” Have Ss call out ideas, and write them on the board (e.g., *The screen freezes.; It won’t turn on.; You keep losing files.; It keeps crashing.; The battery won’t charge.; You can’t print a document.; You can’t get on the Internet.*). Have Ss call out solutions for some of the problems, and write them on the board (e.g., *you can go online; find an online forum; call a tech support center; ask a friend for help; search the help menu*).

### B 3.19

- **Preview the task** Books closed. Say, “Listen. What problems are the people above having? What do their friends suggest?” Make notes as you listen.
- **Play the recording** Ss listen and make notes.
- Books open. Check answers with the class: Ask individual Ss to report each person’s friends’ advice.

#### Answers

1. Problem: His computer won’t turn on.  
Suggestion: Maybe it’s the power cord. Call tech support.
2. Problem: There’s something wrong with her tablet. It keeps freezing up.  
Suggestion: Check and see if the battery is charged. She should run her antivirus software.
3. Problem: She can’t print anything.  
Suggestion: Go online and find a website to help.
4. Problem: She can’t get on the Internet.  
Suggestion: Maybe she turned off the wireless connection.

- 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.

Figure  
it out 

### C

- **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. Do you know what the problem is?
2. Do you know if the battery’s charged?
3. I have no idea which site I used.
4. I wonder if you accidentally turned off the wireless connection.

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

1. Do you know what the problem is?
2. Do you know if the battery’s charged?
3. But I have no idea which site I used.
4. I wonder if you accidentally turned off the wireless connection.

Say, “The underlined sections of these sentences are all questions within a sentence. The questions all follow a main clause: These are *Do you know*, *But I have no idea*, 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 the 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 [I wonder if there’s something wrong with your power cord.; But I can’t remember what they said.; I have no idea why it’s doing that.; I wonder if you have a virus.; I don’t know what the problem is.; Do you know what I should do?]

#### Extra activity PAIRS

Partners reread the friends’ suggestions and agree on the things they would try first if they had one of these problems. 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

3.20

- **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 after the question word, but questions within questions or statements have a word order like statements. 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 Common Errors** Read the information aloud.

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. . . . if there are any useful new apps for students?
2. . . . what the most popular sites for streaming movies are.
3. . . . which song you last downloaded?
4. . . . where I can get some cool accessories for a tablet?
5. . . . what the most popular smartphone is?
6. . . . how you design your own website?
7. . . . if the price of tablets will come down.
8. . . . what new technology is coming out?

About you

B

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task. Walk around the class and listen for the indirect questions.

### Extra practice

Tell Ss to turn to Extra Practice 9A on p. 148 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-148.)

## 3 Speaking and listening

A 3.21

- **Preview the task** Ask individual Ss to each read one of the questions aloud. Say, "Now discuss the questions with a partner and agree on the answers." When Ss finish, call on a few pairs to write their answers on the board.
- **Play the recording** *Audio script p. T-170* Ss listen and write the answers.
- **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. 1991
2. It was used to watch a coffee pot.
3. shopping, banking, and searching for jobs
4. more than 175,000
5. computers
6. English, Chinese, Spanish

B 3.21

- **Preview the task** Read the instructions aloud.
- **Play the recording** *Audio script p. T-170* 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.

### Possible answers

1. August 6
2. It was at the University of Cambridge, so people could see on their computers when the coffee pot was full.
3. 60 percent of people in 24 countries use the Internet for online banking.
4. Many of them are personal blogs and news blogs.
5. Most email spam now is for medications.
6. English represents more than 43 percent of the Internet.

C

- **Preview and do the task** Read the instructions aloud. Put Ss in pairs and tell them to decide who will be the A and B Ss. Have the B Ss close their books. Have Ss do the task for the first three questions. Then have Ss switch roles.

### Sounds right

Tell Ss to turn to Sounds Right on p. 139 of their Student's Books. Have Ss do the task for Unit 9 in class, or assign it for homework. (See the teaching notes on p. T-139.)

### Workbook

Assign Workbook pp. 66 and 67. (The answer key begins on p. T-176.)



## 2 Grammar Questions within sentences 3.20

Extra practice p. 148

### Direct questions

What's the problem?  
Which site did you use?  
What should we do?  
Why is it doing that?  
Is the battery charged?

### Questions within questions

Do you know **what the problem is**?  
Can you remember **which site you used**?  
Do you know **what we should do**?  
Do you have any idea **why it's doing that**?  
Do you know **if\* the battery is** charged?

### Questions within statements

I don't know **what the problem is**.  
I have no idea **which site I used**.  
I know **what we should do**.  
I have no idea **why it's doing that**.  
I wonder **if\* the battery is** charged.

\*Use **if** for **yes-no** questions.

Notice the word order: What **is** the problem?

Do you know what **the problem is**?

### Common errors

Don't use question word order for a question within a question or statement.

*I know what **you can do**.*

*Do you know what **you need to do**?*

(NOT *I know ~~what can you do~~.*

*Do you know ~~what do you need to do~~?*)

### A Rewrite these sentences. Start with the expressions given.

- Are there any useful new apps for students? *Do you know...*  
*Do you know if there are any useful new apps for students?*
- What are the most popular sites for streaming movies? *I wonder...*
- Which song did you last download? *Can you remember...*
- Where can I get some cool accessories for a tablet? *Do you know...*
- What's the most popular smartphone? *Do you know...*
- How do you design your own website? *Do you have any idea...*
- Will the price of tablets come down? *I wonder...*
- What new technology is coming out? *Do you have any idea...*



About you

### B Pair work Start conversations using the sentences above. How tech savvy are you?

A *Do you know if there are any useful new apps for students?*

B *Well, I don't know if they're new, but you can get some good grammar apps.*

## 3 Speaking and listening What do you know about the Internet?

### A 3.21 Pair work Discuss the questions. Can you guess the answers?

Then listen to a conversation about the Internet. Write the answers you hear.

- Do you know when the public first used the World Wide Web? \_\_\_\_\_
- Can you find out what the first webcam filmed? \_\_\_\_\_
- Do you know what the most popular online activities are? \_\_\_\_\_
- Can you guess how many new blogs people add to the Internet each day? \_\_\_\_\_
- Do you know what the first email spam advertised? \_\_\_\_\_
- Do you know what the three most common languages on the Internet are? \_\_\_\_\_

### B 3.21 Listen again. Write one more piece of information about the answer to each question. Then compare your answers with a partner.

### C Pair work Student A: Read one of the answers to the questions above.

Student B: Can you remember what the question is without looking at your book? Take turns.

Sounds right p. 139

## 1 Building language

**A**  3.22 Listen. What problem is Ken having? Practice the conversation.

**Ken** Pedro, do you know how to get this game controller to work?  
I read the instructions, but I can't figure out how to do it.

**Pedro** Let's see. You have to turn it on first. Did you put the batteries in?

**Ken** Yeah. I turned the controller on — see? But the box won't work.

**Pedro** Oh, OK. Well, did you plug it in? Oh, yeah, you did. Oh wait, I think you need to hook up another cable. Do you know where the blue cable is?

**Ken** Yeah, it's here. Do you know where to plug it in?

**Pedro** Yes. It goes here.

**Ken** Thanks. Now, can you show me how to set this game up?

**Pedro** OK, hand me the controller. Let me show you what to do.



Figure it out

**B** Circle the two correct choices in each question. Then ask and answer the questions with a partner.

1. Can you **set up a game** / **set a game up** / **a game set up**?
2. If you have a game controller, can you **hook it up** / **hook up it** / **hook the box up**?
3. If there's a problem, do you know **what you do** / **what to do** / **to do**?
4. Can you show someone **how to use** / **how you use** / **to use** a game controller?

## 2 Grammar Separable phrasal verbs; *how to*, etc. 3.23

Extra practice p. 148

### Separable phrasal verbs with objects

How do you { **turn on** the game controller?  
**turn** the game controller **on**?  
**turn it on**? (NOT ~~turn on it~~)

### Question word + *to* + verb

Let me show you **what to do**.  
Can you show me **how to turn it on**?  
Do you know **where to plug it in**?

**A** Write A's sentences in two ways using the words given. Complete B's responses.

1. A Do you know how to turn on the TV / to turn the TV on ? (the TV / turn on)  
B Yeah. You need to turn it on with this remote – not that one.
2. A Do you know how \_\_\_\_\_ ? (this computer / turn off)  
B Oh, you can \_\_\_\_\_ here.
3. A I can't see where \_\_\_\_\_. (these headphones / plug in)  
B Huh. I'm not sure where \_\_\_\_\_, either. I think they go here.
4. A I don't know how \_\_\_\_\_ on my tablet. (the volume / turn down)  
B Here. I can show you how \_\_\_\_\_. It's easy. Look.
5. A I can't figure out how \_\_\_\_\_. (the air conditioning / turn up)  
B I have no idea how \_\_\_\_\_ either. Oh, you need to use the remote. Here – see?

**B Pair work** Practice the conversations above. Practice again using different gadgets.

*"Do you know how to turn on the air conditioning?"*

## Lesson B How things work

### 1 Building language

- **Set the scene** Say, “Look at the lesson title.” Ask, “Do you know how things work? When I buy a new gadget or device, I never read the instruction manual. I just figure out how it works.” Ask Ss to tell the class if they are good at figuring out how things work. Tell Ss to give examples.

#### A 3.22

- **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’s having problems with his game controller. He can’t get it to work.].
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

Figure it out 

#### B

- **Preview the task** Ask Ss to find the sentence with *turn on* in Pedro’s response, and write it on the board. [You have to turn it on first.] Ask, “Where is the pronoun in this sentence?” [between *turn* and *on*] Now ask Ss to find what Pedro says about another cable. [I think you need to hook

up another cable.] Write this sentence on the board. Ask, “Where is *the cable* in this sentence?” [after *hook up*]

- Say, “Now find examples of a question word followed by *to + verb*.” [Do you know how to get this game controller to work?; I can’t figure out how to do it.; Do you know where to plug it in?]
- 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. set up a game / set a game up
2. hook it up / hook the box up
3. what you do / what to do
4. how to use / how you use

- **Focus on the form and the use** Write the first answers on the board. Say, “Verbs such as *turn on* and *set up* are called separable phrasal verbs because you can separate the verb and the particle with an object as in *Can you set a game up?* Noun objects like *a game* can go before the particle or after it as in *Can you set up a game?* Object pronouns like *it* always go between the verb and the particle, as in *How do you set it up?*”
- Then say, “Another type of question within a sentence uses *to + verb* after the question word instead of subject + verb.”

### 2 Grammar

#### 3.23

- **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 + object pronoun + 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. The first sentence means ‘Let me show you what you have to do,’ or ‘Let me show you what you should do.’” Point out the separable phrasal verbs in the next two examples. Write on the board *Do you know how / where / what* and ask Ss to call out with questions about technology using the structure (e.g., *Do you know how to set up a game controller/where to buy a cheap laptop / what to do if your computer screen freezes.*) Ss raise their hands if they can answer ‘yes’ to the question. (For more information, see Language Notes at the beginning of this unit.)

#### A

- **Preview and do the task** Say, “Rewrite speaker A’s sentences in two ways, and complete speaker B’s

responses.” Ask two Ss to read the example. Have Ss complete the task and then compare their answers in pairs. Check answers with the class.

#### Answers

1. A to turn on the TV / to turn the TV on  
B turn it on
2. A to turn this computer off / to turn off this computer  
B turn it off
3. A to plug these headphones in / to plug in these headphones  
B to plug them in
4. A to turn down the volume / to turn the volume down  
B to turn it down
5. A to turn up the air conditioning / to turn the air conditioning up  
B to turn it up

#### B

- **Preview and do the task** Tell Ss to practice the conversations in pairs, substituting different gadgets each time.

#### Extra practice

Tell Ss to turn to Extra Practice 9B on p. 148 of their Student’s Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-148.)



### 3 Speaking naturally

#### A 3.24

- **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.
- Say, "Now practice the items in Exercise 2B on page 88 again 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.

#### B 3.25

- **Preview and do the task** Read the instructions aloud.
- **Play the recording** *Audio script p. T-171* Ss listen and complete the sentences. Have Ss compare their answers in pairs. Then check answers with the class.

#### Answers

1. plug it in
2. turn it on
3. hook it up
4. turn it up












### 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 what you are doing in a sentence.

#### A

- **Preview the task** Call on individual Ss to each read aloud one of the sentences on the right. 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.  | 2.   | 3.   | 4.   |
| 5.  | 6.   | 7.   | 8.   |
| 9.  | 10.  | 11.  | 12.  |

Word sort 

#### B

- **Preview the task** Have Ss look at the chart. Say, "Choose expressions that can be used to talk about actions related to each of these things."
- **Do the task** Have Ss complete the task and then compare their charts in pairs. Check answers with the class.

#### Possible answers

A *computer*: hook it up, take it apart, pick it up, put it down, set it up, throw it away

A *photo*: print it out, put it up on the wall, throw it away

A *cell phone*: pick it up, put it down, take it apart, throw it away

A *pair of ear buds*: put them away, put them on, take them off

A *ringtone*: turn it down, turn it up

A *phone number*: look it up

*Batteries*: put them away, take them out, put them in

A *printer*: hook it up, pick it up, put it down, take it apart, throw it away,

#### 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 4A 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: a *GPS device*. Pairs race to list as many phrasal verbs related to GPS devices 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 *smartphone*.

About you 


#### C

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

#### 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.)

#### Workbook

 Assign Workbook pp. 68 and 69. (The answer key begins on p. T-176.)

### 3 Speaking naturally Linking consonants and vowels

*I'm not sure how to turn **it** on. I don't know where to plug **it** in.*

**A** 3.24 Listen and repeat the sentences above. Notice how the consonants are linked to the vowels. Then practice Exercise 2 on page 88 again with a new partner.

**B** 3.25 Listen and complete the sentences you hear. Then imagine you have a new tablet. Take turns asking and answering the questions with a partner.

1. Can you show me how to \_\_\_\_\_?
2. Now tell me how to \_\_\_\_\_.
3. Can you \_\_\_\_\_ to speakers?
4. Can you show me how to \_\_\_\_\_?

### 4 Building vocabulary

**A** Match the pictures with the sentences. Then compare with a partner. Say what's happening in each picture.

*"He's hooking up his game system to the TV."*



- a. Put them away.
- ✓ b. Hook it up.
- c. Look it up.
- d. Pick it up.
- e. Put it down.
- f. Print it out.
- g. Put them on.
- h. Take them off.
- i. Take it apart.
- j. Throw it away.
- k. Turn it down.
- l. Turn it up.

Word sort

**B** What can you do with the things below? Write at least two expressions from above for each item. Add ideas. Then compare with a partner.

A computer	<i>hook it up</i>	A ringtone	
A photo		A phone number	
A cell phone		Batteries	
A pair of ear buds		A printer	

About you

**C Pair work** Discuss the things below. Think of three . . .

- different things you turn on every day.
- situations when you have to turn something off.
- different things you have to plug in before using.
- things you can turn up and down.
- useful pieces of information you can look up.
- things you have thrown away recently.

**A** *Well, I turn my computer on every morning.*

**B** *Really? I leave it on all night.*



Vocabulary notebook p. 94

## 1 Conversation strategy Giving different opinions

**A** What kinds of online games do people play? Do you or your friends play them?

**B**  3.26 Listen. What does Hugo think about playing games online? What about Greg?



**Hugo** I'd get tired of playing that game by myself.

**Greg** Actually, I'm playing with two other guys. See? Starship and Bronco. We play together all the time. They're kind of like friends.

**Hugo** I don't know. You don't even know their real names. You know?

**Greg** That's true. It's still fun, though. We're like a team. You know what I mean?

**Hugo** Maybe. On the other hand, they're not *real* friends. I mean, you don't know anything about them. You know what I'm saying?

**Greg** Yeah. I know what you mean, but you don't have to *know* people to enjoy doing stuff with them.

**Hugo** Hmm. I'm not so sure. Don't you think it's good to spend time with real friends, face-to-face?

**Greg** Sure. So why don't you come and play?

**C Notice** how Hugo and Greg give different opinions. They use expressions like these. Find examples in the conversation.

*I know what you mean, but . . .*

*That's true. (You) . . . , though.*

*Maybe. On the other hand, . . .*

*I don't know. / I'm not (so) sure. Don't you think . . . ?*

**D Pair work** Respond to each comment by giving a different opinion. Then practice with a partner. Can you continue the conversations?

- A Playing all those online games is a waste of time.

B Maybe. On the other hand, \_\_\_\_\_.
- A I spend hours on my social networking site. It's a great way to keep in touch with people.

B I don't know. Don't you think \_\_\_\_\_?
- A I never call anyone anymore; I just text. Then you don't have to make all that small talk!

B That's true. \_\_\_\_\_, though.
- A I hardly ever turn my cell phone off — even at night. I hate missing calls.

B I know what you mean, but \_\_\_\_\_.



## Lesson C On the other hand, . . .

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

### 1 Conversation strategy

- **Set the scene** Ask, “How is spending time with friends online different from being with them face-to-face?” Call on a few Ss to give their opinions.

#### A

- **Preview and do the task** Read the instructions. Have Ss discuss the questions in small groups. Have groups report a few of their ideas to the class (e.g., *People play sports games [like tennis, bowling, baseball], war games, word and board games like chess, quiz games.*). Ask, “Do you or your friends play them?” Have a few Ss respond.

#### B

3.26

- **Preview the task** Say, “Listen to Hugo and Greg’s conversation. What does Hugo think about playing games online? 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 [Hugo thinks he would get tired of playing games by himself all the time. He thinks playing with people you don’t know is a little strange. He thinks time is better spent actually being with your real friends face-to-face. Greg thinks it’s fun. He sees the other players as friends and doesn’t think you have to know people to enjoy spending time with them.].
- Ask, “Do Hugo or Greg mention any of the reasons you talked about earlier with your group? What are they?”

#### C

- **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. [*Hugo: I don’t know. You don’t even know their real names. Greg: That’s true. It’s still fun, though.; Hugo: Maybe. On the other hand, they’re not real friends.; Greg: I know what you mean, but you don’t have to know people to enjoy doing stuff with them.; Hugo: Hmm. I’m not so sure. Don’t you think it’s good to spend time with real friends, face-to-face?*] Explain that using these expressions shows that you disagree, but they make what you say sound more polite. (For more information, see Language Notes at the beginning of this unit.)
- **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 Hugo’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., *Email? 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 Hugo and Greg’s using some of the reasons groups talked about at the start of the lesson about the pros and cons of playing online games.

#### D

- **Preview the task** Say, “Respond to each comment by giving a different opinion.”
- **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.

#### Possible answers

1. . . . they are fun. I don’t know why people dislike them so much.
2. . . . it’s nice just to call people or meet them to catch up?
3. . . . I think small talk is good sometimes though. It makes you feel closer to people, I think.
4. . . . not every call is important. Sometimes I like to turn it off!

- **Practice** Have Ss practice the conversations in pairs, taking turns commenting and responding. Tell them to try to continue the conversations. Go around the class, and help as needed.

#### Extra activity PAIRS

Partners write out one of their discussions from Exercise 1D and present it to another pair.

## 2 Strategy plus

- **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 Hugo 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?*]. Explain that speakers use these expressions when they want to see if the listener has a similar opinion to theirs or to check that the listener understands what they are trying to say.
- 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** Books closed. Write the first sentence on the board. Ask, "Can you think of ideas to support this opinion?" Elicit Ss' ideas (e.g., *It will help students do better.*; *It will make classes better.*). Write one idea on the board. Ask Ss to add an expression from the Strategy Plus box to the comment (e.g., *It will help students do better. You know what I'm saying?*).

- Books open. Say, "Circle the best sentence to complete the comments."
- **Do the task** Have Ss complete the task. Check answers with the class.

### Answers

1. Kids need to know how to use them. You know what I'm saying?
  2. You can't concentrate with music on. You know?
  3. It's really annoying. You know what I mean?
  4. We use the Internet for most things. You know?
- Say, "Take turns saying each comment. Respond to your partner with a different opinion." Have two Ss read the example conversation. Go around the class, and help as needed.

## 3 Listening and strategies

### A 3.27

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read one of the questions.
- **Play the recording Audio script p. T-171** Ss listen and decide how Karin would answer the questions.
- **Play the recording again** Ss listen again and review their answers. Check answers with the class: Have individual Ss each say an answer.

#### Possible answers

1. Yes, I do. You should clean up your files.
2. It lets you be more flexible.
3. You can work anywhere, not just in an office.
4. No, it doesn't. People can text and listen at the same time.
5. When people play music out loud.



### B 3.28

- **Preview the task** Say, "Listen again to three of Sam's opinions. Do you agree or disagree? Write your responses."
- **Play the recording Audio script p. T-171** Pause the recording after each of Sam's opinions to give Ss time to write. Ss listen and write. Call on a few Ss to state one of Sam's opinions and their response to it.



### C

- **Preview and do the task** Read the instructions aloud. Say, "Now discuss the questions with a partner. Do you and your partner agree?" Have two Ss read the example conversation.
- **Follow-up** Ask Ss if they changed any 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 Hugo 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 some of the opinions presented in Exercise 3A. Ss discuss the pros and cons of each one.

### Workbook

- Assign Workbook pp. 70 and 71. (The answer key begins on p. T-176.)

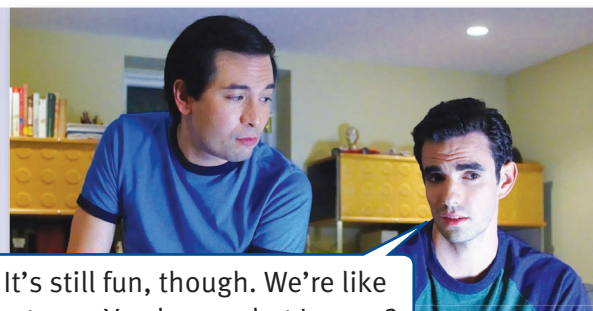
## 2 Strategy plus *You know what I mean?*

When you want someone to agree with you, you can use expressions like these.

*You know what I mean?*

*You know?*

*You know what I'm saying?*



It's still fun, though. We're like a team. You know what I mean?

**In conversation**

*You know what I mean?* is the most common five-word expression. It is five times more frequent than *You know what I'm saying?*

☐ *You know what I mean?*  
☐ *You know what I'm saying?*

**Pair work** Circle the best sentences to complete the comments. Then take turns saying each comment. Respond to your partner with a different opinion.

- It seems to me that every student should have a laptop in school.  
**Kids need to know how to use them.** / **They can be distracting.** You know what I'm saying?
- I don't think you can listen to music and study at the same time.  
**Music helps you concentrate.** / **You can't concentrate with music on.** You know?
- They should ban cell phones from restaurants. People take business calls and everything.  
**It's important to be able to take business calls.** / **It's really annoying.** You know what I mean?
- I guess we won't need books much in the future. Everything is online now.  
**We use the Internet for most things.** / **Books will always be more popular.** You know?

*A It seems to me that every student should have a laptop in school. Kids need to know how to use them. You know what I'm saying?*

*B But on the other hand, they can be distracting. You know what I mean?*

## 3 Listening and strategies Technology matters

**A** 3.27 Listen to Karin and Sam. How would Karin answer these questions?

- Do you know what to do when a computer freezes up?
- What's one of the nice things about using technology?
- How can technology help you be flexible?
- Does it bother you if a friend you're with is always texting someone else?
- What's one thing that annoys you about technology?

About you

**B** 3.28 Listen again to three of Sam's opinions. Do you agree or disagree? Write responses.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



About you

**C Pair work** Discuss the questions in Exercise A above. Do you and your partner agree?

*A Well, if my computer freezes up, I just turn it off and on again. It's easy, you know?*

*B That's true. Most people don't know how to fix computer problems, though.*



## 1 Reading

- A** What is identity theft? What can happen when someone steals your identity?
- B** Read the magazine article. What scams does it describe? How do they work?

## Reading tip

If you don't understand words in the title of an article, read the first paragraph. It often explains the title.



## SAVVY AND SAFE

Most people know how to stay safe in the city: Don't walk alone after dark, hold onto your bag on crowded subways, and only ride in registered cabs. However, many people are not so savvy when it comes to staying safe on the Internet and don't know what to look for. Identity theft – when thieves steal your personal information and use your identity to open bank or credit card accounts or take out home loans in your name – is on the rise. In some cases, thieves charge thousands of dollars to credit cards, empty bank accounts, and can ruin your credit. Criminals are getting better at cheating you out of your money. What's worse is that they sometimes do it with your help. To avoid becoming a victim of an Internet scam, know what to look for.

## DON'T BE THE VICTIM OF A SCAM

**The friend in need scam** Have you ever received an email from a friend who is overseas and urgently needs you to send money? Emma Park did, and it cost her \$2,000. Emma, 22, from Chicago, was the victim of a scam. Somebody hacked into her friend's email account and sent urgent messages to everyone in the contacts list. Emma didn't even think of calling her friend to check if the email really was from him. She sent the money, and by the time she realized it was a scam, it was too late. Emma never got her money back.

**DON'T** send money to anyone if you get an email like this.

**DO** contact your friend to ask if there is a problem.

**Information-request scam** Your bank sends an email saying it has lost customer data. It asks you to send your bank account details, including your full password and PIN<sup>1</sup>. At least the email *looks* as if it's from your bank. It has their logo and looks official.

**DON'T** reply! Banks and credit card companies *never* ask for your full password or PIN in this way.

**DO** check the spelling and grammar. If there are mistakes, the email is probably a scam.

**The "make money fast" chain email scam** Someone sends you an email with a list of names. It asks you to send a small amount of money to the person at the top of the list, delete that name, and add your name to the bottom. The email explains that when your name gets to the top of the list, you'll receive a lot of money. You might even become a millionaire! Usually, however, the scammer's name stays at the top of the list, so he or she gets all the money.

**DON'T** forward the email. Sending this type of chain email is not only expensive, but it's also illegal.

**DO** block the sender, and block any emails that come from names you don't recognize.

Being savvy about scams is the best way to stay safe. If something seems a little strange, it probably is. Don't fall for it.

1. PIN: Personal Identification Number

## Lesson D Identity theft

### 1 Reading

- **Set the scene** Ask, “What type of personal information do you use to identify yourself?” Call on a few Ss for ideas (e.g., *name and address, phone numbers, driver’s license, passport, school ID*). Ask, “Do people use this personal information often?” Ss give their opinions.

#### A

##### Prereading

- **Preview and do the task** Read the lesson title 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.*). Have a S read the title of the article aloud. Ask Ss if they know the meaning of *savvy*. Read the Reading Tip before explaining the meaning.
- **Present Reading Tip** Read the information aloud. Say, “Scan the first paragraph of the article. What do you think *savvy* means, and what in the paragraph tells you that?” Call on a S to give an answer. [Savvy is similar to smart or knowing how to do something, because the first sentence talks about knowing how to be safe in various situations.]

#### B

##### During reading

- **Preview the reading** Read the instructions aloud.
- **Do the reading** Have Ss read the article and make notes about the scams it describes. Check answers with the class: Call on a few Ss to share their answers [the friend in need scam; the information-request scam; the chain email scam].
- Have Ss work in groups to discuss how the scams work. Call on a few groups to report their answers to the class (e.g., *The scams all get money from people by lying.*).

##### 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.

##### Extra activity PAIRS

Ss work in pairs and think of one or two more *dos* and *don'ts* for each section of the text. 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 10 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. Have individual Ss read each statement. Tell Ss to scan the text for the answers.
- **Do the task** Have Ss do the task. Check answers with the class.

#### Answers

1. F      4. F
2. T      5. F
3. T      6. T

About you

## D

- **Preview and do the task** Read the instructions aloud. Ask individual Ss to each read a question aloud. Have Ss discuss the questions in pairs.

### Extra activity GROUPS

Write on the board: *Which strategies (dos and don'ts) in the article do you think are the most useful?* Groups discuss the question and give reasons (e.g., *I like the tip about checking the spelling in emails.*). When groups finish, they report to the class about their opinions.

## 2 Speaking and writing

About you

## A

- **Preview the task** Read the instructions aloud. Ask different Ss to each read a discussion question aloud. Have a S read the example sentences 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 with the class.

## 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. Explain that in the first step, Ss begin by brainstorming to get ideas and language flowing. Tell them that it is important for Ss not to reject ideas or “self-edit” during this step. Explain that in the second step, Ss choose the best ideas to use. In the third step, Ss organize their ideas by numbering them and plan the structure of the article. In the fourth step, Ss write their articles. At that time, they focus on stating ideas clearly. Finally, in the fifth step, Ss check their spelling and grammar.

- 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, email].
- Say, “Choose one of the things on the board. Use ideas from Exercise 2A 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, have them report to the class about those tips. Have a class discussion.

### 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-134.)

### Workbook

Assign Workbook pp. 72 and 73. (The answer key begins on p. T-176.)



**C** Are these sentences true or false according to the article? Write *T* or *F*.

1. Most people know how to recognize scams on the Internet. \_\_\_\_
2. Identity theft is increasing. \_\_\_\_
3. Emma lost \$2,000 of her own money. \_\_\_\_
4. Emma sent money to a friend who was traveling overseas. \_\_\_\_
5. Your bank may ask you for your password if they lose it. \_\_\_\_
6. Your name will never get to the top of the list in the chain email. \_\_\_\_

About  
you

**D Pair work** Discuss the questions.

1. Have you or people you know received emails like the ones in the article?
2. How often do you get emails from people you don't know? What do you do with them?
3. How do you keep your personal information safe online?
4. What other scams have you heard about?

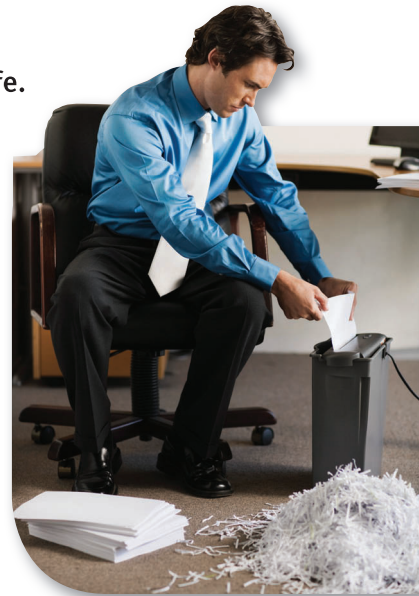
## 2 Speaking and writing Keeping it safe

About  
you

**A Group work** Brainstorm ideas on how to keep your personal information safe. Discuss the questions and take notes.

1. Which documents should you shred? Do you shred them?
2. Do you memorize your PINs? Would you ever tell anyone your PIN?
3. Where do you keep important documents? Do you have copies of them?
4. What do you have passwords for? How can you choose a good password?
5. How can you shop safely online or on the phone?
6. What can you do to protect your credit or debit card information?
7. What precautions do you take when you use an ATM?
8. How else can people keep their personal information safe?

*"Well, you should shred your bank statements. I don't usually do it, though. I forget. You know?"*



**B** Read the Help note. Then write a short article like the one below.

Keeping your personal information safe!

**Credit cards**

It's important to keep your credit card number safe. Thieves may use it to buy goods without your knowledge. You might then find you can't use the card when you really need it.

**Do** shred credit card bills. If you don't, a thief may find your credit card number in the trash.

**Don't** give your credit card number to someone who calls you. Only give your number if *you* have made the call, and you trust the person you are talking to.

**Help note**

**Planning your article**

- Write all your ideas down in any order. Don't worry about spelling and grammar.
- Choose the best ideas you want to use.
- Number your ideas to help you plan your article.
- Write the article.
- Check your spelling and grammar.

**C** Read your classmates' articles. What tips did you learn?



### 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.

#### In conversation

The top six things people talk about **turning on** and **turning 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 turn it down.      Then I'd take them off.  
I'll print it out.      I'll turn it up.      You can put them away in the closet.

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

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

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



#### 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.



Can Do!

Now I can ...

- ☒ I can ...      ☐ I need to review how to ...

- |   |  |
|---|--|
| <input type="checkbox"/> talk about problems with technology.   | <input type="checkbox"/> understand a conversation about the Internet.                       |
| <input type="checkbox"/> ask and describe how things work.  | <input type="checkbox"/> understand people talking about the pros and cons of technology.    |
| <input type="checkbox"/> give different opinions using expressions like <i>On the other hand</i> ...      | <input type="checkbox"/> read an article about email scams.                                  |
| <input type="checkbox"/> ask someone to agree with me using expressions like <i>You know what I mean?</i> | <input type="checkbox"/> plan and write an article about protecting my personal information. |

# 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 In Conversation** 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.

↻ 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 tablet, and it doesn't work.
4. Hi. Do you have a minute to talk?
5. The garbage smells.
6. I just bought a new audio 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.*).

## Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.



# Checkpoint Units 7–9

Before you begin the Checkpoint, say, “As you do the tasks, circle the items you are not sure about. This will help you see things you need to study more.”

## 1 How many words can you remember?

↻ This task recycles the vocabulary of phrasal verbs to talk about relationships and about operating electronics. It also recycles separable phrasal verbs.

### A

- **Preview and do the task** Read aloud the instructions, the questions, and the examples. Give Ss two minutes for the task. Have Ss complete the chart.

### B

- **Preview and do the task** Read the instructions aloud. Have Ss compare their answers in pairs and count up their points. Remind Ss to count two points for any sentence with a phrasal verb that their partner does not have. Have the S with the most points in each pair report his or her score to the class. Find out who in the class got the most points.
- Check answers with the class: Have several Ss call out their phrasal verbs for each question. Write them on the board. Tell Ss to add any new words to their charts.

### Possible answers

What can you say about relationships? You can . . .  
get along with someone, break up with someone, go out with someone, settle down with someone, hang out with someone, . . .  
What can you do to a television? You can . . .  
turn it on, turn it off, turn it up, turn it down, throw it away, . . .

### Extra activity INDIVIDUALS / PAIRS

Write on the board: *You can \_\_\_\_\_ a problem. You can \_\_\_\_\_ a CD \_\_\_\_\_.* Say, “What can you say about a problem? You can worry about a problem. What can you do with a CD? You can buy a CD for someone.” Ss complete the sentences with as many expressions as they can. When they finish, they score themselves and share answers as in Exercise 1B.

## 2 Can you use these expressions?

↻ This task recycles the conversation strategies of giving advice, giving a different opinion, softening comments, asking for agreement, and commenting on an idea.

- **Set the scene** Have Ss read the conversation quickly. Ask, “What’s the conversation about?” [when people should or shouldn’t answer a cell phone]
- **Preview the task** Read the instructions aloud. Tell Ss to use each expression in the box only once.
- **Do the task** Have Ss complete the conversation. Check answers with the class: Call on a pair of Ss to read their answers aloud. Ask other Ss to raise their hands if they disagree with any of the answers given.

### Answers

Jan My boyfriend never picks up his phone. It drives me crazy.  
Rob Oh, I know what you mean. My girlfriend never answers hers either.

Jan That’s annoying. If you have a phone, you should answer it. It’s rude to ignore it, don’t you think? Well, I think so.  
Rob I’m not so sure. Sometimes it *is* rude to answer it, like if you’re having dinner or something. You know what I mean?  
Jan Yeah, but you can always pick it up and say, “Can I call you back? I’m having dinner.”  
Rob Maybe. On the other hand, sometimes people start talking anyway, and you can’t get them off the phone.  
Jan Oh, no. I can’t believe it. He’s *still* not picking up.  
Rob You might want to leave him a message. Then you can eat.  
Jan Yeah, I could I guess. He never checks his voice mail, though.

- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role. (Note: Tell Ss to change *boyfriend* and *girlfriend* and pronouns as necessary.)

## 3 Here’s my problem. Any thoughts?

↻ This task recycles the conversation strategies of giving advice and giving a different opinion.

- **Preview and do the task** Read the instructions aloud. Call on different Ss to read each problem aloud. Have Ss make notes about advice to give for each problem.
- When Ss finish, have three Ss read the example conversation aloud. Tell them to finish the incomplete sentence with their own ideas.

- Write *On the other hand* on the board. Ask, “What other expressions can you use to give different opinions?” Write Ss’ answers on the board (e.g., *I know what you mean, but . . . ; I’m not so sure. ; Don’t you think . . . ?*).
- Have groups of three take turns reading the problems and giving advice.
- **Follow-up** Groups decide on the best advice for each problem and share the advice with the class.

## 1 How many words can you remember?

**A** How many different phrasal verbs can you use to complete the sentences below?

What can you say about relationships?		What can you do to a television?	
You can	<i>get along with someone.</i>	You can	<i>turn it on.</i>

**B Pair work** Compare with a partner. Score 1 point for each correct sentence. Score 2 points for a correct sentence your partner doesn't have.

## 2 Can you use these expressions?

Complete the conversation with the expressions in the box. Use capital letters where necessary. Then practice with a partner. There is one extra.

you might want to    ✓ I know what you mean    don't you think    sort of  
on the other hand    you know what I mean    I'm not so sure    though

- Jan My boyfriend never picks up his phone. It drives me crazy.  
 Rob Oh, *I know what you mean*. My girlfriend never answers hers either.  
 Jan That's annoying. If you have a phone, you should answer it.  
 It's rude to ignore it, \_\_\_\_\_? Well, I think so.  
 Rob \_\_\_\_\_. Sometimes it *is* rude to answer it, like if you're  
 having dinner or something. \_\_\_\_\_?  
 Jan Yeah, but you can always pick it up and say, "Can I call you back?  
 I'm having dinner."  
 Rob Maybe. \_\_\_\_\_, sometimes people start talking anyway,  
 and you can't get them off the phone.  
 Jan Oh, no. I can't believe it. He's *still* not picking up.  
 Rob \_\_\_\_\_ leave him a message. Then you can eat.  
 Jan Yeah, I could I guess. He never checks his voice mail, \_\_\_\_\_.



## 3 Here's my problem. Any thoughts?

Write a piece of advice for each person below. Then role-play conversations in groups.

1. My best friend doesn't study enough because he spends too much time on the Internet.
2. I wish I could email my parents, but they don't know how to use their computer!
3. My boyfriend / girlfriend wants to settle down and start a family, but I don't want children.
4. I wish I had more money for travel. If I did, I could go to some pretty exciting places.

**A** *My best friend doesn't study enough because he spends too much time on the Internet.*

**B** *Well, you might want to talk to him about it.*

**C** *I don't know. If I were you, I wouldn't say anything to him. But you could . . .*

## 4 I wish, I wish . . .

**A** What do these people wish for and why? Complete the sentences. Compare with a partner.

1. I wish I had (have) a car. If I had (have) a car, I could go (can go) places.
2. I wish I \_\_\_\_\_ (know) how to swim. If I \_\_\_\_\_ (can swim), I \_\_\_\_\_ (be able to) go snorkeling with my friends.
3. I wish I \_\_\_\_\_ (can speak) Portuguese fluently. If I \_\_\_\_\_ (be) fluent, it \_\_\_\_\_ (be) easier to travel around Brazil.
4. I wish I \_\_\_\_\_ (have) more money. If I \_\_\_\_\_ (find) a job, I \_\_\_\_\_ (earn) more money. On the other hand, I \_\_\_\_\_ (not have) enough time to study.
5. I wish I \_\_\_\_\_ (not have to) work tonight. If I \_\_\_\_\_ (be) free, I \_\_\_\_\_ (go out) with my friends.
6. I wish I \_\_\_\_\_ (know) how to use more software programs so I \_\_\_\_\_ (can get) a better job.

**B Pair work** Use the ideas above to tell a partner two things you wish. Explain why.

*"I wish I had a motorcycle. If I had a motorcycle, I could ride it to work."*

## 5 I wonder . . .

**A** Rewrite these questions about the picture. Compare with a partner.

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. What is it?            | Do you know <u>what it is</u> ? |
| 2. How do you turn it on? | Can you tell me _____ ?         |
| 3. Does it still work?    | I wonder _____ ?                |
| 4. How much did it cost?  | Do you know _____ ?             |
| 5. How do you use it?     | Can you tell me _____ ?         |

**B Pair work** Look at the picture and ask and answer your questions.

*A Do you know what it is?*

*B Yes, it's an old record player. OR I have no idea what it is.*



## 6 It's all relative.


**A** How many ways can you complete these questions? Use *who*, *that*, or *which*. Write them (in parentheses) if you can leave them out.

1. What do you do with electronic gadgets \_\_\_\_\_ don't work anymore?
2. What would you do if you got a gift \_\_\_\_\_ you didn't like?
3. What do you do when you see a word \_\_\_\_\_ you don't know?
4. What do you do with clothes \_\_\_\_\_ are out of style?
5. What would you do if you had neighbors \_\_\_\_\_ played their music too loud?

**B Pair work** Ask and answer the questions. Can you use phrasal verbs in your answers?



## 4 I wish, I wish . . .

 This task recycles language to talk about wishes and imaginary situations.

### A

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

#### Answers

1. I wish I had a car. If I had a car, I could go places.
2. I wish I knew how to swim. If I could swim, I would be able to go snorkeling with my friends.
3. I wish I could speak Portuguese fluently. If I was / were fluent, it would be easier to travel around Brazil.
4. I wish I had more money. If I could find a job, I would earn more money. On the other hand, I wouldn't have enough time to study.

5. I wish I didn't have to work tonight. If I was / were free, I would go out with my friends.
6. I wish I knew how to use more software programs so I could get a better job.

### B

- **Preview the task** Read the instructions and the example sentence aloud. Call on a S to ask a follow-up question (e.g., *Why would you like to ride it to work?*) and answer it (e.g., *I could save money on gas.*).
- **Do the task** Have Ss write two sets of sentences similar to those in Exercise 4A. When Ss finish, have them share their sentences in pairs. Tell Ss to ask their partners follow-up questions.
- **Follow-up** A few Ss share one of their wishes with the class and see if anyone else has the same wish.

## 5 I wonder . . .

 This task recycles questions within sentences and *how to + verb*.

### A

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

#### Answers

1. Do you know what it is?
2. Can you tell me how to turn it on / how you turn it on?
3. I wonder if it still works.
4. Do you know how much it cost?
5. Can you tell me how to use it / how you use it?


### B

- **Preview and do the task** Read the instructions aloud. Then have Ss read the example conversation as a class. Have pairs take turns asking and answering the questions they completed in Exercise 5A. When Ss finish, have a few pairs ask and answer the questions for the class.

#### Extra activity INDIVIDUALS / GROUPS

Individual Ss each look through the Student's Book, find an unusual picture, and write two or three questions about it using the sentence beginnings in Exercise 5A (e.g., for p. 22, *Do you know what the thing in the middle of picture 3 is? Can you tell me why it is there?*). Ss ask their questions in groups.

## 6 It's all relative.

 This task recycles subject and object relative clauses, asking about imaginary situations, and phrasal verbs.

### A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the questions. Check answers with the class.

#### Answers

1. What do you do with electronic gadgets that / which don't work anymore?
2. What would you do if you got a gift (that / which) you didn't like?
3. What do you do when you see a word (that / which) you don't know?
4. What do you do with clothes that / which are out of style?
5. What would you do if you had neighbors who / that played their music too loud?

### B

- **Preview the task** Read the instructions aloud. Model the task by having a S ask you the first question (e.g., *S: What do you do with electronic gadgets that don't work anymore? T: I usually throw them away.*).
- **Do the task** Have pairs take turns asking and answering the questions. Remind them to use phrasal verbs in their answers and give as much information as they can. Tell Ss to ask follow-up questions.
- **Follow-up** A few pairs tell their ideas for each question.