

- 3 **a** never
b sometimes
c every year
d tonight
e twice a week
f always

Coursebook, pages 6 and 7
Workbook, pages 6 and 7
Lead-in

Without discussion or a long introduction, play Listening 1.3.1 and ask students what object they think each person is talking about.

Listening Script 1.3.1

a I think it has changed my life. I never go anywhere without it. I can use it at home or at university. I can write an essay, do research for my homework on the Internet, send a few e-mails and drink a cup of coffee all in the comfort of my own home. Everyone should have one.

b Well, I don't know what I'd do without it now. I take it with me everywhere – I feel safe knowing that I can always ring someone if I miss my bus or can't find a taxi. My mum complains that I spend hours texting or talking to my friends, but I can't help it!

c It's great! I charge up the battery, plug in my earphones and I am in my own little world. Nothing bothers me. I download music from the Internet or from my CDs and I'm not disturbed by anyone around me.

Answers:

- a laptop computer
b mobile phone
c MP3 player or Ipod

Coursebook, page 6, Activity 1

Students discuss the two questions in small

groups. Ask a spokesperson from each group to summarise the group's discussion. If you prefer, you can open out the discussion to the whole class.

Coursebook, page 6, Activity 2

Students can do this vocabulary matching exercise individually or in pairs. Encourage them to use a dictionary to look up unknown words. Encourage them also to look at the part of speech (noun, verb, adjective) of the words and phrases on the left, and find a corresponding part of speech in the meanings on the right.

Students should write out both words and meanings in the vocabulary section they have created in their exercise books, or, if they have them, their vocabulary books. As a homework activity, they can be asked to make up their own sentences containing the words.

Answers:

- a** opinion – your idea about something
b can't stand – dislike strongly
c blab – talk a lot
d constant - continuous
e get rid of – throw away
f marvellous - wonderful
g emergency – unexpected and dangerous situation
h noise pollution – loud and unpleasant sound
i privacy – state of being alone

Coursebook, page 6, Activity 3

Students read the three questions, then listen to the phone-in. Make sure they understand the situation - this is a radio show on the topic of mobile phones where listeners can phone in with their comments. The comments have been left on the show's answering machine. The radio show host is called Matthew.

Tell students they need to listen for gist, not detail. They only need to establish three things:

- the number of callers
- whether each caller likes mobile phones

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- whether each caller owns a mobile phone themselves

Write three headings on the board:

- caller
- likes mobile phones?
- owns a mobile phone?

Tell students that every time they hear a new caller (a new voice), they should number the caller in their exercise books (caller 1, 2, 3 etc). After further listening, they should put a tick or a cross according to whether that person likes mobile phones, and owns a mobile phone. It is important that students do this as they listen to each caller, and not at the end of the whole listening text, as they won't be able to remember the information they have heard.

Listening Script I.3.2

Matthew: Welcome back, everyone. Here are just a few of the comments we received on our answering machine on the subject of mobile phones – some pretty strong opinions out there!

Hello... Matthew, Matthew... Hello... Oh, it's an answering machine. Well, I've got a mobile phone, but I can't stand the things – you can never get away from them. People blabbing all day in shops, in taxis and at the dinner table. Constant noise – I'd get rid of mine, but I need to know where my kids are.

Hello, Matthew. On the subject of mobile phones – I wouldn't be without mine. I'm a businessman and I need mine for my job. I find that you can take them with you anywhere and keep in touch wherever you are. It helps me keep up-to-date with things that are happening in the office. Marvellous technology.

Mobile phones. Great invention. What else do you use in an emergency? Mobile phones can save lives!

Hi Matthew. I'd just like to say that I carry my phone with me all the time. That way, the school and my husband's office can contact me at any time. I can't say that I like it, but it is useful. 'Bye!

Matthew – mobiles. Waste of time and money and terrible noise pollution – people are always shouting into them. Why doesn't anyone speak quietly when they use them? I've never had one and I never will. I like my privacy and my peace and quiet. And another thing – they are very bad for your health.

Hello, is that Matthew's show? Right. OK then. I think mobile phones are very important for children. I use mine every day. The government should give one to every teenager. We need to be able to keep in contact with our friends and our parents, but I wouldn't let my teachers have my phone number! Cheers, Matthew – I'll add you to my contacts list.

Answers:

- six callers
- three callers
- five callers

Workbook, page 6, Activity 1

Students match the pictures to the definitions and put the number of each picture in the appropriate box. If they can't match definitions and features from the pictures, the words underneath the pictures will help them.

Answers:

- 4
- 6
- 2
- 1
- 3
- 5

Workbook, page 6, Activity 2

Students complete the sentences with the words and phrases from the box. This activity

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gives them further practice in using vocabulary related to phones.

Answers:

- a** busy
- b** voicemail
- c** switch off
- d** text
- e** hands free
- f** ringtone
- g** keypad
- h** predictive

Workbook, page 7, Activity 3

Discuss the different uses of mobile phones – phoning, texting, taking photos, making videos, accessing the Internet etc.

Students listen to Listening 1.3.3 and complete the chart with information from the voicemail messages.

Listening Script 1.3.3

You have one new message from number 39268784.

You have one new message from number 39268784.

Hi Budoor, it's Alya. I made a mistake earlier. We're meeting Mariam at the cinema at 7 o'clock, not 7.30. That's 7 o'clock at Al Maha cinema. See you there.

You have one new message from number 36772459.

You have one new message from number 36772459.

Tony, Peter here. Can you do me a favour, mate? I'm working tonight and my dad is arriving at the airport at 10.45. Could you pick him up for me? Speedy Flight, arriving at 10.45 from London. Cheers!

You have two new messages from number 48900218.

You have two new messages from number 48900218.

Message one.
Message one.

Osama, can you come around to my house and help me with my maths homework? I'm really stuck. I'll help you with your English homework in return. Can you come round at about 5.30 this evening. Thanks.

Message two.
Message two.

Sorry, Osama, it's Khalifa. I forgot to say my name in case you didn't recognise my voice.

You have one new message from number 44546790.

You have one new message from number 44546790.

Sara, it's Omar. Can you meet mum at the dentist's? She's got you an appointment for 2.30, Bye.'

Answers:

Name	Number	Caller	Why?	Where?	When?
Budoor	39268784	Alya	change time	Al Maha cinema	7.00
Tony	36772459	Peter	pick up father	airport	10.45
Osama	48900218	Khalifa	maths homework	Khalifa's house	5.30
Sara	44546790	Omar	meet mum/ appointment	dentist	2.30

Coursebook, page 6, Activity 4

Direct students to the information about abbreviations. Elicit or give a few other examples of abbreviations – United Kingdom (UK), prof (professor). Students work with a partner, and write out the full forms of the abbreviations in the task in their exercise books. Get them to think of other abbreviations, then

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elicit a few and write them on the board.

- a** examination
- b** information
- c** Information Technology
- d** department
- e** Short Messaging System or Short Message Service
- f** university
- g** television
- h** United States of America

Coursebook, page 7, Activity 5

Point out that abbreviations are often used in text messaging. Initiate a brief discussion on the advantages and disadvantages of texting. Ask students to tell you any common SMS abbreviations they know. Students then look at the activity, and match the SMS text words with the words and phrases. They should do this in their exercise books. Do a quick oral feedback.

Important note:

Remind students that SMS writing is ONLY appropriate for mobile phone text messages or for chat functions. It is NOT appropriate for school work or formal pieces of writing.

Answers:

2MORO	tomorrow	D/DUN	do/don't
L8R	later	ABT	about
PLS	please	CU	see you
NYT	night	THX	thanks
GR8	great	WOT	what
B4N	bye for now	SOMI	someone
GUD	good	NEI	anyone
LO	hello	4GET	forget
2	to	RU	are you
SABT	sorry about that	@	at
NU	new	CNT	can't

Coursebook, page 7, Activity 6

Students decipher the messages on the mobile phones and write them out in standard English in their exercise books.

Answers:

- a** Hello, Khalid. Are you free later to go to see

the new James Bond movie?

- b** Sorry about that, Malik, I can't tonight. What about tomorrow night?
- c** Great! 7.30 at Al Maha. Shall I ask Hamdan?
- d** Good idea. See you tomorrow. Bye for now. Khalid.
- e** Don't forget! See you later. Malik.

Students can write their own SMS messages, swap them with a partner and send a reply.

Workbook, page 7, Activity 4

Students complete each gap in Activity 4 using one of the pronouns in the box at the top.

Answers:

- | | |
|----------|-----------|
| a | b |
| anywhere | anything |
| nothing | something |
| anyone | somewhere |
| no-one | |

- c**
- nothing
- everything
- everything

If time allows, as a fun activity ask students to create abbreviations for the words in the box.