

On the phone

I can talk about using my phone.

Unit map

Vocabulary

Collocations: using a mobile phone
 Phrasal verbs: phoning
 Film genres
 Reporting verbs
 Reading matter & digital formats

Word Skills

Verb patterns: reporting verbs

Grammar

Reported speech
 Reported questions

Listening

Global network



Reading A novel idea



Speaking Photo description



Writing A narrative

Culture 8 Helen Keller



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A



1 SPEAKING Work in pairs. Choose a photo each and describe it to your partner. Then discuss the questions.

- 1 Do you mind if people talk on their phones in public places? Why? / Why not?
- 2 Do you think people rely too much on their phones? Why? / Why not?
- 3 Have you ever had problems getting a mobile signal? If so, where? What did you do about it?

2 KEY PHRASES Match a-f with 1-6 and g-l with 7-12.

Collocations: using a mobile phone

- | | | | |
|-------------|-----------------------|--------------------|---------------------------------|
| 1 enter | a a number | 7 leave | g data roaming |
| 2 make | b the signal | 8 top up | h a message |
| 3 lose | c your phone | 9 disable / enable | i a call / somebody on |
| 4 put | d a call | 10 save / add | loudspeaker |
| 5 recharge | e your voicemail | 11 put | j a number to the contacts list |
| 6 listen to | f the phone on silent | 12 run out of | k your mobile |
| | | | l credit |

3 3.11 Listen to four phone conversations. Answer the questions.

- 1 a Who does Ryan mistake Jodie for?
- b What message does Ryan leave?
- 2 c Whose money does the boy use to top up his mobile?
- d How much does the boy top up?
- 3 e Why didn't Jake receive his messages?
- f Why didn't Jake answer his calls yesterday?
- 4 g What problem does the girl have?
- h What solution does the boy suggest?



4 **3.11** Listen again. How many of the phrases in exercise 2 can you hear?

5 **KEY PHRASES** Match the phrasal verbs (1–10) with the definitions (a–j).

Phrasal verbs: phoning

- | | |
|----------------------------|---------------------------------------------------|
| 1 get through (to someone) | a turn something off |
| 2 pick up the phone | b phone somebody again later |
| 3 switch something off | c phone somebody again later |
| 4 speak up | d establish contact |
| 5 run out of something | e stop or interrupt somebody's phone conversation |
| 6 call somebody back | f have no more of something; finish something |
| 7 break up | g answer a call |
| 8 cut somebody off | h become unclear and difficult to understand |
| 9 hang up | i end a phone call |
| 10 get back to somebody | j talk more loudly |

RECYCLE! Phrasal verbs

- With separable phrasal verbs, the object can come **before** or **after** the particle, but when the object is a pronoun (*her, it, them*, etc.) it must come **before** the particle.
switch the phone off / switch off the phone
switch it off / switch off it X
- With inseparable verbs, the object always comes **after** the particle, even when it is a pronoun.
- Three-part phrasal verbs are always **transitive** and **inseparable**. The object always comes after the two particles.
get back to somebody

6 Read the **Recycle!** box and answer the questions.

- Which phrasal verbs in exercise 5 are transitive?
How do you know?
- Which have three parts?
- Which are separable? How do you know?

7 **3.12** Listen to a phone conversation. Answer the questions.

- Why couldn't the two people talk earlier?
- What two reasons do they have for ending the call?

8 **3.12** Complete the extracts from the conversation with a verb and one or two particles. Then listen again and check.

- I've been trying to call, but I couldn't _____.
- The phone rang, but I couldn't _____.
- The teacher told me to _____ the phone _____.
- Can you _____? I can't hear you very well.
- Look, I'm _____ credit. Can I _____ you _____?
- You're _____.
- OK, I'll _____ and _____ you.

9 **SPEAKING** Work in pairs. Ask and answer the questions.

- Do you have a mobile phone? If so, how long have you had it? Who pays for the calling plan and / or the calls?
- How often do you use your phone? How long do you spend on your phone each day?
- How many texts do you send per day, on average? Who do you send them to?
- If you're phoning someone from your home, are you more likely to use a mobile phone or the landline? Why?
- Would you find life difficult without mobile phones? Why? / Why not?

Photo description

I can describe a photo and answer questions about it.



- 1 **SPEAKING** Work in pairs. Describe photo A. What do you think has happened? How do you think the woman in the white shirt is feeling? Why?

- 2 **3.19** Listen to a student describing the photo. How does her description differ from yours?

- 3 **KEY PHRASES** Complete the phrases for speculating with the words below.

clear could hard judging looks pretty sure

Speculating

I can't be ¹ _____, but I'd say that ...

It ² _____ be (that) ... It's ³ _____ to say, but ...

It ⁴ _____ as if ... I'm ⁵ _____ certain that ...

It's ⁶ _____ that ...

⁷ _____ by (his expression), I'd say that ...

- 4 **3.19** Listen again. Which phrases from exercise 3 did the student use in her answer?

- 5 Compare and contrast photos A and B in exercise 1. Follow steps 1–5 and use the words below to help you describe photo B.

ceiling drip (v) leak (n, v) look up
phone book plumber

- Describe each scene in general.
- Say what the people are doing and wearing.
- Point out similarities.
- Point out differences.
- Say how the people might be feeling and how you might feel in a similar situation.

Would you be good at receiving and dealing with emergency calls? Why? / Why not?

- 6 **3.20** Listen to a student answering the question above. Complete the sentences with the words below.

appeal finally idea only reasons simple view

1 There are a number of _____ why I say that.

2 In my _____, you need to stay very calm.

3 Not _____ that, but you have to deal with people who are very upset.

4 The _____ of being on the phone all day doesn't _____ to me.

5 _____, I really wouldn't be the right person for the job for the _____ reason that I can't stand the sight of blood!

- 7 **SPEAKING** Work in pairs. Take turns to answer the question in exercise 6. Use phrases for speculating and phrases from exercise 6 in your answers.

Speaking Strategy

- Speak in a loud, clear voice.
- Look at the other person when they are speaking to you and when you are speaking to them.

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- 8 **SPEAKING** Work in pairs. Read the **Speaking Strategy**. Look at photos C and D below. Describe one photo each.

- 9 **SPEAKING** Work in pairs. Take turns to compare and contrast photos C and D. Follow the steps in exercise 5.

- 10 **SPEAKING** Work in pairs. Student A: make notes for question 1. Student B: make notes for question 2.

- What could you do if your car broke down and you didn't have a mobile phone with you?
- How can we make our roads safer for cyclists?

- 11 **SPEAKING** Present the answer you prepared to the question in exercise 10.

