



8 P.M.
Tickets: 491-555-9798

private lessons
Tel: 792-555-9798

Review: Units 1–3 27

Unit 4

Conversation 1

What can we do?

Do you have a cell phone? Make a list of the advantages and disadvantages of having one.



Class CD 1, Track 39

Jane: Is that your cell phone? It's really loud!

Pat: Yeah—sorry, just a minute, I'll turn it off.

Jane: You know, it's really a problem when people bring their cell phones to class. Some students even answer their phones and have conversations while class is going on!

Jim: I know what you mean. It's not polite and it disturbs everyone. What can we do?

Jane: We can have a sign up on the wall, like they do in the movie theater, that says, "Remember to turn off your cell phones."

Pat: That's a good idea, but maybe we could put the sign on the door so you see it before you come into class.

Jim: Let's have a fine for anyone whose phone rings in class.

Pat: Oh, yeah? Like how much? And who would collect the money? That's too complicated.

Jim: We can have a box, and when your phone rings, you put in a quarter. How does that sound?

Pat: Yeah, we can use it to buy drinks for the end-of-semester party!

Jane: Leave it to you to think of that.

irt.language.com

CONSIDER THIS

Love-hate relationship



A survey asked *What invention do you hate but can't live without?* The number one answer: the cell phone. People love cell phones because they are convenient, but they hate them because they never allow people to be in peace.

Inventions people love—and hate:

Cell phone—30%
Alarm clock—25%
Television—23%
Shaving razors—14%

- What invention do you hate but can't live without?

Student CD, Track 8

GIVE IT A TRY

1. Identifying a problem

It's really a problem when people bring their cell phones to class.

I know what you mean. It's not polite and it disturbs everyone.

PRACTICE 1

Class CD 1
Track 40

Listen to the example. Then look at the pictures below. Think about why using cell phones in these situations might be a problem. Talk about those problems with your partner. Reverse roles.

Use These Words

dangerous
harmful
considerate
noisy

risky
annoying
loud
disruptive



PRACTICE 2

Can you think of any other situations where using cell phones might be a problem? Talk about them with your partner. Reverse roles.

PRACTICE 3

Think of some problems in your classroom or school. Discuss them with your partner and say why they are a problem. Choose some of these ideas, and add more ideas of your own.

1. not enough classrooms
2. not enough computers
3. too many students in each class
4. the cafeteria is too expensive
5. the textbooks are expensive
6. your idea _____

2. Making suggestions

A: What can we do?
What can we do about students using cell phones in class?

B: We can have a sign on the wall that says, "Remember to turn off your cell phones."

A: That's a good idea. That would work.

C: Let's have a fine for anyone whose cell phone rings in class.

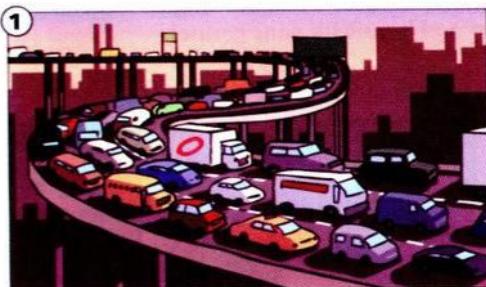
A: That's too complicated. That wouldn't work.

PRACTICE 1Class CD 1
Track 41

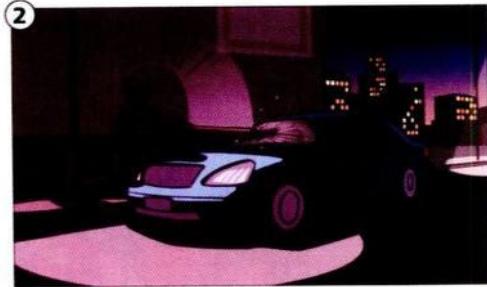
Work in groups. Listen to the example. Look at the pictures from Practice 1 in Part 1. One student in the group will ask about solutions to the problems. The other two students will each make one suggestion. The first student will decide if the suggestions are good, or not, and why.

PRACTICE 2

Work in groups. Which of these issues are problems in your neighborhood or town? Discuss the problems and make suggestions.

1

too many cars / not enough buses

2

streets are badly lit / crime is increasing

3

too crowded / too expensive

4

too much garbage or trash / not enough parks

LISTEN TO THISClass CD 1
Track 42

Part 1 An environmentalist is discussing ways of protecting the environment. Listen and write down the four main problems she mentions.

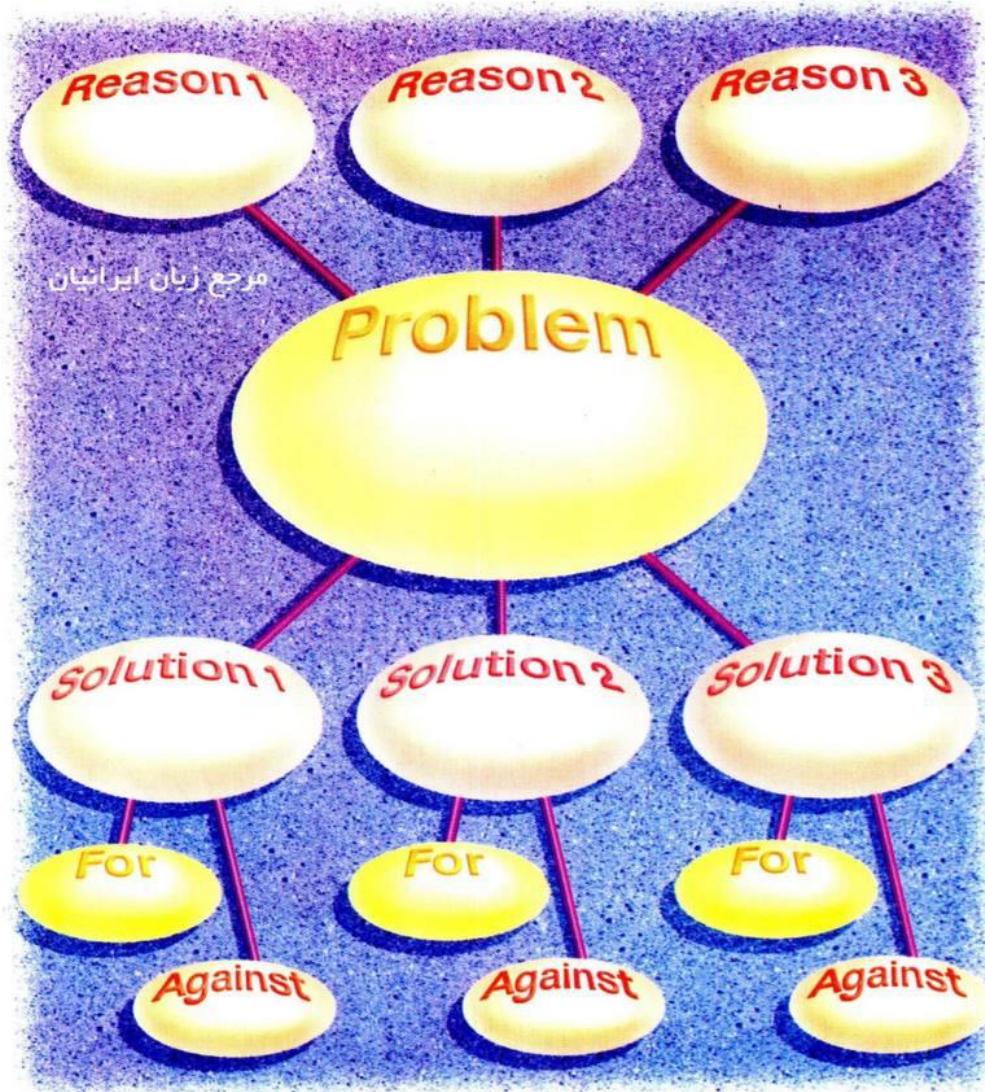
Part 2 Listen again and make notes of her solution for each problem.

Problems		Solutions
1		
2		
3		
4		

Part 3 What does "Think Green" mean? Compare your answers with a partner.

LET'S TALK

Part 1 Work in groups. Think of a problem in your school that affects everyone. In the chart, write three reasons why it is a problem.



Part 2 In your group, think of three different solutions and why they would or would not work. Then take a vote on the best solution.

Part 3 Tell the class about the results of your discussion. Find out if the rest of the class agrees or disagrees.