UNIT 9

Tech savvy?

Can Do! 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


3


4

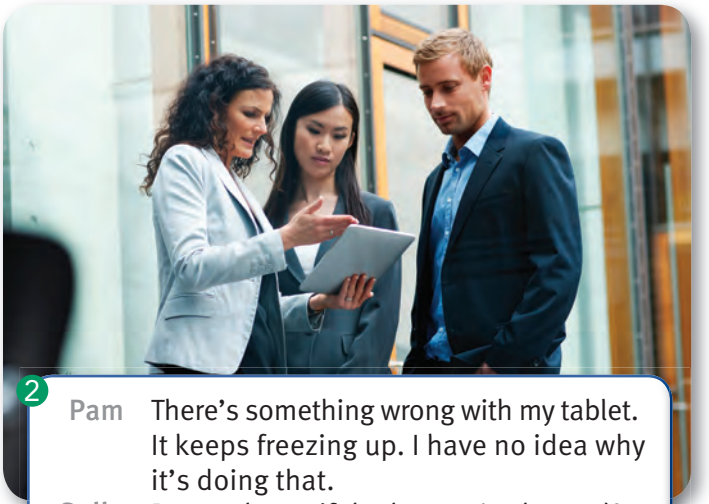
Before you begin . . .

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?

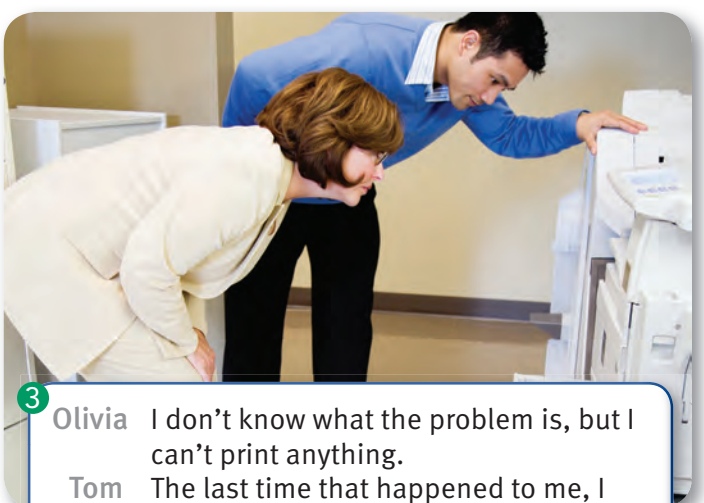
Lesson A Tech support



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. _____

2 Grammar Questions within sentences 3.20

Extra practice p. 148

Direct questions	Questions within questions	Questions within statements
What's the problem?	Do you know **what the problem is**?	I don't know **what the problem is**.
Which site did you use?	Can you remember **which site you used**?	I have no idea **which site I used**.
What should we do?	Do you know **what we should do**?	I know **what we should do**.
Why is it doing that?	Do you have any idea **why it's doing that**?	I have no idea **why it's doing that**.
Is the battery charged?	Do you know **if* the battery is** charged?	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.**

1. Are there any useful new apps for students? *Do you know . . .*
   Do you know if there are any useful new apps for students?
2. What are the most popular sites for streaming movies? *I wonder . . .*
3. Which song did you last download? *Can you remember . . .*
4. Where can I get some cool accessories for a tablet? *Do you know . . .*
5. What's the most popular smartphone? *Do you know . . .*
6. How do you design your own website? *Do you have any idea . . .*
7. Will the price of tablets come down? *I wonder . . .*
8. 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.**

1. Do you know when the public first used the World Wide Web? _____
2. Can you find out what the first webcam filmed? _____
3. Do you know what the most popular online activities are? _____
4. Can you guess how many new blogs people add to the Internet each day? _____
5. Do you know what the first email spam advertised? _____
6. 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

How things work

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?"

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	*hook it up*	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 . . .**

Vocabulary notebook p. 94

- 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.

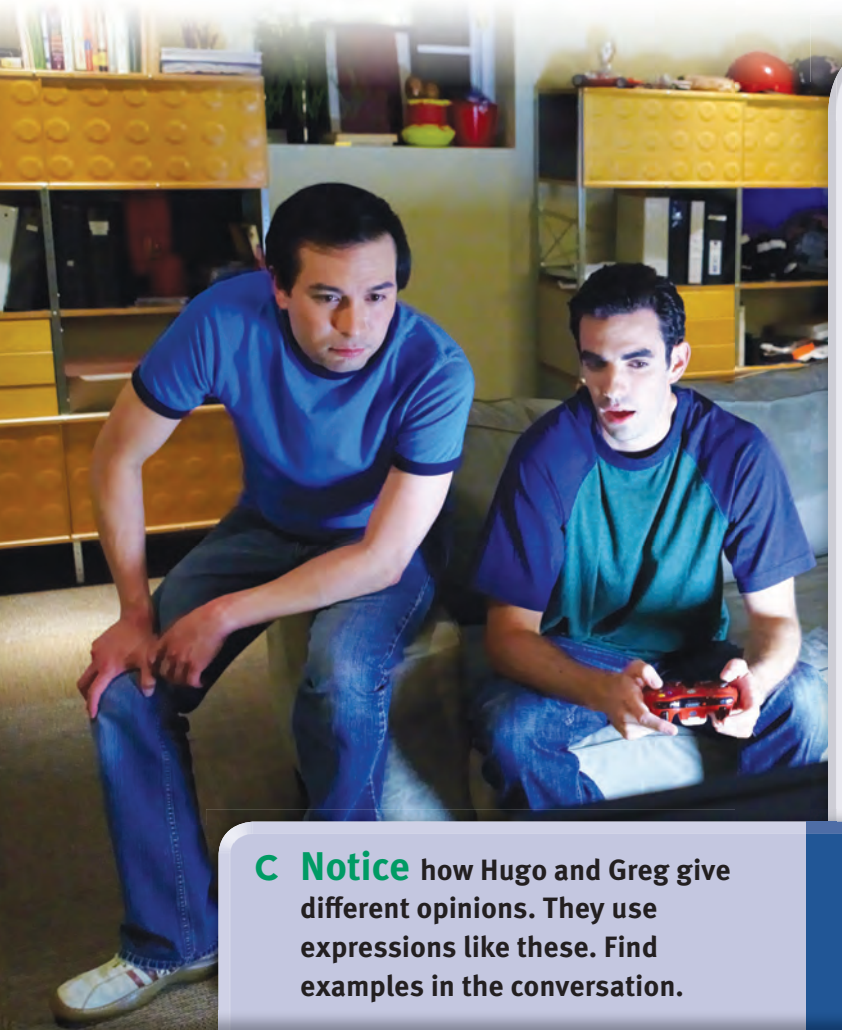
A ***Well, I turn my computer on every morning.***
B ***Really? I leave it on all night.***

On the other hand, . . .

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 . . . ?

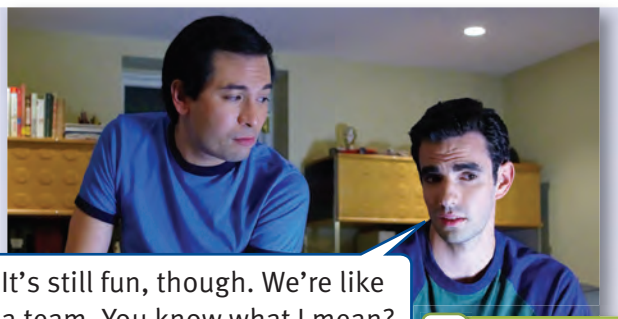
D Pair work Respond to each comment by giving a different opinion. Then practice with a partner. Can you continue the conversations?

1. A Playing all those online games is a waste of time.
   B Maybe. On the other hand, _____ .
2. 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 _____ ?
3. 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.
4. A I hardly ever turn my cell phone off — even at night. I hate missing calls.
   B I know what you mean, but _____ .

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?



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.**

1. 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?
2. 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?
3. 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?
4. 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?**

1. Do you know what to do when a computer freezes up?
2. What's one of the nice things about using technology?
3. How can technology help you be flexible?
4. Does it bother you if a friend you're with is always texting someone else?
5. 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.**

1. _____
2. _____
3. _____

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.***

Lesson D Identity theft

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[1]. 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

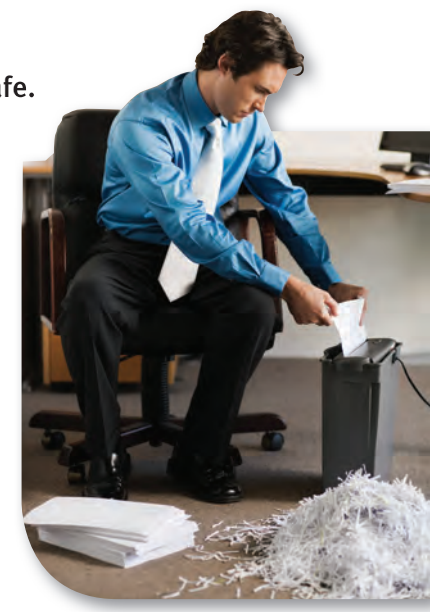
C **Are these sentences true or false according to the article? Write *T* or *F*.**

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

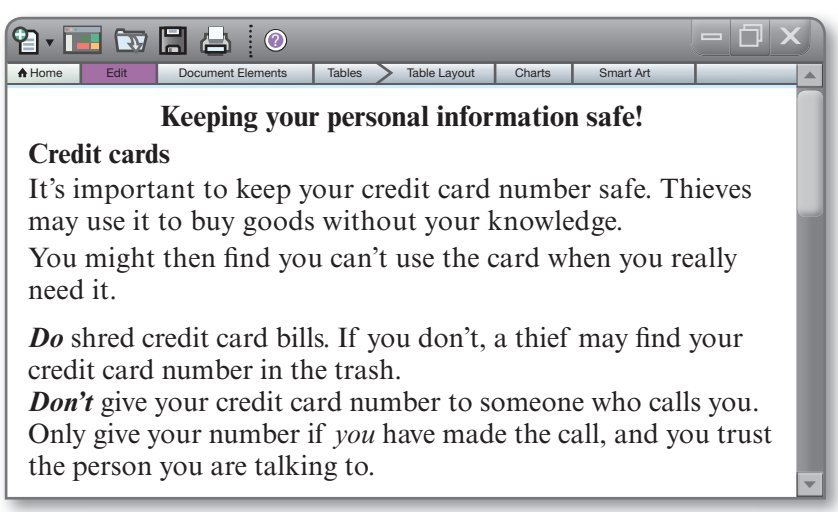


About you **A** **Group work** **Brainstorm ideas on how to keep your personal information safe. Discuss the questions and take notes.**

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.**



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?**

Free talk p. 134

Vocabulary notebook

On and off

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
2. light(s)
3. music
4. phone
5. computer
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 *I'll turn it down.*
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 _____
   B Sure. What time should I **pick** you **up**?
2. A _____
   B It's a nice color. Why don't you **try** it **on**?
3. A _____
   B **Take** it **back** to the store.
4. A _____
   B Can I **call** you **back** tonight? I'm late.
5. A _____
   B OK. I'd better **take** it **out** right now.
6. A _____
   B I'll show you how to **put** it **together**.

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 . . .

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