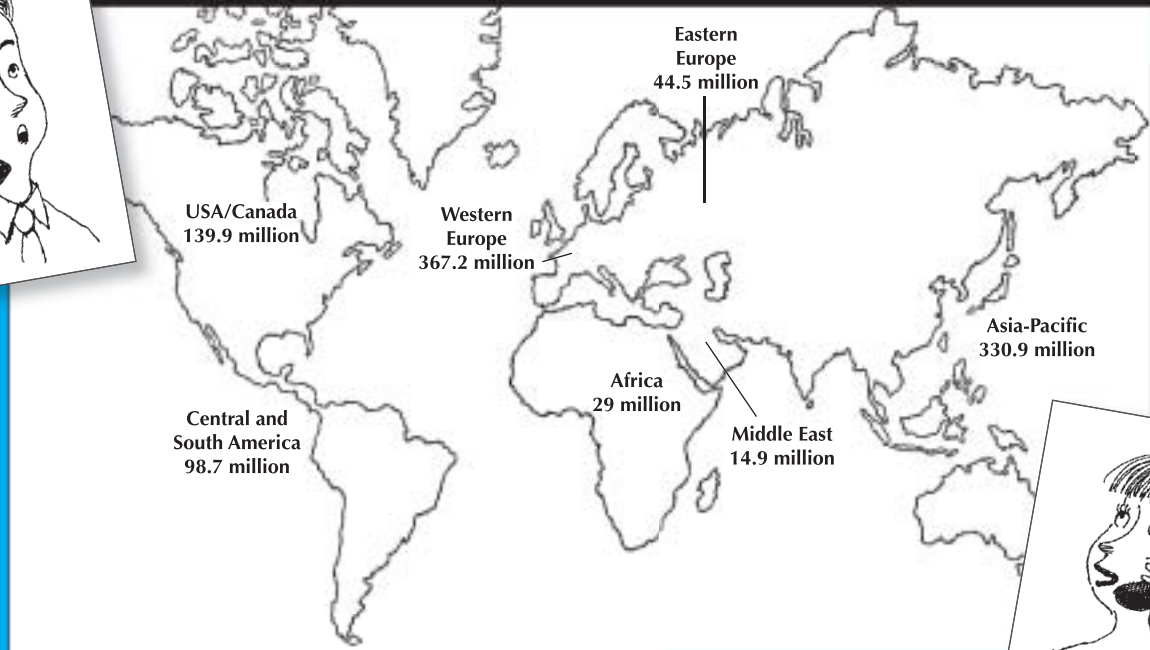


"Celletiquette"

Cell Phone Usage Worldwide in 2001:
Over 1 Billion Users



Source: EMC World Cellular Database

1 Focus on the Topic

A PREDICTING

Look at the map, and discuss these questions with the class.

1. Which part of the world has the most cell phone users?
2. Are you surprised by these numbers? Why or why not?
3. Read the title of the unit. What do you think it means?

2 Focus on Listening

A LISTENING ONE: *Everyone Has an Opinion*



Listen to the beginning of "Terry Talks to the Town." Then read each question and circle the correct answer.

1. What are you listening to?
 - a. a TV talk show
 - b. a radio call in show
 - c. an interview

2. What is the topic of the show?
 - a. Do you have a cell phone?
 - b. What do you think about cell phones?
 - c. Do you have a problem with your cell phone?

3. What do you think people will say? (*Write three ideas.*)

LISTENING FOR MAIN IDEAS



Listen to the people calling the "Terry Talks to the Town" show to give their opinions on the subject of cell phones. Are these callers **pro** (for) or **con** (against) cell phones? Circle the correct word.

Caller	Opinion
1	pro con
2	pro con
3	pro con
4	pro con
5	pro con

4 Focus on Speaking

A PRONUNCIATION: Unstressed *to*

When we use *to* in sentences, we do not stress it. Before words beginning with consonants, we often pronounce it like a strong "t."



Listen to the way to sounds:

I hate to leave.
And I'd love to stay.
But I have to go.



1 *Listen to the way to sounds in this chant. Repeat the lines. Then practice the chant with a partner.*

I'm going to call you on my cell phone
to see what you want to do
to make a plan
for later on
to meet and visit with you
we can meet to go to the store
or meet to see a movie
or meet to hang out and talk
and just spend a nice day together!



2 *Work in pairs. Student A uses a cell phone all the time. Student B thinks most cell phone users are rude. Listen to each pair of statements. Which statement would Student A make? Which statement would Student B make? Check (✓) **Student A** or **Student B**. Then read these statements out loud.*

	Student A	Student B
1. a. I have a right to use my cell phone.	<input type="checkbox"/>	<input type="checkbox"/>
b. I have the right to watch the movie in peace.	<input type="checkbox"/>	<input type="checkbox"/>
2. a. I hate to listen to your private conversations.	<input type="checkbox"/>	<input type="checkbox"/>
b. I hate to use pay phones. They are too expensive.	<input type="checkbox"/>	<input type="checkbox"/>
3. a. I like to talk to my friends on the phone all day.	<input type="checkbox"/>	<input type="checkbox"/>
b. I like to talk to my friends in a restaurant.	<input type="checkbox"/>	<input type="checkbox"/>
4. a. I like to drive and talk on the phone; it saves time.	<input type="checkbox"/>	<input type="checkbox"/>
b. I like to feel safe when I drive. I like to know all drivers are watching the road!	<input type="checkbox"/>	<input type="checkbox"/>

UNIT SUMMARY

This unit is about cell phone use and abuse. Listening One is a call-in radio show where listeners call to tell the host what they like about cell phones and some of the problems they have with cell phones. Listening Two is the follow-up radio show where the hosts talks about some suggested solutions to rude cell phone behavior.

The companion unit of *NorthStar: Reading and Writing* deals with e-mail use and some of the problems associated with it.

1 Focus on the Topic, PAGE 69

☆☆☆ A PREDICTING

Suggested Time: 10 minutes ⌚

Focus

To get students thinking about cell phone use and who uses cell phones the most.

Setup

After students read the title and study the map, have them think about the questions before discussing them as a class. As students answer the questions, write their answers on the board to encourage broad participation.

Expansion/Homework

(1) Have students work in pairs or share their answers in small groups, then report their ideas to the class. **(2)** You may want to ask students about their own cell phone use. When did it start? Why?

Link to *NorthStar: Reading and Writing*

If students are using the companion text, you may want to have them look at the illustration in Section 1C of that text. Discuss the differences between total number of e-mail users and cell phone users worldwide. *Which technology is cheaper? Easier to gain access to? More useful? More reliable?*

☆☆ B SHARING INFORMATION

Suggested Time: 20 minutes ⌚

Focus

To discover students' interest in and experience with cell phones.

Setup

Divide the students into groups of four. Ask students to fill in the names of group members in the chart and write in answers during the discussion. Have one student summarize the group discussion for the class. Discuss the questions as a class, answering the questions listed in Exercise 3.

Expansion/Homework

Have students write answers for themselves, then report to the group. One student per group can report to the class, tallying answers on the board. Lead a discussion about the class data.

★★★C PREPARING TO LISTEN

BACKGROUND

Suggested Time: 15 minutes ⌚

Focus

To get students thinking about why people use cell phones, and where using cell phones might be a problem.

Setup

Have students read the graphs and think about their answers to the questions. Then have students discuss their answers with a partner. Answer vocabulary questions (*banned* means "not allowed"). Discuss the questions as a class.

Expansion/Homework

(1) This can also be done for homework, followed by a class discussion.

(2) In small groups, have students discuss their own answers to these questions: *How necessary do you feel cell phones are in your life? Do you think cell phones should be banned in certain places? If so, where?*

VOCABULARY FOR COMPREHENSION

Suggested Time: 15 minutes ⌚

Focus

To introduce vocabulary and concepts related to cell phone use in preparation for the listening.

Setup

Have students work individually to read the statements and circle the correct definition. Then pairs of students (of different fluency levels) can share their answers. Discuss as a class and go over pronunciation.

Expansion/Homework

(1) Assign as homework. Elicit answers and comments in class. (2) After students have completed the exercise, you may want to have them work in pairs to learn the vocabulary. One student can ask what a specific word from the statements means; his or her partner provides the definition.

Link to NorthStar: Reading and Writing

If students are also using the companion text, you may want to provide them with a list of the vocabulary items from Section 1C from both texts. Ask them to look at the words from both texts and write down all the words that could be used to describe someone (adjectives) in one column and all the words that can be used to talk about what someone does (verbs) in another column.