



# WHERE'S MY PHONE?



Scan to review worksheet

Expemo code:

149M-P3AC-79KJ



## 1

### Warm up

Answer these questions about how you use your cell phone.

**1. Where do you keep your phone?**

- I always have it with me.
- I usually have it with me.
- I rarely have it with me.

**2. Do you check your phone when you're at a restaurant with a friend?**

- Yes, always.
- Sometimes.
- No, never.

**3. Do you check your phone for work messages when you're on vacation?**

- Yes, always.
- Sometimes.
- No, never.

**4. Do you avoid separation from your phone by taking it into the bath or shower?**

- Yes, always.
- Sometimes.
- No, never.

**5. How do you feel when you can't use your phone because your battery is low or there is no signal?**

- Very worried.
- A bit worried.
- Not worried.

Do you think that you control your phone or that your phone controls you?



## 2

## Listening



Listen to this interview with a psychologist and decide if these sentences are true or false.

1. Nomophobia is when people are afraid to use their cell phone.
2. Over 50% of adults have this problem.
3. If you have this problem, you don't like to check your phone very often.
4. This problem can be dangerous to other people.
5. If you have this problem, you should talk to your family or friends so they can help you.
6. Everyone should make some rules about when and where they use or don't use their phones.

Work in A/B pairs. Listen again and choose the correct underlined word to complete each sentence in your exercise. Then share the answers with your partner.

## Student A

1. Well, it's a long word, but I'm sure you're all worried / familiar with this problem.
2. ... we're seeing a big increase / percent in the number of people who have a serious problem.
3. People with this problem avoid away / separation from their phone at all times.
4. People with this condition are often afraid / worried of losing contact with the world.
5. I decided to find out more about the reasons why / for the increase in nomophobia.
6. ...if you feel that your phone is controlling you and you're familiar / tired of this situation, then you should make an appointment...

## Student B

1. It means the fear / afraid of losing, or being without, your cell phone.
2. Someone is nomophobic if they are very, very worried about / for being without their phone.  
\_\_\_\_\_
3. But with nomophobia, there is a strong physical need / necessary for your phone.
4. And why are you interested about / in nomophobia?
5. I hope to find a solution / reason to this problem.
6. We have to be responsible / worried for how we use this technology.



### 3 Language point

We often use sentences with these patterns:

**adjective + preposition:** And why are you **interested in** nomophobia?

**noun + preposition:** We're seeing a big **increase in** the number of people who have a serious problem.

Prepositions are always followed by nouns:

Well, it's a long word, but I'm sure you're all **familiar with this problem**.

What are the nouns in the two sentences above?

A gerund (*verb + -ing*) is a type of noun.

It means the **fear of losing, or being without**, your cell phone.

Complete the middle column of the table with the correct preposition. Use the listening exercise or the transcript to help.

adjective	preposition	noun
worried	1	
responsible	2	need / reasons
	3	separation
interested	in	increase
afraid / tired	4	fear
	5	solution
familiar	6	contact

Are there any words in the table that are new for you?

Work in pairs to test your partner, like this:

A: Interested...

B: Of?

A: No, try again.

B: In, interested in.

A: Correct!



## 4

**Practice**

On Dr. Appleby's website, there is some more information about nomophobia. Read the text and add eleven missing prepositions in the correct places, as in the example:

Example: Are you worried about nomophobia?

Nomophobia means the fear losing, or not being able to use, your cell phone. Our research is showing a big increase the number of people who are worried about separation their phones. Are you familiar this problem? Are you nomophobic? If you are, and you're tired it, you can be part of our research into the reasons your feelings. There is a need more people to take part in research. We will help you to find a solution this problem and be more responsible using your phone. If you're interested our work, please leave your e-mail address and we will be in contact you shortly.

## 5

**Speaking**

Complete the sentences so they are true for you. Remember that prepositions are followed by nouns, including gerunds (*verb + -ing*).

Are you the same as me?

- I'm afraid of ...
- It's important to stay in contact with ...
- I'm not very familiar with ...
- In my country, we're seeing a big increase in ...
- I'm very interested in ...
- Children have a strong need for ...
- In my family, I am responsible for ...
- Separation from my phone makes me feel ...
- We need to find a solution to this problem ...
- I'm tired of ...
- I'm worried about ...

Work in pairs or small groups to compare your answers. Are any of your ideas the same? Get ready to tell the teacher/class about how your pair or group is the same or different.



## 6

**Extra practice/homework**

Read these sentences about phobias and add a missing word in the gap.

1. Optophobia is the \_\_\_\_\_<sup>1</sup> of opening your eyes; people with this condition keep their eyes closed!
2. If you have heliphobia, you're \_\_\_\_\_<sup>2</sup> of sunlight.
3. Geliphobics are very \_\_\_\_\_<sup>3</sup> about people laughing near them.
4. You're probably not \_\_\_\_\_<sup>4</sup> with any of these phobias because they are not common.
5. Some people say that we are seeing a big \_\_\_\_\_<sup>5</sup> in the number of people with phobias.
6. A lot of psychologists are \_\_\_\_\_<sup>6</sup> in finding out how phobias develop.
7. There are many \_\_\_\_\_<sup>7</sup> for developing phobias.
8. A difficult experience in the past may be \_\_\_\_\_<sup>8</sup> for some people's problems.
9. However, the \_\_\_\_\_<sup>9</sup> to most of these problems begins with asking for help.
10. There is a great \_\_\_\_\_<sup>10</sup> for more research about phobias so more people can get help.



## 7

## Optional extension

If you want to learn and remember a language point, it can be helpful to record information as a picture or diagram. A table, like the one used in the Language point in this lesson, is one type of useful diagram. You can also make a diagram like this one:



Making a diagram like this helps you learn the information. You should also look at the diagram regularly to help you remember the language point. You can add more information to the diagram if you notice a new item when you're reading or listening to something in English. Some people also like to include colors, pictures, example sentences, pronunciation, or translation to help them remember.

Make another diagram like this for the *adjective + preposition* patterns from this lesson. Use different colors for each circle to help you remember the information. Put the diagram on the wall of your bedroom so you can see it every day.



# Transcripts

## 2. Listening

- Host:** We all love our cell phones, but are they making us unhealthy? Here to discuss this issue today is Dr. Flora Appleby, a psychologist and the author of a new book, Nomophobia. Dr. Appleby, why don't you start by explaining the title of your book. What does nomophobia mean?
- Dr. Appleby:** Well, it's a long word, but I'm sure you're all **familiar with** this problem. It means the **fear of losing**, or being without, your cell phone.
- Host:** And is it a very common problem?
- Dr. Appleby:** Yes, it is. More than half of all adults are affected, and we're seeing a big **increase in** the number of people who have a serious problem.
- Host:** How do we know if someone is nomophobic?
- Dr. Appleby:** Someone is nomophobic if they are very, very **worried about** being without their phone. People with this problem avoid **separation from** their phone at all times. They check their phone every few minutes and even take it into the bath or shower
- Host:** Well, that describes me! Do I have nomophobia?
- Dr. Appleby:** Maybe. But with nomophobia, there is a strong physical **need for** your phone. People with this condition are often **afraid of losing contact with** the world.
- Host:** And why are you **interested in** nomophobia?
- Dr. Appleby:** I'm interested because some people with this problem behave very dangerously. If people read or send text messages while they're driving, they'll probably have a serious car accident. I decided to find out more about the **reasons for** the increase in nomophobia. I hope to find a **solution to** this problem.
- Host:** What should people do if they think they have nomophobia?
- Dr. Appleby:** Well, if you feel that your phone is controlling you, and you're **tired of** this situation, then you should make an appointment to talk to a doctor or psychologist. And all of us should use our phones more carefully.
- Host:** How can we do that?
- Dr. Appleby:** We need to make some rules about times and places where we don't use our phones, or even turn them on. For example, we shouldn't check our work messages in the evening or when we're on vacation. We have to be **responsible for** how we use this technology.
- Host:** That's great advice. I know I need to change how I use my phone. Thanks, Dr. Appleby.



# Key

## 1. Warm up

5 mins.

Go over the instructions with the class and elicit/explain the meaning of *avoid* - this was introduced in an earlier lesson in the course plan. Give students a minute, working alone, to choose their answers. Elicit a range of responses from different students and then pose the follow-up question (elicit/explain the meaning of *control* if you need to: rule someone's behavior). Ask students to justify their answers by referring to their answers to the questions in this activity.

## 2. Listening

10 mins.

Explain the context and go over the instructions for the first listening activity. Give students a minute to look through the sentences first so they know what they're listening for. Play the recording and then check answers. For the second listening activity, students will complete a listening discrimination task. They will work in A or B roles and then share answers. Give students a minute to work in pairs (A+A or B+B) to recall the missing word from their exercise. Then play the recording again for them to check. Students share answers in A + B pairs and then check answers with the whole class. The grammar and vocabulary from the listening will be explored in the Language point.

1. F - they are afraid of losing their phone.
2. T - more than half of all adults are affected.
3. F - you check it every few minutes.
4. T - it can cause car accidents.
5. F - talk to a doctor or a psychologist.
6. T - We need to make some rules about times and places where we don't use our phones.

Student A:

- |             |             |               |
|-------------|-------------|---------------|
| 1. familiar | 2. increase | 3. separation |
| 4. afraid   | 5. for      | 6. tired      |

Student B:

- |         |             |                |
|---------|-------------|----------------|
| 1. fear | 2. about    | 3. need        |
| 4. in   | 5. solution | 6. responsible |

## 3. Language point

10 mins.

Go over the examples and questions with the group and then ask them to complete the table with the prepositions. There may be some unfamiliar words here, so allow a few minutes for students to investigate these items. You can encourage guessing the meaning from context, provide further examples or explanations yourself, or allow the use of dictionaries. Then get students to work in pairs to test each other on the items, as in the example. This is an example of a language point where students simply need to memorize the correct combinations.

What are the nouns in the two sentences above?

-nomophobia and the number (of people)





1. about
2. for
3. from
4. of
5. to
6. with

#### 4. Practice

10 mins.

Go over the instructions and the example with the class. Elicit that students need to look out for adjectives and nouns from the table in the Language point and then recall the correct preposition that follows each one. They should first work alone and from memory and then check answers in pairs, using the table to help. Finally, check answers with the whole class.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

Answers:

Nomophobia means the fear **of** losing, or not being able to use, your cell phone. Our research is showing a big increase **in** the number of people who are worried about separation **from** their phones. Are you familiar **with** this problem? Are you nomophobic? If you are, and you're tired **of** it, you can be part of our research into the reasons **for** your feelings. There is a need **for** more people to take part in research. We will help you to find a solution **to** this problem and be more responsible **for** using your phone. If you're interested **in** our work, please leave your e-mail address and we will be in contact **with** you shortly.

#### 5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity. Make sure students understand the aim of the activity is to practice and repeat adjective/noun + preposition patterns and that they will have to use their imagination.

Go over the instructions and do the first one as an example with the class, eliciting a couple of correct ways to complete the sentence. Then ask students to complete the other sentences by themselves – monitor and check that they are doing this correctly. Students often forget that prepositions are followed by nouns or gerunds. You might want to set a time limit and ask students to complete at least 7 of the sentences, so if they get stuck on a couple of them, they can just skip those.

Set up pairs, or even groups of 3 or 4, and give students a few minutes to compare their sentences. They should read the full sentences out loud to each other rather than just showing each other the paper. Monitor and support as necessary. Then round off the activity by asking a few students to make sentences about similarities and differences within the group. You could also offer error correction, including pronunciation.

#### 6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.



- |               |            |                |             |             |
|---------------|------------|----------------|-------------|-------------|
| 1. fear       | 2. afraid  | 3. worried     | 4. familiar | 5. increase |
| 6. interested | 7. reasons | 8. responsible | 9. solution | 10. need    |

## 7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students are introduced to an effective and simple study strategy. Diagrams are particularly helpful for information that must be memorized. Encourage the use of color to make this technique even more effective.