
YOUNG TECHNOLOGY

Type of module	Internet
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Level	B1
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Target group	16-19 year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Internet
DESCRIPTION OF MODULE	In this module learners will be introduced to some typical national stereotypes and other prejudices and they will be made to think about the truth factor and the harmfulness of these stereotypes.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to expand Ls' knowledge about the world of technology; ■ to sensitize Ls to their parents' and grandparents' attitude towards new technology; ■ to teach Ls how to search the web in an effective way; ■ to understand how collocations work; ■ to learn how to use the Internet in learning English; ■ to practise the reading and listening comprehension task types of the final exam; ■ to practise speaking using visuals for the final exam; ■ to practise a situation/debate for the final exam
TIMEFRAME	3 lessons
TARGET GROUP	16-19 years-old learners
LANGUAGE LEVEL	B1
SUGGESTED LANGUAGE COMPETENCE	<p>Learners can</p> <ul style="list-style-type: none"> ■ talk about how simple devices work; ■ work in pairs with different partners; ■ brainstorm ideas to prepare for a longer speaking task; ■ use a computer and the Internet for simple tasks; ■ empathise with other people's viewpoints.
LINKS OF THE MODULE	
Cross-curricular links	Computer Technology, History
Links with other modules	Act! (Age: 16-19 years)
Links with school-leaving exam	<p>Topic areas: Technology, Society, Family</p> <p>Tasks: Reading and listening activities, Role play / Debate</p>

FOCI OF SKILLS- DEVELOPMENT

Communicative language skills

- debating or discussing how different generations perceive technology;
- talking about problems connected to technology;
- exchanging factual information and opinions;
- speaking using visuals

General, educational skills

- examining various aspects of the same topic;
- empathising with older generations;
- using the Internet as a study tool

EVALUATION

Since this module contains a series of mock-exam tasks for the final exam, you might want to give exam-related feedback to these activities. In reading and listening tasks, you might simply ask everyone about their score and inform them about the grading of the final exam. With spoken tasks, you can ask Ls to act as examiners in any pair work and give feedback to their partner about how well they have accomplished the task.

SUGGESTIONS

This module focuses very much on preparing Ls for the final exam. Most of the worksheets have been designed to resemble the actual exam tasks both in form and in content. Therefore, they contain quite detailed instructions to each task. For this reason, you'll often find "give out the worksheet and tell Ls to read its instructions". This might look unfriendly at first but Ls have to get used to understanding the task from written prompts, as that is what they will have to do at the exam.

BACK UP SYSTEMS

If you want to read more on searching techniques, go to:

<http://lib.nmsu.edu/instruction/handouts/searchtechniques.PDF>

There's an educational programme running in Hungary to teach grandparents to use the computer: nagyi.bmknet.hu

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Speaking about technological devices Establishing a rank-order among items Reading for detail	Placing important technological inventions on a timeline Finding the most important devices Reading a call centre conversation Discussing problems technology might cause	Names of technological devices Expressions to describe when things go wrong in technology Conducting a conversation with a call centre operator	1.2 Cards, 1.2 Worksheet, 1.3 Worksheet, 1.4 Worksheet
2	Reading about searching tips Evaluating information from the Internet Sharing a computer with a partner	Searching the Internet to find answers to specific questions Reading about effective searching strategies Using the Internet to check the correct form of collocations	Language of the Internet The importance of word classes in a gapped text Collocations	Computers with Internet access, Ls' quiz questions, 2.3 Interactive Worksheet (11_12_youngtech_23.htm), 2.4 Interactive Worksheet (11_12_youngtech_24.htm)
3	Speaking using visuals Empathising with elderly people Adopting a model in a role-play	Speaking about generation gap and technology Listening to an elderly lady trying to master using the computer Having a debate/role-play on the importance of teaching young technology to old people	Parts of and things to do with the computer Spoken English Arguing for your point	3.1 Cards, 3.2 Worksheet, 3.3 Worksheet, Tape Recorder, 3.3 Recording, 3.4 Role cards or 3.4 Debate cards, 3.5 Self-assessment sheet

PROCEDURE

LESSON 1: TECHNOLOGY – A BLESSING OR A CURSE?

Aims of the lesson:

- to activate and expand Ls' vocabulary about technology and science
- to make Ls aware of both the significance of and the possible problems with technology
- to sensitize Ls to their parents' and grandparents' attitude towards new technology

Materials and resources:

- 1.2 Cards, 1.2 Worksheet, 1.3 Worksheet, 1.4 Worksheet

STAGE 1	Warmer – How does technology help you?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Collecting words connected to a topic
ORGANISATION	Pair work Whole class
AIDS AND MATERIALS	None

TEACHER'S ACTIVITIES

Tell Ls to think about technological devices that play an important role in their everyday life and with their partners make a list or a mind map of them.

Circulate and help with vocabulary where necessary, putting new words on the board.

After a couple of minutes, have a quick frontal feedback so that everyone has enough ideas.

LEARNERS' ACTIVITIES

Ls, in pairs, brainstorm technological devices they use on a regular basis.

Ls might come up with: mobile phone, computer, Internet, mp3-player, all sorts of household appliances (fridge, mixer, washing machine etc.), car, aeroplane, radio, TV etc.

STAGE 2	Technology and time
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Putting invention in chronological order Speaking using visual prompts
ORGANISATION	Group work
AIDS AND MATERIALS	1.2 Cards, 1.2 Worksheet

TEACHER'S ACTIVITIES

1. Tell Ls that for three lessons, you're going to look at the various ways technology affects our life and the reactions and attitude of different generations towards technology. To start with, tell them you'd like them to give you a historical perspective on the topic. Put Ls into groups, A, B, C and D. Give the 1.2 Cards A to group A, 1.2 Cards B to group B etc. Tell the groups to arrange themselves in a line according to when their device was invented. Circulate and help with vocabulary where necessary.
2. Give out 1.2 Worksheet. Ask the groups to introduce themselves: everyone should name the device they stand for and the other Ls should try and place it on their timeline. Tell Ls that they can challenge another group's decision if they think the order is different.

Check answers as a class.

Entertainment:

camera 1837
TV 1927
mobile phone 1973
iPod 2001

Household appliances:

dishwasher 1886
vacuum cleaner 1901
modern domestic sewing machine 1932
automatic coffee-pot 1952

LEARNERS' ACTIVITIES

1. Ls give the English name for the device on their card and set up a chronological order.
2. Ls place the items on their own timelines. If they find it very uncomfortable to take notes about the other groups while standing up, they might sit down and stand up again when it's their turn.

Transportation:

modern automobile 1887
 airplane 1901
 chairlift 1936
 magnetic levitation train 1979

Health and fitness:

deodorants 1888
 contact lens 1948
 exercise bike 1968
 epilator 1986

3. Now tell Ls to look at the questions at the bottom of the page and discuss them in their groups. Call their attention to the evaluation criteria in brackets: these come from the assessment guide to the school leaving exam. Pool their ideas together at the end and ask them which criterion they found most difficult to meet.

3. Ls discuss their parents' and grandparents' attitude to modern technology, keeping in mind the school leaving exam assessment criteria.

STAGE 3	Pyramid discussions – Gadgets we couldn't live without
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Putting items in order of importance Giving reasons for your choice Agreeing and disagreeing with a partner
ORGANISATION	Individual Pair work Group work
AIDS AND MATERIALS	1.3 Worksheet

TEACHER'S ACTIVITIES

1. Tell Ls to think about whether they really need all the technological devices surrounding them and what would happen if they had to live without some of them.

Give out the 1.3 Worksheet and tell Ls to follow its instructions.

This task, as a number of others in the module, is modelled on the tasks of the final oral exam in English. You might want to tell this to your Ls to increase their motivation and to make them take the task more seriously. Alternatively, you might want to keep this information for yourself if you feel they may be stressed by being in an exam-like situation.

2. After one or two minutes, put Ls into pairs and ask them what their task now will be. Having read the instructions, they should be able to tell you that they have to produce a joint list, one that both of them can accept.

3. Put two pairs together to create groups of four and tell Ls to make yet another list that represents a compromise between the two pairs.

Finally, compare the lists with the class. You may want to come to an agreement on the five most important devices in the class.

LEARNERS' ACTIVITIES

1. Ls, individually, make a list of the five most important technical devices that they use regularly.

2. As Ls try to persuade each other, they should use the discussion prompts to support their choice.

STAGE 4 A reading task from the exam – When does technology cause problems?

TIME 13 mins

SKILLS AND COMPETENCIES IN FOCUS Reading for specific information
Understanding the structure of the text
Ordering various parts of a conversation

ORGANISATION Whole class
Individual work

AIDS AND MATERIALS 1.4 Worksheet

TEACHER'S ACTIVITIES

1. Ask Ls to think of problems that can come up when using technological devices and make a quick list of these problems

Some problems that might come up:

the tape **gets stuck** in the tape recorder during an English lesson

you can't **switch on** your mobile phone

your camera **needs recharging**

your computer is **infected** by a virus

the car won't start because the **battery is low**

your DVD-player **doesn't recognize** the disc

you switch on a light and the **fuse goes**

2. Ask Ls what they do if they encounter such a technical problem. Guide them towards call centres, though they are probably going to come up with it anyway.

Tell them they're going to read about a funny call centre story: give out the 1.4 Worksheet and tell Ls to follow its instructions.

KEY:

1 – e

2 – g

3 – d

4 – h

5 – f

6 – b

7 – c

Check answers and ask Ls if they know any other similar stories (they probably receive one every week by e-mail).

LEARNERS' ACTIVITIES

1. Ls brainstorm on things that can go wrong about technology.

2. Ls put the questions of the call centre operator to the correct place in the conversation with a customer.

STAGE 5 Setting homework

TIME 5 mins

**SKILLS AND
COMPETENCIES IN FOCUS** Writing questions about technology
Writing tips about searching on the Internet

ORGANISATION Whole class

AIDS AND MATERIALS None

TEACHER'S ACTIVITIES

1. The first homework is to prepare 4 quiz questions connected to technology that the others in the group probably cannot answer based on their general knowledge. Tell Ls to write the questions on a separate piece of paper without the answers and to write down the answers in their exercise-book.
2. Tell Ls that your next lesson will be in the computer room and one of the main topics will be searching the Internet, so ask them to brainstorm some good tips or techniques for searching and write these down as their next item of homework. Make sure they know where the computer room is and ask them to arrive for the class in the computer room a couple of minutes earlier.

LEARNERS' ACTIVITIES

1. Ls might use any sources for this homework, but encourage the use of the Internet as the greatest storing room of knowledge.

LESSON 2: INTERNET AND TECHNOLOGY

Aims of the lesson:

- to learn more about modern technology
- to teach Ls how to search in an effective way
- to understand how collocations work
- to learn how to use the Internet in learning English

Materials and resources:

- Computers with Internet access, Ls' quiz questions, 2.3 Interactive Worksheet (11_12_youngtech_23.htm),
- 2.4 Interactive Worksheet (11_12_youngtech_24.htm)

Before the lesson: Go into the computer classroom and switch on all the computers. Since you have asked Ls to come a few minutes before the bell goes, you will probably have some Ls around: ask them to log in to all the computers in the room (use the public log-in name and password that your school has; if you don't know what it is, ask the school's computer technician). Copy and paste the two interactive worksheets (11_12_youngtech_23.htm and 11_12_youngtech_24.htm) from the CD into a folder that Ls have access to, or perhaps upload them to free domain.l

STAGE 1	Warmer – Searching for search engines
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Searching on the Internet
ORGANISATION	Pair work
AIDS AND MATERIALS	Computers with Internet access

TEACHER'S ACTIVITIES

Ask Ls to sit down at the computers and launch the web browser. It is easier for you and the Ls if everyone uses the same browser, so if there are more installed on the computer, tell Ls which one to use. (The most popular browsers are Internet Explorer, Mozilla (Firefox), Opera and Netscape. Naturally we recommend that you use one that you know well.)

Tell Ls that at this lesson you're going to focus on searching on the net, and ask them which engine they typically use. Agree to use Google on this lesson (www.google.com usually takes you to www.google.hu, so www.google.co.uk is probably a better choice for your purposes).

LEARNERS' ACTIVITIES

Ls all start the same browser and find the Google webpage.

STAGE 2 Searching for specific information – Technology quiz**TIME** 14 mins**SKILLS AND COMPETENCIES IN FOCUS** Searching the net for specific information
Reading for detail: finding the answer to a question in a text**ORGANISATION** Pair work**AIDS AND MATERIALS** Ls' quiz questions**TEACHER'S ACTIVITIES**

1. Ask Ls to take out the quiz questions they have written as homework. Tell them to show them to their partner at the computer who should check it for language mistakes. When they have read each other's questions, ask them to pass on both sheets (with the 8 questions) to the pair on their left.
2. Tell Ls that now they have 8 minutes to find the answers to their 8 questions and copy these into a Word document. (You might want to explain how this works: You highlight the given text by pressing the left button of the mouse at the beginning of the text and letting it go only at the end. Then you right-click anywhere within the highlighted text and, with the left button, choose "Copy" (Másolás). Then you open a Word document and right-click on it, and finally you select the option "Insert" (Beillesztés) with the left button.) Encourage Ls to use the tips they have collected as homework. Circulate and help any Ls who seem really lost about how to accomplish the task.
3. When the 8 minutes are over, give Ls three minutes to check if their answers were right. To do this, they should ask the Ls who wrote their questions about the correct answer. Finish the activity by asking which pair had the most correct answers.

LEARNERS' ACTIVITIES

1. Hopefully your Ls are comfortable with correcting each other's homework to improve it and will not criticize their pair for any possible mistakes. Intervene if they do.
2. Ls have definitely used search engines before, however, that does not mean they know how to search effectively. Identify which Ls seem experienced in searching and make sure you call on them in Stage 3.
3. Ls check their answers, recording how many correct answers they have come up with.

STAGE 3	Searching techniques
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for general information Deducing word-class from context Filling in gaps in a text about searching on the net
ORGANISATION	Whole class Individual work
AIDS AND MATERIALS	2.3 Interactive Worksheet (11_12_youngtech_23.htm on the CD, placed in a folder that Ls have access to)

TEACHER'S ACTIVITIES

1. Ask Ls what strategies they used when searching for the answers to the questions. Make notes of the techniques they mention on the board. (If there's no board in the computer room, just jot them down for later use in this lesson.)

2. Tell Ls to open the 2.3 Interactive Worksheet about searching techniques (11_12_youngtech_23) from the folder you pasted it into and to follow its instructions. Ls will have to tackle a similar task at the final exam – sometimes the missing words are given, but sometimes they have to be supplied by Ls. If you have never done this kind of activity before, give Ls some tips e.g. on how to guess the word class of the word or read the text through before starting to insert words into it.

3. Check answers as a class.

KEY:

- 1 – which
- 2 – about
- 3 – such
- 4 – idea
- 5 – only/just
- 6 – pay
- 7 – put
- 8 – more
- 9 – interested

LEARNERS' ACTIVITIES

1. Ls will probably be ready to share their tips, but make sure you ask Ls with the highest score and those you noticed were very proficient during the previous task.

2. Ls complete the task in five minutes.

3. –

10 – should

11 – time

Ask your Ls to summarise the five golden rules to you using their own words.

STAGE 4	Collocations – The net as the combination of a private English teacher and a dictionary
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing words that always go together Choosing the right word in a collocation Searching on the Internet
ORGANISATION	Pair work
AIDS AND MATERIALS	2.4 Interactive Worksheet (11_12_youngtech_24.htm on the CD, placed in a folder that Ls have access to) Classroom handouts

TEACHER'S ACTIVITIES

1. Ask Ls whether they ever use the Internet for their English studies and if yes, how. If they do not come up with the idea of checking if a given expression exists by typing it into a search engine in quotation marks, tell them about this. For example, if they only know the Hungarian name for the famous bridge in Venice, they might try “bridge of sighs” and “bridge of moans”, and see which one produces better results (434,000 as opposed to 9).
2. Tell Ls to open the interactive worksheet about collocations (11_12_youngtech_23) from the folder you pasted it into and check that Ls understand the task. Tell them to click on “Show all questions” button in the top right corner to see all the questions. Give them 10 minutes to choose the correct alternative for each question using the searching tips. (The only tricky case is (7), because “out of work” is going to produce a large number of results, but if Ls look at the context, they will realize that this expression is not appropriate here.)

LEARNERS' ACTIVITIES

1. Ls probably use online dictionaries and encyclopaedias, and even websites that give them advice about e.g. how to write a letter or an essay.
2. Ls have to type the collocations in “quotation marks” to get the appropriate results.

3. Check answers. First ask Ls to list the correct collocations, then move on to the problematic ones. In each case, ask Ls how they found what was wrong and how to correct it.

KEY:

- 1 – start using
- 2 – it is worth reading
- 3 – the smaller, the better
- 4 – out of fashion
- 5 – switch on
- 6 – needs recharging
- 7 – out of order
- 8 – shut down
- 9 – keep in mind
- 10 – get stuck
- 11 – “text me”/ “send an SMS to me”
- 12 – forward a message
- 13 – turn the volume down/put on
- 14 – do

3. Ls should be aware that it is important not to take for granted everything you read on the net – for example, if you type in “it is worth to read” something, you get 1260 results! Of course, most of these pages are written by non-native speakers whose English is not perfect. Whenever Ls use the Internet as a source, they should check it for language – a .com or .org site, or other international sites will probably contain loads of mistakes that they should try to find and eliminate.

STAGE 5	Setting homework: Technology through your grandparents’ eyes
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing about problems with modern technology
ORGANISATION, WORK FORM	Individual work
AIDS AND MATERIALS	2.4 Worksheet A or B

TEACHER’S ACTIVITIES

Ask Ls what the title of the book is where the collocations came from (Grandparents’ guide to their grandchildren’s gadgets). Tell them that before the book was written, the editors talked to grandparents about the kinds of problems they have with modern technology. As homework, Ls should try to collect some of the problems their own grandparents have with technological devices in daily use.

LEARNERS’ ACTIVITIES

As homework, Ls interview their grandparents (or people around them over 60) about the kinds of problems they face when trying to use modern technological devices.

This task makes Ls look at technology from their grandparents' perspective and understand that what is perfectly normal and easy for them can be incomprehensible and even frightening for people 50 years their senior. This attitude will be essential at Lesson 3, where Ls elaborate on this aspect of the generation gap.

LESSON 3: TECHNOLOGY AND OLD AGE

Aims of the lesson:

- to make Ls realize that most new gadgets simply satisfy old needs in a better way
- to practise speaking using visuals for the final exam
- to practise a situation/debate for the final exam

Materials and resources:

- 3.1 Cards, 3.2 Worksheet, 3.3 Worksheet, Tape Recorder, 3.3 Recording, 3.4 Role cards or 3.4 Debate cards,
- 3.5 Self-assessment sheet

STAGE 1	Warmer – New Age
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Describing the function of an object Matching objects that have the same function
ORGANISATION	Whole class mingle
AIDS AND MATERIALS	3.1 Cards

TEACHER'S ACTIVITIES

1. Give each L one of the 3.1 Cards and ask them to think about what the function of their object is. Then tell them to find their partner in the class: the person who has an object with the same function, one that is older or more modern than their own object.

KEY: The objects are in pairs in the materials file.

LEARNERS' ACTIVITIES

1. Ls leave their cards on the desk and try to find their partner by describing what their object is used for. At the end of the activity, they should sit down with this partner.

STAGE 2	Speaking using visuals
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking about a topic using visuals
ORGANISATION	Pair work
AIDS AND MATERIALS	3.2 Worksheet

TEACHER'S ACTIVITIES

1. Give out the 3.2 Worksheet and tell Ls to follow its instructions. Encourage Ls to use their homework in answering the questions. Give them 5 minutes first to brainstorm answers for the questions and tell them to take notes in the space provided after each question.
2. Arrange Ls in pairs and ask them to discuss the questions with their partner using their notes. Call Ls' attention to the school leaving exam assessment criteria on the worksheet.

LEARNERS' ACTIVITIES

1. Ls should learn how to speak using different kinds of visual prompts as this is one task at the oral component of the final exam. The worksheet they get has the same format as the ones they might meet at the exam: under the pictures, there are some questions to guide and help them.
2. This way Ls have to react to ideas different from the ones they have come up with, which prepare them for responding to the examiner's questions/ideas.

STAGE 3 Listening – This is how you do it, granny...

TIME 15 mins

SKILLS AND COMPETENCIES IN FOCUS
Listening to a conversation about computers
Listening for gist
Listening for detail – writing in missing words

ORGANISATION
Individual work
Pair work

AIDS AND MATERIALS 3.3 Worksheet, Tape Recorder, 3.3 Recording

TEACHER'S ACTIVITIES

1. Ask Ls if they have ever tried to explain to their grandparents how the computer works and how far they got. If you like, tell them about the “Kattints rá, Nagyí programme” (nagyí.bmknet.hu) and give them the link so that they can have a look at it at home. Then tell them they're going to listen to a teenager trying to explain to his grandmother the very basics of using a computer. Distribute the 3.3 Worksheet and tell Ls to follow its instructions.

Wait until Ls have read the instructions and TASK 1, then play the recording.

Transcript of the recording:

“OK, Granny, so let's start with the basics. This thing in front of you, the one that looks like a small TV, is called the screen. This is what shows you what you're doing at the moment.”

LEARNERS' ACTIVITIES

1. While listening to this conversation, Ls meet phrases that they will be able to use in the subsequent role-play.

“But it doesn’t show anything, it’s completely black.”

“That’s right, because we aren’t doing anything with the computer. First we’ll have to switch it on.”

“Oh gosh, is it that complicated?? How should I know where to switch it on?”

“Don’t worry, Gran, it’s really simple. This box under the table is the house of the computer, and all you have to do is find the biggest button and press it.”

“This one? Like this? Oh what’s that strange noise?”

“It’s the computer warming up. You’re doing really well, hats off!”

“I can’t read so fast! What is it trying to tell me?”

“You don’t have to read everything, just wait until you see the desktop.”

“What do you mean? I can see the desktop perfectly well. I’m resting my hands on it.”

“I mean the computer desktop, that’s the place where you can see all the programmes that your computer has.”

(30 seconds break for the second listening)

“Oh I see. This one with all the little pictures?”

“That’s right. We call the little pictures ‘icons’. If you want to start a programme, you must click on its icon.”

“Click? You mean with my hand like this? And the computer will hear that? That’s funny!” (sound of her clicking her fingers)

“Erm, no, not exactly, you have to click with the mouse.”

“Excuse me? You’re telling me that modern technology needs a mouse to operate a computer???”

“Come on, Gran, it’s not the animal mouse, it’s a device that you use to move around on the screen. See, this one here.”

“Oh, I see! And it’s called a ‘mouse’ because of the tail-like thingy that’s coming out of it?”

“Exactly. That’s a cable that connects it with the computer. Can you find the small arrow on the desktop?”

“You mean the one in the top right corner?”

“Yeah, that’s it. Now move the mouse gently and see what happens.”

“Wow, the arrow is moving!”

“Exactly, and it’s moving in the direction you’re moving the mouse in.”

“Mmm, I like that! Can I do anything else with it?”

(30 seconds break for the second listening)

“Of course you can! Like I said, you can start programmes by clicking on their icon. A ‘click’ is when you press a button on the mouse. First, move the mouse to a place where there are no icons and press the right button once.”

“O-kay... This way?”

“Yeah, that’s fine, but you don’t have to keep it down, let it go!”

“Oh, what’s this box? I must have done something wrong!”

“Don’t worry, Gran it’s all right, the box should be here. When you right-click, it means you want to do something special, so a list appears from which you can choose what kind of special thing you want to do. Actually, it’s called a menu, because it allows you to choose what you want.”

“OK, I see. How can I make it go back?”

“Just click with the left button anywhere on the desktop where there are no icons. Brilliant! And now we’re going to start a programme.”

“Can’t we stop here for now? I mean there’s so much new information and I really don’t want to get confused...”

“OK, we can stop here if you like. But you have to promise me that you’ll practice what we learnt.”

“I will, I will. Right-click, left-click, right-click, left-click” (sounds of clicking fade)...

2. Check answers as a class.

2. Ls work with the tasksheet for Task 2.

KEY:

Things to do:

- 1) switch on the computer
- 2) moving the cursor with the mouse
- 3) right-click
- 4) left-click

Names of things:

- 1) screen
- 2) desktop
- 3) icon
- 4) click
- 5) mouse
- 6) menu

Now give Ls some time to study TASK 2. Then play the recording again, stopping it for 30 seconds after the signals at the end of the first two sections.

Check answers as a class.

KEY:

1 – TV

2 – complicated

3 – resting

4 – hear

5 – device

6 – arrow

7 – wrong

8 – allows

9 – promise

Ask your Ls if they would choose the same things for someone who is using a computer for the first time in their life.

STAGE 4	Role-play – Grandma, this is the Internet
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Taking up a role in a given situation Asking questions about how something works Explaining how something works
ORGANISATION	Pair work
AIDS AND MATERIALS	3.4 Role Cards

TEACHER'S ACTIVITIES

1. Put Ls into two groups, grandmas (or grandpas) and teenagers. Give each L in the grandma group a copy of the 3.4 Role cards for grandmas/grandpas, and each teenager a copy of the other card. Tell them to study it in pairs and take notes about what they are going to say. Call their attention to the assessment criteria on their cards.

LEARNERS' ACTIVITIES

1. Ls should get into the habit of quickly assuming a role in a situation and brainstorming questions or ideas that they can use in the course of the role-play.

If you feel that your Ls have enough practice in this, you might want to skip this task and do two role-plays: Ls swap cards with their partner at the end of the first one and find themselves a new partner, with whom they will act out the other role.

2. Pair up each teenager with a grandmother/grandfather and give them 8 minutes to act out the role-play.
2. Ls act out the role-play using the notes they have made in the previous phase of the activity.
3. Have some feedback about questions and answers that your Ls particularly liked. Then you might ask who is going to try to teach their grandparents how to use the Internet, hoping to see more hands than at the beginning of Stage 3.

VARIATION: FOR LS PREPARING FOR THE ADVANCED-LEVEL FINAL EXAM (B2)

AIDS AND MATERIALS	3.4 Debate cards
DESCRIPTION	Follow the same procedure as above, but use the 3.4 Debate cards instead of the 3.4 Role cards. The topic is the same, i.e. Teaching older people how to use the Internet. After Ls have brainstormed ideas in two groups, put them into pairs and give them 8 minutes to have the debate. Also give them as many toothpicks as they have arguments and tell them to take one of the other's toothpicks if they like the argument that their partner brings up. At the end of the activity, ask who has taken 0, 1, 2, 3 etc. toothpicks and tell Ls how important it is to think over and possibly accept arguments against our point of view. Take a mental note of Ls who haven't taken any toothpicks so that you can work on their openness/tolerance individually later. At the advanced exam, Ls are asked to take part in a debate and not in a role-play. Therefore, for these Ls a debate on this topic is of more practical use than a role-play. Finally, you might ask who is going to try to teach their grandparents how to use the Internet, hoping to see more hands than at the beginning of Stage 3.
STAGE 5	Evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluating self performance
ORGANISATION	Individual work
AIDS AND MATERIALS	3.5 Self-assessment sheet

TEACHER'S ACTIVITIES

1. Give out the 3.5 Self-assessment sheet and ask Ls to fill it in about their own performance.
2. Collect the forms and file them for individual feedback and future reference.

LEARNERS' ACTIVITIES

1. Ls reflect on their strengths and weaknesses in the speaking tasks that they have practiced in the module.