

# 6

## The Internet and Telecommunications

**Task: Preparing a poster showing the uses of the Internet**

### INTRODUCTION

#### Vocabulary and speaking

#### 1 Label the picture with the words in the box.

- Elicit some information about computer use from the class by asking "Who has a computer at home?" "Who uses a computer somewhere else?" "What do you use a computer for?"
- Ask the students to look at the pictures and the words.
- Say the words and have the students repeat them after you.
- Ask the students to match the words and pictures.
- Call back the answers from the class.

#### ANSWERS

clockwise 1, 2, 4, 3, 5, 6

### Teaching Tip: Sensitivity to students

It is important to treat the students sensitively when working with the material in this module. It may be that you have some real computer experts in your class, on the other hand you may have students who have never touched a computer. So make sure that you allow for all types and all attitudes.

#### 2 Match the items with their definitions.

- Ask the students to match the definitions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

#### ANSWERS

1) c 2) e 3) b 4) d 5) f 6) a

#### 3 Check the meaning of these words.

- Read through the words in the box and have the students repeat them after you, paying particular attention to stress.
- Ask the students to work in pairs to find the meaning of the words in their dictionaries.

**Now answer the questions about other possible meanings of the words.**

- Read through the questions as the students follow.
- Ask the students to answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

#### ANSWERS

- surf 2) crash 3) store
- A log is a piece of a cut-down tree;  
To log on means to start work on a computer.
- Hardware is the tangible pieces of equipment;  
software is the programs one uses on the computer.

### READING AND VOCABULARY

#### 1 Work in pairs. Read and answer the questions.

- Read the instructions and make sure the students know what to do.
- Read through the questions as the students follow.
- Call back the answers from the class. You may want to write their answers on the board.

#### 2 Read the passage and check if you were right in activity 1.

- Explain activity 1, prepare the students for this reading activity.
- Ask the students to read the passage on their own, and then check their answers to the questions in activity 1.
- Call back the answers from the whole class.

#### 3 Decide if these sentences are true (T) or false (F).

- Ask the students to decide if the sentences are true or false individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

#### ANSWERS

1) T 2) T 3) F 4) T 5) T 6) F

**1 Decide which sentence means the same as the extracts from the reading passage.**

- Ask the students to decide if the sentences are true or false individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

**ANSWERS**

1) b 2) a 3) b 4) a

**2 Make a list of things in the reading passage that you knew and things you didn't know before you read it. Compare your list with other students'.**

- Ask the students to make their lists individually.
- Put the students in pairs to compare their lists.
- Once they have talked to one other student they could repeat talk to one or two more students.

**3 Find these words in the passage and check if you know what they mean.**

- Read through the words in the box and have the students repeat them after you, paying particular attention to stress.
- Ask the students to work in pairs to find the meaning of the words in their dictionaries.

**Additional activity**

- Have the students practise syllable stress by grouping the words according to where the stress falls.
- Ask the students to group the words individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

**ANSWERS**

First syllable: army, data, lecturer, military,  
network; scientist; system;  
browser

Second syllable: accessible, consist, create,  
defence, develop, majority,  
percentage

Third syllable: academic, university

Fourth syllable: communication, millionaire,  
organisation

## GRAMMAR 1

### Compound words

**1 Look at the compound words from the module.**

- Read out the compound words, and make sure the students understand how they were formed.

**Decide what type these words are.**

- Ask them to decide which of the three types the other words are individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

**ANSWERS**

Type 1: hardware, software

Type 2: high-speed

Type 3: computer system, search engine

**2 Make compound nouns, using words from the boxes. Use words in the left-hand box more than once if you can.**

- Put the students in pairs. They may need a dictionary to check their answers.
- Call back the answers from the class, and write some new words on the board.

**POSSIBLE ANSWERS**

hardware, hardboard, hard disk  
keyboard, key word  
website  
network  
notebook, notepad  
software

## LISTENING AND VOCABULARY

**1 Check the meaning of these words.**

- Read through the words in the box and have the students repeat them after you, paying particular attention to stress.
- Ask the students to work in pairs to find the meaning of the words in their dictionaries.

## 2 Listen to three people answering the interviewer. Choose their opinions from this list.

- Ask the students to read through the questions to see what they need to focus on when they listen.
- Play the tape through once while they listen.
- Play it again and ask them to tick the correct answers in their books.
- Put the students in pairs to compare their answers.
- Play the tape again, and ask them to check.
- Call back the answers from the class.

Answers

1) c 2) b 3) b

### Tapescript

**Interviewer:** Hello and welcome to Education Today. Today, we're talking about the Internet. Is the Internet a good thing for education? With me in the studio are Ann Baker, who's a teacher, Tom Grant, who's 17 and still at school, and Tom's mother Pat. Welcome to the show, everyone. If I can talk to you first, Ann, do you think that the Internet is a good thing or a bad thing?

**Ann:** Well, there are good and bad things about the Internet, but I think we should concentrate on the good things. The Internet has fantastic information about all kinds of things, and for this reason I think it's very good for students to use it.

**Interviewer:** Do you allow your students to use the Internet during school time?

**Ann:** Absolutely! They have Internet classes once a week. It's a chance for them to do some independent work. I make sure they have a reason to use the Internet.

**Interviewer:** What do you think are the bad things about using the Internet?

**Ann:** Well, we all know that there are some terrible sites on the Internet. We must make sure that students look for information on interesting and useful sites.

**Interviewer:** I see. Thank you. Well, I also have Pat and Tom Grant with me. Tom, how often do you use the Internet?

**Tom:** Every day.

**Interviewer:** At school or at home?

**Tom:** At school and at home.

**Interviewer:** How much time do you spend on the Internet at home?

**Tom:** As much time as I can. About five hours.

**Interviewer:** Five hours a week?

**Tom:** No! Five hours a day!

**Interviewer:** And what do you do on the Internet? Do you study?

**Tom:** Yes, it's good to study on the Internet.

**Interviewer:** Is it better than studying at school?

**Tom:** Well, they're different. I like studying at school as well.

**Interviewer:** Pat, what do you think about that?

**Pat:** Well, I'm happy when Tom is studying on the Internet, but he doesn't always study.

**Interviewer:** What do you mean?

**Pat:** Well, there are a lot of music sites that he likes. And he spends a lot of time reading about his favourite football team.

**Interviewer:** So you would prefer it if he didn't do that.

**Pat:** No – I want him to study and enjoy himself. But studying is important. And studying from books is important.

**Interviewer:** More important than studying on the Internet?

**Pat:** Studying is the important thing.

## 3 Work in groups and discuss these questions.

- Read through the questions, and make sure the students understand.
- Put them into groups to discuss the questions. Ask them to appoint a secretary to note down their ideas.
- Call back the answers from the groups; try to get a discussion going where groups have different opinions.

## PRONUNCIATION

### Stressing important information

#### 1 Look at the extract from the interview. Underline the words that you think are important and should be stressed.

- Ask the students to decide individually which words they think should be stressed by underlining them. Let them compare their ideas with a partner.

- If you want, play the relevant extract from the tape for them to check.
- Call back the answers from the class. You may want to write the dialogue on the board and underline the stressed words.

### ANSWERS

Interviewer: How often do you use the Internet?

Tom: Every day.

Interviewer: At school or at home?

Tom: At school and at home.

Interviewer: How much time do you spend on the Internet at home?

Tom: As much time as I can. About five hours.

Interviewer: Five hours a week?

Tom: No! Five hours a day!

### Now listen and check.

- Have the students repeat the dialogue as a class line by line after the tape. Repeat any lines where necessary.
- Put the students into pairs to practise.
- Circulate, monitor and help where necessary.

### 2 Practise the conversation again. This time, give information which is true for you.

- In the same pairs, the students should substitute answers which are either true for them, or which they would like to be true for them.

## GRAMMAR 2

The definite article and zero article

### 1 Look at the words. We usually use the definite article (*the*) with them. Why do you think this is necessary?

- Read through the words and have the students repeat them after you.
- Ask them to discuss the question with a partner.
- Call back the answers from the class.

### ANSWER

Because they are all unique – there is only one of them.

### 2 Look at these categories below. The definite article and indefinite articles (*a/an*) are not usually used with them. Write two or three examples in each category.

- Ask the students to do the activity individually.
- Put the students in pairs to compare their answers.
- Call back answers from the class; you may want to note them on the board.

### POSSIBLE ANSWERS

Continents: Asia, Europe, Oceania, America, Antarctica

Countries: China, Argentina, Australia, India, France (exceptions: The Netherlands, The Lebanon)

Cities: Beijing, London, New York, Sydney, Shanghai (exceptions: The Hague)

Plural and uncountable nouns in general statements: Snow is cold. Guns are dangerous.

### Extension

- Practise some more plural and uncountable nouns in general statements.
- Write on the board:  
bananas    sweet  
sugar      big  
elephants    yellow
- Ask the students to match the nouns on the left with the adjectives on the right.
- Then ask students to write full sentences using the words.
- Ask the students to produce some similar sentences of their own, in pairs.

### ANSWERS

- 1) Bananas are yellow. 2) Sugar is sweet.  
3) Elephants are big.

### 3 Choose the correct article to complete each question.

- Ask the students to complete the questions individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

### ANSWERS

- 1) a 2) a 3) the 4) a 5) a



#### 4 Complete these sentences with the definite article if necessary.

- Ask the students to complete the passage individually.
- Put the students in pairs to compare their answers.
- Call back the answers from the class.

#### Answers

1) the 2) / 3) the 4) / 5) The, /

## WRITING

#### 1 Read the short essay and discuss.

- Ask the students to read this essay individually.
- Elicit a summary from the class.

#### 2 Write a paragraph giving the opposite view. Try to use some of these words and expressions.

- Read through the expressions and the things the students should refer to, and make sure that they understand them.

While doing this, refer to the following:

- Ask them to write a paragraph individually using the notes.
- Put the students in pairs to compare their answers.
- If you want, have some students read their work out to the class.
- Go through the *Learning to learn* box with the students. Ask the students to discuss the question in pairs.

## SPEAKING AND READING

#### 1 Check the meaning of these compound nouns.

- Read through the words in the box and have the students repeat them after you, paying particular attention to stress.
- Ask the students to work in pairs to find the meanings of the words in their dictionaries.

#### 2 Read the passage about mobile phones in China.

- Ask the students to read the passage individually.
- Ask one or two questions about it to make sure the students understand, e.g., How many people used mobile phones in 2003? How many people will use them by 2008?

#### 3 Answer the questions and do a class survey.

- Put the class into groups of ten. Ask each group to appoint a secretary.
- They should then ask the questions and the secretary should record the results.
- Elicit the results from the secretaries, and list them on the board.

#### 4 Work in groups. Discuss the following questions.

- Put the students into groups of four to discuss the questions. A secretary can record their results.
- Call back the answers from the groups; try to get a discussion going where groups have different opinions.

## FUNCTION

Talking about percentage and numbers

#### 1 Read the following sentences.

- Read through the sentences as the students follow.

Now describe the growth of Li Kang's hometown. Use the expressions for describing percentage and numbers.

- Read the instructions. Make sure the students know what to do.
- Put the students in pairs to discuss the table.

#### 2 Write a short passage according to the statistics above. You can begin like this:

- Read the instructions and the example. Make sure the students know what to do.
- Have students write a short passage about Li Kang's hometown using the statistics.

## EVERYDAY ENGLISH

#### 1 Look at these words and expressions for shopping.

- Read through the expressions and have the students repeat them.
- Make sure the students understand them.

- 2 Work in pairs. Play the roles of a customer and a shop assistant. Use as many expressions from *Everyday English* as you can. Choose an item to buy.**

- Elicit suggestions from the class about things they could buy, and some of the features of those products. You could write them on the board.
- Put the students in pairs to write a dialogue.
- Circulate, monitor and help where necessary.
- Have one or two pairs do their dialogue in front of the class.

## CULTURAL CORNER

Read the passage and answer the questions.

- You may want to try and elicit what the students know about text messages and emoticons from the class before you start this activity.
- Ask the students to read the passage and answer the questions individually.
- Put the students in pairs to compare their answers.
- Call back answers from the class.

### EXAMPLE

1) Text messages are cheaper.

2) *Students' own answers.*

The text messages mean:

Where have you been? I've been waiting hours for a call.

Do you want to go to the cinema tonight?

I got a text message from my friend. She's having a party on Saturday. Do you want to come?

### Culture Box:

#### Emoticons

You may need to explain that Emoticons are made by using the symbols on the keypad, but that you have to look sideways, e.g.,

- : = colon (= eyes)
- : - = colon + hyphen (= eyes and nose)
- : - ) = colon + hyphen + close bracket  
= eyes and nose and happy mouth  
(= smiling)

## TASK

Preparing a poster showing the uses of the Internet

- 1 Try to find the following:**

- illustrations of computers and the Internet
- statistics about Internet usage
- quotations from people about using the Internet

**Make a list of advantages and disadvantages of the use of the Internet.**

- 2 Find out what other students think of your list of uses, advantages and disadvantages.**

- 3 Write down what they say and add them to the poster.**

- 4 Present your poster to the group and lead a class discussion on the subject.**

- Read the instructions. Make sure the students know what to do.
- This task will need a certain amount of out-of-class research, and so is best given at the end of the week so that the students can work on it over the weekend.
- In class, the students will need time to interview others and collate their information.
- Ask the students to do a rough poster and show you before they do their final poster.
- Display their posters and have students read and discuss each other's posters.

## MODULE FILE

- This section lists the main areas of language dealt with in the module.
- You may want to use it for repetition, and pronunciation revision, or you may want to give the students ten minutes to go through it, ticking the things they are confident they know, putting a question mark next to those things they are not sure of, and a cross next to those they don't know. This should then be the basis of their own revision of the module.