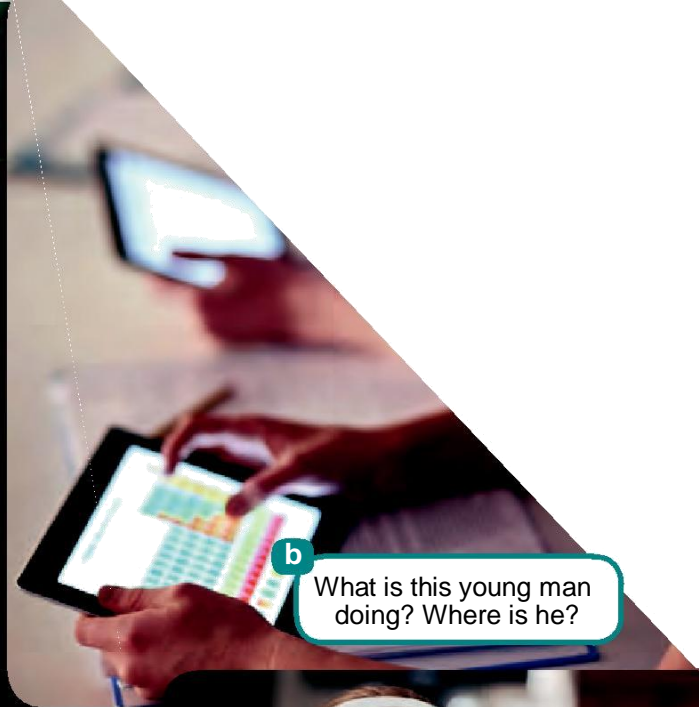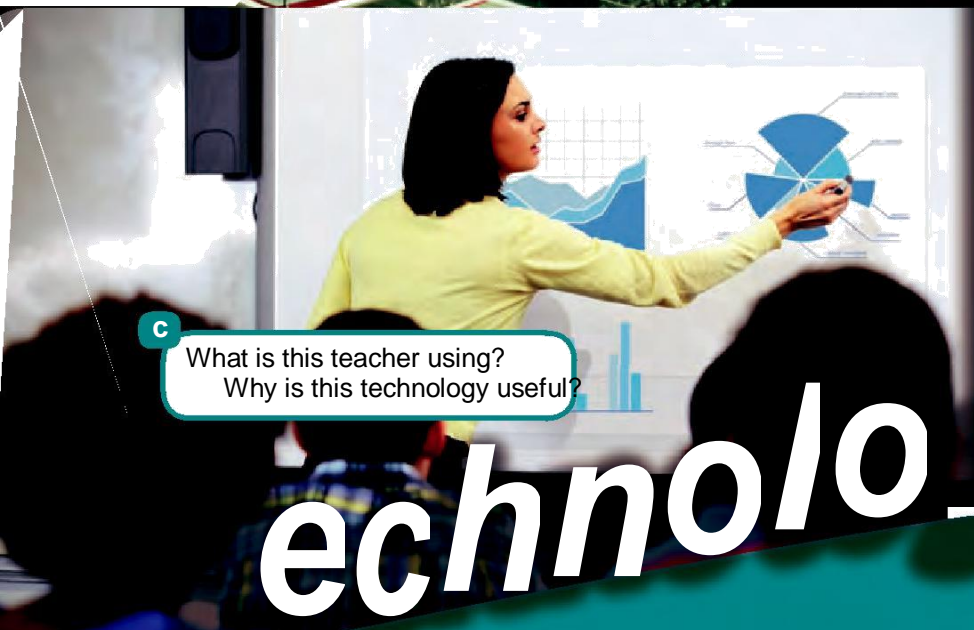**a** What kind of machine do you think this is? How old do you think it is?

b What is this young man doing? Where is he?

c What is this teacher using? Why is this technology useful?

d What do you think this girl is listening to?

Technology

Overview

- read about the history of computers, and about how information technology is used in education
- listen to a radio programme about Internet safety, and a discussion about creating web pages
- use vocabulary related to computer and information technology
- use grammar revised from previous levels: present, past and future tenses, and reported speech
- talk briefly about how you use computers at home and at school
- write a discursive essay about using the Internet

Project

Research, create and present a plan for a school website.

Unit 1

Information technology

Before you begin

1 Look at the photographs What can you see? How have these items changed over time?

2 DW Read the words in the box. Which word is a type of computer? Check the meaning of any word(s) that you do not know in the Glossary on page 90 or in a dictionary.

> **calculation computer chip floppy disk PC program smartphone World Wide Web**

3 🔊 This article is about the history of computers. How old is the world's oldest computer? Listen and read.

Reading for general information

- Look at the title and any photographs to give you clues about the reading topic. For example, the title is 'The history of computers' and you can see a modern laptop, a large, early computer and an ancient object. These clues will help to prepare you for what you are going to read.
- Don't worry about words that you do not know at this stage.

THE HISTORY OF COMPUTERS

When you are using a computer, think about the technology that is needed for it to work. People have been using types of computers for thousands of years. A metal machine was found on the seabed
5 in Greece that was more than 2,000 years old. It is believed that this was the first ever computer.

In the 1940s, technology had developed enough for inventors to make the first generation of modern computers. One such model was so large
10 that it needed a room that was 167 square metres to accommodate it. During that decade, scientists in England developed the first computer program. It took 25 minutes to complete one calculation. In 1958 CE, the computer chip was developed.
15 The first computer game was produced in 1962 CE, followed two years later by the computer mouse. In 1971 CE, the floppy disk was invented, which meant that information could be shared

between computers. The first PC (personal
20 computer) was produced in 1974 CE, so people could buy computers to use at home.

In 1983 CE, people could buy a laptop for the first time. Then, in 1990 CE, the British scientist Tim Berners-Lee developed the World Wide Web.
25 It was not until 2007 CE that the first smartphones appeared. Today, most people use their mobile phones every day.

What will happen in the future? You can already buy watches which can do the same as mobile
30 phones. Scientists have also developed glasses that are capable of doing even more than this.

Life in the future is going to see further changes in computer technology. It is likely that all aspects of everyday life will rely on a computer program, 35 from how we travel to how our homes are heated.

Comprehension

4 🔊 Listen to and read the article again and answer the questions.

    1 Where was the fi rst ever computer found?

    2 What information in the text shows that the first modern computers were very large?

    3 List the inventions that were completed between 1958 CE and 1974 CE.

    4 How do you think computer technology will develop further in the future? How far do you agree with the article?

    5 We rely more and more on computer technology. How far do you agree that this is a positive development?

Grammar: Revision of the tenses

5 Work in pairs. In the article on page 6, fi nd one sentence with each of the following grammatical structures. Then, in your notebook, write your own sentences for each of the items and tell your partner.

1 The Present Simple	**6** The Past Perfect
2 The Present Continuous	**7** The Present Simple Passive
3 The Present Perfect	**8** The Past Simple Passive
4 The Present Perfect Continuous	**9** The Future with *will*
5 The Past Simple	**10** The Future with *going to*

6 Complete the text with the correct form of the verbs in brackets.

People **(1)** _____ (use) smartphones since they **(2)** _____ (invent) in the early 2000s. During the early 2000s, people **(3)** _____ (buy) phones in different colours and different designs. In 2010 CE, the first tablet computer **(4)** _____ (produce). By the end of 2010 CE, companies **(5)** _____ (sell) more smartphones than PCs for he first time. Now, about one billion smartphones **(6)** _____ (sell) around the world each year. In the near future, it **(7)** _____ (estimate) that over 40% of the population in Jordan will have a smartphone. It is probable that this market **(8)** _____ (expand) in the future. At the moment, people aged 16–30 **(9)** _____ (buy) the most smartphones, but experts say there **(10)** _____ (be) a growth in the number of older people buying smartphones in the future.

Speaking

7 Work in pairs and answer the following questions.

    1 Which form of modern technology do you think is the most useful? Why?

    2 What are the advantages and disadvantages of having laptop computers, tablet computers or smartphones?

    3 What would life be like without computers?

Writing

8 Write a paragraph about how you or your family use modern technology. You should focus on using any new vocabulary to describe this.

? When was the world's first email sent and why did it use the @ symbol?

1 Work in pairs. Discuss these questions.

1 In what ways can digital information be used to educate people?

2 Do you think that computers will replace books one day? Why/Why not?

Reading

2 🔊 This text is a talk (an informal presentation) about using technology in class. Listen and read. Complete the text with these sentences.

A They could even email students in another country.

B For example, scientists or teachers from another country could give a lesson to the class.

C Tablets are ideal for pair and group work.

D If students learn to summarise quickly, they will be able to use this skill in future.

Young people love learning, but they like learning even more if they are presented with information in an interesting and challenging way. Today, I am going to give a talk about how you can use technology in
5 *Jordanian classrooms.*

Here are some ideas:

Many classrooms now use a whiteboard as a computer screen. As a consequence, teachers can show websites on the board in front of the class. Teachers can then
10 *use the Internet to show educational programmes, play educational games, music, recordings of languages, and so on.*

In some countries, tablet computers are available for students to use in class. Therefore, students can use 15 *the tablets to do tasks such as showing photographs, researching information, recording interviews and creating diagrams.* **(1)**

Teachers can perhaps ask their students to start writing a blog (an online diary), either about their own lives or 20 *as if they were someone famous. They can also create a website for the classroom. Students can contribute to the website, so for example they can post work, photos and messages.*

Most young people communicate through social 25 *media, by which they send each other photos and messages via the Internet. Some students like to send messages that are under 140 letters for anyone to read. Teachers can ask students to summarise information about what they have learnt in class in the same way.*
30 **(2)** _____

We all like to send emails, don't we? Email exchanges are very useful in the classroom. Teachers can ask students to email what they have learnt to students of

a similar age at another school. **(3)** *As a result,* 35 *students can then share information and help each other with tasks.*

Another way of communicating with other schools is through talking to people over the computer. Most computers have cameras, so you can also see the 40 *people you are talking to. In this way, students who are studying English in Jordan can see what students in England are doing in the classroom while they are speaking to them. You can also use this system to invite guest speakers to give talks over a computer.*
45 **(4)** *If you had this type of lesson, the students would be very excited.*

Students often use computers at home if they have them. Students can use social media on their computers to help them with their studies, including asking other 50 *students to check and compare their work, asking questions and sharing ideas. The teacher must be part of the group, too, to monitor what is happening.*

Thank you for listening. Does anyone have any questions?
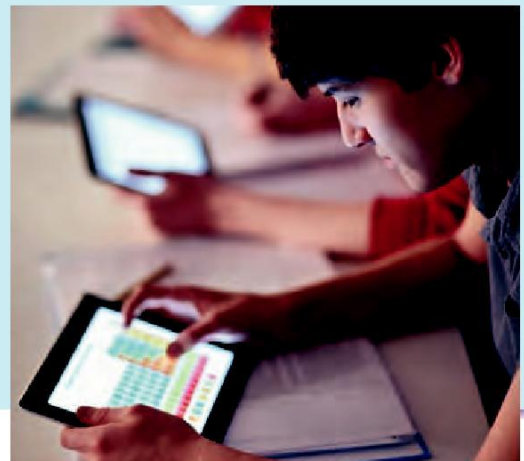
3 Which of the following would you use to ...

> blog email exchange social media tablet computer whiteboard

1 record interviews with people? tablet computer
2 share information with students in another country?
3 watch educational programmes in class?
4 ask another student to check your homework?
5 write an online diary?

4 Work in pairs. Explain the difference in meaning between these phrases from the article.

1 to share / compare ideas
2 to create / contribute to a website
3 to research / present information
4 to monitor / find out what is happening
5 to give a talk to / talk to people
6 to show / send photos

Speaking

5 Complete the sentences so they are true for you. Work in pairs.

1 My teacher says I must …
2 In our English lessons, I can …
3 I use technology to …
4 Next year, I will start …
5 If I had more time, I would …
6 If I use a computer, I …
7 If the teacher gives us homework today, I …

6 Read the talk on page 8 again and find the following:
1 a sentence which acts as an introduction
2 a sentence which tells you what the talk is going to be about
3 two sentences which end the talk

7 Work in groups. Prepare a short talk about how you use computers

at home and at school. Choose a spokesperson. Present your talk to the class.

Writing

8 Write two paragraphs discussing the role of technology in communication. How important do you think technology is when we communicate? Pay attention to the linking words.

Giving a talk
- Plan your talk, using the same structure as in exercise 6.
- Use the helpful expressions in **bold** from the talk on page 8.
- Make notes for what you want to say. Don't read your talk aloud at this stage.
- Look at your audience as you speak and make them interested in what you are saying.

Writing skills: Coherence

To make your essay 'flow' so that it is clear to your audience, you need to link your ideas: Indicating consequence:
In this way, technology makes communication more convenient.
As a consequence, family members who are away from home can communicate well with their loved ones.
Therefore, people can communicate more quickly and conveniently.
Indicating opposition:
However, social media is time-consuming. / Whereas, the more quickly and conveniently we communicate, the more likely it is that there will be misunderstandings.
Despite the recent advances in technology, it is still unreliable and very inconvenient.

Vocabulary

1 ◯W Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on page 90 or in a dictionary.

> **access   filter   identity fraud**
> **privacy settings   security settings**

Listening

2 🔊 Listen to a radio programme about Internet safety and answer the questions.

1 What does the professor say about filling in forms on the Internet?

2 Do you think that the professor believes Internet safety is very important, or not very important? What in his speech makes you think this?

3 🔊 Complete the verb phrases and phrasal verbs with the correct words. Then listen again and check.

1 to know _____ dangers of the Internet

2 to connect _____ people on the Internet

3 to turn _____ privacy settings

4 to give _____ personal information

5 to fill _____ a form

Grammar: Revision of reported speech

4 Write the sentences from the recording in reported speech.

1 'Many computers have filters which stop people seeing certain websites.'
   He said that many computers had filters which stopped people seeing certain websites.

2 'If they share information on social media with their friends, it might be accessed by other people, too.'

3 'On social media, you should only connect to people you know well.'

4 'Later we will give you, our dear listeners, information about websites where you can find more advice on Internet safety.'

5 Report what these people are saying. Pay attention to the time phrases.
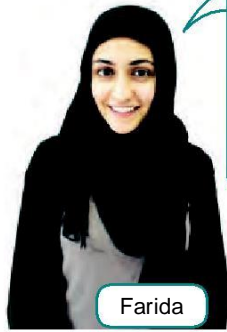
Farida: Our teacher told us about the dangers of the Internet yesterday. I have to write an essay about it tonight. I think I'm going to need some help.

Saleem: We have to give a talk about the advantages and disadvantages of the Internet next week, so I'll need to prepare it this week.

6 Work in pairs and discuss these questions.

1 In what ways are web pages different to pages in books or magazines? **2** Are some web pages easier to use than others? Why/Why not?

3 What do you think makes a good website?

7 🔊 Listen to a discussion about creating web pages. What is more important: how a web page looks or how easy it is to use?

8 🔊 Listen again and answer the questions.

1 What does a web-building program help you to do?

2 Why do you need web hosting?

3 What is a domain name?

4 What costs are there in starting a website?

9 Write a three-paragraph essay of 200 words discussing the advantages and disadvantages of using the Internet. Then share your work with the class.

Academic skills: Self-assessment and correcting your written work

After you have written your first draft, read it through and check your work.

- Have you used the correct punctuation?
- Have you used tenses correctly?
- Have you organised your text logically using appropriate adverbs (*however*, *therefore*, *consequently*, etc.)?
- Have you used a main point for each paragraph?
- Does your essay have an introductory and a closing sentence?
- Have you checked the spelling of any difficult words (read your text carefully and also used electronic spell-checking programs if you have a computer)?

Quotation Read the quotation. Do you agree with it? Why/Why not?

Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.
Bill Gates (1955 CE–)

Project

Research, create and present a plan for a school website.

Your task

Your school needs a website and your class has been chosen to design it.
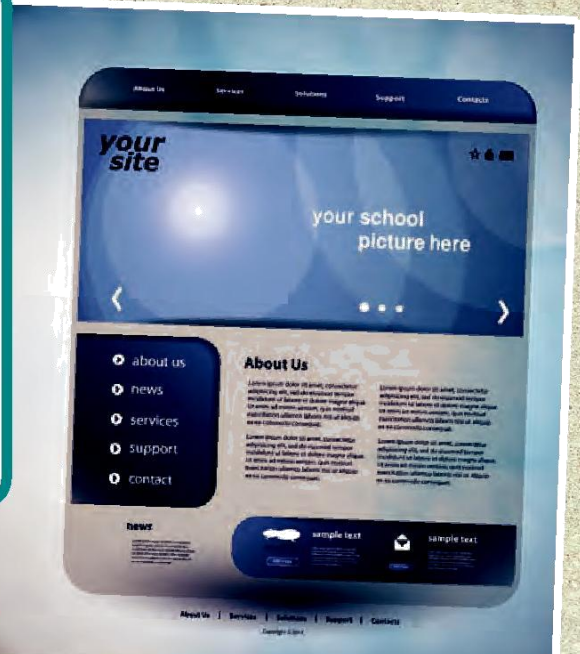Answer the questions below.
Divide up the work into web pages.
Each group takes one web page.
As a class, brainstorm necessary features of a school website and then choose which page your group will design.
Decide on an interesting and attractive design. Write and design your web page.
Present your web page to the class.

Questions

• What kind of pages might you find on school websites?
• How can you divide the work so that everyone gets to use his or her strengths?
• How are you going to present the material on the web page? What is the page going to look like? Where can photographs be included? Where do you want to put the links for music or films?
• What is the domain name going to be?

Hints

• Look at web pages from other schools and see what type of design works best.
• Present your information clearly and in paragraphs with headings.

Project self-assessment tool

1 How much responsibility did you take in planning the web page?
2 Did your group work well together? Give examples.
3 Was your project well-presented? In what way?
4 What was the best thing about the project?
5 What could you have done better?