

UNIT 4

Click on-line!



Task A

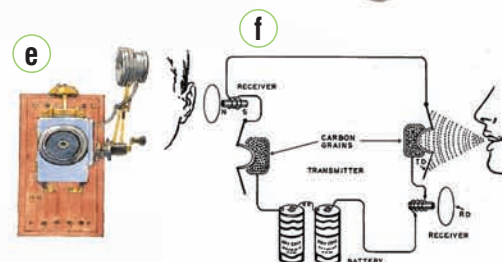
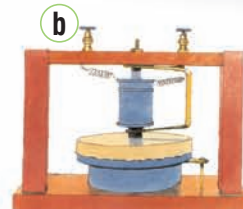
Look at the photograph of the man and the visuals. What do you think the connection is?

Task B

Look at diagram f. What is this a diagram of? How do you know?

Task C

The pictures a-e show the history of the telephone but they are in the wrong order. In pairs decide on the correct order.



Topic

Click on-line!

Grammar

Using Present Perfect Simple and Present Perfect Continuous

Reading skills

Interpreting meaning in a text in a visual form
Identifying features which link a text

Writing skills

Using connectors to sequence ideas

Speaking skills

Using expressions to show attitude

Listening skills

Identifying speaker's attitude
Identifying implied information

Functions

Relating a past action with duration and a present result

Strategies:

- When I read a text in English...
- I look at the heading and try to guess what the text will be about
 - I look for clues about the meaning in visuals like: pictures, graphs and diagrams to help me to understand the text
 - I try to understand the sequence in the text by looking carefully at different kinds of linking words
 - I try to find what the pronoun in each sentence refers to, to help me understand the text and how it links together
 - I ask my teacher to help me when I have difficulties.

Lesson 1

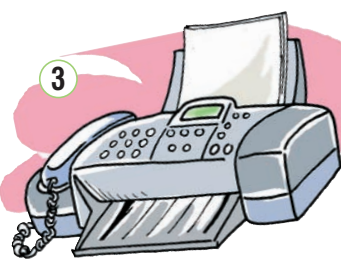
AIMS

- To focus on the role of electronics in communication
- To identify cohesive features in a reading text to match missing sentences

A. Look at these pictures and say what each item is. Compare your answers with your partner.



- Which of these do you use to talk to your friends?
- Which of these do your parents use to learn the news?
- Which of these do you use to find information?
- What kind of magazines do you read?
- Which of these would you like to have? Why?



B. Which of these gadgets and machines could you not live without? Why? Compare your answers with your class.

Which of the items could you live without? Discuss your answers with your class.

C. Is it better to learn things from the TV or the internet? Discuss your ideas with your partner.

D. Do you think the internet has changed peoples' lives? Discuss your ideas with your class.

E. In pairs look at the following newspaper headlines. Discuss what you think the article is about.

a) Alert over schoolgirls' Bebo use

b) Safety tips for networking

Gadgets!

Task 1- Listening Internet: use

A. Listen to seven short dialogues with people talking about internet use and match the people in the pictures to the ways they use the internet.



B. Which two people from 1-9 above did the recording NOT include? Are the above uses similar to how YOU use the internet? Discuss your answer with your class.

Task 2 - Pre-reading

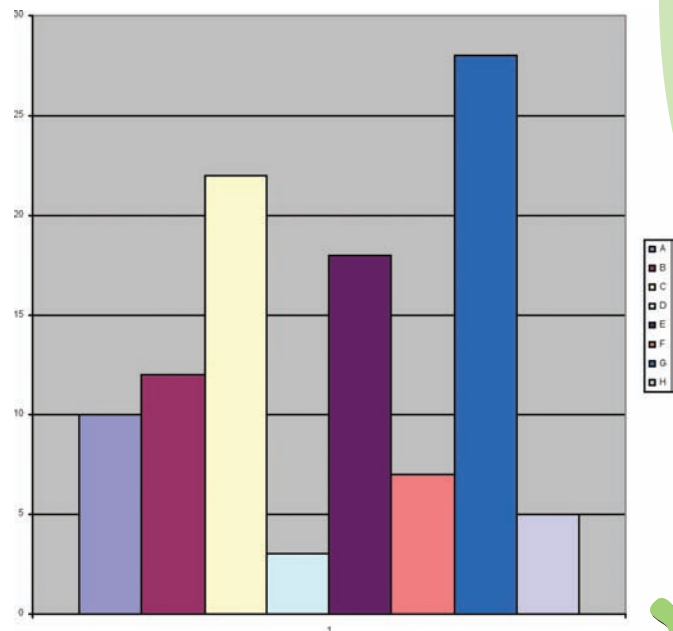
A. In pairs, look at the bar chart and match the categories of use of the internet in Greece to the different sections of the bar chart. Discuss the reasons for your choices. In pairs write a use beside each colour in the legend.

The lowest use is to buy things
 28% use it for fun and play
 18% to find out what's happening
 5% chat to friends and strangers
 e-mail use is 7%
 Educational use is 10%
 Free downloads and entertainment is 22%
 12% book holidays and flights

Use the example to help you:

- A: ...seems about right/ a bit too high/ a bit too low.
- B: Yes, I agree with you./ No, I don't agree with you.

B. Can you find the statistical error?



Lesson 1



Reading

A. Look at the title of the text below. What do you think the text is going to be about?

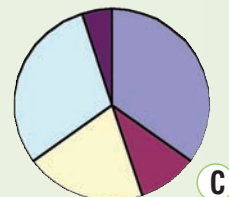
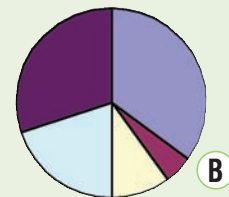
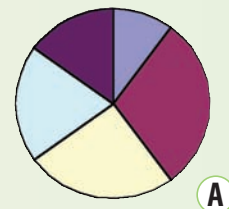
The Bug Spreads

B. Now, read the text on Internet Use in Ireland by the journalist Irene Robinson and choose the correct pie chart A-C on the right which represents the percentages she mentions in her article.

Life today is very different from what it was like some years ago. One of the greatest differences is in the mass media and communication techniques. The main reason for this is that technology **has become** so much cheaper to buy. Nearly all kinds of internet use **have grown** over a three year period. For some, it offers an escape from reality, but for others it brings the real world into their homes. With the use of the computer to go on-line, people can now communicate with each other and also do many other things. (1) The number of school-age children who have access to the web **has tripled** in the last twelve months, as more and more schools **have been going** on-line. Together with school kids, about 30% of the population uses the web for information. Today, people have much more control over what they pay for goods. In recent years, more and more people **have been buying** all sorts of electronic gadgets and internet connections which they believe help them to communicate and get information.

(2) In fact, they **have been going** on line *since* 1971 with the birth of e-mail. Today 35% of the population sends e-mails to each other from the comfort of their own homes. Even though surfing the net clearly remains a more common pastime for younger age groups, there **has been** a clear increase in the numbers of people using cyber technology for learning about different things.

(3) Teenagers find answers for school subjects whereas adults use it to find out about local events or world news. The latest use among young people is meeting new people through chat rooms and interest in this use has grown rapidly in recent years to about 20% today. Another popular use is for e-banking with 5% of the people using it for commerce and e-banking. (4) According to statistics, shopping on the internet **has been growing** steadily for the last few years as people discover how easy it is.



Grammar

Look at the text above and find two sentences which follow the same pattern as a and b below:

- a) Irene has been living in Crete since 1998.
- b) Irene has had her MP3 Player for the last three months.

In pairs, complete the rule for using 'since' and 'for'.

RULE: We use..... when we know the specific time something started.

We use.....when we talk about a period of time up to know.

Gadgets!

Task 2 - Comprehension

A. Sentences A-E below have been removed from the reading text. Read the text again and, with your partner, try to put the missing sentences into the right spaces 1-5.

- A. Buying things in this way is often cheaper and easier than going to the shops.
- B. The attraction of the internet for these people is that it saves them time and money.
- C. For example, many people in Ireland have been using the internet for years to send messages to their friends and learn about the local news.
- D. In Ireland, for instance, as many as 25% of the population has realized that they can use the internet to find information.
- E. These are things like finding information from websites, e-mail, shopping, enjoyment and electronic banking.

Compare your answers with your partner. Discuss any differences.

B. How are the ways people in Ireland use the internet different from the ways people use it in Greece? Discuss your ideas in small groups.

Task 3 - Negative aspects of internet use

A. In pairs, write down two negative aspects of using the internet.

B. Now look at the newspaper headlines below. Decide with your partner what the story for each headline is.

The truth about chain e-mails

Dangerous ...rooms

Stop the spam

Task 4 Speaking



Match the headlines to the people in pictures 1-3

Work in groups and discuss the issues that you think are mentioned in each of the newspaper articles. Tell the rest of the class what other problems may be associated with internet use.



Lesson 2



Listening

AIMS

- To identify and use expressions of attitude
- To understand implied information
- To provide controlled practice for the Present Perfect Tense

Task 1 - Talking on the phone

Listen to two women talking on the phone and choose the correct answer a, b or c in the sentences i-iv below:

- How does Rose feel about the boy's behaviour?
a. sad b. angry c. pleased
- The two women are
a. colleagues b. sisters c. friends
- What relation is Rose to the boy?
a. sister b. aunt c. mother
- What has the boy been doing?
a. nothing b. singing c. his homework



Task 2 - Expressions to show attitude

Listen again and put a tick ✓ beside each of the phrases that show how Rose feels:

- | | | | |
|----------------------------------|--------------------------|---------------------------------|--------------------------|
| a) I'm really fed up! | <input type="checkbox"/> | f) I've had enough! | <input type="checkbox"/> |
| b) He's been driving me crazy! | <input type="checkbox"/> | g) I've been trying all week... | <input type="checkbox"/> |
| c) He goes straight to his room. | <input type="checkbox"/> | h) I just see red! | <input type="checkbox"/> |
| d) His marks are falling. | <input type="checkbox"/> | i) He'll be OK! | <input type="checkbox"/> |
| e) It makes my blood boil! | <input type="checkbox"/> | j) It does get me down. | <input type="checkbox"/> |



Speaking Task 1 - Speak your mind

In pairs, use the phrases you have ticked in Task 2 above to say how your parents feel when you do the following:



Remember, you will have to change the form of the phrases. For example: 'It gets my Mum down'.

Task 2 - Have you been a good child recently?

Think of some of the things that you have done recently or that you do which make your parents unhappy. Make a short list and then discuss in pairs why these things make your parents unhappy.



Grammar - Present Perfect

Speak your mind

Task 1

A. In pairs, look at the pictures A and B and match sentences i-ii to them.

- i) She has been swimming.
- ii) She has swum in a race.

B. In pairs, match the sentences i-ii to the right tense.

Present Perfect Simple: Sentence

Present Perfect Continuous: Sentence

Compare your answers with your partner.

C. In pairs, look at the two sentences below. Which sentence tells you the activity might still be continuing?

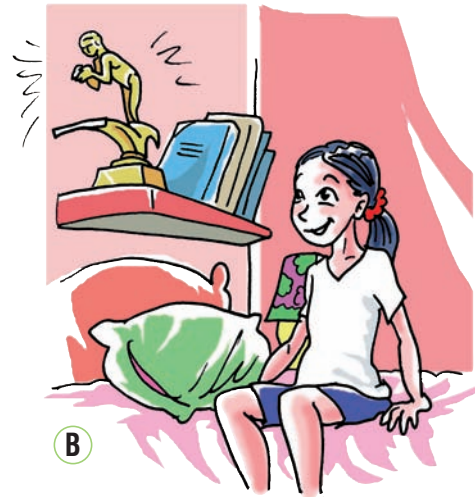
- a He has **been playing** on the computer all morning.
- b. He **has played** on the computer this morning.

D. Underline the rule for use of the Present Perfect Continuous.

We use the **Present Perfect Continuous** to show that the action has stopped.
the duration of the action.

E. Tick the sentence a or b with the Present Perfect Continuous.

- a. I have worked on this project but I am not happy about it.
- b. I have been reading this book for three days and I have only finished three chapters.



Task 2

In pairs, choose i or ii below to complete the rule for the use of Present Perfect Continuous.

RULE: We use the Present Perfect Continuous when we focus on the...
i) continuing activity ii) the object

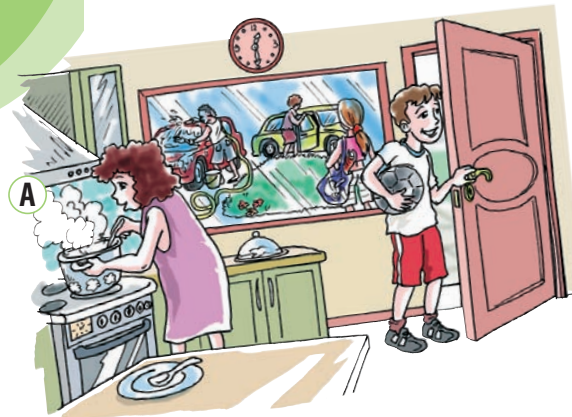
Lesson 2

Task 3 - What have they been doing?

Work in pairs. Ask and answer questions about what each member of the family has been doing.

Use the example dialogue:

- A: She has been swimming.
 B: How do you know?
 A: Her hair is wet.



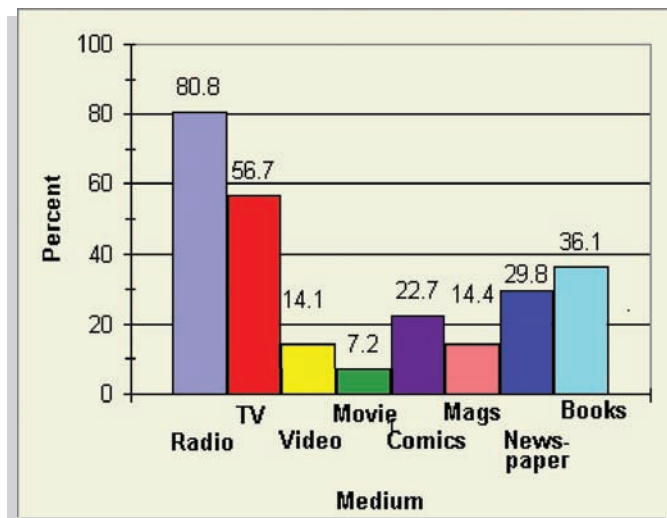
MINI-PROJECT

A. Look at the bar chart below for the way people in Bulgaria use the mass media. Discuss the chart as a class. Do you think people in Greece use it in a similar or different way?

B. Ask five people about their media habits. Ask them the following question and write down the numbers in the table.

- Which of the following do you use to learn new things each week: radio, TV, Video, movies, comics, magazines, newspapers or books?

| Medium | Number |
|-------------|--------|
| Radio | |
| TV | |
| Video | |
| Movie | |
| Comics | |
| Mag(azine)s | |
| Newspaper | |
| Books | |



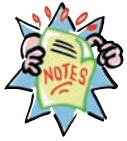
Now, enter the data into the Excel programme and create a statistical chart to show the data.

Look at the pie charts and the bar charts in the lesson. Which do you think is easier to understand? Decide on the clearest way to present your data: a bar graph or a pie chart?

C. Present your data to the class using your graph or chart. Use the model on the right:

I asked 5 people about their media habits and I discovered that
 ... percent like..., while
 ... percent prefer...

Speak your mind



Writing

Task 1 - Connectors

In pairs, look at the phrases in the box and decide which of them show sequence.

| | |
|---------------|---------|
| soon | first |
| clearly | then |
| after that | because |
| when you have | before |

Task 2 - Writing instructions

A. In pairs, read the aunt's letter about a problem she has using the Internet.

Dear Eli,
I have been trying to send you an e-mail for the past few days but I haven't been very successful. I have turned on the computer and I have opened Outlook but I have not been able to connect to the mail. Can you help me, please?
Love,
Auntie Nora

B. Now, read the instructions on the right and decide on the best and easiest way to explain to Auntie Nora. Underline the relevant parts on the leaflet. Some parts have been underlined already.

C. Your Aunt Jane has had a similar problem. Write a note to her to explain how to use e-mail.

- You need to decide on what points are important to tell her.
- Then you have to decide on the order you need to tell her so that she can follow the instructions.
- Remember, your aunt does not know anything about the internet so you need to use simple language for her to understand.

Dear Auntie,

.....

.....

.....

.....

.....

I hope you have understood my instructions. Love,

Give your note to your partner and ask him/her to read it. Can he/she understand the instructions?

Setting Up Your E-mail

Set Up Your E-mail Account in Soft Outlook™

1. In Soft Outlook, select "Tools" > "E-mail Accounts".
2. On the E-mail Accounts wizard window, select "Add a new e-mail account" and click "Next".
3. For your server type, select "POP3" and click "Next".
4. On the Internet E-mail Settings (POP3) window, enter your information as follows:

Your Name

Enter your first and last name.

E-mail Address

Enter your e-mail address.

User Name

Enter your e-mail address, again.

Password

Enter the password you set up for your e-mail account.

Incoming mail server (POP3)

Your incoming server is mail.example.com, where "example.com" is the name of your domain.

Outgoing mail server (SMTP)

Your outgoing server is mail.example.com, where "example.com" is the name of your domain.

5. Click 'OK'.
6. Click 'Next'.
7. Click 'Finish'.

Double click on the Internet Connection icon and then click "Dial" to establish a connection before you attempt to send and/or receive e-mail using Soft Outlook or Outlook Express™.



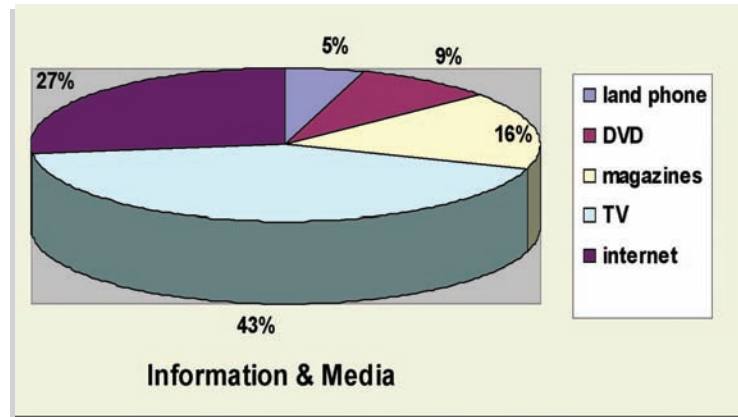
Lesson 3

Media habits

Project work

Task 1 - A pie chart

You want to find out which media source is the best for different school projects. Look at the pie chart of the usefulness of different media to find information about the way young people in England spend their Saturday evenings.



Discuss as a group how you think these figures compare to Greece. What other sources could you use to find this information?

Task 2 - Collecting the necessary information

In groups of five decide on a school project that you need to find information about.

For example: How do young teenagers in Greece spend their Saturday evenings?

Discuss as a group which media source you think will be most helpful. Write down your ideas as a statement. For example: 'DVD provides most information'.

- a) Write an answer for the project
- b) Go to each source to find information
- c) Report back to the class
- d) Create a pie-chart on Excel
- e) Decide on a project title
- f) Measure the percentage of the text which gave the information

Now, decide on the stages for the project. Put the ideas a-f opposite in the right order which you can follow for your project.

Task 3 - Completing the project

Each student in the group will have to interview twenty people (family, friends, etc.) to find out how many of them use the media listed opposite to get information. Each group must interview 100 people altogether.

Put your findings together and complete the chart with the corresponding figures.

| Medium | % |
|-------------------|---|
| Radio | |
| TV | |
| Mobile phone | |
| Computer software | |
| Land phone | |
| Video | |
| Internet | |

With your partners, feed the information into an Excel programme and create a pie chart to illustrate your findings. Then, present your findings to the class.

Make a list of the most frequently visited sites or favourite sites. Share your list with your class to see what interests you have in common.

Self-evaluation

Activity A

Guess what each person has been doing. Find the activity each statement describes.

| | | | |
|--|--|---|---|
| A | B | C | D |
| My hands and fingers are full of paint. There are spots of paint on my clothes, too. | Of course, your eyes are tired. What do you expect if you sit there for so many hours? | If she has a headache it's because of those earphones over her ears all the time. | We have a huge telephone bill this month. Dad is going to be mad when he sees it. |

a. _____ b. _____ c. _____ d. _____

___/6 points

Activity B

Complete the expressions with the missing word.

i) I get _____ up ii) It's been _____ her crazy iii) It makes his blood _____

iv) She has _____ enough v) He _____ red

___/2 ½ points

Activity C

Use one of the expressions i-v in Activity B above to complete the sentences a-e below.

- a) When his sister plays with his computer, Tony
- b) Since Mary's modem started breaking down every day,
- c) The internet is OK but sometimes as it's a bit boring.
- d) He gets lots of stupid spam mail everyday and
- e) Her internet provider isn't very good and Anna has decided that and she's going to change.

___/2 ½ points

Activity D

Complete the following sentences with the appropriate preposition.

1. One of the advantages using the internet is that it is fast.
2. Changes in mass media have resulted people communicating more easily.
3. In recent years, there has been a huge increase the number of people who use the web.
4. Now that so many people have access modern technology, life is very different.
5. With the increased use technology, life has become easier for many people.
6. As interest going on-line grows, costs for connection will fall.

___/3 points



Self-evaluation

Activity E

Put the verbs in parentheses into the correct form Present Perfect Simple or Present Perfect Continuous, AND choose since or for to complete the rest of the gaps.

- a) I (know) _____ how to use a mobile phone **since/for** I was ten years old.
- b) We (use) _____ the same programme **since/for** the past two years.
- c) Bill (have) _____ his connection to the internet **since/for** five months.
- d) How long (try) _____ to get on-line today?
- e) Anna (think) _____ of changing her web provider **since/for** a couple of months now.
- f) How many games (you download) _____ **since/for** last week?

_____/6 points

Total ___/20 points

Now tick how well you can do the following

| | With difficulty | Quite well | Easily |
|---|--------------------------|--------------------------|--------------------------|
| ✓ I can use the <i>Present Perfect Simple and Continuous Tenses</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can use the words 'since' and 'for' appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can listen to a phone conversation and understand how the speakers feel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ I can write instructions on how to do something in a structured way | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

