

Modern Technology

Topic Technology

Level: E3 / Intermediate 1 / B1

Time: 60 minutes +

Aims

- To expand students' knowledge of vocabulary in the context of technology
- To develop students' ability to speed read
- To provide practice of pronunciation of regular past simple verbs

Introduction

This lesson is about modern technology and the effect it has had on people's lives in recent years. A reading text provides the main focus of the lesson and the skill of speed-reading is developed. Students are encouraged to identify the meaning of vocabulary within the context and to focus on the pronunciation of regular past simple verbs. They are then given the opportunity to activate this language through a speaking or writing activity. The resources provide various opportunities for differentiation, often through the use of technology.

Tip – In order to play the final 'cooler' game, copy one 'board' and cut up one set of playing cards per pair/group. You'll also need one coin and some counters for each pair/group.

Procedure**Task 1 Warmer (10-15 mins)**

- Hand out the pack of student worksheets and ask students to look at the word cloud in Task 1 and use it to elicit the topic of the lesson – Modern technology and its impact on people and society.
- Elicit sentences from the students using the words in the word cloud

Differentiation

You could write some example sentences on the board to help weaker students. Those who finish quickly could write their suggestions below these.

If you have access to the Internet and a projector, you could to show some pictures from the following website: <http://www.flickriver.com/>. Just type in 'modern' and 'technology' and the search will give an instant stream of relevant pictures to promote discussion.

- Ask students to look at the images on page 2 of the worksheet.
- Instruct students to discuss the questions in pairs before eliciting feeding back from the whole group.
- Drill pronunciation of the names of the items (washing machine, tumble drier, tablet, laptop, PC, smartphone, MP3 Player, digital camera, dishwasher, games console), eliciting number of syllables and word stress.



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Task 2 Vocabulary – pre-reading task (10-15 mins)

- Ask students to look at Task 2 on the worksheet.
- Give instructions for students to match the words to the definitions.
- Establish correct answers as a group and drill for accurate pronunciation.

Differentiation

For kinaesthetic learners, the worksheet could be cut up as the basis for a matching or mingling activity whereby students find the person with the definition for 'their' word/phrase and vice versa. More able students could be referred to the British National Corpus to identify common collocations of the words: <http://www.natcorp.ox.ac.uk/>

Task 3 Speed reading (10-15 mins)

- Ask students to look at Task 3 on the worksheet.
- Tell them they are going to read the text as quickly as possible.
- Give a time limit of 1.5 minutes, after which tell students to stop and mark where they have read to.
- Ask them to read the text again, starting from the beginning, with the same time limit.
- Again, after 1.5 mins, stop the students and ask them to mark where they have read to.
- Each time they read, they should be able to get further through the text. Repeat the procedure until students have finished reading to the end.
- Ask students to match each paragraph to a topic sentence.

Differentiation

Allow more time for weaker students, and allocate mixed pairs for the paragraph matching activity to promote peer support and encouragement.
Tell stronger students / early finishers to find and write down useful collocations from the text.

For an online timer accompanied by music or sound effects,
visit: <http://www.classools.net/education-games-php/timer>

Task 4 Grammar – pronunciation of -ed endings (10-15mins)

- Ask students to look at Task 4 on the worksheet.
- Instruct students to use the text to answer question 1 and elicit correct answers.
- Use the three examples (*walked, wanted, played*) to show the pattern of the pronunciation of –ed endings.
- Encourage students to complete the table.
- Establish correct answers and pronunciation.

Differentiation

Encourage more able students to do q. 3 and share their answers with the group.

Task 5 Cooler

For the final cooler activity, choose between the following two options, depending on the strengths / needs of those in the group. You could do both if you have time. Option 1 provides writing practice, and Option 2 encourages Speaking and Listening practice. Both options allow students to activate the language they have learned in class.

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Cooler: Option 1 - Writing about the past (20-30 mins)

- Ask students to work individually to complete Task 6.
- Monitor, providing assistance where required.

Differentiation

You could ask students to visit <http://www.telescopictext.org/> in order to gradually build up their text in an organic way. Tell them to type in their initial phrase and expand it by adding more detail like adjectives and longer clauses.

Students can visit <http://vocaroo.com> to record themselves reading their writing aloud. This encourages them to notice mistakes and improve their pronunciation.

Cooler: Option 2 - Game (20-30 mins)

- Put students into pairs or small groups.
- Hand out Resource A 'Modern technology: what do you think?' board game, along with rules, game cards, coins and counters.
- Tell students to read the rules and ask concept questions to check understanding.
- Monitor, giving assistance where required.

Suggested answers**Task 2****Vocabulary – pre-reading task**

1. c
2. a
3. e
4. g
5. f
6. h
7. b
8. j
9. d
10. i

Task 3 – speed reading (match paragraphs to topic sentences)

- a. 2
- b. 4
- c. 3
- d. 5
- e. 1



Task 4**Grammar – pronunciation of -ed endings in the past simple tense**

1. walked, played, wanted

2. past verbs ending /d/: played, loved, stayed, listened, pulled
past verbs ending /t/: walked, worked, wished, laughed, liked, watched, asked, kissed,
washed
past verbs ending /Id/: wanted, decided, shouted, invited

3. spent was, wrote

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