

1. **Level:** Upper-Intermediate – Advanced (B2 – C1)
2. **Learner type:** Older Teens, Adults
3. **Time:** 75 minutes + follow up Conversation Questions (15 minutes)
4. **Materials:** Worksheets, online videos (optional)
5. **Activity:** Reading for specific information  
Speaking – information and opinion exchange
6. **Topic:** Technology, Recycling, Autism, Charities.
7. **Language:** Language for expressing ideas and discussing opinions
8. **Learning Outcomes:** Post lesson students will be able to:

- Scan locate sentences that contain main concepts. **(Reading for Orientation)**
- Summarise information from short sections of a text. **(Reading for Information and Argument)**
- Exchange, compare, clarify and confirm accumulated factual information and understanding on the topic of technology in education with some confidence. **(Information Exchange)**
- Communicate using expressions for the functions of speculating, accepting and rejecting ideas with reasonable accuracy and appropriacy. **(Informal Discussion)**
- Ask someone to clarify or elaborate what he/she has just said. **(Asking for Clarification)**

### 9. Get It Ready

Write each of the 14 words from the John Dewey quote onto separate strips of paper. Shuffle the cards and put a small piece of blu-tac on the back of each one. You will need one set of cards for every 4 to 6 students in the class. You'll be using this quote as an introductory topic sentence.

***If we teach today as we taught yesterday, we rob our children of tomorrow.***

Photocopy Worksheets A and B, 1 copy of each for every 3 students in the class.

Photocopy Worksheet C, 1 copy per student.

Worksheet D is intended for use in a subsequent follow up class, 1 sheet cut in half can be used for every 4 students.

### 10. Do It (Staging)

#### 1. Sentence Collage

Split the class into groups of 4 to 6 students – position one group in front of the whiteboard and the other groups round the classroom where there is space on the walls to stick up the cards in a row to make a sentence. Give each group a set of the word cards. Ask them to share them out – two to four word cards for each student. Ask them to work together to build a grammatically correct and intelligible sentence using all the words. Do not interfere or help – let the students argue among themselves about where the words should go. They may end up with sentences that are different from your original one, which is fine.

#### 2. Reading

Tell the class you are going to give each student a part of a text about the iPad and its pros and cons for various people, but that the text is in three parts.

Each student will have one-third of the story to read. Divide the class into groups of three and give each group a copy of Worksheet A cut into 3 parts, A, B and C.

Tell the students they have four minutes to read their part of the text, after which time they are

going to answer some questions about it.

After 3 minutes, give each group one copy of Worksheet B. Tell them they have to work together to answer the questions. Encourage students to try to answer them without looking back at the text.

### Answers

(Check the answers in open class)

1. Who uses the iPad as a learning tool?  
*Students at Mr Arnold's school & Charlie*
2. Who got an iPad for their birthday?  
*Betty*
3. Who mentioned the iPad's 'battery life' as the key factor guaranteeing its success?  
*Mr Arnold*
4. Who had mixed feelings about computers before using the iPad?  
*Charlie (ambivalent)*
5. What's a 'silver surfer'?  
*Someone over the age of 60 who uses the internet*
6. Who really likes the range of apps that come with the iPad?  
*Mr Arnold*
7. Who finds using a mouse difficult?  
*Betty & Charlie*
8. Who gained greater independence through the iPad?  
*Betty & Charlie*
9. Why did someone doubt that the iPad was any different from PCs before trying it?  
*Charlie's parent remembered the laptop that they'd lost after it was thrown across a room and the ipd that they'd found in the kettle.*
10. What sort of things do older people like and not like to do on the iPad?  
*Likes - sending e-mails, browsing the web, creating photos albums, online banking, buying books online*  
*Doesn't like – reading eBooks.*
11. What's the most popular app with school children?  
*Maths Bingo*
12. Who likes the idea that with the iPad you can surf the internet from anywhere in your house?  
*Betty*
13. Who believes it's not just something for 5 years' time, but is for right now?  
*Mr Arnold*

### 3. Discussion

Ask the class what the most important electronic devices are from the following items. If the class is not too forthcoming ask them to rank them in order of importance:

mobile phone, television, laptop, PC, Xbox.

Tell the students you want them to think about what they use electronic devices for in their everyday lives. Ask them how they use different devices to improve their learning skills.

Give out Worksheet C, one per student. Tell the students to discuss the questions in Exercise 1 in pairs and to be prepared to report back on one or two of the most significant points in their discussion. In whole class feedback build up a collection of techniques to enhance learning.

If a few groups finish Exercise 1 earlier than others, as a link into the next discussion topic ask these early finishers to discuss how they get rid of electronic devices like mobile phones and laptops that they no longer want or that they replace?

Direct students to Exercise 2 on Worksheet C. Ask them what the difference is between reusing and recycling:

- Reuse refers to any activity that lengthens the life of an item.
- Recycling, on the other hand, refers to reprocessing an item for use in a new product.

Tell the students (individually and then in pairs) to put the items in Exercise 2 into the relevant categories (items may belong to 1 or more categories). Do we reuse, recycle or just throw these old devices away? Again, students should be prepared to report back on one or two of the most significant points in their discussion. In whole class feedback, build up a collection of ways in which students can start living by the 3Rs rule.

Ask students about any differences they have noticed between recycling habits here in Ireland and their home country. Have they learned anything that will make them 'greener' when they go back home?

As a link into promoting the Irish Autism Action appeal, highlight the idea that phones can be recycled. Show then a copy of the A4 poster detailing the appeal. If any student has an old phone that they could donate please ask them to bring it in to give to you, their teacher. You can pass it on to the contact person in your school or contact Gary Tennant <dos@atlaslanguageschool.com> for us to organise to collect it.

In the event that a student brings a mobile phone in a subsequent class, in pairs students can engage in the conversation questions on Worksheet D about charities and charity work.

*Credits:*

*The Sentence Collage activity is recycled and reused from Mario Rinvoluceri's, Grammar Games (CUP: 1984). It is also a good way to present a new structure. The work of creating the collage focuses everybody's attention very powerfully.*