

Theme 1 Unit 2

The Internet

Coursebook, pages 4 and 5 Workbook, pages 4 and 5

Lead-in

Ask students what communication words they can remember from their discussion in the overview of the theme (Coursebook, page 1).

Coursebook, page 4, Activity 1

Make sure that students understand the idea of 'essential' and 'non-essential.' They write down their top ten essential items and compare them with a partner's items.

Coursebook, page 4, Activity 2

Before asking students to read the text about the Internet, have a brief discussion.

Elicit students' views about the following:

- What are the main uses of the Internet?
- What are its advantages and disadvantages?
- What is the future of the Internet?

Tell students to read the text in detail, then answer the two questions under the rubric. Elicit their ideas about how old the Internet is. Check their understanding of the four activities in question **b**. Ask them which of the activities they have done.

Answers:

- a** Twenty years old (in 2011, but it depends what year you are teaching this theme)
b e-mailing

You can also add some more questions as a quick comprehension check.

Suggestions for other questions:

1. Who was Tim Berners-Lee?
2. What is the Internet?
3. Is the Internet always free?
4. What can you do on the Internet?
5. What is the purpose of blogging?

Coursebook, page 5, Activity 3

Students read the text about the Internet again,

and complete the referencing activity.

Answers:

- a** people
b high speed connections, links to personal computers (PCs) and wireless systems
c anyone with a laptop or pocket PC
d a house, a book, some flowers
e anyone
f their readers

Workbook, page 4, Activity 1

Elicit what kinds of technology students have at home, or use at school. Tell them to complete the matching activity. Do a whole class check.

Answers:

- a** visit **websites**
b surf **the Internet**
c download **music**
d dial **a number**
e key in **a password**
f text **a message**
g go **online**
h switch on **your computer**
i send **e-mails**

Workbook, page 4, Activity 2

In pairs, students complete the text. Tell them that each missing word or phrase can be either one of the verbs or nouns in Activity 1. Before attempting to fill in the gaps, students should read the text straight through and decide if they need to look for a verb or a noun.

When students have completed the activity, play Listening 1.2.1 straight through and tell them to check their answers. The answers are given in **Bold** in the listening script below.

Listening Script 1.2.1

"How much time do I spend using IT every day? Lots! When I get home from school I (1) **switch on** my computer, and check my (2) **e-mails**. I usually need to (3) **send** a couple of e-mails too. While I'm (4) **online**, I

sometimes (5) **surf** the Internet to do research for my homework and then I make a note of the (6) **websites** I visit for reference. I'm joining an online music club after my birthday next week so that I can buy and (7) **download** new music straight from the Internet. After using my computer, I usually (8) **text** a few messages to my friends on my mobile."

Do a whole class check. Remind students that if they are using information from sources on the Internet in their work, they should acknowledge (reference) these sources, and that downloaded music should be paid for if necessary.

Workbook, page 4, Activity 3

Elicit question words from students and write them on the board – **What? Who? When? Why? Which? How?** Point out that many questions begin with **Do?** Or **Does?**

Direct students to the question words in the box at the top right of Activity 3. Students complete the gaps with the missing question words, and then discuss the answers to the questions in their groups. Allow them time for the discussion.

Answers:

- a Do
- b What
- c How
- d When
- e Which
- f Do
- g Who
- h Do
- i Why

Do an oral feedback of the answers to the questions. You could ask a spokesperson from each group to summarise the most interesting results of their group discussion, e.g.

- Which group member is the most active user of the Internet?
- Which are the most popular websites?

Coursebook, page 5, Grammar Recall

Direct students' attention to the Grammar Recall box. Discuss the differences in meaning between the two questions at the top. The first question – 'What do you think about technology?' – means 'What's your opinion of technology?' This question refers to a permanent state or condition (i.e. not just right now) and is expressed by the use of the present simple. The second sentence – 'What are you thinking about?' means 'What are you thinking about at this moment?' This question refers to an action or situation that is happening right now, and is expressed by the use of the present continuous. Direct students to the Grammar Reference section on page 73 of the Workbook for further guidance about the use of the present simple and present continuous. With students, work through the sentences on the left-hand side of the Grammar Recall box, matching each one to a usage described on the right.

Answers:

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

Workbook, page 5, Activity 4

Work through Activity 4 with students orally. First, they have to read each sentence, choose the correct form of the verb and underline it. Then they have to match each sentence to the most appropriate usage from the Grammar Recall box on page 5 of the Coursebook. They should write the letter of each usage in the box to the right of each sentence.

Answers:

- | | |
|---------------------|---|
| 1 are you reading | e |
| 2 is e-mailing | f |
| 3 writes | a |
| 4 do not text | b |
| 5 do not understand | c |
| 6 is downloading | d |
| 7 am getting | f |
| 8 Are you listening | d |

Theme 1 Unit 2

The Internet

Workbook, page 5, Activity 5

Discuss the idea of a blog with students. If you have time, show them an example of a real blog. Direct their attention to the Boy Blogger of Sohar's blog. Point out the information he has given in his 'About Me' section to the right of the blog. Discuss the information in his blog. Does he write a blog every day? (No). What does he invite his readers to do? (Write to him about what they like).

Students read the text of the blog, and find the verbs which have not been used in the correct form. Some verbs need changing from the present simple to the present continuous, and vice versa.

If you prefer, this task can be given as homework.

Answers:

Thursday 5th

Another good day for me – I'm having my first driving lesson this morning. Drivers of Oman – take care! ~~I'm having~~ **I have** my licence from the police and my dad ~~takes~~ **is taking** me to the driving centre. . .

Saturday 7th

. . . ~~I write~~ **I'm writing** this in my English class. Everyone else is writing an essay, but I finished mine. This is much more interesting. Oops! I think Mr Ahmed ~~comes~~ **is coming** my way – time to go!

Sunday 8th

My favourite hobby at the moment ~~finds~~ **is finding** football club websites on the net. . .

Wednesday 11th

Last day of college for this week. ~~I'm loving~~ **I love** Wednesdays! – except for all the homework we get for the weekend. I've got football in the morning, English after break then maths and Arabic. Then ~~I go~~ **I'm going** round to my cousin's house. . .

Coursebook, page 5, Activate Your English

In pairs, students play the game in Communication Activity 1 on page 60 of their Workbooks. This game is a version of 'Noughts and Crosses' where players try and make rows containing 3 noughts or 3 crosses.

X	O	
X	X	O
O		X

Demonstrate the game with two students. Players have to make up sentences using the present simple and present continuous, as in the given example. The winner is the first person to make a row of three – horizontally, vertically or diagonally. Players should try and block their opponent from making a row. They cannot repeat a sentence that has already been said.

Workbook, page 5, Activity 6

The Grammar Practice activities on page 64 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 73 of their Workbooks for guidance.

Answers to Grammar Practice Activities

- Are you travelling
 - am
 - are you studying
 - am taking
 - Do you speak
 - has
 - am going
 - am trying
- don't watch
 - are reading
 - is looking
 - don't like
 - is planning
 - means