



Unit 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

LESSON 1: The computer revolution

S 1

Learning context: The students of 3^{ème} 1 of Lycée Moderne of San Pedro are reading a text on the computer revolution in order to discuss its importance in this modern world.

LESSON CONTENT

Language function	Structures /Grammar	Vocabulary
Describing a routine with the present simple	I use a computer to type a test. Ali reads a book on science regularly.	Hard drive – headphone – mouse – Compact Disc (CD) – memory stick – monitor – printer – scanner – webcam keyboard – speakers

A- Vocabulary



- | | |
|---------------|------------------------------|
| 1. hard drive | 6. mouse |
| 2. monitor | 7. keyboard |
| 3. speakers | 8. Compact Disc (CD) |
| 4. printer | 9. headphone |
| 5. scanner | 10. memory stick (Pen drive) |
| 11. webcam | |

B- Language function: Describing a routine with the present simple
To describe actions we regularly do, we use the present simple tense.

Example: Every day, I **watch** a film on my computer.

Akim usually **writes** mails to his friends.

PRACTICE ACTIVITIES

Activity 1: Name the different parts of the computer. Write your answers like in the example.

Example: 1 – hard drive



Activity 2: The passage below is about computer revolution. Put the verbs in brackets in the present simple. Write your answers like in the example.

Example: *I- is*

The new technological revolution (**1- to be**) intimately related to the electronics industry's development. It (**2- to imply**) that at the end of this century and the beginning of the next, a series of new technologies will be developed. This revolution (**3- to encompass**) all the aspects of the modern life. Owing to it, we (**4- to produce**) more in a minimum of time as computers (**5- to replace**) humans in industries today.

S 2

Learning Context : The students of 3ème 1 of Lycée Moderne of San Pedro are reading a text on the computer revolution in order to discuss its importance in this modern world.

LESSON CONTENT

Language function	Structures / Grammar	Vocabulary
Describing an action in progress	<p>I am processing a test with a computer.</p> <p>The kids are paying computer games.</p>	<p>To process a text – to scan bar code – to surf on the internet – to play video games – to use facebook – to give a powerpoint presentation – to examine by</p> <p>a scanner – cash machine</p>

A- Vocabulary

 <p><u>to process a text</u> = to type a text on a computer</p>	 <p>The shop cashier is <u>scanning the bar code</u> of an article</p>	 <p>to surf on the internet</p>	 <p>to play video games</p>
 <p>to use facebook</p>	 <p>The teacher is <u>giving a powerpoint presentation</u></p>	 <p>The patient is being <u>examined by a scanner</u></p>	 <p>the cash machine</p>

B- Language function: Describing actions in progress



These three doctors **are examining** their patient with a scanner. We can see them doing the action while we state it. It is an action in progress.

To describe an ongoing action or an action in progress, use **the present continuous or progressive: AM / IS / ARE + VERB-ING.**

Example: The doctors **are examining** their patient with a scanner.

Question: What **are** the doctors **doing**?

PRACTICE ACTIVITIES

Activity 1: Match the pictures below with their descriptions in the box. Write your answers like in the example.

To surf on the internet – to withdraw money from the cash machine – to examine with a scanner – to play video games – to give a powerpoint presentation – to process a text

Example: 1 – to give a powerpoint presentation

 1.....	 2.....	 3.....
 4.....	 5.....	 6.....

Activity 2: Use the information from activity 1 to ask and answer questions with your neighbour like this:

- 1) A: What is the man doing?
B: He is processing a text.

S 3

COMMUNICATION ACTIVITY

During a meeting of the English Club of Lycée Moderne San Pedro, the students of 3ème 1 read a text on the computer revolution in order to discuss its importance in this modern world. Being a member of the class, as you read the text below, do the activities that follow it.

Computers are electronic machines that help us in many ways. But they cannot think or do things on their own. We have to feed them with information and tell them what to do with it. They cannot come up with any new information. But they save us much time and work. For example, all the information and office files can be stored in a computer's "memory". Where it took a clerk days and even weeks to trace any information from a particular file, the computer takes only seconds to find it.

The first computers were huge and costly. They filled up almost the whole floor of large offices. Later, because of the increasing importance of computers in business and everyday life, scientists soon found ways to produce smaller and cheaper versions of these machines. They invented chips which made it possible to store more information in less space. Nowadays, computers are not only cheaper but also more compact. They can just be placed on top of an ordinary writing table, or on our lap while travelling. They can even be carried from place to place easily. Computers are now used everywhere: offices, factories, banks, schools and at home.

Adapted from www.englishdaily626.com

- 1) Give a title to the text.
- 2) Why do we have to feed the computers with information and tell them what to do?
- 3) Where do computers store all the office folders and files?
- 4) How different is a clerk's work from that of a computer?
- 5) In which domains can we use a computer?

RESSOURCES

Homework: At home list 4 sentences describing some actions you regularly do with computers.

Homework: At home, make 4 sentences describing actions in progress.

