

# Happy 21<sup>st</sup> Birthday

## Level

Pre-intermediate - Intermediate and above (equivalent to CEF level A2 - B1 and above)

## Comment

Students at pre-intermediate level will need more guidance and time to complete the tasks. This is a jigsaw reading task. For lower level students, bear in mind that Text B is slightly longer than Text A, so you may want to give this to more confident students. For lower level students it may be beneficial to provide an empty grid for students to fill in at the note-taking and listening stages, to help structure the task.

## How to use the lesson

- 1 Ask students who has used the internet in the last 24 hours and what for. Tell students what you have used it for. Let students complete **Exercise 1**, then compare and discuss answers in pairs or threes. Take some whole class feedback on any points of interest.
- 2 Before students start brainstorming the positives and negatives (**Exercise 2**), elicit an example for each side of the argument. Give students 3-6 minutes to work alone first to brainstorm ideas, then let them compare ideas with their partner. Pool ideas as a whole class. Put their ideas up on the board and use this opportunity to upgrade students' language, as appropriate.
- 3 Before they read the introductory paragraph in **Exercise 3**, elicit some ideas. Invite students' reactions after reading and elicit what they know or predict about the percentage of internet users in their own country/countries.
- 4 Divide the class into As and Bs. Hand out the relevant texts and refer students to their respective glossaries. With a lower level group - pre-intermediate or low intermediate - initially put students in same-text pairs. Students should first read their texts and find out which of the items on the board (from the brainstorm) are mentioned. Students then make notes on their text. Give a clear time-limit of 8-14 minutes for this task, depending on your group. Warn them that the text will be removed at the info-sharing stage. Monitor as they are note-taking, to guide and assist (encourage them to number the ideas 1-5 or 1-6).
- 5 (optional) If students were put in same-text pairs, let them first practise telling each other what they have understood from their notes, before working with a new partner.
- 6 Students share the information with someone with a different text. Ensure that students are using *only* their notes, not the text, to relate the information. Suggest starting as follows: *There are 5/6 positive/negative aspects... Firstly...* Monitor to ensure the listening student is making notes on what their partner is saying.
- 7 Put students into groups of three to complete the discussion task, **Exercise 6**.
- 8 To integrate a mini lexical focus, you could provide an exercise on word families: put up the following verbs on the board: *provide, harm, damage, invade, influence, educate*, either randomly or in a grid. Ask students to think of related words in each word family, e.g. noun (person and thing), adjective (where relevant). Students can work in pairs, then check their predictions with a dictionary, e.g. *educate (v); education (n – thing); educator (n – person); educational (adj)*. Early finishers mark the word stress too. Drill these, if appropriate, or get the strong students to do so.
- 9 For homework, if appropriate you could ask intermediate level students and above to write an essay on the pros and cons of the internet. You could ask them to hand in the texts from today's lesson, to increase the challenge.

## Reading eLesson

Week starting 14<sup>th</sup> March 2010

### Answer key:

**1**

students' own answers

**2**

students' own answers

**3**

1 21 years old

2 He is the creator of the World Wide Web, which made the internet available to the public.

3  $\frac{1}{4}$  of the global population; around 2 billion.

### Related websites

The following websites might be useful, for either yourself or your students.

[http://www.computerhistory.org/internet\\_history/internet\\_history\\_90s.html](http://www.computerhistory.org/internet_history/internet_history_90s.html)

<http://www.itproportal.com/portal/news/article/2009/3/13/world-wide-web-20-years-old-today/>

<http://www.buzzle.com/articles/advantages-disadvantages-internet.html>

<http://www.free-computer-tips.info/tutorials/internet-tips/advantages-and-disadvantages-of-internet.html>

<http://www.dailymail.co.uk/news/article-1250414/Riot-police-called-Park-Lane-Facebook-party-attracts-2-000-people.html>