The digital age

LEARNING OUTCOMES	■ I can learn about computers and how much people use the Internet in other cultures and use what I learn to make connections with my own culture. ■ I can talk about computer use in my own culture and understand my own cultural identity. ■ I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

ⒶVOCABULARY FOCUS

cell phone [n]: (American English) a small phone that you can carry with you

cybercafé [n]: a café with computers where customers can use the Internet

digital device [n]: a piece of equipment that stores information as numbers or electronic signals

excessive [adj]: more than is reasonable or necessary

harm [v]: cause injury or damage

health [n]: the condition of your body

high blood pressure [n]: when your blood is flowing around your body at high pressure

laptop [n]: a small computer that you can carry with you

media centre [n]: a room in a school where you can use computers

obesity [n]: a condition in which someone is too fat

PC [n]: personal computer: a computer designed to be used by one person at a time

screen time [n]: the amount of time you spend on a computer or digital device or watching TV

smartphone [n]: a small mobile phone that also works as a computer

tablet [n]: a small computer

webcam [n]: a camera connected to a computer

WARMER

Ask students what digital devices they use at home or at school (e.g. computer, laptop, tablet, smartphone). Write the words on the board. Then ask them how many hours of screen time (time spent in front of a screen) they spend each day. Do a class survey and write the results on the board.

1 In pairs, students discuss the infographic and answer the questions. Explain that PC means 'personal computer', which can be a computer or a laptop. Allow time for ideas to be shared with the rest of the class. Ask students if their own country is shown in the infographic. If not, ask them where they think their own country might be in the infographic.

Answers

1 It has the largest number of PCs.   **2** 57 million
3 Germany

2a Ask students to read the texts quickly and find the answer.

Answers

Brooke has a computer and a smartphone. Ibrahim has a smartphone, but not a computer at home.

2b Students read the texts again and circle the correct answer option. When students have finished, check the answers as a class.

Answers

1 a **2** b **3** b **4** a **5** a **6** b

2c Students read the sentences and match the numbers in the box with the sentences. Check the answers as a class.

Answers

1 seven billion   **2** 50   **3** 13.2 million   **4** one billion
5 10   **6** two billion

Gateway to culture

3a Students work in pairs and discuss their answers to the questions. Invite some students to share their ideas with the class.

PROJECT

3b Explain to students that they are going to work in groups of three or four to prepare a project. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1, students work with their group to choose a country they are interested in to research information about computers and Internet users. Try to ensure a good mix of countries between groups. They should also research their own country. For Step 2, students follow the points for their Internet research to find information. If working at home, each group member can do some individual research and then share their ideas and findings with the rest of their group in the next class. For Step 3, students share the results of their research and discuss their findings. Ask students to decide how they would like to present the information they found. Allow some time for class preparation before each group presents their ideas to the class.

3c Students present their information to the class. They should compare the countries they researched with their own country, considering the similarities and differences.