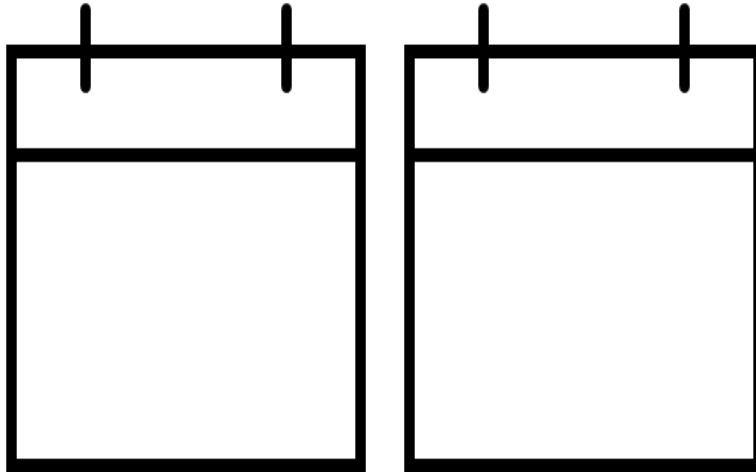


BOOKLET 4



Booklet 4

CEFR Level B1.1	Suggested Curriculum Module 1: Globalization	Topic: Technology
<p>This booklet consolidates some of the student learning objectives indicated in The Suggested English Curriculum in Module 1 for 9th grade, presented below:</p> <p>Performance indicators:</p> <ol style="list-style-type: none">1. Identifies the chronological order of past and future actions.2. Prepares an expository text about the effects of ICT on daily life using information from different sources3. Recognizes advantages and disadvantages of ICT on daily life <p>Basic Learning Rights (BLR): Ninth Grade</p> <ol style="list-style-type: none">1. Recognizes cause and effect relationships in short written texts on academic topics2. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest.		
By the end of this booklet you should be able to:		
<p>Identify cause and effect relations in medium length expository texts written or spoken that talk about technology.</p> <p>Give opinions on current social phenomena and virtual learning.</p> <p>Let's get started!</p>		



Activity 2: Match the definitions (a–f) with the vocabulary (1–6).

- | | |
|---------------------|---|
| 1. Take over | a. the ability to think of new ideas |
| 2. To adapt | b. to think something is less than it is |
| 3. To underestimate | c. to work out what kind of illness or problem someone has |
| 4. Empathy | d. when someone takes control of something, like a job or a place |
| 5. To diagnose | e. to change something so that it fits better |
| 6. Creativity | f. the ability to deeply understand someone’s situation or feelings |

Activity 3: Before starting, there is some vocabulary you need to learn.

Modal Verbs

The core modal verbs are:

- Can
- May
- Must
- Shall
- Will
- Could
- Might
- Should
- Would

We use modal verbs to express ability, possibility, certainty, permission, obligation, or give some advice or a suggestion.

The negative form of a modal verb is simple. We just need to add **'not'** after the modal.

Example: Globalization would **not be possible** without ICT.

Let's see some examples.

<i>ability</i>	<i>can</i> <i>can't</i>	My best friend can speak many languages.
<i>possibility</i>	<i>could</i> <i>might</i> <i>may</i>	It might rain tomorrow. (maybe it is going to happen)
<i>certainty</i>	<i>must</i> <i>might</i> <i>can't</i>	My cellphone must be in my room. (I'm fairly sure about it)
<i>permission</i>	<i>can</i> <i>could</i> <i>may</i>	Can I ask a question, please?
<i>obligation</i>	<i>must</i> <i>mustn't</i>	Drivers must stop at a red light.
<i>advice</i>	<i>should</i>	You should check your homework before you send it.
<i>suggestion</i>	<i>shall</i> <i>should</i>	Shall we go for a walk?

Based on the previous information and the vocabulary in activity 2 write four sentences expressing ability, possibility, certainty, permission, obligation, or giving some advice or a suggestion. Indicate the modal meaning at the end.

Example: Artists must have creativity (certainty).

1. _____.
2. _____.
3. _____.
4. _____.

While-reading activities: These activities help you to understand the information from a text when you read it and practice the vocabulary you learned.

Activity 4: *Robot teachers*

Look at the text again and answer: What type of text is it? Mark with an X.

a. Magazine _____

b. Menu _____

c. Article _____

Now read the next text:

Robot teachers

If you think of the jobs robots could never do, you **would** probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all? British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can. One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and will not get stressed, or tired, or move somewhere for an easier, higher-paid job. Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job, and they feel overworked. Perhaps the question © 2019 British Council www.britishcouncil.org/learnenglish is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organize and

answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

Activity 5: Based on the text “Robot Teachers” decide if the following statements are **True** or **False**:

- a) Most jobs seem as if they can be done by robots or computers. (TRUE/FALSE)
- b) One advantage of robot teachers is that they don’t need to rest. (TRUE/FALSE)
- c) Robot assistants could help teachers by marking homework. (TRUE/FALSE)

Activity 6: Read the text again and **highlight** the **modal** verbs. Follow the example.

Activity 7: Read the following questions and choose the best answer based on the reading.

<p>Robots will probably never ...</p> <ul style="list-style-type: none"> a. have human understanding of emotions. b. be a popular choice for teachers. c. be intelligent enough to work in education. 	<p>Teachers ...</p> <ul style="list-style-type: none"> a. work harder than office workers. b. have less help than office workers. c. leave their jobs to become office workers.
<p>Robots could ...</p> <ul style="list-style-type: none"> a. empathize with students. b. mark homework. c. prepare lessons 	<p>It’s easy to think robots ...</p> <ul style="list-style-type: none"> a. will replace people even if we don’t like the idea. b. are more capable than people and it’s true. c. can do less than people but not always true.

Post-reading activities: Now that you read the text and practiced vocabulary, you will learn how to offer a solution and give opinions about the topic.

Activity 8: With your words and using the previous information about modals, answer the following questions.

a. Do you think robots will replace human beings in their jobs?

b. Which modern invention could you not live without?

c. Has ICT had any impact in education?

Present Perfect (Have /Has)

We use the present perfect (*have* or *has* + verb in past participle) to talk about past actions that are still connected to the present or have a result in the present.

Example: Plastic pollution **has** increased in the last years affecting the planet.

The auxiliary verb for present perfect is HAVE/HAS. If you talk about *he, she, or it*, use **has**. If you talk about *I, you, we, they*, use **have**.

The main verb is in its past participle form.

- The past participle of regular verbs ends in -ed. Example: connect=connected.
- The past participle of irregular verbs changes, so there is no special rule for this form. Example: speak=spoken.
- Use your dictionary for irregular verbs; if you do not find the verb in the dictionary list, it is a regular verb, so add -ed at the end.

Activity 9: We know that this year students have had to study from home in virtual environments because of Covid-19. Write a short text about how you felt about your online classes. Mention the changes that you have seen in your learning process during this period and determine strategies you would implement to improve virtual learning environments. Use the vocabulary and structures you learned.

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Activity 10: Self-assessment

Put a tick (√) in the category that best describes your performance.

	Low performance (1.0 – 2.9)	Basic performance (3.0 – 3.9)	High performance (4.0 – 4.5)	Superior performance (4.6 – 5.0)
1. I understood the vocabulary of the lesson (ICT).				
3. I can use modal verbs .				
4. I can identify the vocabulary of the lesson in a short text and answer comprehension questions about the text.				
5. I can write about how I felt during online classes and my learning process.				

Activity 11 This activity is about Self-reflection. Let's write a short text about three things that you consider were challenging to you in order to develop the activities proposed in this module. And include, **What was the activity you liked the most and that helped you to learn about technology?**

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Thank you for your hard work! Now you can tell your family about everything you have learned about technology.

ANSWER KEY

Activity 2: Match the definitions (a–f) with the vocabulary (1–6).

- | | |
|------------------------------|---|
| 1. <u>d</u> Take over | a. the ability to think of new ideas |
| 2. <u>e</u> To adapt | b. to think something is less than it is |
| 3. <u>b</u> To underestimate | c. to work out what kind of illness or problem someone has |
| 4. <u>f</u> Empathy | d. when someone takes control of something, like a job or a place |
| 5. <u>c</u> To diagnose | e. to change something so that it fits better |
| 6. <u>a</u> Creativity | f. the ability to deeply understand someone’s situation or feelings |

While-reading activities: These activities help you to understand the information from a text when you read it and practice the vocabulary you learned.

Activity 4: *Robot teachers*

Look at the text again and answer: What type of text is it? Mark with an X.

a. Magazine_____

b. Menu_____

c. Article X

Now read the next text:

Activity 5: Based on the text “Robot Teachers” decide if the following statements are True or False:

- a) Most jobs seem as if they can be done by robots or computers. (TRUE/FALSE)
- b) One advantage of robot teachers is that they don’t need to rest. (TRUE/FALSE)
- c) Robot assistants could help teachers by marking homework. (TRUE/FALSE)

Activity 6: Read the text again and **highlight** the **modal** verbs. Follow the example.

If you think of the jobs robots **could** never do, you **would** probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients **might** feel more comfortable sharing personal information with a machine than a person. **Could** there be a place for robots in education after all?

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<p>Robots will probably never ...</p> <p><u>a. have human understanding of emotions.</u></p> <p>b. be a popular choice for teachers.</p>	<p>Teachers ...</p> <p>a. work harder than office workers.</p> <p><u>b. have less help than office workers.</u></p> <p>c. leave their jobs to become office workers.</p>
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<p>c. be intelligent enough to work in education.</p>	
<p>Robots could ... a. empathize with students. <u>b. mark homework.</u> c. prepare lessons</p>	<p>It's easy to think robots ... a. will replace people even if we don't like the idea. b. are more capable than people and it's true. <u>c. can do less than people but not always true.</u></p>