

The impact of technology

Lesson Description

In this lesson you will discuss the impact of different technological advances and read about the effect of technology on the workplace. You will take part in a TV debate about the advantages and disadvantages of the internet. You will learn useful language for discussing advantages and disadvantages.

Aim

Participating in a debate.

Language

- language for discussing advantages and disadvantages
- language for taking part in a debate

Task

Participate in a TV talk show debate on the theme of “The world would be a better place without the internet”.

Materials

Handout

Photocopiable (prompt cards for lead in, jigsaw texts for input, task rolecards)

Suggested Running Order

Lead-in	Students discuss what technological inventions have had most impact on their lives and give a 2 minute talk on positive / negative aspects
Input	Students do jigsaw reading then summarize the main ideas of their text for partner. Give their opinions.
Language Focus	Analysis and practice of language used to express advantages and disadvantages.
Task	Students look at language for participating in a debate, then plan and carry out a TV debate on the pros and cons of the internet.

Lead-in

- 1 Ask the students to think about the inventions and decide which three have had the biggest impact. Once they've got their answers they should discuss them in 2s or 3s and give reasons to support their ideas.
- 2 Student should then discuss the questions in section 2.
- 3 Put the students in pairs and give them each one of the prompt cards in the photocopiable materials. Give them a couple of minutes to prepare. Encourage them to include detail and examples in order to be able to speak for the full two minutes.

Input

- 1 Students briefly discuss the positive and negative impact of technology in the workplace.
- 2 Divide the students into pairs and tell them that they are going to read different texts on the subject of technology in the workplace. Give out the texts and allow sufficient time for students to read and understand the main ideas. Student A in each pair should read the text entitled *You Can't Stand in the Way of Progress*. Student B should read the text entitled *A Price Too High*.
- 3 Tell the students that they are now going to summarise the most important information in their text to their partner. They can refer to the text if they need to, but should avoid reading from it.
- 4 Ask the students in pairs to briefly discuss which writer they agree with more and why. Quick whole class feedback.

Language Focus

The language here mostly focuses on talking about benefits and drawbacks and is taken from the texts the students have just read.

- 1 Students complete the sentences in section 1 using the words in the box

Answers

- | | | | |
|----------------|----------------|---------------|-----------|
| 1 e bring | 4 d facilitate | 7 a reasons | 10 c hand |
| 2 g outweigh | 5 b obvious | 8 j balance | |
| 3 h benefitted | 6 i make | 9 f doubtless | |

Note: it might be worth pointing out the different usages of the verb "benefit" as illustrated in the examples below.

Technological progress has benefitted working practices (as in the text)

Or

Working practices have benefitted *from* technological progress

- 2 Students compare answers and check in the texts if necessary.
- 3 Ask students to match the words/phrases with their definitions.

Answers

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

- 4 Tell students that they should complete the sentences in a way that makes sense. If necessary, elicit some examples for the first one, e.g:

Email makes it possible to ...

... send news or information instantly.

... send information to several people simultaneously.

... send people documents and photos

Task

- 1 Tell students that they are all going to participate in a debate on a TV show and draw their attention to the theme of the debate on their handout.

"The world would be a better place without the internet."

Tell them first to look at the useful language in the tables for the participants and the host. Ask them to write the headings in the correct box in the tables. Model and drill the language as appropriate.

- 2 Hand out the role cards, giving the talk show host card to a more confident student. There are 5 different rolecards so ideally students carry out the debate in groups of 5, but depending on the size of the group some can be doubled up or some omitted.

Tell students the role card outlines their position on the issue and gives them some key ideas but they should try to expand on these ideas during the debate.

Give them a few minutes to read the information and prepare themselves for the debate.

- 3 Once they are ready, the host should open the debate.
- 4 Once the debate has ended, ask each of the hosts what the outcome of the debate was.
Feedback on language and review learning objectives.