

Objective

In this unit, you will discuss the benefits of technology.

A Listening and speaking**LESSON ONE****Activity 1**

Study the different devices and answer the questions that follow.

A



B



C



D



E



F

**Exercise 1: Answer these questions.**

1. Name each device in the picture.
2. Which one have you used and how does it work?
3. Which of them do you have in your home?
4. These are pictures of different devices. Look up the meaning of the word **devices** in a dictionary and describe any other devices you know.

Listening practice

Exercise 2: Work in groups. Discuss these questions about the mobile or cellular phone.

1. Why is it called a mobile phone?
2. How does the phone work?
3. What is one able to do with a mobile phone?
4. How long does it take to charge the battery and how long does it last?
5. Name the mobile phone companies in your country.

Exercise 3: Your teacher will read a passage about the advantages and disadvantages of using a cellular phone. Listen carefully then answer the questions that follow.

1. How were people communicating before 1800?
2. What are the advantages of communicating by mobile phones?
3. List the disadvantages of using mobile phones?

Activity 2

Draw a picture of your favourite mobile phone and label the different parts and their functions.

LESSON TWO

Vocabulary practice

Exercise 1: These electrical items are commonly used in different premises. Group them according to where they are used in the table that follows. Some may be used in more than one place.

telephone, computer, television set, radio set, blender, electric bulb, generator, water pump, kettle, grinder, torch, incubator, photocopier, projector, electric bell, toaster, microwave oven, stethoscope, ultra sound.

Factory	
Home	
School	
Hospital	

Using: which and that

Exercise 2: Give the uses of the devices in the table. Write sentences about their use.

Device	Use
a light bulb	gives light
telephone	
camera	
CD player	
photocopier	
car engine	
projector	
electric bell	
video camera	
music keyboard	

Example:

A light bulb provides light.

A **light bulb** is a device **that** produces light.

A light bulb is a device which produces light.

LESSON THREE

Using: so / so that

Exercise 1: Write about the different devices using **so**.

Example: You have a radio, **so** you can listen to the news.

You have a bicycle, **so** you can ride to town.

You have a bicycle **so that** you can ride to town.

Exercise 2: Write more sentences about the devices. This time you will use... **so that**... Work with a partner.

Example: 1st student : We have a radio. We listen to news.

2nd student : We have a radio **so that** we can listen to news.

1st student : This is a telephone. It is for sending and receiving messages.

2nd student : We have a telephone **so that**

1st student : This is a camera. It is for taking photographs.

2nd student : We have a camera **so that**

1st student : This is an electric bell. It is for reminding students and teachers about change of activities.

2nd student : We have an electric bell **so that** ...

Exercise 3: Write more sentences about the uses of the different devices using ... **so** ... and ... **so that** ...

Activity

Work in pairs. Hold a discussion about computers. Describe their different components. In case you have used one, tell how you got it started and what task you were doing. How did you turn it off?

Exercise 4: Think of questions you would ask a person to find out whether they have used these devices properly. The key verbs for the exercise are listed below.

Example: Have you plugged in the computer? Did you disconnect the cooker?

Machines/tools	Verbs
plug	disconnected/connected
cable	fixed/plugged in/unplugged
internet	installed
music system	inserted
cooker	installed
bulb	switched on
electric flat iron	switch off/turn on/turn off

LESSON FOUR

Using: used to

Activity

Make a list of different appliances and state their source of power to make them operate.

Devices are also called appliances. Electrical appliances are plugged in a socket in order to be switched on. They use mainly electricity. Some run on batteries. Other appliances do not run on electricity. They are manual.

Examples: A shaver - batteries/mains electricity.
Lawn mower - diesel

Exercise 1: Go back to the list you made in the activity. Write about each appliance and what it is used for and its source of power.

Example: 1. A shaver is **used for** cutting hair. It uses electricity.
2. A lawn mower is **used to** cut grass. It uses diesel.

Exercise 2: Make a list of 5 items in your classroom and write about their use.

Example: A duster is used for cleaning a chalkboard.

Exercise 3: Construct correct sentences from the table.

Example: Wheelbarrows are used for carrying things.

Wheelbarrows			blow air in order to cool the room.
A telephone			cook food.
A saw			keep things cool.
A nail cutter			see clearly.
Refrigerators	is	used to	carry things.
A cooker	are		preserve things by chilling.
Chisels			enlarge tiny things.
A fan			cut nails short.
Spectacles			communicate to people.
A microscope			cut and shape things out of wood or stone.

LESSON FIVE

Comparatives

Exercise 1: Ask questions using **which**. Use adjectives to compare different items and processes.

A radio and a television, **which** one is more expensive?

A television is more expensive than a radio.

A car, a motorcycle and a bicycle, which is the fastest means of transport?

A car is the fastest means of transport.

1. A radio and a mobile phone, which is more expensive?
2. Newspapers and the internet, which is more convenient?
3. A car and a motorcycle, which one is more expensive?
4. A motorcycle and an aeroplane; which one is faster?
5. A glass and a plastic cup; which is harder to break?
6. Meat and vegetables, which is easier to prepare?

Exercise 2: Use the information provided in the table to write a paragraph comparing the specification, function and cost of the devices below.

Device	Price	Uses	Size	Need
Computer	7,000 birr	storing and writing data	large	electric power
Typewriter	2,000 birr	writing	medium	typing ribbon
Scanner	1,500 birr	copying	small	computer and power

LESSON SIX**Dialogue****Using: I am afraid I disagree / You're quite right****Activity**

Modern technology has introduced many tools and machines which you have discussed before. They have advantages and disadvantages. Read the arguments below and give your comments.

Situation 1

Azimeraw : People who watch news on TV don't like to read newspapers.

Birtukan : I don't think so, I am afraid I disagree.

Azimeraw : Television news bulletins are similar to newspaper articles.

Birtukan : I suppose so, you're quite right.

Situation 2

Jemal : The old means of communication were better than today's.

Yasin : I am afraid I disagree with you.

Jemal : Some communication means like letter writing are still used today.

Yasin : You're quite right.

Exercise 1: Work in pairs. Give your opinions about these statements.

1. HIV/AIDS is transmitted by a virus.
2. Electronic devices are not essential today.
3. The cure for bilharziasis was discovered.
4. Drinking unboiled water is not very harmful.
5. The invention of computers has changed our lifestyle.

Exercise 2: Work with a partner. Ask him or her questions about electronic devices to which he or she will either agree or disagree.

B Reading

LESSON SEVEN

Comprehension

Activity

Answer the questions below in small groups.

1. What do you know about the radio?
2. Name the different parts of the radio?
3. What are the advantages of having a radio?



Read the passage.

The radio was invented in 1895 by Guglielmo Marconi, an Italian engineer. With progressive improvements, the radio has become the most ideal means of communication since it can reach the most **remote** parts of the world. People are now able to listen to information **relayed** from broadcasting houses. This relayed information is what we know as a radio programme.

The programmes that are broadcast or aired include news bulletins, music, talk shows, weather forecasts, religious teachings and curriculum based lessons for schools and colleges. The radio is also used by advertisers to promote their businesses. Special and personal announcements are also aired on radio.

But how does the radio work? It all starts when someone speaks into a microphone in the **studio** at the **broadcasting** station. The sound made is changed into electric sound waves which travel along tiny metallic **cables** to the **transmitter**. In the transmitter, the waves are changed into radio waves and then they are broadcast.

The radio waves can travel great distances. When you turn on your radio set, the aerial picks the waves. Inside the set, the radio waves are turned into the sound which you are able to hear.

Radio waves travel at the speed of light at about 300,000km per second and since light travels faster than sound, a person listening to the radio broadcast thousands of kilometres away will receive the programme earlier than someone who is actually sitting inside the studio.

Exercise: Answer these questions about the passage.

1. Who invented the radio and when?
2. Why is the radio important?
3. From where are radio programmes aired?
4. Describe the stages a sound goes through before it comes out of your radio.
5. What is the speed of radio waves?
6. Look up the meanings of the highlighted words in a dictionary and form sentences.

Writing

LESSON EIGHT

Vocabulary practice

Exercise 1: Rearrange the letters in the brackets to form correct words to fill each gap. The first letter of each word is given to help you.

Example: The r..... has become an important means of communication. (ordia)
The **radio** has become an important means of communication.

1. Did you listen to the news **b**..... (tasdaorb) last night?
2. The company **a**..... its new products on radio and television. (setisrveda)
3. Sounding drums was one of the earliest means of **c**..... (tioncommunica)
4. Some eye diseases cause complete loss of **s**..... (ghist)
5. After the speeches, the guests were **e**... with singing and dancing. (taiednreten)
6. My radio **a**..... is broken, we are unable to receive live broadcasts. (ealira)
7. Someone speaks into a **m**..... in the studio at the broadcasting station (phehocromi)
8. From **b**..... stations teachers can reach millions of pupils in their classrooms. (ingcastrobad)

Exercise 2: Complete these sentences correctly.

1. My parents bought the radio but
2. Although we were tired,
3. John's camera broke down, so
4. We used the wheelbarrow but
5. Electricity was installed in our house but
6. Although we work day and night,
7. She played the keyboard although
8. The cooker was expensive but
9. The school has acquired services, so
10. The generator is new, so

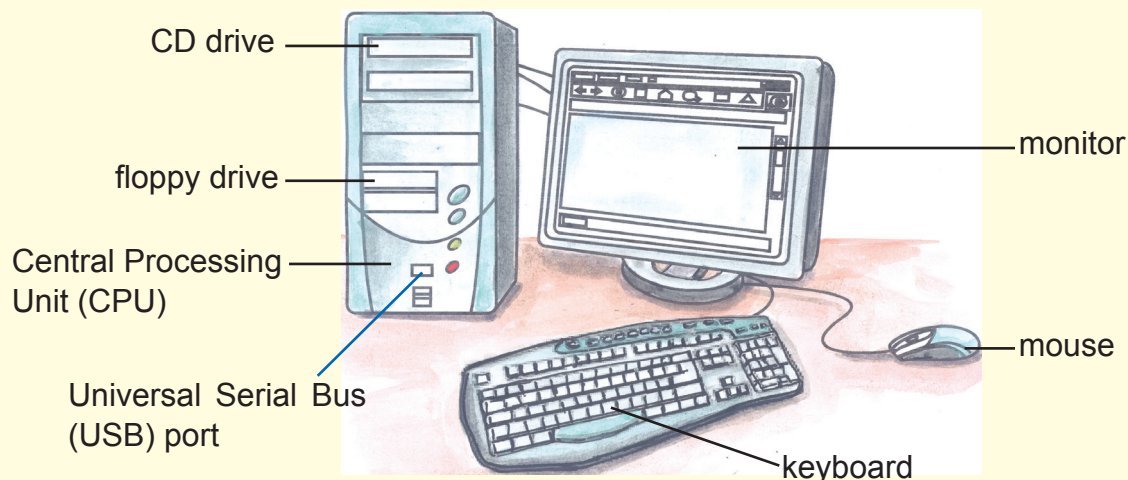
LESSON NINE**A computer and its roles****Activity 1**

Work in groups. Talk about the functions of different parts of the computer.

1. Have you ever seen a computer?
2. Name parts of a computer that you know.
3. What does it look like?
4. What does it do?

Activity 2

In groups of three, study the following parts of a computer.



Exercise 1: Match the different computer parts to their functions.

Example: The CD drive is for running the compact disc.

Part	Function
USB port	displaying data
Floppy drive	typing and entering data
Central Processing Unit (CPU)	processing data
Keyboard	running the flash disc
Mouse	clicking to select icons
Monitor	running the floppy disc

Exercise 2: Fill in the blank spaces in the following paragraph with suitable words from the table you have just completed. Write in your exercise book.

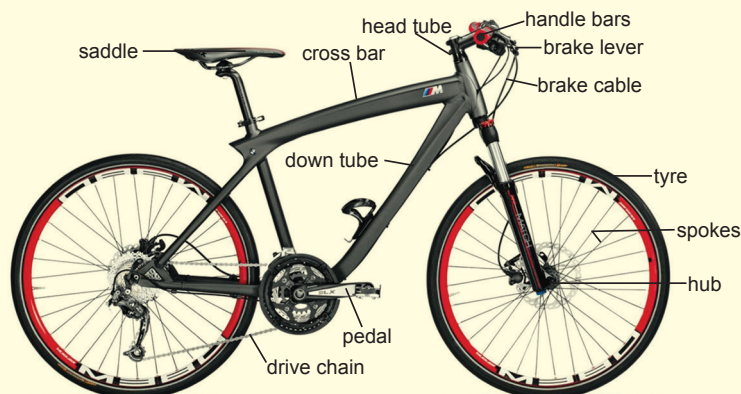
A computer has different parts for different functions. The mouse is used for 1 icons on the desktop. The keyboard is used for 2 data. The CD drive is used for 3 . The 4 runs the floppy disc. The 5 is for processing data. The monitor is used to 6 . A computer is by far the most impressive innovation that man has ever made!

LESSON TEN

A bicycle and its functions

Activity

Work with a partner. Study the different parts of the bicycle and discuss their functions.



Exercise: Write the uses of a bicycle in your exercise book. Compare your answers with other partners.

LESSON ELEVEN

Debate

Activity

Discuss the role of modern technology in the development of our country. Is it good for us?

Procedure for the debate

1. Ten people take part in the debate. Five students will support the motion and the other five will be against it.
2. Elect a chairperson, time keeper and secretary to moderate the debate.
3. Each person should prepare their points for debating well in advance.
4. Each speaker should use three minutes.
5. The rest of the class should listen keenly while taking notes/points. The chairperson reserves all rights to control the progress of the debate.
6. The chairperson will choose a few students from the audience to oppose and propose the motion.
7. The secretary will read the summary points of the opposers and proposers.
8. The chairperson will ask the class to vote for or against the motion. The side with the majority hand count will be declared the winner.
9. Finally, the chairperson will adjourn the debate.