

## 10.1 Design your own survey!

Design a survey to find out how your partner feels about and uses technology. Write your own questions. If you need ideas, there are optional ideas in the boxes but you do not have to use them.

Optional ideas	Your questions	Your partner's responses
A question about using smartphones?	1	
A question about the apps that they use?	2	
A question about sending emails?	3	
A question about social media?	4	
A question about digital devices: laptops, PCs or tablets?	5	
A question about their digital devices breaking?	6	
A question about using technology in an emergency?	7	
A prediction or opinion about robots?	8	
A question about digital devices they want in the future?	9	
A question about being able to use different systems, programmes or write code?	10	



## 10.2 Well, what do you know!

### A1 Complete these sentences yourself.

- 1 The World Wide Web (WWW) \_\_\_\_\_ invented in 1989. T/F
- 2 The inventors of YouTube \_\_\_\_\_ employed by PayPal. T/F
- 3 Bill Gates and Steve Wozniak founded Microsoft \_\_\_\_\_ 1975. T/F
- 4 Instagram is owned \_\_\_\_\_ Facebook. T/F
- 5 Firefox is a web browser that \_\_\_\_\_ used for free. T/F
- 6 The \_\_\_\_\_ PlayStation was sold in the USA in 1994. T/F
- 7 The creator of eBay was \_\_\_\_\_ in France. T/F
- 8 Disney was b\_\_\_\_\_ by Pixar in 2006. T/F

### B1 Complete these sentences yourself.

- 1 YouTube \_\_\_\_\_ invented in 2005. T/F
- 2 The first mobile phone was m\_\_\_\_\_ in 1983. T/F
- 3 The first smartphone was created \_\_\_\_\_ IBM in 1992. T/F
- 4 WhatsApp \_\_\_\_\_ owned by Google. T/F
- 5 The word emoji is made \_\_\_\_\_ the Japanese words *e* (picture) and *moji* (character). T/F
- 6 The company Nintendo was founded \_\_\_\_\_ 1889. T/F
- 7 Over 30 million WhatsApp messages \_\_\_\_\_ sent each day. T/F
- 8 The \_\_\_\_\_ *Star Wars* film was shot in 1977. T/F

### A2 Correct B's sentences.

- 1 was
- 2 (m)ade
- 3 by
- 4 is
- 5 from
- 6 in
- 7 are
- 8 first

### B2 Correct A's sentences.

- 1 was
- 2 were
- 3 in
- 4 by
- 5 is
- 6 first
- 7 born
- 8 (b)ought

### A3 Score B's guesses.

- 1 T (by Jawad Karim, Chad Hurley and Steve Chen)
- 2 F (It was made in 1973 by Martin Cooper, a senior engineer at Motorola.)
- 3 T (It was called the Simon Personal Communicator but only 50,000 were sold.)
- 4 T
- 5 T
- 6 T (It originally sold playing cards.)
- 7 F (It is closer to 30 billion.)
- 8 T (by George Lucas)

### B3 Score A's guesses.

- 1 T (by Tim Berners-Lee)
- 2 T
- 3 F (Bill Gates and Paul Allen founded Microsoft in 1975. Steve Wozniak was a co-founder of Apple.)
- 4 T (Instagram was bought by Facebook for one billion dollars.)
- 5 T
- 6 F (It was sold in Japan in 1994.)
- 7 T (Pierre Morad Omidyar USA/Iranian was born in France.)
- 8 F (It is the other way around - Disney bought Pixar.)



## 10.1 Design your own survey!

### Activity

Individual: writing; pair work: speaking

### Aim

To design and conduct a survey

### Language

Vocabulary related to technology

### Time

30–45 minutes

### Preparation

Make one copy of the worksheet for each student.

### Procedure

- Hand out one worksheet to each student. Explain that they are going to write a survey for their partner on technology. Tell them that their partner may *not* necessarily be the person sitting next to them.
- Draw students' attention to the ideas in the first column, but explain that these are optional. If they want to write questions on other aspects of technology, they may.
- To encourage a variety of question types and forms, put some useful stems on the board for reference, e.g.

*Do you ...?*

*Have you ...?*

*Which ...?*

*What ...?*

*How often do you ...?*

*Have you ever ...?*

*In your opinion, what ...?*

*Can you ...?*

*Are you familiar with ...?*

Allow ten to fifteen minutes for students to write their questions.

- As individual students finish, put them in pairs and ask them to conduct their surveys with each other. Allow about ten minutes for this. If you have time, you could ask them to change partners when they have finished and conduct the survey again. They may have to write the answers on a different sheet of paper, or you could make more than one copy of the worksheet per student if you think you'll have time for this. An alternative option here is to arrange with another teacher for your students to interview another class.

### Extension

When the students have conducted their surveys, ask them to write a short report or deliver a short presentation explaining the five most interesting facts they discovered about their partner.

## 10.2 Well, what do you know!

### Activity

Pair work: speaking

### Aim

To practise completing passive sentences and then play a true/false guessing game

### Language

The passive; vocabulary of inventions and technology

### Time

30 minutes

### Preparation

Make copies of cards A1, A2 and A3 for half the class and copies of B1, B2 and B3 for the other half. Cut the cards out.

### Procedure

- Put the class into pairs, A and B. Give the students in each pair cards A1 and B1 respectively.
- Students will be competing against each other. Round 1: tell them to try to complete the sentences individually with one word in each gap, usually a passive or part of a passive, or a preposition. At this point they do not touch the T/F letters. Allow them to use hard copies of dictionaries if available or their books to check the passive. Tell them they have ten minutes only to complete the sentences.
- Hand out cards A2 and B2 respectively. Students read out their sentences to each other to check that they have completed them correctly. They receive one point for each correct answer. Encourage students to read the whole sentences out one by one. The checking stage should take only about five minutes.
- Now tell students to decide (or guess) whether each of their sentences is true or false by circling the appropriate letter. Again, they are competing against each other so there should be no collaboration at this point. Allow students five minutes for this part (as they will have thought about this when completing the sentences anyway). When students have made their guesses, hand out cards A3 and B3. Students should listen to each others' guesses and say whether they are right or wrong, and give them the extra information. Again, students receive 1 point for each correct answer. This part should take about ten minutes, so Round 2 should take about ten to fifteen minutes in total.
- The winning student has the most points overall from both rounds.
- An alternative online version is to allow students to use the internet to inform their guesses. After fifteen minutes online, hand out the answer cards and students correct each other's sentences and predictions as above.