

CLASS PROJECT: A TIMELINE ABOUT TECHNOLOGY Step 1: Plan

THE PROJECT

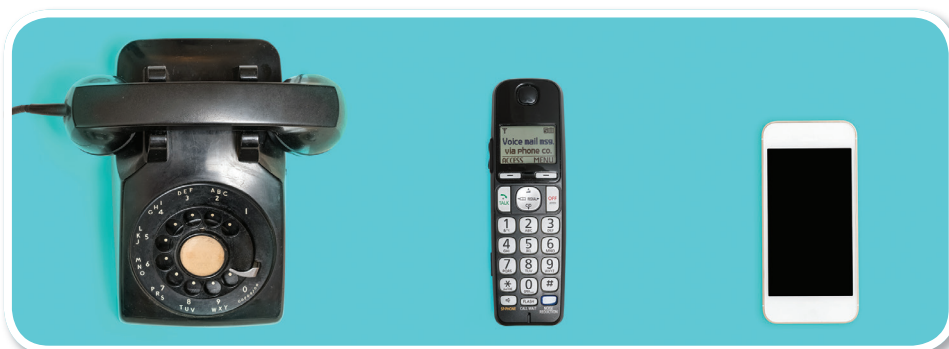
In groups, you are going to research a product related to technology and prepare a timeline on it to show its development over the years. You will include key dates and information about the product and then present your timeline to your classmates. You will decide together which product has been the most successful over time.

1 Read the project description and answer these questions with a partner.

- 1 What is the topic of this project?
- 2 What will you produce in the project?
- 3 What will you need to research?
- 4 What decision will you make at the end?

2 Discuss these questions about the topic with your classmates.

- 1 Which technology products have been around for a long time?
- 2 Which technology products are quite new?
- 3 Look at the photo. How has the telephone changed over time?
- 4 What technology products do you often use?



PREPARATION

3 Complete 1–6 with the technology words.

camera computer game mobile online tablet

- 1 A phone is called a cell phone in the USA.
- 2 You can download photos from your digital directly to your laptop.
- 3 A PC is another name for a
- 4 A is bigger than a smartphone but smaller than a laptop.
- 5 A multi-player is one you can play on the internet with other people.
- 6 Every month, there are over a billion users of the messaging app, *WhatsApp*.

What is an app?

It's a software application – or (a) _____ program – that you can download to a (b) _____ device, such as a smartphone or (c) _____. Some apps are already on your mobile device when you buy it, like a calculator, calendar and clock. Other apps you can buy or add to your device for free. These include gaming apps or social media apps like Instagram.



A Timeline for the App

1993 The first smartphone (1) _____ (introduce) by the company IBM. It includes some apps – which were called 'features' then – like a calculator, calendar and note pad

2002 More and more 'app' style features (3) _____ (develop) thanks to the introduction of the new Blackberry phone

2009 The WhatsApp company (5) _____ (create), which is an (f) _____ messaging service

1998 The 'Snake' (d) _____ on the Nokia phone (2) _____ (think) to be one of the first apps that was created to entertain

2007 The entire mobile phone industry (4) _____ (change) with the launch of the first iPhone. The phones come with (e) _____ apps for taking photos, as well as apps for weather, maps, etc

2010 The word 'app' (6) _____ (vote) the word of the year

2013 Over 102 billion apps (7) _____ (download) in the world

2019 Some of the most popular apps to download are gaming, messaging and video apps



5 Read the timeline again and complete 1–7 with the correct present passive form of the verbs in brackets.

6 Underline two examples of the past simple passive in the timeline.

7 Discuss with a partner. What new apps do you think there might be in the future?

CLASS PROJECT: A TIMELINE ABOUT TECHNOLOGY Step 2: Develop

1 In groups, decide which technology related product you would like to prepare a timeline on. Here are some suggestions, but you can also choose your own.

- smartphones
- games consoles
- GPS devices (global positioning system)
- the internet
- digital cameras
- DVDs

2 Try to find out the answers to these questions about the technology product you chose in Exercise 1. Use the *Online Research* to help you.

- 1 What do you already know about this product?
- 2 What other useful information would you like to find out?
- 3 How are you going to do the research for your timeline?
- 4 How can you find photos to illustrate your timeline?

Online Research: A summary



We have looked at lots of different ways to help you do online research. Here is a summary of the key tips to remember:

- Always keep your information safe online (Unit 2)
- Choose the right websites to find different sources of information (Unit 3)
- Use websites that offer free images to download for personal use (Unit 5)
- Put the information you want to use in your own words (Unit 8)
- Use a helpful tool like *Google Translate* for words you don't understand (Unit 9)
- Save your online work in a 'cloud' so that your group and your teacher can access it (Unit 10)

3 You are going to do the research for your timeline. Use the *Useful Language* to discuss and decide the key information that you would like to include about your chosen technology product.

Useful Language: Persuading



- Don't you think we should ... ?
- We really must ...
- I think it's important that we ...
- We have to include ...
- Come on! It's the best way to do it!
- I definitely don't think that's a good idea!
- I just don't want to ...

4 Prepare your timeline using the information you have collected. Don't forget to:

- decide on the key dates for the product to include in your timeline
- use the model timeline on apps as an example
- use vocabulary and grammar from Unit 12
- use photos to make your timeline more attractive

CLASS PROJECT: A TIMELINE ABOUT TECHNOLOGY Step 3: Produce

PRESENTATION

- 1** When your timeline is ready, present it to the class. Display it on the wall or on the digital whiteboard and tell the other groups what you learned about the technology product you researched.
- 2** Listen to the other groups present their timelines. Then answer these questions with the members of your own group:
 - 1 Did anybody write about the same technology product as you? Did they focus on the same key dates? Did they include any information that was different?
 - 2 What interesting information did you learn from this project? Did anything surprise you?
 - 3 In your opinion, which technology product has been the most successful? Why?
 - 4 Which technology product is the most important in your everyday life? Why?

SELF-EVALUATION

- 1** With the members of your group, answer these questions together. 1 = not very well, 6= very well

COLLABORATION

- 1** How well did we discuss and decide on the technology product we wanted to choose?

1 2 3 4 5 6

CRITICAL THINKING

- 2** How well did we choose the key dates for our timeline?

1 2 3 4 5 6

DIGITAL LITERACY & LEARNING TO LEARN

- 3** How well did we find online resources to help us with our project?

1 2 3 4 5 6

SOCIAL RESPONSIBILITIES

- 4** How well did we present our project to the class?

1 2 3 4 5 6

- 2** Answer these questions about yourself. 1 = not very much, 6= a lot

- 1** How well did I contribute to the project?

1 2 3 4 5 6

- 2** How much English did I use to plan and research the project?

1 2 3 4 5 6

- 3** Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In this project, students work in groups to research a product related to technology and prepare a timeline on it to show its development over the years. They will include key dates and information about the product, and then present their timeline to their classmates and decide together which product has been the most successful over time.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

COLLABORATION

Working towards a resolution related to a task

CRITICAL THINKING

Synthesising ideas and information

DIGITAL LITERACY & LEARNING TO LEARN

Taking control of own learning

SOCIAL RESPONSIBILITIES

Taking active roles including leadership

TECHNOLOGY & ME

Compact A2 Key for Schools Unit 12

12

CLASS PROJECT: A TIMELINE ABOUT TECHNOLOGY Step 1: Plan

Estimated time: 45 minutes

- 1** Ask the students to turn to page 75 of their Student's Books. Draw their attention to the timeline in Exercise 2 and ask them to tell you what a timeline is. Confirm that it is information about something or someone set out along a line that shows the dates and the order in which events happened. Explain that in this project students will prepare their own timeline on a technology related product. Have students read the project description and then answer the questions in pairs.
[AK: 1 technology; 2 a timeline; 3 key dates and information about the product; 4 which product has been the most successful over time]
- 2** Discuss the questions about the topic as a class to find out what students know about technology products and how long they think some of them have been around, and which ones are more recent creations. For example, technology such as the TV, telephone and camera are all inventions from the last 100 years or more, whereas technology like the internet, smartphone, laptop and digital camera have only grown in the last twenty years. Over the years, the telephone has progressed from a dial to buttons to touchscreen to call a phone number, and from a fixed line to being portable.
[AK: Students' answers]
- 3** Ask students to complete the exercise.
[AK: 1 mobile; 2 camera; 3 computer; 4 tablet; 5 game; 6 online]
- 4** Draw students' attention to the text on page 2. Point to the extract entitled *What is an app?* and ask them what they think an app is before reading. Now tell them to read the text, and then discuss which apps they like to use. Look at the accompanying photo and ask students to tell you which apps they can see on this phone (e.g. phone, email, music, messaging, camera, clock, map, etc). Point to the timeline and tell students they will learn more about the app in this text. Explain that they are going to prepare a similar timeline on a technology product of their choice later in the project. Then ask them to read through all the text and complete a-f with the words from Exercise 3.

[AK: a computer; b mobile; c tablet; d game; e camera; f online]

- 5 Ask students to read through the timeline again, completing sentences 1-7 with the correct present passive form of the verbs in brackets.

[AK: 1 is introduced; 2 is thought; 3 are developed; 4 is changed; 5 is created; 6 is voted; 7 are downloaded]

- 6 Ask students to read through the timeline again, this time underlining two examples of the past simple passive that they can find.

[AK: were called; was created]

- 7 Students discuss new apps they think might appear in the future. You could tell them about the 'super app', which is believed to be the next step in software applications. It is an app that allows us to do everything in one place, such as shopping, buying concert tickets, ordering food, booking taxis, chatting with friends, reading, learning a language, etc – a one-stop portal to the internet for the new generation.

[AK: Students' answers]

Note: This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about which technology product they would like to prepare a timeline on.

TECHNOLOGY & ME

Compact A2 Key for Schools Unit 12

12

CLASS PROJECT: A TIMELINE ABOUT TECHNOLOGY Step 2: Develop

Estimated time: 90 minutes (this can be split into two sections, between Exercises 3 and 4)

Exercises 1–3: 45 minutes

Exercise 4: 45 minutes

- 1 In groups, students choose a technology related product that they would like to prepare a timeline on. They can choose from the suggestions given or think of their own. Encourage each group to choose a different product so that there is an interesting mix. This will allow for more discussion in the final stage of the project when students discuss which product has been the most successful over time.
- 2 Students should use these questions as guidelines to help them find the information they need when researching their technology product. Focus their attention on the *Online Research* box. Explain that it reviews some of the key tips that have been looked at over the previous units. Students should consider all these points when doing their research and writing their timelines.
- 3 Students start doing the research for their timeline and discuss and decide on the key information they would like to include about their chosen technology product. Encourage students to use the language in the *Useful Language* box to help them with this planning and research stage.

Note: If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 4 Students prepare their timelines in their groups. They should decide on the key dates for their technology product that they would like to include. The timelines can be done digitally if preferred or they can be handwritten. Students prepare the text and include photos to illustrate their timelines. When their timeline is ready, students should have some time to practise presenting it. They should decide in their groups who will present the information. Ideally, all the group members should take a turn in presenting different sections of information.

Note: This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

CLASS PROJECT: A TIMELINE ABOUT TECHNOLOGY
Step 3: Presentation and Evaluation

Estimated time: 30 minutes

PRESENTATION

- 1** Have each group present their timeline to the other students in the class. If the groups have prepared digital timelines, link them to a digital whiteboard or similar if your classroom has access to one of these.
- 2** Allow students enough time to listen to the presentations of the different timelines and look at them. Then ask students to work in their original groups to answer the questions. Take feedback on Questions 3 and 4 from the class, and discuss together the success of the technology products and which ones students think are the most important in their everyday lives.

SELF-EVALUATION

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.