

Level: Second year baccalaureate
 Topic: **Advances in science and technology**
 Lesson and standards: **Listening and speaking: cultural- interpretive**
 Estimated time: 50 minutes
 Materials: Student's books, visual aids, chalkboard, laptop
 Source: GATEWAY 2
 Setting Arrangement: Pair work, cooperative learning

Unit 5
Lesson 3

Competencies: By the end of the lesson, students should be able to:

- Listen to the main idea
- Listen to specific information
- Check information
- Explain words from a context
- Discuss ideas from the listening text

Tasks	Steps / Activities	Time	Observations
<ul style="list-style-type: none"> • To break the ice and create fruitful learning opportunities 	<ul style="list-style-type: none"> • Silver surfer: A silver surfer is an elderly person who uses the internet. • Garbage in, garbage out: a computer system or database built badly, the results will be bad. • Fire on all cylinders: it is going as well as it could. • Don't push my buttons! Someone who is starting to annoy you • All singing, all dancing: it is the latest version with the most up-to-date features. 	5 mn	
<ul style="list-style-type: none"> • Pre-listening 	<p>A. Questions Nancy Hafkin is interested in ICT (information computer technology)</p> <p>B. Advantages of ICT</p> <p>Part 1 line</p> <p>C. The most concerned with the proposed ICT for development solutions are rural areas.</p> <p>D. False, they are concerned with bringing ICT to schools at all levels 2- False, it is concerned with women in rural areas 3- False, because they want to use a CD-ROM in Luganda, to learn ways in which they can increase their own and families 'income.</p> <p><u>Part 2</u></p>	5 mn 5 mn 10 mn	
<ul style="list-style-type: none"> • While-listening: 	<p>E. A paragraph to complete: Information technology is a (1) tremendous tool for women in developing counties. Women far (2) outnumber men among the pour of the world. They are far more likely to be isolated, to lack (3) education and be devoid of resources to (4) ameliorate their situation and that of their families.</p>	10 mn	
<ul style="list-style-type: none"> • Questions 	<p>F. Checking answers: <u>Part 3</u></p>	10 mn	
<ul style="list-style-type: none"> • Gap-filling: 	<p>G. Questions to answers: 1. She is optimistic about the future of ICT in Africa since African countries have done a lot of to take up the information technology for development priority. 2. Her dream for ICT in Africa is that boys and girls having the same access to information and knowledge from an early ages as in rich courtiers.... an end to information poverty and digital divide. 3. 'Digital divide' some people have access to the use of technology others do not.</p> <p>"Most people who have access to the Internet, either at work or at home and those most likely to know how to take advantage of its resources are more affluent (born with a silver spoon in their mouth), better educated, urban, and are not members of ethnic or racial minorities".</p> <p>Whole Listening:</p> <p>H. Why governments, world organizations, and NGO'S are much concerned about implementing ICT in Africa? 2- Does the introduction of ICT in poorer countries can have a direct effect on people's lives?</p>	5 mn	
<ul style="list-style-type: none"> • Follow up 	<p>Students will discuss some points raised in this listening: the importance of implementing ICT in poorer areas and its effects on developing countries.</p> <ul style="list-style-type: none"> • eradicate extreme poverty and hunger • achieve universal primary education • promote gender equality and empower women • reduce child mortality and Goal • improve maternal health • combat HIV/AIDS, malaria and other diseases • ensure environmental sustainability • develop Improve teaching and learning with <i>ICT</i> across all subject <i>areas</i> • assist and enhance interventions in <i>areas</i> of strategic <i>importance</i> in <i>ICT</i> development 		Filler