

8 Language Skills worksheet

Reading

- 1 Read the article about broadband in Africa. When was the broadband service first provided in Africa?

Connecting the world

In our homes, colleges and offices today, most of us need a computer and the internet to work and to learn. We are used to being able to connect to the rest of the world quickly and cheaply, and we set up our work and lifestyles around this.

However, in East Africa, a high-speed broadband internet connection has only been possible in the last few years. Before the cables for broadband connections were fitted from Asia to Africa, users in East Africa had to use satellite connections. This made it impossible for people to use the internet in the way which we take for granted, because watching videos, listening to music, checking emails or just being online for a long period of time, quickly became very expensive.

The broadband service was first provided in 2009, but at first a lot of people in Africa weren't very happy. The first broadband connections were only aimed at businesses and the richer people in the country and ordinary people weren't allowed to use the quickest services, which were only available at night and at weekends. It was expensive and it cost more than most people could afford to use the service.

Many people felt that more of the ordinary people

in Africa should benefit from the new connections, and now, gradually, this is becoming possible.

Anina Von Wachtel is a freelance web consultant who lives in Kenya. She said that when she moved there, she started on a very slow dial-up modem and it drove her crazy. But times really have changed since then. Now she can check on news, projects and social media all at the same time. To her, this is an internet revolution!

Dramane Ouedraogo is a teacher in Burkina Faso. He says, 'The internet connection is a milestone in our school life.' Today, pupils can carry out research on a range of topics using the internet, and they can also contact their partner school in Scotland using Skype. People believe that this improvement in the ability to educate young people will have a very positive effect on the future of African children.

People across the country now have access to the world of information, both within Africa and around the world. This is a very exciting change.



- 2 Are the sentences (T) true or (F) false?

- 1 Checking emails used to be expensive.
- 2 Everyone was happy when broadband services first came to Africa.
- 3 The quickest services were only available at weekends.
- 4 Everyone benefitted from broadband at the beginning.
- 5 When Anina moved to Kenya she could only use very slow internet.
- 6 Dramane thinks that pupils use the internet to copy homework.
- 7 People believe that using the internet will provide a better education for African children.

T / F

T / F

T / F

T / F

T / F

T / F

T / F

- 3 Check your answers. Now correct the false sentences.

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Writing

- 4 Write about how the internet is used in your school. Use the notes below to help you write a paragraph of 80 to 100 words.



- Think of five things the internet is used for.
- Describe the benefits this has for you.
- Say which of these things is your favourite.
- Think about other people's opinions.

Remember!

Use reported speech to describe other people's opinions:

My friend Lisa said that using Skype was her favourite way to talk to friends.

Listening

- 5  08 Listen to a news report about technology at the home and circle the correct answers.

- 1 What important difference will there be in homes in the future?
 - a) They will be more organised.
 - b) They will have lots of different computers.
 - c) All homes will have a computer.
 - d) Most homes will have a computer.
- 2 We could use computers to
 - a) turn the lights on when we come in.
 - b) clean the house.
 - c) do many of the jobs we do today.
 - d) do one or two of the jobs we do today.
- 3 What problem could there be with this new technology in the house?
 - a) We will need to learn how to use all the different devices.
 - b) It may make our homes less attractive.
 - c) We won't be able to use it in all the rooms in the house.
 - d) It won't work properly.
- 4 What does Dr Richards warn us about computers doing everything for us?
 - a) We'd have too many computers.
 - b) We'd become too dependent on computers.
 - c) We'd forget how to enjoy ourselves.
 - d) We wouldn't know how to operate them.
- 5 How could computers affect our social lives?
 - a) In a bad way, because we won't meet new people.
 - b) In a good way, because we will have to travel every day.
 - c) In a bad way, because we might meet too many people on the internet.
 - d) In a good way, because we will use them in offices.

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Speaking pairwork Student A

- 1 Read Mitch's diary entry and look at the text messages he sent to his friend Jed while he was at Glastonbury Festival last summer.

30th June

I went to Glastonbury Festival this weekend and I had a miserable time. I was so disappointed because my friends told me it was great, but the weather was terrible – all it did was rain and rain! There was so much rain that my tent broke and my sleeping bag was destroyed. In the evening, there were so many people that I couldn't see any of the bands and I lost my friends in the crowd so I was on my own most of the time. My wallet was stolen from my tent and I couldn't get home. I definitely won't be going back next year!

Having a great time at Glastonbury Festival with all my friends ☺

Amazing weather – never seen England so hot and sunny!

Right up at the front for Beyoncé – what a view, she's incredible!

Can't wait to come back next year ☺ I've had the time of my life!



- 2 Answer your partner's questions about Mitch. Tell your partner what Mitch said in his text messages and then tell them what really happened.

Did Mitch have a good time at Glastonbury?

Mitch said that he had a great time, but he really had a miserable time.

- 3 Now ask your partner these questions about Mitch's friend Jed.

- 1 Who did Jed go to the football match with?
- 2 Who did he see score two goals?
- 3 Who won and what was the final score?

- 4 How long did it take Jed to get home after the match?

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Speaking pairwork Student B

- 1 Read Jed's diary entry and look at the text messages he sent to his friend Mitch while he was at a football match last weekend.

5th June

I went to London to see Manchester United play Chelsea today. I was supposed to be going with my Dad, but he had to work, so I ended up going on my own. I had a really terrible seat and the man in front of me was really tall, so I couldn't see anything at all! Apparently Rooney scored some great goals but I couldn't see them. The final score was 3-2 to Manchester United, and I support Chelsea, so that's terrible. On the way home, the trains were delayed because of the bad weather, so it took me three hours to get home – what an awful day!

At the big match in London – great day out with my Dad!

Excellent view of the pitch – saw Rooney score two goals 😊

Great finish to the match – Chelsea won 3-2!

Glad I live so close when it's this cold – just 30 minutes and I'm home having dinner 😊



- 2 Answer your partner's questions about Jed. Tell your partner what Jed said in his text messages and then tell them what really happened.

Who did Jed go to the football match with?

Jed said that he went to the football match with his Dad, but he really went on his own.

- 3 Now ask your partner these questions about Mitch.

- 1 Did Mitch have a good time at Glastonbury?
- 2 Was the weather good while he was there?
- 3 Who did Mitch see play?

- 4 Will he be going back next year?

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Speaking: Teacher's notes

Language

Reported speech

Instructions

- 1 Divide the class into pairs and decide who is Student A and B in each pair. Hand out one Student A worksheet and one Student B worksheet to each pair. Tell them they must not look at each other's sheets.
- 2 Tell students to read the profiles of Mitch and Jed carefully and to look at the messages they sent to their friends.
- 3 In pairs, students take it in turns to ask one another the questions at the bottom of the page, making sure their partners reply using reported speech and saying what the message said, followed by the truth from the diary entry.
- 4 Tell students to monitor each other's mistakes and to deduct a point for each mistake.

Answers

Student A

- 1 Jed said that he had a great time, but he really had a miserable time.
- 2 Jed said that he saw Rooney score two goals, but really he didn't see anything at all.
- 3 Jed said that Chelsea won 3–2, but really Manchester United won 3–2.
- 4 Jed said that it took him 30 minutes to get home, but really it took him three hours.

Student B

- 1 Mitch said that he had a great time, but he really had a miserable time.
- 2 Mitch said that the weather was amazing, but really it was terrible.
- 3 Mitch said that he saw Beyoncé play, but really he didn't see anyone play.
- 4 Mitch said that he can't wait to go back next year, but really he won't go back.

Optional activity

- Students write a short diary entry using the examples of Jed or Mitch as a model. They give them to their partner, who then explains them in reported speech.