Lesson 4

Uses of ICT

Can you name the devices in the two boxes below? Work with a friend. Write down at least three uses of each of the devices:

1. _____

2. _____

3. _____

_____

1. _____

2. _____

3. _____

_____

Can you say in what ways these two devices are similar and in what ways they are different? Both these devices are used in ICT. Do you know what ICT is?

Now read the lesson to find out.

Apurba and Anees came to their teacher with a complaint. "Ma'am, a few of our classmates are peeping through the window of the ICT lab. The seniors are working there."

Reetwika Ma'am looked at the two pupils. She smiled at them and said, "Is that so? Do you also want to see what is going on at the lab?"

"Yes, Ma'am!" they responded cheerfully. The teacher promised to take their class to the lab that afternoon.
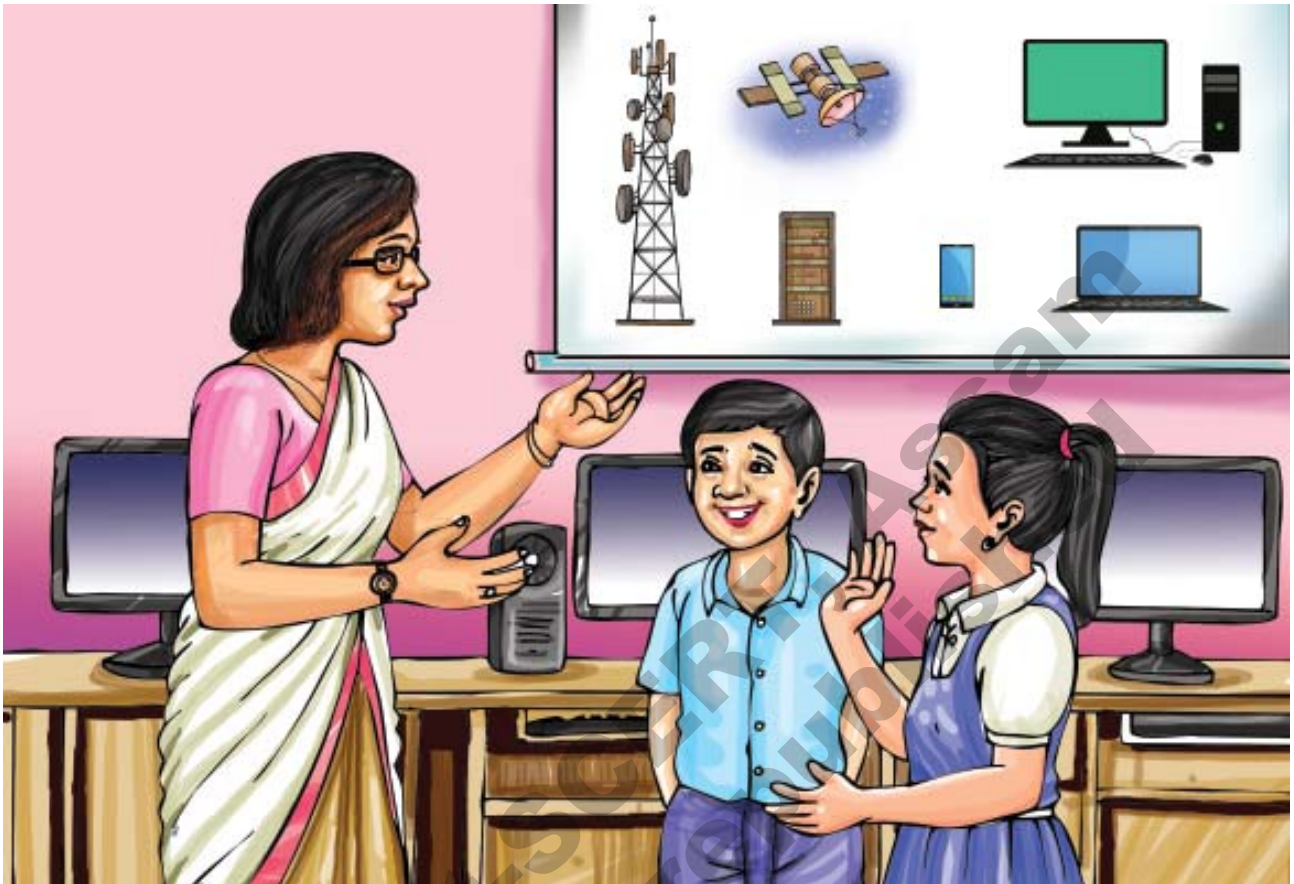
At the Lab

Ma'am : Hello everyone! Let's begin with a question. Can anyone tell me the name of this lab?

Anees : ICT lab Ma'am.

Ma'am : What is the full form of ICT? Anyone?

Apurba : Sorry Ma'am, I don't know.

Ma'am : ICT stands for Information and Communication Technology. Will you remember it?

Hari : Yes, Ma'am, Information and Communication Technology.

Ma'am : Now let's look at the projection screen. What do you see on the screen?

Sapna	:	There are computers, a laptop, a mobile phone and a radio.
Majoni	:	There is a tall tower and a satellite.
Ma'am	:	Very good! Besides these, there is a server in the picture.
Hari	:	Yes, Ma'am.
Ma'am	:	Can anyone tell me some of the uses of a computer?
Anees	:	We use a computer to draw, calculate and play online games.
Apurba:		Sometimes we watch movies too.
Ma'am	:	Very good! A computer can perform many other tasks. You can design, compose, edit, download and save images and audio-video materials.
Sapna	:	Madam, can we do similar things on our mobile phones? I have seen my brother once recite and record a poem on his mobile phone. He sent it to his English teacher for her comments.
Ma'am	:	In fact, that is a good example of the use of ICT. Like computers, a smartphone is a digital device that can perform similar functions. For most of these tasks, the computer and the mobile phone require internet connectivity.
Anees	:	Madam, are both the computer and the mobile phone ICT?
Ma'am	:	They are ICT devices that use technology to create, collect, process and manage information.
Mary	:	Madam, what do the seniors do in the lab?
Ma'am	:	Here they learn about hardware and software components of a computer. They also learn to use ICT for their studies.
Mary	:	Ma'am, could you tell us more about ICT?

Ma'am : Of course. It is the use of technology to communicate information at a very fast speed and with accuracy. For example, a computer requires internet connectivity to enable searching for information. There are applications called search engines or browsers like Google or Yahoo that we use to search for information. These search engines take you to various websites containing information for your specific questions.

Hari : I have played online games. But how do we use ICT for studies?

Ma'am : In many ways, actually. For example, if you are asked to do a project on English Grammar, you'll be able to use your ICT skills to locate, access and gather information from websites like *www.cambridgeenglish.org* or *www.oxfordonlineenglish.com*. Let's visit the ICT lab tomorrow. I will show you ways in which ICT can help us learn English grammar.

All the children: Yes, Ma'am! Thank you, Ma'am!

ACTIVITIES

1. **Here is some of the information you just read about in the lesson. See if you can remember what you read. Work in pairs. Note down the answers from your memory and then read the lesson again to check if they are correct.**

   (a) What is the full form of ICT?

   (b) What are the uses of a computer?

   (c) What do children learn in the computer lab?

   (d) Why do people depend on technology?

   (e) What are some uses of ICT? (You can think of at least five uses.)

2. **Work with a friend. Read out statements (a), (b) and (c), and ask him/her to say if they are true or false. Your friend will now read statements (d), (e) and (f), and you will have to say if they are true or false.**

   (a) ICT stands for Information and Computer Technology.

   (b) We can use a computer to draw and calculate.

   (c) A smartphone is a digital device that can perform similar functions as a computer.

   (d) A mobile phone is not a device used for ICT.

   (e) We can use ICT to do a project on English grammar.

   (f) Google and Yahoo are search engines.

3. **In the box below are some words from the lesson. Read the sentences and replace the underlined words with the correct word from the box.**

devices	movies	a satellite	calculate	seniors

   (a) The elder students are working in the computer lab.

   (b) There is a tall tower and an electronic device that is sent into space and moves around the earth.

   (c) We use computers to draw, to find out a total number and play online games.

   (d) We watch films on a computer too.

   (e) Computers and mobile phones are pieces of equipment that are used to create, collect, process and manage information.

4. **Here is some information from your lesson. Read the lesson quickly and find out the paragraph in which the information is given. Whoever completes the task first will be the winner.**

   (a) Mobile phones and computers are some devices which use technology to create, collect, process, manage and consolidate information.

   (b) To perform different functions the computer and the mobile phone require internet connectivity.

   (c) One can use ICT skills to locate, gather and access information from respective websites.

   (d) ICT stands for Information and Communication Technology.

   (e) Computers can be used to draw, calculate, design, compose, edit, download and save pictures, audio and video, watch movies, play online games, etc.

5. **Let's learn some grammar:**

   Here are some sentences from the lesson. Fill in the blanks with the options given in the brackets.

   (a) The teacher smiled _____ (in/at) them.

   (b) The teacher promised to take their class _____ (to/at) the lab that afternoon.

   (c) 'What do you see _____ (in/on) the screen?' the teacher asked.

   (d) The student asked, 'Can we do similar things _____ (in/on) our mobile phone?'

   (e) ICT is the use of technology _____ (to/for) communicate information at a very fast speed.

Words like in, on, at, to, and, for are called Prepositions. They are used to show the position of one thing in relation to another.

Now fill in the gaps in these sentences with appropriate prepositions from the choices given:
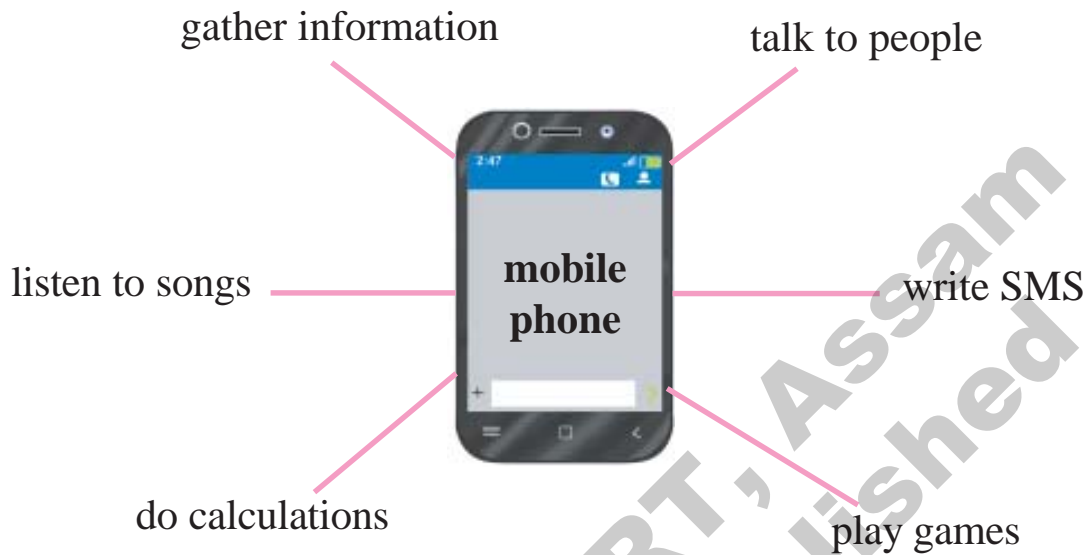
(i)   Please tell me some uses _____ a computer. (in/of/on)

(ii)   A computer is used _____ type, draw and calculate. (to/by/at)

(iii)   My brother recorded a poem _____ his mobile phone. (to/of/on)

(iv)   He sent it _____ his teacher. (by/to/in)

6.   In your earlier classes, you learned about asking questions using Wh-words such as why, who and where. Like Wh questions, can is also used to ask or enquire about something, such as: 'Can we do similar things on our mobile phone?'

Think about five questions on ICT that you can ask your friend. Begin each question with Can and end it with a question mark.

(a)   ....

(b)   ....

(c)   ....

(d)   ....

(e)   ....

7. Read the words in the word web:

gather information

talk to people

listen to songs

mobile phone

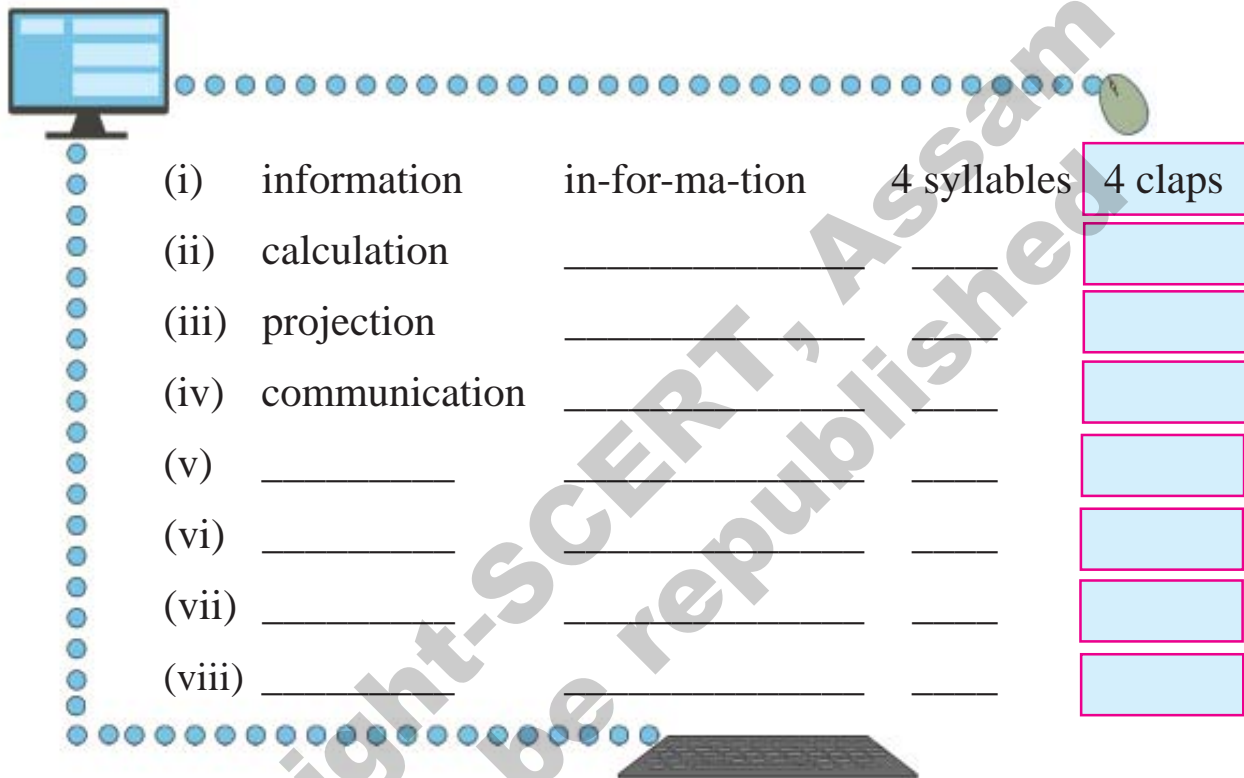write SMS

do calculations

play games

Work with a friend. Make a similar word web for a Computer and use the words in sentences. Then tell the class about a computer using these sentences.

computer
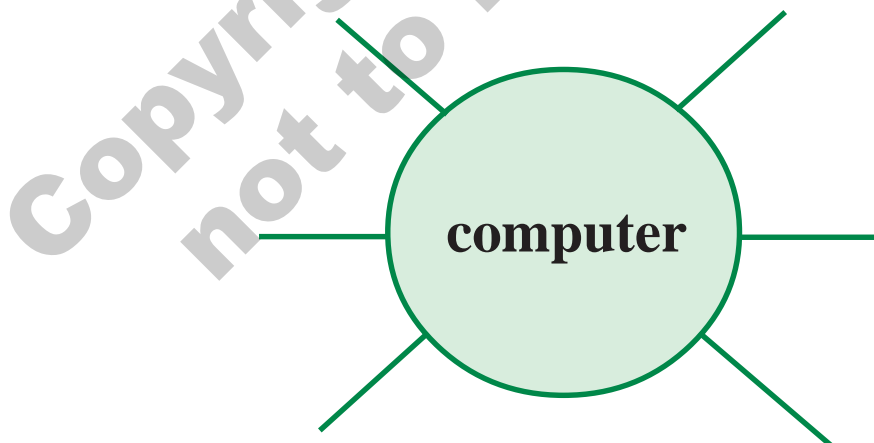
8. (a) Look at the following words. They can be broken into different syllables. Read the words aloud and clap your hands for each syllable. Write how many times you have clapped for each word in the given box. One is done for you.

(i)	information	in-for-ma-tion	4 syllables	4 claps
(ii)	calculation	_____	____	
(iii)	projection	_____	____	
(iv)	communication	_____	____	
(v)	_____	_____	____	
(vi)	_____	_____	____	
(vii)	_____	_____	____	
(viii)	_____	_____	____	

(b) Find out a few more words from the text having three or four syllables and add them to the list.

(c) Notice that information and calculation are pronounced with the stress in the third syllable, i.e. we say the third syllable more strongly than the others:

in-for-ma-tion   cal-cu-la-tion

Listen to your teacher pronounce projection and communication. Which syllable is being stressed? Practise saying the words with the correct stress.

9. **Working with words:**

   Let's play with a word pyramid. Sit in groups of four. Complete the word pyramids by adding one letter at a time. When you add a letter it must form a word. You can add a letter in front, in the middle, or at the end of the letter/word. The group that has the maximum number of correct words is the winner.

   Example:

a	m	b	t
an	me		
can	men		
scan	mean		
scant	meant		
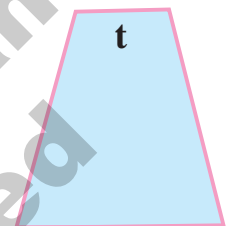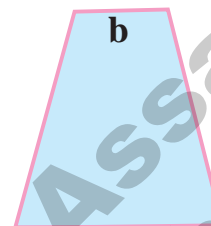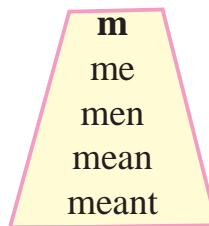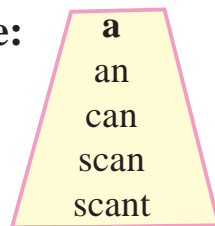
10. **Imagine you are Anees. Write a diary entry about your first visit to the new ICT lab in your school.**

    You can include the following points in your diary entry:
    (a) What you saw
    (b) How you felt
    (c) What ICT means
    (d) The different purposes for which a computer is used
    (e) For what purpose you plan to use it, and so on

11. **Do you know the meanings of these words:** *braille*, *screen reader*, *auditory e-learning, tactile* **and** *portable interactive dictionary*? **These are all ICT resources used by visually impaired people – people with no eyesight or little eyesight – to learn things and communicate with others using their computer.**

    Do you know anyone with little or no eyesight?

    With your parents' help, look up ways in which visually impaired people do their daily chores. You can watch YouTube videos to find out how young children who cannot see, use their senses of touch and hearing to lead their daily lives. Remember that visually impaired people have other skills that are highly developed. So, we should treat them with respect, and not pity. They may be able to do many things that people with good eyesight cannot.

Now read the passage below and try to complete the information in the advertisement that follows. Work with a friend sitting next to you.

Braille is a tactile writing system invented by Louis Braille in 1829 to help visually impaired people read and write. Braille is traditionally written on paper which has a system of raised markings, called embossed paper.

There are now computer screens and other electronic supports for Braille users. Visually impaired people can now type on a keyboard using special braille lines, or use a screen reader which reads out what is written on the computer screen. This technology is part of auditory e-learning resources designed for visually impaired people, so that they can stay updated and connected with others, and live independent lives.

Wanted: A Braille Instructor for Visual Academy

Visual Academy, a school for visually impaired children, is looking for an instructor for their computer lab. The main duties of the instructor will be to help visually impaired children to use the computer. She or he will have to

…………………………………………………………………….....................................
…………………………………………………………………….....................................
…………………………………………………………………….....................................

The salary for the post is …………..… per month, and the instructor will get an allowance for …………………….……. and ………………….....……

Interested applicants should write to The Principal, Visual Academy, M.G. Road, Kampur on or before ………………................

Lady instructors will be given preference.

For the Teacher

The theme of this lesson is ICT and its role in education and other areas of life.

'Uses of ICT' focuses on the development of technology-friendly vocabulary of the learners, and upon the uses of digital devices like the computer, the smart phone, internet connectivity and so on in education, professional life, business, communication and entertainment, among others.

- While engaging learners in different activities in the text, the focus should be on the learners' real life experiences with the digital world and on their immediate environment (using the mobile, internet among others.)

- Pair work and group work will provide excitement to learners and make learning a joyful experience. So, learners must be given opportunities to complete the tasks with one another's help.

- The lesson provides sufficient information about ICT. The activities are designed to enable the teacher to test the knowledge and understanding gained by the learners about the different digital devices, along with their functions while reading the text.

- Grammatical elements like prepositions, their uses and functions will be learnt in context and assessed in Activity 5.

- Activity 6 is intended to enable the learners to recall the use of 'wh' questions before helping them to learn the formation of similar questions using 'can'. The teacher can provide different learning opportunities for using these by way of conversation before learners write them down.

- Speaking with correct pronunciation and accurate stress is practised in Activity 8. Learners are expected to acquire the ability to listen to and follow the teacher while breaking down words into different syllables and uttering the stressed syllables more strongly than the others. Ask learners to find out more words from the text having three or four syllables and add them to the list given in Activity 8 (a). Pronounce the words 'information' and 'calculation' with stress in the third syllable. Help learners to identify the stressed syllable. Also say the

words 'projection' and 'communication' and ask learners to identify the stressed syllable while they practise saying these words with the correct stress.

- Activity 9 is a vocabulary building exercise with an interesting word game. Divide the class into groups of four and help them to complete the word pyramid by adding one letter at a time. Enable them to add letters to make meaningful words. These letters may be added in front, in the middle or at the end of the word. The group that forms the maximum number of correct words should be declared the winner.

- The teacher will help the learners to write a diary entry about their first visit to the new ICT lab. Activity 10 will allow learners to practise the language they learnt in the lesson, while Activity 11 will sensitize them to the lives of differently abled people.

Learning Outcomes:

The learner:

- participates in activities in English like role play, group discussion, debate, etc.

- responds to announcements and instructions made in class, school assembly, railway station and in other public places

- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences

- uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts

- uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing

- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.

- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience