

## Erasmus + KA1 project “Implementing CLIL in project work” “Types of Computers “

<b>Author</b>	Bc.philol. Anna Poļanskiha	
<b>Age group/form</b>	16 students from 5 th form. Level of English Elementary and Pre-Intermediate	
<b>Time (min)</b>	80 min	
<b>Integration of subjects</b>	English and Information Technologies (IT)	
<b>Timetable fit</b>	At IT lessons students are studying “Types of computers and their application”; they have discussed different types of computers and their benefits in Latvian, and will discuss computers in English comparing and classifying them according to size, capacity, expense and general use while working on the project in the groups of 4. Then the students will present their particular type of computer to the other team of students.	
<b>Aim</b>	To develop students’ reading and speaking skills while working with different resources - visual aids and written information.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>-to organise students working in groups on one project;</li> <li>-to apply new vocabulary and grammar structures functionally working on the problem-solving task;</li> <li>-to practise speaking skills and strategies;</li> <li>-to analyse and compare the results obtained.</li> </ul>	
<b>Real life context and culture</b>	The students’ personal experience about the usage of computers in the society is very valuable, and the knowledge of computer terminology and specification could be quite useful in students’ further studies of any subject.	
<b>Planned results</b>	<b>Content</b>	The students will broaden their knowledge about the variety of computers used in the modern world and will be able to identify the differences between different types of computers and discuss and present the results in groups using the given chart. The presentations will include the functional use of grammatical units (degrees of comparison) in the right content.
	<b>Language</b>	The students will acquire new vocabulary during their individual study of the texts given, and learn to apply grammatical structures (degrees of comparison) functionally
	<b>Communication</b>	Learners have improved communication strategies in groups and peer-assessment techniques
	<b>Cognition</b>	Learners can apply guessing and predicting strategies independently

## In what way CLIL is implemented (in project work)?

Students are studying the authentic materials in English by watching video materials, and reading texts and making their own projects based on the clues they have found out during their study as well as their own experience.

### Procedure

#### Pre-task (warm-up)

##### Activity1-Brainstorming

Students are divided into four groups with 4 students in each.

Each group brainstorms the idea about what types of computer they know about and what new type of computer they want to know about by making guesses. Students try to guess the application of the certain type of computer in the modern world.

**Support materials :** [www.youtube.com](http://www.youtube.com)

**Videos:** *"Types of computers"* Midset learn, *"Types of Computers"* Harold CareyJr, *"Types of Computers"* Logintolearn

#### Tasks (main part)

##### Activity 2 Table completion

Students watch the video *"Types of Computers"* Harold CareyJr about 7 min.

They can take notes while listening. The video can be shown twice if needed. The students fill in the table (See Handout 1). After about 5 minutes the students present the results obtained.

**Activity 3- predicting and guessing word meaning from the context.** Teacher gives each group of students two sets of cards (see Handout 2 –reading definitions and matching them with the pictures).

The students read the short texts and negotiate the meaning of the words if they are not clear enough within one group. The students can use the vocabulary to translate the words in their mother tongue if they need.

The students will need to share responsibility within a group to organize these cards in logical order from the biggest computers to the smallest one.

##### Activity 4. Group work presentation

Teacher asks students in each group to present their work.

Students get the task to present their final product demonstrating it to the others answering the questions asked by the other group students

**Peer- assessment:** students exchange their works and discuss the differences

#### Post task (revision and reflection)

**Activity 5- Extra tasks.** The students work individually

**A) Reading-Comprehension:** The students read the statements and agree or disagree with them (see handout 3)

**B) Grammar practice:** The students compare the types of computers they have learned before using comparative or superlative form of the adjectives according to the content. (see handout 4)

**Activity 6- Self-assessment:** students answer the questions:

What have I learned to do today? How can we use this?

What questions can I ask about it?




Teacher checks general understanding asking particular questions about the lesson. Teacher guides the discussion and gives her feedback for the lesson.

**Task 1.** Watch the film “Types of computers” [www.youtube.com](http://www.youtube.com) by Harold Carey Jr and fill in the table

### **Types of computers**

## Handout 2

Task 2. Match the pictures with the descriptions given and organize them in logical order from the biggest up to the smallest

		<p><b>Super computer</b></p>	<p>Can process trillions calculations per second (extremely fast and expensive) Cost ≈ £100 million ) Is used in :</p> <ul style="list-style-type: none"> <li>• Weather forecasting</li> <li>• Cash testing</li> <li>• Space research</li> <li>• Special effects in movies</li> </ul>
		<p><b>Mainframe computer</b></p>	<p>Can do multiple tasks simultaneously by hundreds of users. Cost ≈ £1 million</p> <p>Is used by</p> <ul style="list-style-type: none"> <li>• state organizations</li> <li>• (government agencies/ businesses)</li> <li>• large corporations</li> <li>• customer services</li> </ul>
		<p><b>PC (Personal Computer)</b></p>	<p>Popular Type of computers: (small to medium size) (less expensive cost ≈ £2000-£9000)</p> <p>Is used:</p> <ul style="list-style-type: none"> <li>• At school</li> <li>• In offices</li> </ul>
		<p><b>Laptop</b></p>	<p>Type of PC Weigh ≈ 1- 3 kg Portable computers It can be the size of the book Is used:</p> <ul style="list-style-type: none"> <li>• At school</li> <li>• In offices</li> </ul>

		<b><i>Notebook</i></b>	<p>Type of PC</p> <p>Portable computer</p> <p>Weigh ≈2-4 kg ,Can be put in briefcase</p> <p>Is used:</p> <ul style="list-style-type: none"> <li>• At school</li> <li>• In offices</li> </ul>
		<b><i>Palmtop</i></b>	<p>Type of PC</p> <p>Weigh ≈1 kg-800 grams</p> <p>Fits in the palm of your hand</p> <p>Can be put in your pocket</p> <p>Less powerful than notebook</p> <p>Is used:</p> <p>At home</p>
		<b><i>PDA (personal digital assistant)</i></b>	<p>Type of PC</p> <p>Weighs 300 grams, touch screen is operated by a small pen called stylus</p> <p>Is used:</p> <p>To store addresses</p> <p>To do calculations</p>

## Types of computers

**Task 3. Are the statements true or false.**

**Tick if the statement is True ( V ) or put a (X) if it is False**

*Example: Supercomputers are extremely fast (V)*

1. Supercomputers are used at schools and in the offices.
2. Mainframe computers are bigger than Supercomputers.
3. Personal computers are very popular.
4. You can carry a palmtop in your hand.
5. Laptop is a good type of computer if you want to go travelling with it.
6. Mainframe computers are more expensive than super computers.
7. Notebooks are used in the weather forecasting organizations.
8. Mainframe computers are more powerful than personal computers.
9. Supercomputers are smaller than mainframe computers.
10. Microcomputers are for individual users.
11. You can put a notebook in your school bag.
12. You can use PDA to make PPP.
13. PDA is more expensive than mainframe computer
14. You can put a laptop in your pocket.
15. PC is larger than mainframe computer.
16. Supercomputer is the fastest of all.
17. You use PDA if you keep a long list of phone numbers.
18. PDAs are bigger than palmtops.
19. Microcomputers are smaller than minicomputers.
20. Laptops are bigger than PDAs.

## Types of computers

**Task 4. Open the brackets. Use comparative and superlative forms of the adjectives.**

Example: Supercomputers are larger (large) than Mainframe computers.

1. Mainframe computers are \_\_\_\_\_ (small) than Super computers.
2. Supercomputers are \_\_\_\_\_ (fast) than Mainframe computers.
3. Supercomputers are \_\_\_\_\_ (expensive) than Mainframe computers.
4. Supercomputers are \_\_\_\_\_ (powerful) than Mainframe computers
5. Laptops are \_\_\_\_\_ (big) than Palmtops.

Example: Supercomputers are \_\_\_\_\_ (fast) of all.

6. Supercomputers are \_\_\_\_\_ (heavy) of all.
7. Supercomputers are \_\_\_\_\_ (expensive) of all.
8. Mainframe computers are \_\_\_\_\_ (powerful) of all.
9. Personal computers are \_\_\_\_\_ (popular) of all.
10. PDAs are \_\_\_\_\_ (small) of all.