

Module 3

Interaction Through Technology

TO THE STUDENT

Welcome to this module! You must be very eager to start with the learning activities. The activities in the module have been designed to provide you with rich and stimulating learning experiences that will help you communicate better in English! Familiarize yourself with the different sections of this module.

What are the parts of this module?

The different sections of the module are presented by the following headings and icons.



MODULE NUMBER AND TITLE appears on the first page of the module is represented by the icon on the left. The module number and the title are followed by a picture and a brief introduction which tells you what the module covers. You should read carefully the title and the introduction to give you an idea of the exciting things in store for you.



WHAT THIS MODULE IS ABOUT provides you insights on what you are going to learn. This section encourages you to read carefully the activities you need to work on.



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE

This section lists what you should learn after going through the activities in the module. You can use this list to check your own learning.



HOW TO LEARN ON THIS MODULE. This section provides the steps that you need to do in accomplishing the activities.



HOW MUCH DO YOU KNOW. Assesses what you already know about the skills you will learn in the module. Do not worry if you fail to answer all the question. After working on the various module activities, you will take similar test.



ACTIVITIES consist of a variety of learning experiences and exercises designed to help you develop the skills and competencies covered in this module. The icon on the left introduces this section. The learning areas are also introduced by a specific icon. The icons and the titles serve as your guide on the languages activities you are to focus on: listening, speaking, vocabulary, reading, grammar, literature and writing. You should not skip any of the activities. They have been sequenced to help you achieve what you are expected to learn from this module. After each exercise, you are invited to check your answer under the **Check Yourself** section.

Following are the specific icons for the specific activities discussed above.



A listening lesson is introduced by this icon.



This icon introduces a speaking lesson.



A reading lesson is introduced by this icon.



This icon introduces a grammar lesson.



A writing lesson is introduced by this icon.



This icon introduces a literature by this icon.



A vocabulary activity is introduced by this icon.



KEY POINTS provides the key terms, concepts and generalization from this module.

Grammar lessons are clearly discussed in this part.



HOW MUCH DID YOU LEARN. After you have work on all the activities in the module, check how much you have achieved. It has the same icons as the **HOW MUCH DO YOU KNOW.**



CHECK YOURSELF provides the answers to the exercises as well as the answers to the HOW MUCH DO YOU KNOW and HOW MUCH DID YOU LEARN. After checking your answer, go over the topics or items you missed.



What This Module Is About

The developing of nations is determined largely by scientific research and the continuous creation of technology. It is observed that this century, offers a host of challenges never faced before by our ancestors. The age of Information that saw rapid breakthrough in new Information and communications technology greatly challenged the way knowledge is developed, acquired and delivered.

In this module, you will understand the role of technology in our lives.



What You Are Expected To Learn

After undergoing all the activities in this module, you are expected to:

- listen attentively to given instructions
- express predictions and suppositions
- use concept maps to show relationships between and among ideas abstracted from texts
- determine the objective of the essayist and the means employed to attain it.
- respond intelligently to the language of information technology
- understand the use of information technology in conveying, receiving and storing
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How To Learn From This Module



1. Study the cover. Read the title. What does it mean to you? Look at the picture. What do you see? From the title and the pictures what do you think is the module about?

2. Go over the pages of the module. What are the different parts? What do you think you will learn? What do you think you will be doing?
3. Read the sections, **What This Module Is About** and **What You Are Expected To Learn**. Were your guesses right? Are you clear now on what you will learn and do?
4. You will find exercises to work on. **Write you answers on these exercises on a separate sheet or in your English notebook.**
5. Check your answers to each exercise against **Check Yourself**. Read carefully the sentences that explain the answer.

Good Luck!



How Much Do You Know

- A. Draw a concept map sharing the important details in each paragraph.
1. Butterflies and moths rank among the more highly developed insects because they undergo a complete metamorphosis. This means they go through four stages of development: egg, larva, pupa and adult.
 2. A solution consist of two components: a solvent, which is the medium where the substance is dissolved and a solute which is the substance dissolved. Solutions may be classified into two groups: those whose solute can be decomposed as molecules, and those whose solute can be broken up as ions.
- B. Complete the following statements by supplying the correct verb form.
- | | |
|------------------------------|---|
| (ability, tense) | 1. Information Technology _____ be the answer own present communication problems. |
| (possibility, present tense) | 2. Students _____ stay home and learn from teachers machines. |
| (ability, past tense) | 3. Human teachers _____ be replaced by robots. |
| (furity, tense) | 4. If these machines _____ be activated then teachers past _____ be out of work. |
| possibility, present tense) | |
| (furity, Past tense) | 5. Such _____ create a problem for our government. |

Listening



Activities

A. Pre listening

1. What is information technology
2. What effects does it have on our life?
3. Cite examples of latest technologies used in everyday living.
4. Would the world be better off without information technology?
5. Fill the K-W-L chart. What do you already know about information technology? What do you want to know? The last column will be completed later.

KNOW	WANT TO KNOW	LEARNED

B. Listening Proper

1. Listen to the recorded information.
2. Take down notes.
3. Listen again.
4. Reviewing your notes.
5. Write about what information technology is

C. Post Listening

1. Fill the last column of the K-W-L chart with what you have learned from sharing.
2. Have your teacher check your K-W-L chart.
3. Graphic organizers provide readers an easy way of processing information. Text transferred into visuals save readers from the tedious task of reading volumes of information.

4. Read the text below. Organize the text into a graphic or concept map.
5. Put it on manila paper.

Processing Information

There are many different ways by which information can be processed (sorted) depending on the questions that you want to be answered. The first is to decide exactly what your questions are, what information is needed, how exact the information's and where the information can be found. It might take some measurements or carry out an experiments.

Once you have collected your information, it must then be organized, recorded and perhaps stored for future use. The collection of pieces of information is called database (data are information). Your school time table is a database. Another example of database is a list of pop groups, their performers, musical instruments, and hits. You need to decide how information can be processed, so that you can find the answer.

Information can be sorted in alphabetical or numerical order. It can also be arranged in tables, or drawing a chart or a graph.

6. Present your work to your teacher.
Explain the link between and among the ideas extracted from the text.

Reading



A. Pre reading



Vocabulary

Which words go together?
Match column A with column B

A	B
1. communication	a. screen
2. computer	b. set
3. radio	c. cassette
4. laser	d. interaction
5. television	e. beam

6. video	f. satellite
7. viewing	g. waves
8. human	h. technology

II. Reading

- A. Read the title of the selection. What do you think the new teacher would be like?

The New Teachers

1. In the fifth essay of this book, "Adult Education", I discussed the fact that the percentage of older people in the world is increasing and that of the younger people decreasing, and that this trend would continue if the birth rate should drop and medicine continue to extend the average life span.
2. In order to keep older people imaginative and creative and to prevent them from becoming an ever growing drag and shrinking pool of creative young, I recommend that our educational system be remodeled and that our education be considered a lifelong activity.
3. But how can this be done? Where will all the teachers come from?
4. Who say, however, that all teachers must be human beings or even animate?
5. Suppose that over the next century, communication satellites become numerous and more sophisticated than those we've placed in space so far. Suppose that in place of radio waves the core capacious laser beam of visible light becomes the chief communication medium.
6. Under these circumstances, there would be room for millions of separate channels for voice, and it is easy to imagine every human being on earth having particular television wavelength assigned to her or him.
7. Each person (child, adult, or elderly) can have his or her own private outlet to which could be attached, at certain desirable period of time, his or her personal teaching machine. It would be far more versatile and interactive teaching machine that anything we could put together now, for computer technology will also have advanced in the interval.
8. We can reasonably hope that the teaching machine will sufficiently be intricate and flexible to be capable of modifying its own program (that is learning) as a result of the student's print.

9. In other words, the student will ask questions, answer questions, make statements, offer opinions, and from all this, the machine will be able to gauge the student enough to adjust the speed and intensity of its course of instruction and, what's more shift in the direction of the student interest displayed.
10. We can't imagine a personal teaching machine to be very big. However, it might resemble a television set in size and appearance. Can so small an object contain enough information to teach students as much as they want to know, in any direction intellectual curiosity may lead them? No, not if teaching machine is self-contained – but need it be?
11. In any civilization with computer science so advanced as to make teaching machine possible, there will surely be thoroughly computerized central libraries. Such libraries may even be interconnected into a single planetary library.
12. All teaching machines would be plugged into this planetary library and each could then have at its disposal any book, periodical document, recording, or videocassette encoded there. If the machine has it, the student would have it too, either placed directly on a viewing screen, or reproduced in print-on-paper for more leisurely study.
13. Of course, teachers will not be totally eliminated. In some subjects, human interaction is essential—athletics, drama, public speaking, and so on. There is also value and interest, in groups of students working in a particular field—getting together to discuss and speculate with each other and with human experts, sparking each other to new insights.
14. After this human interchange they may return, with some relief, to the endlessly knowledgeable, endlessly flexible, and most of all endlessly patient machine.
15. But who will teach the teaching machine?
16. Surely the students who will also teach. Students who learn freely in those fields and activities that interest them are bound to think, speculate, observe, experiment and, now and then, come up with something of their own that may have been previously known.
17. They could transmit that knowledge back to the machine, which will in turn record it (with due credit, presumably) in the planetary library—thus making it available to other teachings machines. All will be put back into the central hopper to serve as new and higher starting point for those who come after. The teaching machines will thus make it possible for human species to race forward to heights and in direction now impossible.

But in describing only the mechanics of learning? What of the contents? What subjects will people study in the age of the teaching machine? I'll speculate in the next essay.

B. Comprehension

1. What is the objective of the essayist?

2. What does he predict will happen in the future?

3. What kind of writer is Isaac Asimov?

4. What is science—fiction?

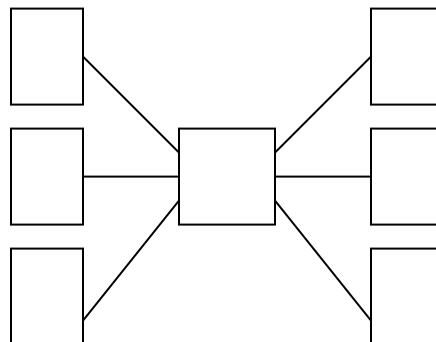
5. How does a sci—fiction writer prepare his readers for life in the future?

6. How does Isaac Asimov go about setting the scenario for his prediction?

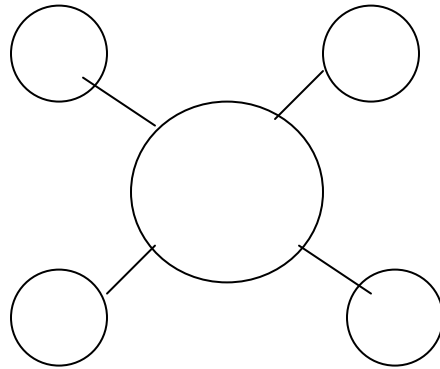
III. Post reading

A. Which of the following maps would you use if you were to illustrate the text in a graphic presentation?

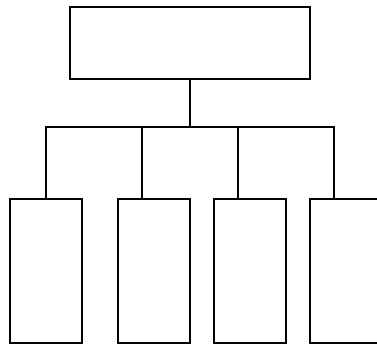
Multi- flow Map



Bubble Map



Tree Map



B. Choose one of the concept maps to make a transfer of information gathered from the essay.

A large empty rectangular box for drawing a concept map.

Speaking



Activities

No teaching machine can replace a human teacher.

- A. Do you agree or disagree? Explain.
- B. Using databases can be a wonderful means of gathering enormous information technology.
 1. What are your predictions about the fate of literature in the advent of information technology?
 2. What would the fate of literature in the next five years be if a computer chip can hold much of the information one has get to gather from scattered sources

Grammar



Activities

- A.
 1. What do you think our school would be like if all the teachers were machines? If all the teachers were machine, the school will...
 2. Would you enjoy learning? Explain.
I may not enjoy learning because...
I may enjoy learning...
- B. Complete the following sentences by giving at least three possible effects of the given scenarios.
 1. Suppose the teaching machine becomes the new teacher,
 - a.
 - b.
 - c.

2. Suppose the world were run fully by automated robots,
 - a.
 - b.
 - c.

3. Suppose computers were programmed to love or to fear,
 - a.
 - b.
 - c.

4. Suppose the Philippines become self – sufficient in oil and natural gas
 - a.
 - b.
 - c.

5. Suppose people could communicate by thinking,
 - a.
 - b.
 - c.

Key Points



Remember:

Past form

Would → To express futurity, use will

Could → To express ability, use can

Might → To express possibility, use may

Additional Exercises

Below are problem situation that need to be resolved. Explore possibilities in trying to resolve them. Identify your possible solutions as Plan A and Plan B.

- Your school is holding its Foundation Day in October which is a rainy month. Supposing it rained. What could be Plan A? Plan B?

- Yours school wants to integrate computers in instruction but computers are expensive and the school does not have the budget for them. Supposing you didn't have enough resources...

- Your school wants to be known for its academic excellence. But students drop out in the middle of the school year for economic reasons. Supposing that were the case...
- Your basketball team is playing against a rival school for the championship game. Plan your strategy. Supposing your strategy didn't work...

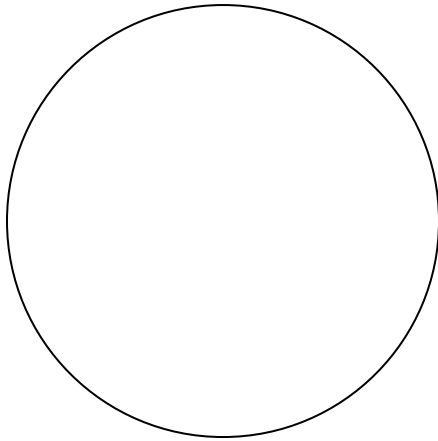
Writing



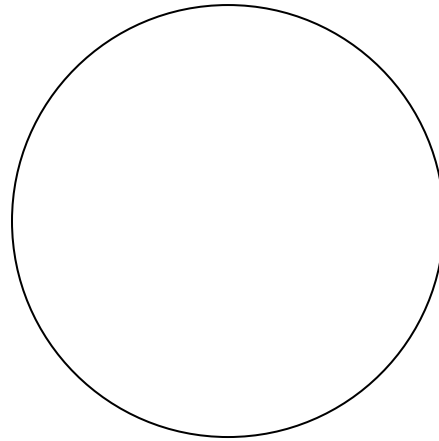
Activities

A. Pre Writing

Predict your future. In the first bubble, sketch your life now. In the second bubble, sketch what it might be in the future.



1



2

B. Writing Proper

Think and write about the future ten years from now. Imagine how you would be...

- riding from home to school?
- washing dishes?
- cooking your favorite recipe?
- scrubbing your floor?
- building your house?
- lifting heavy objects?
- Sending messages?

C. Post Writing

1. Show your predictions to your teacher.
2. Have her/his comment on the ideas and grammar structure that you used.

How Much Did You Learn



- A. Make a concept map/ organizer for the important details in the following texts

1.

The first man to fly in space was the Russian cosmonaut Yuri Gagarin. The flight took place on April 12, 1961 and lasted 108 minutes. Gagarin's flight showed that man could survive in the strange conditions in space and the rigors of blast-off and reentry.
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2. In June 1963, Valentina Tereshkova made history by becoming the first woman in space. In her three-day flight in the Capsule Vostok 6, she completed 48 orbits of the earth. In November of the same year she married another cosmonaut. Their daughter Yelena, was perfectly normal and showed that their spaceflight had no ill effects on their reproductive capabilities.

B. Complete the following sentences giving three possible using the correct form of verbs.

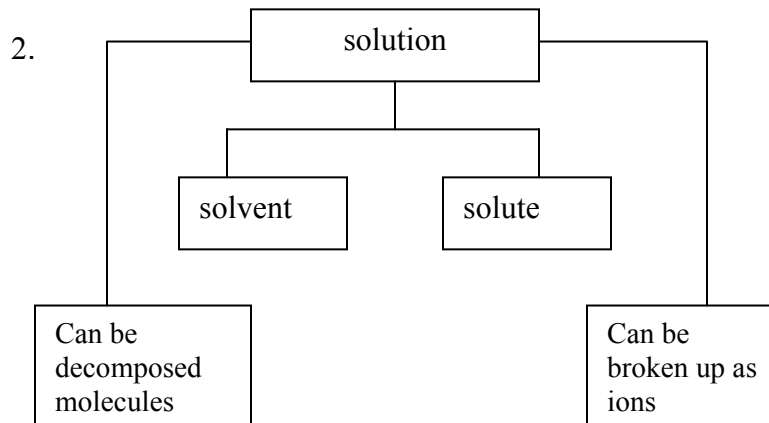
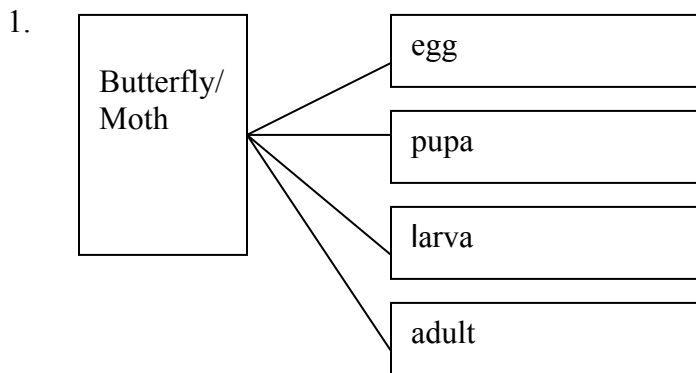
1. If teachers will no longer be needed in the classroom, then...
2. If information can be found in diskettes instead of volumes of encyclopedia, then...
3. If robots can do the household chores, then...
4. If people could communicate just by thinking, then...

Check Yourself



How Much Do You Know

A. Suggested concept maps but you may organize your own which should clearly show the relationship of ideas.



B.

1. can
2. may
3. could
4. would
may
5. would

Listening



A. Pre listening (Sample Answers)

1. Information Technology generally refers to all the modern ways by which man could avail of information.
2. It has made own life more comfortable and quick – paced.
3. home : telephone
school : computer, telephone
office : computer, telefax
agriculture : modern ways of planting
hospital : digital devices
laboratory : modern testing equipment
4. No, we could be left behind by countries using the most modern ways of informing life.
5. (Your answer is acceptable since it tells what you know and what you want to know.)

Reading



A. Pre reading

Vocabulary

- | | |
|------|------|
| 1. f | 5. b |
| 2. h | 6. c |
| 3. g | 7. a |
| 4. e | 8. d |

B. Reading proper

Comprehension

1. To convince the reader of the advantages of a teaching machine.
2. The teaching machines will make it possible for human species to raced forward to heights and in direction now impossible.
3. Convincing
4. Highly imaginations or fantastic fiction typically involving real or imagined scientific phenomena.
5. By presenting the present scenarios first
6. He presented the fact that older people are increasing while younger people are decreasing.

C. Post reading

(Any of the three concept maps is acceptable.)

Speaking



- A. (Your answer is acceptable, whether you agree or disagree.)
- B. 1. If the libraries will make use of the modern information technology, then this libraries will be the center of information everywhere.
2. The books will be less used.



Grammar



- A. 1. ...will be superfluous or unnecessary.
2. I may not enjoy learning because there will be no human interaction.
I may enjoy learning because there will be human interference.
- B. 1. a. I will learn more.
b. I can avail of more sophisticated information.
c. I may be a better student.
2. a. I will have an easy time.
b. I can do other jobs robots can't do.
c. I may not find life boring.
3. a. I will not be subjected to these emotions.
b. I can live a peaceful life
c. I may not experience these emotions at all.
4. a. The Filipinos will be free from hunger and poverty.
b. The Filipino can live a prosperous life.
c. The Filipino may finally find contentment
5. a. People will stay home and just think.
b. People can communicate better with other.
c. People may not be able to hide what they are thinking.

Additional Exercises

(Your plans are acceptable as those are what you intend to do given each situation.)

Writing



A. Pre Writing

(Your predictions are acceptable as the interpretation of your life now and your life as it will be in the future.)

B. Writing

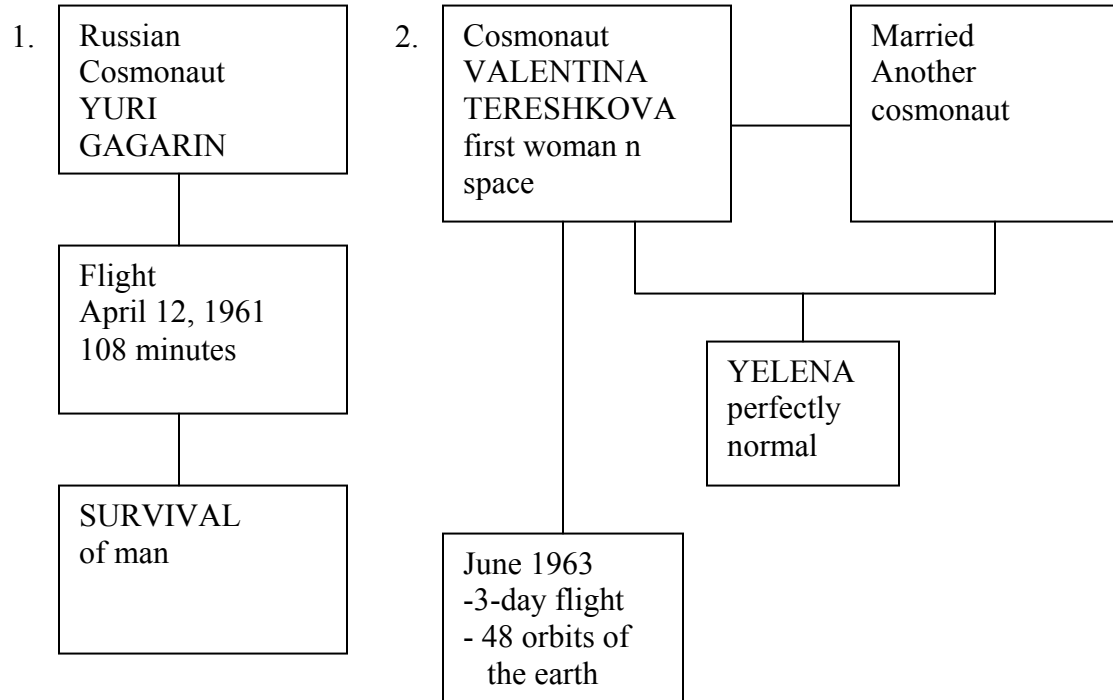
(Your predictions are acceptable since that is how you imagine the tasks would be done after the years.)

How Much Did You Learn



A. Suggested/Sample maps/organizes

(Your concept map is acceptable if the important details are clearly indicated.)



B. Here are some possible outcomes but your outcomes are correct if you followed the format given and the correct form of the verbs.

1. If...then, Education as a course be taken off the curriculum offered by colleges and universities
2. If...then, we could stay home with our computers instead of going out to libraries.
3. If...then, we could enjoy life more for there would be less chores to do at home.
4. If...then, people could just think of what to say to a person even without writing a letter or lifting the phone.

CONGRATULATIONS

Good job! Now that you've completed the activities in this module, you are ready to work on the next module. But before you do, complete REFLECTIONAIRE. You may want to go over the parts you found most interesting, most challenging or most rewarding before moving on to the next module.

Module 4 is about Interacting With Nature, you will listen to environmental problems and read about measures our government has taken to curd the depletion of the ozone layer. You will also read and write poems, slogans and announcement concerning the conservation of natural resources.