

2 Language Skills worksheet

Reading

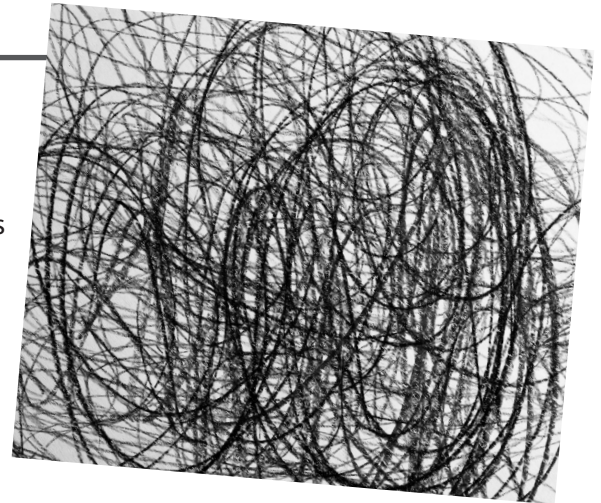
1 Read about Lim Ding Wen from Singapore. What kind of computer program did he create?

Computer Whizz Kid

Lim Ding Wen is an 18-year-old school boy from Singapore, but he isn't an ordinary 18-year-old. He loves computers and his interest in computers has taken him into the world of big business. When he was only nine years old, he created a computer program called *Doodle Kids* for his two younger sisters. At the time they were only three and five years old. They loved drawing and Lim Ding Wen wanted to make a very simple program that they could use easily.

He originally created *Doodle Kids* on his computer, but since then he has adapted it for the iPhone and now you can download it from the Internet. It took just a few days to write the program. It's very simple and easy to use. You can draw squares, circles, lines and different shapes in different sizes and different colours. Once you have drawn the pictures you can change them into moving images and create your own cartoons!

Lim Ding Wen loves computers. In fact, he started using computers when he was only two years old and he learnt his first program when he was seven. This isn't surprising because Lim Ding Wen's father, Lim Thye Chean, is a chief technology officer for a hi-tech company and he also writes iPhone applications. Although he is only eighteen years old now, Lim Ding Wen can 'speak' six different programming languages including ActionScript and JavaScript. When he created *Doodle Kids* he was probably the youngest Apple programmer in the world.



2 Answer the questions.

1 Where is Lim Ding Wen from?

2 How old was he when he created *Doodle Kids*?

3 Who did he create it for?

3 Complete the sentences with the correct information.

- 1 You can use *Doodle Kids* to create _____ .
- 2 Lim Ding Wen started using computers when he _____ .
- 3 When he was seven years old he _____ .
- 4 Lim Ding Wen's father is a _____ .
- 5 When he wrote *Doodle Kids* he was probably the youngest _____ .
- 6 Since then he has worked on _____ .

2 Language Skills worksheet

Writing

- 4 You are going to write a short web article. Read the notes below about Peter Ash and write a paragraph of 80 to 100 words about his invention.



Name and age: Peter Ash, 19

Date: 2005, a project for his school science exams

Invention: mobile phone charger

Idea: watched pet hamster in a cage run around hamster wheel


Result: 30 minutes talking time on his phone, for every two minutes the hamster runs

Future: Peter wants to be an engineer

Remember!

Regular verbs + *-(e)d* or Irregular verbs
decide – decided; talk – talked; have – had;
write – wrote

Listening

- 5  Listen to a radio programme about an interesting website and circle the correct answers.
- Who is Stephen Fry?
 - An artist and writer.
 - A technology expert and businessman.
 - An actor, writer and comedian.
 - What are they reviewing on the radio programme today?
 - Stephen Fry's book.
 - Stephen Fry's TV programme.
 - Stephen Fry's website.
 - What is a techno-geek?
 - Someone who hates technology.
 - Someone who buys a lot of gadgets.
 - Someone who loves technology.
 - What did Lance do when he visited Stephen Fry's website?
 - He downloaded some podcasts.
 - He uploaded a photo onto the website.
 - He posted a comment on the blog.
 - What does Stephen Fry have a collection of?
 - MP3 players.
 - Memory sticks.
 - iPhones.
 - What did John (the presenter) buy last week?
 - An e-book.
 - A mobile phone.
 - A new computer.

2 Language Skills worksheet

Speaking pairwork Student A

1 Look at the prompts and the words in the box. Take turns with Student B to ask questions about what you did yesterday.

Did you send an email yesterday?

an email blog computer game data digital camera document e-book memory stick mobile phone MP3 player music online phone call photo text message the Internet



send



make a



use



read a



read an



send a



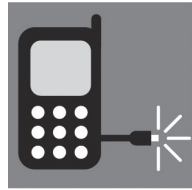
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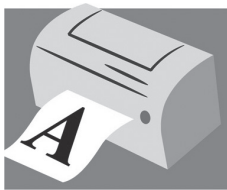
charge your



take a photo with your



chat



print a



store



play a



listen to your

2 If the answer is yes, ask another question using *When*, *What time*, *Who* or *Why*.

Who did you send it to? /
What time did you send it?

3 Make a note of Student B's answers. When you have both finished, go through your answers and compare them.

Student B _____

2 Language Skills worksheet

Speaking pairwork Student B

1 Look at the prompts and the words in the box. Take turns with Student A to ask questions about what you did yesterday.

Did you send an email yesterday?

an email blog computer game data digital camera document e-book memory stick mobile phone MP3 player music online phone call photo text message the Internet



send



make a



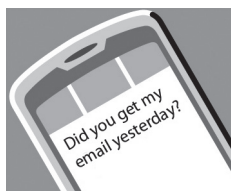
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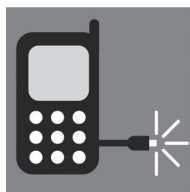
download some



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plug in a



charge your



take a photo with your



chat



print a



store



play a



listen to your

2 If the answer is yes, ask another question using *When*, *What time*, *Who* or *Why*.

Who did you send it to? /
What time did you send it?

3 Make a note of Student A's answers. When you have both finished, go through your answers and compare them.

Student A _____

2 Language Skills worksheet

Speaking: Teacher's notes

Language

Past simple questions

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.
- 2 Students look at the prompts and work out how they would make past simple questions by matching the picture prompts and the words in the box, e.g. *Did you send an email yesterday?*
- 3 Students take turns asking and answering the questions on their worksheets. They must remember that if their partner answers *Yes, I did* to the first question, they must ask a follow-up question using *When, What time, Who* or *Why*, e.g.:
A: Did you send an email yesterday?
B: Yes, I did.
A: Who did you send it to?
- 4 Students make a note of each other's answers.
- 5 When they have finished, students go through their answers and compare them.

Answers

Students' own answers.

Optional activity

- In pairs, encourage students to find out more about how their partner uses technology by asking *How often* questions, e.g. *How often do you ... chat online / play computer games / use the Internet*, etc.
- Do an open class survey and find out the most popular IT activity and which student does it the most.