

World Wide Web at 30

Topic

The World Wide Web and internet

Age group

Adults/Teens

Level

B1

Time

90 minutes

Materials

- World Wide Web at 30 student worksheet
- World Wide Web at 30 worksheet from LearnEnglish

Introduction

The World Wide Web was 'born' in March 1989 and is celebrating its 30th birthday. In this lesson, students will talk about the World Wide Web, read an article about its history, learn how to give web and email addresses, and finally describe and present a website to their classmates.

Procedure

1. Lead-in (10–15 minutes)

- Write on the board, *What am I?* Tell students that you are going to read them a brief description. When they think they know what you are, they should put up their hand (but not say anything).
- Read the following text: *I was born 30 years ago. Millions of people all around the world use me every day, at work, at home and even in the street. I can tell you what the weather will be like, what's happening in the news, or send a message to someone living thousands of miles away. To use me you need to have access to a computer or a mobile phone. I contain millions of pages.*
- Ask one of the students who first put their hand up what they think you are. (Answer: The World Wide Web). If students say 'the internet', tell

	<p>them that they are going to find out the difference between the internet and the World Wide Web in this class.</p> <ul style="list-style-type: none"> Now put students in small groups or pairs and ask them to look at Activity 1 on the worksheet (mini quiz). You can either ask them to work through the questions in their groups or do this like a pub quiz, where you read out the questions and the options and ask the groups just to write down the answers. Check answers and tell teams to give themselves a point for each correct answer. <i>Answers: 1. b, 2. c (this was sent by Ray Tomlinson and was a test message to himself), 3. b, 4. a, 5. c.</i> 																
2. Task 1 – pre-reading task (5 minutes)	<ul style="list-style-type: none"> Print out the worksheet from LearnEnglish and ask students to do the pre-reading vocabulary task. Alternatively, you could ask students to do this task online if you have internet access (https://learnenglish.britishcouncil.org/magazine/web-30). Check answers and drill pronunciation. 																
3. Task 2 – reading task (15 minutes)	<ul style="list-style-type: none"> Write these two questions on the board: <i>What is the difference between the World Wide Web and the internet? What is the digital divide and who does it affect?</i> Give students a printout of the text and ask them to read the text quickly to answer those two questions. Ask them to check their answers in pairs and then compare answers together. <i>Answers: The World Wide Web is a network of information in the form of webpages; the internet is a large network of smaller networks of computers. The digital divide is the difference between some groups' access to the internet – more people in the USA and Europe have access than people in African and Asian countries, and more men have access than women.</i> Now ask students to read the text for more detail, and ask them to answer the questions in Tasks 1 and 2 on the worksheet (or online) together. Check answers together. 																
4. Task 3 – Activity 2: Learning how to say Web words (10 minutes)	<ul style="list-style-type: none"> Write an email address up on the board (you could write your own address or invent one!). Ask students if they know how to say the address. Ask them to work in pairs and to look at the table in Activity 2. Ask them to match the symbols from column A with how they are said in column B. Check answers: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td>@ – at</td> <td>.com – dot com</td> <td>.co.uk – dot co dot uk</td> <td>.org – dot org</td> </tr> <tr> <td>a_b – underscore</td> <td>a-b – hyphen or dash</td> <td>/ – forward slash</td> <td></td> </tr> <tr> <td>\ – back slash</td> <td>ABC – upper case</td> <td>abc – lower case</td> <td></td> </tr> <tr> <td colspan="4">abccommunications – abc communications all one word</td> </tr> </table> 	@ – at	.com – dot com	.co.uk – dot co dot uk	.org – dot org	a_b – underscore	a-b – hyphen or dash	/ – forward slash		\ – back slash	ABC – upper case	abc – lower case		abccommunications – abc communications all one word			
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5. Task 4 – Activity 3: Dictation (10 minutes)	<ul style="list-style-type: none"> Divide students into pairs and ask them to dictate the email and webpage addresses to each other. Encourage students here to ask for clarification or spelling. You might need to drill how to say letters in English, focusing 																

	<p>on minimal pairs or letters that are difficult for your students to remember in English. Write phrases like <i>Can you spell that for me please?</i> or <i>Can you repeat that?</i> or <i>Can I just check, is that ...?</i> on the board. To make this more challenging, you could ask students to sit with their backs to each other.</p>
6. Task 5 – Activity 4: Discussion (10–15 minutes)	<ul style="list-style-type: none"> Put students into pairs and ask them to discuss the questions in Activity 4. Monitor and get feedback. These questions should help them with the next activity.
7. Task 6 – Activity 5: Mini presentation of a website (15 minutes)	<ul style="list-style-type: none"> Tell students to work individually. Ask them to imagine that someone who has just got access to the internet would like to know what it's all about and would like some recommendations for how they can best use it. Students are going to choose a website that they use regularly and make some notes. Go through the questions in Activity 5. If possible, students should choose different webpages. When students have finished, put them in small groups. They should present their webpage to the group. Encourage them to give the URL to practise using the language from Activity 2. The groups can then vote for which website they think is the best one to recommend for someone who is new to the internet, giving reasons for their vote. Get feedback.
8. Optional homework/ extension task	<ul style="list-style-type: none"> As an optional homework activity, you could ask students to write up their notes from Activity 5 into a short descriptive paragraph or as an email to the person who is new to the internet. For more information on writing emails in English you could direct them to: https://learnenglish.britishcouncil.org/es/english-emails

Contributed by

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