

HANDOUT 4 READING COMPREHENSION

Read the story and answer the questions below

Smartphones in the Classroom

Should students be allowed to use personal technology in the classroom? That's a contentious issue for many instructors. Concerns about distraction—web-surfing, Facebook-checking, Scrabble-playing—may prompt instructors to adopt policies that ban students from using laptops, tablets, and smartphones in class.

Understandably so. It is incredibly frustrating to be trying hard to connect with students from the front of the class, only to see their screens. Students have all day to check their email. Shouldn't class be a time when they are completely present, free from the constant attention-hogging of today's Internet?

But there are enough reasons to rethink such strict policies. Many teachers think: "Taking notes by hand was good enough for me when I was a student. I don't see why it's not good enough for them." But the fact is that new technology has thoroughly transformed many students' study skills for the better.

Students can now take notes on their laptops, organize them easily, share them with their classmates, and make use of them when they are working on essays or other assignments, also on their laptops. They can also refer to any course material the instructor may have posted online during class, check their notes from prior classes, or bring outside evidence into class discussions.

So how about making the acceptable use of technology in the classroom a topic for discussion? Start a conversation with students that raises concerns about the use of electronic devices. Allow students to collaborate on an acceptable-use policy for technology in the classroom.

Bates and Lister introduce the concept on the first day of class. They direct students to a collaborative online space, where they have posted a basic document with a number of guidelines for the students to consider. The students are given a set amount of time—say, a week—to contribute to the document and to edit the rules. A vote is then held in class to decide the fate of any rules that the students are divided on. In this way the class works as a unit to devise their own guidelines for what is (and isn't) appropriate.

This strategy may even lead students to think about their role in the classroom, become more conscious of their own learning styles, and take on some measure of responsibility for what occurs over the course of the school year. Best of all, students are given a chance to decide on their own how to contribute to the creation of positive learning environment.

1. Some instructors adopt policies that
 - a) forbid students to use laptops, tablets and smartphones in class
 - b) distract students
 - c) allow students to check their Facebook in class
2. According to the article trying hard to connect with students from the front of the class, only to see their screens, could be
 - a) easy
 - b) discouraging and disappointing
 - c) impossible
3. New technology has thoroughly transformed
 - a) many students' social skills for the better
 - b) many students' study skills for the worse
 - c) many students' study skills for the better
4. Which is NOT true? With the help of new technology, students
 - a) can refer to any course material the instructor may have posted online
 - b) can't bring outside evidence into class discussions.
 - c) can check their notes from prior classes
5. According to the article it is good to
 - a) start a conversation that raises concern about classroom discussions
 - b) start a discussion with students about the use of electronic devices during examinations
 - c) start a discussion with students about the acceptable use of technology in the classroom
6. Bates and Lister introduce the concept about using electronic devices in classroom
 - a) on the first day of class
 - b) on the first week of class
 - c) on the first day of school
7. Bates and Lister give students a set amount of time
 - a) to develop guidelines about using electronic devices in classes
 - b) to contribute to the guidelines about using electronic devices in classes
 - c) to edit the rules about using documents in classes
8. A vote is held in some Bates and Lister classes to decide
 - a) the fate of any electronic devices
 - b) the fate of any rules about studying
 - c) the fate of any rules about electronic device usage in classroom
9. Bates and Lister students are given a chance to decide on their own how to contribute to the creation of
 - a) new electronic devices
 - b) nice learning atmosphere
 - c) healthy learning environment

HANDOUT 1: LISTENING COMPREHENSION

Watch the video and answer the questions

1. Nowadays, if we need to find information, we just need to check it out in
 - a) our smartphones
 - b) encyclopedias
 - c) maps
2. According to Dawna Friesen from Global National, it seems that smartphones have replaced
 - a) our hearts
 - b) our brains
 - c) our lives
3. Sydney claims that if it wasn't her smartphone, she could be
 - a) a lot smarter
 - b) a lot funnier
 - c) a lot happier
4. Madison admits that the technology is
 - a) making us look stupid
 - b) replacing our feelings
 - c) getting higher and higher
5. According to Braydon Ross, we search information in Internet, using our phones instead of libraries because
 - a) it is cheaper
 - b) it is the general norm
 - c) smartphones are nearer
6. Devices such as smartphones affect our long-term brain development in
 - a) a positive way
 - b) a negative way
 - c) unknown way /more studies are necessary to determine/

HANDOUT 2 VOCABULARY PRACTICE

TEAM 1

Match the words to their explanations

- | | |
|----------------------|---|
| 1. distraction | a) to prohibit, to forbid |
| 2. prompt | b) to choose or take as one's own |
| 3. instructor | c) the state of being distracted /to draw away attention/ |
| 4. adopt | d) to discourage, to disappoint |
| 5. ban | e) to take somebody's attention away |
| 6. frustrate | f) to cause, to initiate |
| 7. attention-hogging | g) teacher |

HANDOUT 2 VOCABULARY PRACTICE

TEAM 2

Match the words to their explanations

- | | |
|------------------|------------------------------|
| 1. thoroughly | a) previous classes |
| 2. assignment | b) being approved, agreeable |
| 3. prior classes | c) to cause anxiety |
| 4. acceptable | d) to cooperate |
| 5. raise concern | e) idea |
| 6. collaborate | f) completely, fully |
| 7. concept | g) homework, task |

HANDOUT 2 VOCABULARY PRACTICE

TEAM 3

Match the words to their explanations

- | | |
|---------------------------|------------------------|
| 1. consider | a) happen |
| 2. guideline | b) a fixed quantity of |
| 3. a set amount of | c) destiny |
| 4. fate | d) arrange |
| 5. devise | e) to become aware of |
| 6. to become conscious of | f) to think |
| 7. occur | g) instruction |

HANDOUT 3: VOCABULARY PRACTICE

distraction	the state of being distracted /to draw away attention/	разсейване
prompt	to cause, to initiate	предизвиквам
instructor	teacher	учител
adopt	to choose or take as one's own	приемам
ban	to prohibit, to forbid	забранявам
frustrate	to discourage, to disappoint	разочаровам
attention-hogging	to take somebody's attention away	отвличам внимание
thoroughly	completely, fully	напълно
assignment	homework, task	задание
prior class	previous class	предходен час
acceptable	being approved, agreeable	приемлив
raise concern	to cause anxiety	предизвиквам загриженост
collaborate	to cooperate	сътруднича
concept	idea	концепция, идея
consider	to think	мисля
guideline	instruction	ръководство
a set amount of	a fixed quantity of	определено количество
fate	destiny	съдба
devise	arrange	създавам
to become conscious of	to become aware of	осъзнавам
occur	happen	случва се

HANDOUT 3: VOCABULARY PRACTICE

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