

Procedures

Task 2: A Magazine Article Entitled ‘Should the Internet be Censored?’ (LT 3.4 – 3.7)

1. Refer students to the magazine editorial entitled ‘Should the Internet be Censored?’ (LT 3.4). Explain to students that an editorial is a piece of writing which expresses the opinions of the writer in a newspaper or magazine.
2. Ask students to read the title and guess what the editorial is about. Explain to them that although they may not completely understand the title because of the unfamiliar word ‘censored’, they can still guess what it is about by looking for contextual and pictorial clues.
3. Guide students to read through LT 3.4 with the following focuses:
 - understanding the main ideas of the text, i.e. the advantages and disadvantages of the Internet (Paras. 1-3) and the issue of Internet censorship (Paras. 4-6)
 - using examples to support an argument or a point
 - highlighting some of the target vocabulary items, for example:
 - idiomatic expressions, e.g. ‘bring the world to our fingertips’ (Para. 1)
 - coined words, e.g. ‘netizens’, ‘netiquette’ (Para. 2)
 - prefixes and suffixes to form words,
e.g. ‘censor(ship)’, ‘distaste(ful)’, ‘illegal’, ‘inappropriate’, ‘indecent’, ‘unwanted’, ‘undesir(able)’ (Para. 3)
 - ‘cybercops’, ‘cybercrimes’, ‘govern(ment)’, ‘inform(ation)’ (Para. 5)
4. Explain to students that it is common for the writer to introduce different views, including opposing views, in an editorial to make it more convincing and comprehensive. One way to introduce others’ views is the use of expressions which help distance the writer from the views they do not agree with or are not completely confident about. These expressions include ‘Some people believe that ...’, ‘It is believed ...’, ‘True ...’, ‘Apparently ...’, and ‘Admittedly ...’. After presenting others’ views, the writer will then introduce his/her own views by using the contrastive connectives and adverbs, such as ‘however’, ‘but’, and ‘nevertheless’.
5. Explain to students that there are different views on the issues of Internet censorship in Paragraphs 4-6. Ask students to complete LT 3.5 by distinguishing the writer’s views from the others’.
6. Refer students to Part A of LT 3.6 and PPT 3.1. Explain that new words are coined every day and this is particularly obvious in the IT field. Go through the different ways of coining a new word with students.

7. Divide students into groups of four. Ask them to complete Part B and Part C of LT 3.6. Remind them to make use of their knowledge of word formation and the contextual clues to work out the meanings of the given words.
8. Refer students to Part A of LT 3.7. Explain that a good way to learn and remember new words is to associate the target words with pictures. Ask students to work in groups of four, study the cartoons given and match the cybercrimes with the cartoons.
9. Explain that new words are better retained through discussion. When students experience repeated encounters with target words, they are more likely to remember them in the long term. In a discussion, the words that are central to the topic are repeated naturally as the conversation develops. These repeated encounters are of great importance to second language vocabulary acquisition.
10. Ask students to choose the three cartoons they like most, share them with their group members and give reasons for their choice.
11. Refer students to Part C of LT 3.7. Point out that one way to expand one's vocabulary is through knowing the related words of a new word, e.g.

Crime	Criminal	Action
copyright infringement	infringer	infringe
hacking	hacker	hack

Ask students to complete Part C of LT 3.7. Draw their attention to the use of the suffix ‘-er’ to denote a person who engages in a particular activity. They may look up the words in a dictionary if necessary.

12. For consolidation, ask students to complete the Word Search (GA 16) at home.