



Pre-Reading Activities

A: Pair Interview

Today's lesson is about some of the new **gadgets** available today.

A **gadget** is a small tool or machine.

Work in pairs. One of you is **Student A**; the other **Student B**. You are going to interview your partner. Your teacher will give you a set of questions about gadgets. Read your questions and make sure you understand them. If there are any words you do not understand, check them in your dictionary.

Sit with your partner and take turns to conduct the interview. Student A interviews Student B first; then it is Student B's turn.

Reading Activities

A: Understanding The Headline

Read the headline of today's article and then decide which of the sentences below are correct. Write **C** if you think a sentence is 'correct' and **IC** if it is incorrect.

1. Today's article is about gadgets.
2. Today's article is mainly about gadgets that have just one or two functions.
3. The article tells us that many people are dissatisfied with all-in-one gadgets.

All-In-One Gadgets Try Consumer Patience
 BY LUCAS VAN GRINSVEN, EUROPEAN TECHNOLOGY CORRESPONDENT
 ARTICLE © 2004 REUTERS LIMITED. LESSON © 2004 WWW.ENGLISH-TO-GO.COM

B: Text Organization

The sentences in **Part One** of today's article have been mixed up. Read them quickly and put them into the correct order. One is done for you as an example.

Answers: 1. _____, 2. _____, 3. _____, 4. _____, 5. **f**, 6. _____.

Part One

AMSTERDAM, NETHERLANDS SUN FEB 1 (REUTERS)

a. Apple's popular iPod is no longer just a portable music player, as consumers have started to use it as a back-up hard drive, a radio transmitter and a voice recorder.

b. But evidence suggests some consumers are longing for the days when a phone was just a phone.

c. Dennis Nally used to travel with a cell phone, an electronic organizer and a laptop.

d. These days, the U.S. PricewaterhouseCoopers chairman carries a tiny handheld device that does it all.

e. His Blackberry, the latest model from Canada's Research in Motion, combines a phone with an organizer that can send and receive email -- just one example of new devices that combine the function of several products.

f. Gadget makers are packing more features and functions into their devices.

ARTICLE © 2004 REUTERS LIMITED. LESSON © 2004 WWW.ENGLISH-TO-GO.COM



C: Gap Fill

Use the words in the list below to fill the gaps in **Part Two** of the article.

because (x2), but (x2), for example, while

Part Two

1. _____ can it make toast?

All cell phone makers now have models with built-in video recorders, digital cameras, music players, organizers and games. Portable CD players can be equipped to play games.

It does not stop in your pocket, either. Sony made a big splash late last year with its \$940 PSX, which combines a big hard-drive for recording TV shows and a DVD burner to store them. It has a PlayStation video games console to boot.

2. _____ Apple and RIM have won praise for their easy-to-use devices, other “converged products” are trying the patience of consumers.

3. _____, many functions on a cell phone are wasted on the average person, said Gartner Dataquest analyst Ben Wood.

“A mobile phone can be anything you want it to be: a media player, an organizer, a healthcare product to monitor your heart, a security tool to track your children. 4. _____ many people are still **overwhelmed** just by having a mobile phone.”

Research firm Yankee Group found that 30 percent of all recently introduced home networking products sold today

were returned 5. _____ the consumer could not get them to work.

Philips Chief Executive Gerard Kleisterlee, in a recent speech at the Consumer Electronics Show in Las Vegas, complained that 48 percent of potential digital camera owners were delaying their purchase 6. _____ they **perceived** the products as too complicated.

“If a product requires a manual, maybe it’s too complex,” Kleisterlee said. Consumers who tried out Philips’ first home entertainment box have also had problems hooking it up.

Researchers who specialize in user interfaces are not surprised that consumers fail to operate many of the multifunctional products.

“Here on my desk I have 3Com’s Ergo (a digital chalkboard and Web browser for the kitchen), which offered so many different options that people got lost in it,” says Richard Harper, a researcher of user interfaces of digital products at The Appliance Studio in London.

“The majority of consumers are too sensible, time-conscious and rational to put up with hybrid products,” he adds. (Continued/...)

ARTICLE © 2004 REUTERS LIMITED. LESSON © 2004 WWW.ENGLISH-TO-GO.COM

Glossary: **overwhelmed** - feeling covered or taken over completely **perceived** - understand something in a certain way

D: Finding Information

Which of the ideas below are mentioned by **Part Two** of the article? Look again a **Part Two** and write ‘**Yes**’ next to an idea if the idea is mentioned. (Be careful: there are **three extra ideas** that are not mentioned in the article!)

1. All-in-one cell phones with a number of functions are common.
2. Many consumers don’t need the extra functions offered.
3. The Sony PSX has a DVD burner, a PlayStation and a hard drive that records television programs.
4. Consumers are often confused by complicated products and don’t know how to operate them.
5. Most consumers enjoy multifunctional products and are eager to try them.
6. Some people will avoid buying the products available at the moment because they think they won’t be able to understand how to use them.
7. Researchers found the Philips first home entertainment box easy to use and the manual simple to understand.
8. It surprises user interface researchers that people don’t know how to use all-in-one gadgets.

Improve your English with **FREE** online English lessons at <http://www.selfaccess.com>



E: Complete The Table

Read **Part Three** of the article and complete the table with names and pieces of information from the list below.

- a. educating users on how to use the Internet functions on a mobile phone
- b. Carl-Henric Svanberg, Chief Executive of Ericsson
- c. apple
- d. supports the idea that gadgets should be simple to operate
- e. will allow consumers to shoot and edit video, add music and put it on a DVD
- f. Sony
- g. Consumers

Who or What	Relevant Information
<p>1. _____</p> <p>2. _____</p> <p>Orange Mobile carrier</p> <p>4. _____</p> <p>5. _____</p> <p>iLife software</p> <p>Oren Ziv, European Director of software product</p>	<p>don't use more than 10% of mobile phone functions</p> <p>believes consumers don't understand the convenience of all-in-one gadgets and need to be educated</p> <p>3. _____</p> <p>keen to make their all-in-one products simpler to use</p> <p>admired by other companies for making their computer musical technology easy to use</p> <p>6. _____</p> <p>7. _____</p>

Part Three

Crash course in gadgets

Mobile phone operators say consumers only use 10 percent of the possibilities of fairly simple mobile phones, and never visit wireless Internet pages or use predictive text input, record voice tags, or program fast menu buttons.

"On a recent weekend trip, my daughter brought a cell phone, an MP3 player and a digital camera. I told her she can have everything in one device. We really need to educate consumers," says Carl-Henric Svanberg, Chief Executive of Sweden's mobile phone to network maker Ericsson.

That is exactly what French mobile carrier Orange has begun to do. It is teaching subscribers how to use the wireless Internet and messaging services on a phone, clocking up 2.5 million in-store training sessions by December.

Ironically, it is the complexity of new products that is attracting electronics companies. Japanese and European consumer electronics leaders hope that low-cost Chinese manufacturers will have a hard time copying the converged devices.

Sony and Philips are among the first to have recognized

that their converged products will need to become a lot easier to use. Both are looking at Apple as a company that has made it simple for consumers to buy songs on its iTunes music store on the Internet, store them on an iPod or burn them on a CD.

With the latest version of its iLife software, Apple is now trying to do the same with video and still camera, offering simple software to shoot video, edit it, add background music and burn it on a DVD disk.

Oren Ziv, Apple's European director of software product, says: "The average consumer only sees gadgets being **rammed** down his throat. But when he shoots video he should already be thinking about sending the edited film burned on a DVD to friends and relatives. It has to be simple."

ARTICLE © 2004 REUTERS LIMITED. LESSON © 2004 WWW.ENGLISH-TO-GO.COM

Glossary: **rammed** - pushed firmly

Post-Reading Activities

You may do one or more of these.

A: Crossword

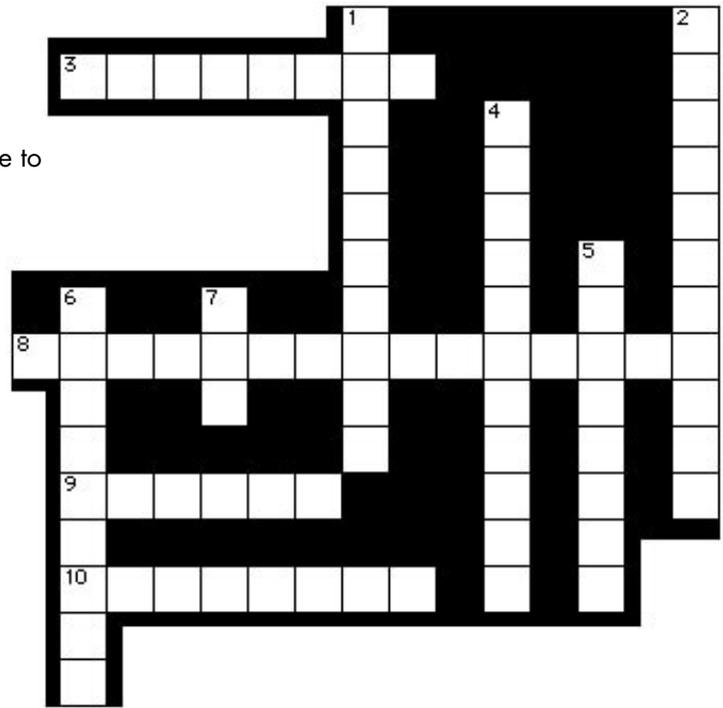
Find the words from **Parts One** and **Two** of today's article to complete this crossword. All the words are adjectives.

Clues Down

1. concerned with electricity
2. feeling covered or taken over completely
4. difficult to understand or explain because there are many different things involved
5. held in the hand
6. experiencing a feeling caused by something happening unexpectedly
7. large in size

Clues Across

3. something that can be carried easily
8. something that has a number of functions or purposes
9. that began not long before
10. having an ability to make good decisions



B: Language

Look at these two sentences:

1. Many people are still **overwhelmed** just by having a mobile phone.
2. Just having a mobile phone can be **overwhelming** for many people.

In the first sentence the adjective ending in **-ed** describes how people feel about something.

In the second sentence the adjective ending in **-ing** shows what something is like and describes the effect it has on people.

Read the sentences below and decide whether each gap needs an **-ed** or **-ing** adjective.

1. It's not _____ (*surprising / surprised*) that most people don't know how to use their all-in-one gadgets.
2. I'm not _____ (*surprising / surprised*) that many people find new gadgets _____ (*confusing / confused*) and difficult to use.
3. I'm _____ (*confusing / confused*) by this multifunctional gadget I've just bought. I don't even know how to turn it on!
4. This manual for my cell phone is quite _____ (*complicating / complicated*) and hard to understand.
5. I don't know how to use my new CD player. The _____ (*confusing / confused*) thing is that the manual is written in German.
6. When I finally learn how to use this editing software, I plan to shoot very _____ (*exciting / excited*) movies.
7. I will be _____ (*exciting / excited*) when I feel confident about using my new digital camera. Then I'll take some _____ (*interesting / interested*) photos.
8. I was _____ (*interesting / interested*) to read today's article because I have also lost patience with new all-in-one gadgets.

C: Gadgets Game

Part One: Many manuals for gadgets today are written in complicated language. The instructions are sometimes translated from one language to another which makes them even more confusing! Your teacher will give you some instructions for using three different machines. The instructions are not in the right order. Work in pairs and put them into the correct order. What gadget is each set of instructions for?

Part Two: Work in small groups. Write your own set of instructions for using a gadget. Do not say what the gadget is. Ask another group to guess the name of your gadget. (Remember not to include the name in the set of instructions!)

Part Three: Work in small groups. Design a multifunctional gadget. It can be fantastic (something that is unreal and amazing) or realistic. Introduce it to your class and explain what it does and how it works. Write a set of instructions to help people operate your machine.



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Pair Interview - Notes

Students take turns to interview their partners using the questions below. Volunteers can summarize their partners' thoughts after conducting the interviews or you could ask everyone to then report what they learnt to other students.

A: Pair Interview Questions To Be Given To Students

These are in the next column.

Reading Activities

A: Understanding The Headline - Notes

Get students to do this before they read **Part One** of the article, so they are practicing using the headline to predict the content of the article.

If you prefer, students can check their own answers at the end of the reading activities, by looking at the whole article and deciding whether their answers were right or wrong.

A: Understanding The Headline - Answers

1. C, 2. IC, 3. C.

B: Text Organization - Notes

If your students find this activity quite challenging, you could ask them to do it in pairs. Asking them a few questions may also help guide their thinking.

Ask them how many ideas are usually contained in one paragraph. (They should say 'one' main one.) Then ask them to say what they think the main idea of this paragraph is. (There are now lots of all-in-one gadgets.) Finish by asking them which sentence has a contrasting point. (Sentence b.) Sentence b. suggests the idea which will be further developed in the article: that consumers dislike gadgets with too many complicated functions.

B: Text Organization - Answers

1. c, 2. d, 3. e, 4. a, 5. f, 6. b.

C: Gap Fill - Answers

1. but, 2. while, 3. for example, 4. but, 5. because, 6. because.

D: Finding Information - Answers

1. Yes, 2. Yes, 3. Yes, 4. Yes, 6. Yes. Extra Ideas: 5., 7. and 8.

E: Complete The Table - Answers

1. g, 2. b, 3. a, 4. f, 5. c, 6. e, 7. d.

Post-Reading Activities

A: Crossword - Answers

Down: 1. electronic, 2. overwhelmed, 4. complicated, 5. handheld, 6. surprised, 7. big.

Across: 3. portable, 8. multifunctional, 9. recent, 10. sensible.

B: Language - Notes

The **Advanced Instant Lesson "Up, Up And Away"** also looks at adjectives. There are other lessons in the Instant Lessons Library at **Upper-Intermediate and Advanced** level looking at topics such as adjective order.

B: Language - Answers

1. surprising, 2. surprised, confusing, 3. confused, 4. complicated, 5. confusing, 6. exciting, 7. excited, interesting, 8. interested.

C: Gadgets - Notes

Part One: Make copies of the cards below and give each pair a card with Items 1, 2 and 3 on it. (You could also hand them out separately if you wish: i.e. hand out Item 1 first, then Item 2, and finally, Item 3.) Students work together to put the instructions in the correct order to describe how to operate a machine. They decide what kind of machine it is.

Please Note: These are instructions to describe real machines. However, students may disagree with some details (because machines are different in different countries) so allow some variation in the answers.

Part Two: Pairs write their own set of instructions for a machine (but this time the instructions are in the correct order). Other pairs guess the machine's name. You could ask students to write their instructions on large sheets of paper which are then stuck up on the wall. Everyone circulates and writes down their answers. You could also ask them to read the instructions aloud to other pairs who then guess.

C: Gadgets Game - Part One - Cards To Be Given To Students

These are on the next page.

C: Gadgets Game - Answers - Part One

Item 1: 1. c, 2. a, 3. d, 4. b. A television.

Item 2: 1. a, 2. d, 3. h, 4. b, 5. i, 6. e, 7. f, 8. g, 9. c. A microwave.

Item 3: 1. e, 2. g, 3. f, 4. a, 5. i, 6. b, 7. d, 8. j, 9. c, 10. h, 11. k. A dishwasher.

A: Pair Interview Questions To Be Given To Students

Questions For Student A

Here are the questions to ask your partner. (If your partner answers **no**, to question 1 you can ask them the question in brackets instead.)

1. Do you have a mobile phone? (Does someone in your family have a mobile phone?) What features does it have? (For example, play games, receive email etc.)
2. If you have to choose between buying a phone which only sends and receives calls or a more expensive one with extra functions, which one would you choose? Why?
3. Do you like all-in-one gadgets that do lots of different things or prefer something that just does one or two things? Why?
4. If you buy a new gadget (e.g. a cell phone) and it has a manual, do you read it? Why or why not?

Questions For Student B

Here are the questions to ask your partner.

1. How do you feel about new gadgets like cell phones or computers? (Excited, confused, etc.)
2. When you use a new gadget e.g. a digital camera, do you usually find it easy to operate? Why or why not?
3. How do a lot of older people feel about new gadgets?
4. Do you think some younger people feel confused or nervous about using new gadgets? Why or why not?

C: Gadgets Game - Part One - Cards To Be Given To Students

Item 1: Put the instructions in the correct order and answer the question.

- a. Press the on / off switch on the remote control.
- b. Adjust the volume.
1. c. Plug in the machine to a mains socket.
- d. Select the channel you want using the program button.

What is the name of this machine? Answer: _____

Item 2: Put the instructions in the correct order and answer the question.

1. a. Plug in the machine to a mains socket.
- b. Shut the door.
- c. Open the door and serve the food.
- d. Open the door.
- e. Push the start button.
- f. After the food has cooked, the machine will beep.
- g. Allow the food to stand for one minute before opening the door.
- h. Place food in the middle of the plate inside the machine.
- i. Select required cooking time by pushing the number buttons. The selected time will show on the digital screen.

What is the name of this machine? Answer: _____

Item 3: Put the instructions in the correct order and answer the question.

- a. Shut the soap container door.
- b. Switch the machine on at the wall.
- c. Press 'start'.
- d. Press 'power'.
1. e. Open the door.
- f. Take a teaspoon of soap and put it in the soap container on the inside of the machine door.
- g. Load the two racks with items.
- h. After wash and dry cycles finish, the machine will beep.
- i. Shut the door.
- j. Press 'wash' to choose a normal wash.
- k. Open the door and allow items to finish drying before unloading them from the machine.

What is the name of this machine? Answer: _____