

MODULE 7 Computers

UNIT 1

How do I write my homework on the computer?

Listening and vocabulary

Preparation

- Show a picture of a computer and ask the students how many of them use one. "Do you use a computer?"
- Elicit and teach activities with reasons by asking them, "Why do you use the computer?" Mime or demonstrate different activities. Ask the question and elicit ideas such as play games, talk to friends, and do homework.
- Model the questions chorally. Ask them to ask you individually and answer, putting the language into a natural context saying, "I use it to play games."
- Model the answer and students repeat chorally. Ask the students again individually, and then ask them to ask each other in open pairs.
- Students ask each other in groups of three or four. Elicit answers from the groups and ask them to use "We use it to..."

1. Listen and number the words as you hear them.

- Ask the students to look at the computer in the book and to say what they think the parts of the computer are in English. Elicit and repeat chorally.
- Tell the students to read the words in the box. Check their understanding.
- Play the recording through and tell them to listen for the new words/parts of the computer and the order.
- Play again and tell them to number the words in the order they hear them, and then check with a partner.

- Elicit and write "?" by the ones the students are unsure about.
- Play it again for them to check their answers and elicit the order.

Answers

keyboard—2; mouse—3; screen—1

Tapescript

Ms Li: This is our computer. Tony, can you help me, please?

Tony: Yes, Ms Li.

Ms Li: What's this in English?

Tony: That's the screen.

Ms Li: OK, and this?

Tony: That's the keyboard.

Ms Li: That's right. And what's this?

Tony: The mouse.

Ms Li: Good. And how does it work, Daming?

Daming: First, connect the screen to the computer.

Ms Li: OK, good. What's next?

Daming: Connect the keyboard and the mouse to the computer.

Ms Li: Good. And finally...?

Daming: Finally, turn on the computer.

Ms Li: Right. Turn on the computer.

2. Label the parts of the computer.

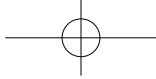
- Ask the students to write the words on the parts of the computer in pairs.
- Elicit answers from the whole class.

Answers

1. screen 2. keyboard 3. mouse

3. Complete the sentences with the word and expression from the box.

- Tell the students to read the verbs and demonstrate the meaning with electrical equipment in the room, connecting it and switching it on and off.
- Students repeat the words chorally and individually.



- Ask them to complete the sentences and check with a partner.
- Elicit the examples.

Answers

1. connect 2. connect 3. turn on

4. Listen and read.

Pre-listening and reading

- Put the students into pairs or groups to discuss what they know about how to turn on the computer and open a document in Chinese.
- Elicit in a simple order (e.g. first, and then next), then ask if anyone knows how to say it in English.
- Ask what you do with the mouse and the keyboard. Revise “it” again by asking “What do you do with the mouse/keyboard?”
- Model and repeat the questions, and then introduce key vocabulary: Click on it / write on it. Model and students repeat it chorally.
- Put them in pairs to ask each other.
- Then ask them to listen for what to do first and finally.

Listen and read

- Play the recording twice to find the answers.
- Ask the students to check their answers in pairs.
- Play the recording and ask the students to listen and read. Then check their answers.
- Elicit answers from the class.

Now number the instructions as you hear them.

- Ask the students to put the instructions in a logical order and then compare with a partner.
- Play the recording again to check. Elicit their answers.

Answers

a—2; b—5; c—1; d—3; e—4

Methodology tip: *Mistake*

Some students may worry about taking risks for fear of making mistakes. This affects their confidence. Tell them there are many possible answers. They don't have to guess the right answer, just use their knowledge to think about what is possible. Tell them whatever they give you is good, but may be different from what is on the tape or in the text. Whenever students are guessing answers, tell them it doesn't matter if it's not the same answer. It's not wrong, just different. Reassure them by telling them they will hear it as many times as they need.

5. Answer the questions.

- Ask the students to read the questions again and to answer them individually.
- Students discuss and check with their partner to compare the answers.
- Play the recording again to check. Ask if they need to hear it again and play it if necessary.
- Use open pairs to elicit the answers.

Answers

1. Click the mouse on “new document”.
2. I write my homework in the new document.
3. Click “save” and write a name for the document.
4. Write the name in the box.
5. Put the paper in there first and then click “print”.

6. Complete the sentences with the correct form of the words from the box.

- Ask the students to read the sentences and words in the box.
- Ask what they think the answers are and put them on the board with a “?” if the students have different ideas.
- Tell the students to read silently but quickly to find the answers. Set a time limit but monitor their progress so that they are not using dictionaries.
- Ask the students to fill in the sentences.
- Students check their answers with a partner. Elicit answers in sentences from the class.



Answers

1. learn 2. Save 3. paper 4. print 5. Finally

7. Find the words from the box in the conversation. Write the words they go with.

- Tell the students to read the conversation again and underline the expressions when they find them.
- Write the missing words next to the verbs.
- Elicit the answers.

Answers

1. use the keyboard
2. write the name/the homework
3. save the document
4. print the document

Pronunciation and speaking

8. Listen and repeat.

- Tell the students this is pronunciation practice of English sounds which are difficult for Chinese speakers to pronounce.
- Tell the students to listen to the sounds and then play the recording once without stopping.
- Play the recording again and stop at the end of each line. Ask the class to repeat.
- Do the same again and ask individual students to repeat.
- Ask the students to practise the sounds in pairs. Ping-Pong: A says the sound, B the words; then B the next sound and A the words.

9. Work in pairs. Ask and answer questions about computers.

- Read the examples with the students. Then ask them to look at the picture of the computer again.
- Pair the students and ask them to point at different parts of the computer and ask and answer questions about them.
- Monitor their practice. Use some open pairs to elicit examples at the end.

UNIT 2

When do you use a computer?

Reading and vocabulary

Preparation

- Ask the students if they use a computer after school or at the weekend. Introduce the meaning of “every”. Give examples of when you use the computer (e.g. every day/morning/night).
- Model an example. (e.g. I use it every day.)
- Substitute other times and students repeat chorally and individually.
- Ask them when they use the computer. Then model the question and ask the students to ask each other in open pairs.
- Elicit some reasons for using the computer and put key words on the board and use them to teach new vocabulary: use the Internet; make travel plans; check train times; buy tickets; listen to music; watch movies.
- Check the meaning. Then model and students repeat chorally. Ask the students why they use the computer across the class.
- Have the students ask each other why they use the computer and give reasons. (e.g. I use it to do my homework.)
- Put the students in groups of 4-6 to ask each other when they use the computer. And why. And tell them they have five minutes to report back times and reasons to the class.
- Groups report to the class.

1. Read the passage and match the questions with the people who answer them.

- Tell the students to read through the three passages quickly to find the names of the three students and some things they do on the computer.
- Tell them to check with a partner. Then elicit the answers.
- Ask the students to read through the questions.



Explain what the task means and how to do it. Check that they understand by having them say what to do.

- Read through the questions aloud with the students.
- Ask them to read the passages to find: a) the answers to the questions; b) which passages the answers are in. Tell them to underline answers when they find them.
- Put the students in pairs to discuss and check their answers.
- Elicit answers from the whole class in sentences.

Answers

1. Mike. 2. Jack. 3. Alice.

2. Check (✓) the true sentences.

- Ask the students to read the statements. Then tell them to re-read the passages and underline the related information in the text.
- Tell them to decide which are true and which are not, and then check with a partner.
- Elicit the answers from the whole class. If they are wrong ask them why.

Answers

1. × 2. × 3. ✓ 4. ×

3. Match the words and expressions in Column A with those in Column B.

- Ask the students to think about what they can do on the computer. Look at the words in the two boxes and discuss in pairs.
- Demonstrate the meaning on the PPT or with pictures.
- Ask them to match the words individually and then check with their partner.
- Elicit answers from the whole class.

Answers

buy—tickets
check—email
go on—the Internet
make—travel plans
play—games
share—a computer
talk to—customers
search for—information
watch—movies
work for—a company

4. Complete the passage with the correct form of the words from the box.

- Ask the students to read the words in the box with you.
- Ask if there are any they do not understand.
- Ask them to read all the sentences, then go back and look at the words in the box.
- Ask them to read the sentences again and fill in the spaces with words from the box. Check each word as they use it.
- Ask the students to check their answers in pairs. Then elicit sentences from the whole class.

Answers

1. Internet 2. search 3. information 4. planning
5. movie 6. check 7. customers 8. tickets
9. send 10. share

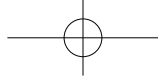
Writing

5. Answer the questions.

- Start a discussion. Ask the students the questions in open class.
- Tell them to read the questions and answer them individually. Monitor as they work.
- Students repeat the questions chorally for intonation. Then check their answers in pairs by asking and answering the questions.

Now write sentences about your answers.

- Put the students in groups of four. Each student asks one question to everyone in the group and writes the answers. Then they pass the paper for the next student to ask and write while the group



answer.

- Put all the names on the bottom and stick on the wall for all to read.
- The teacher collects and marks the group work.

Possible answers

1. My father uses a computer but my mother doesn't.
2. I write homework on my computer.
3. I use my computer every evening.
4. Yes, I do. I play *Warcraft*.

UNIT 3

Language in use

Language practice

Preparation

Activity 1

- Put up question prompts and ask the students to make the full questions.

When / use / computer?	Where / use it?	How often / play games?
Your answer:	Your answer:	Your answer:
Same:	Same:	Same:

- Point to a prompt and ask them to ask another student to elicit their answers.
- Introduce "often" with things you often do on the computer.
- Link the meaning to playing games on the computer. Ask the students how often they play games on the computer. Model and teach the question.
- Ask them to think of their answers to all the questions and put it under each question.
- Point to the question prompts on the board and students ask each other.
- Tell them to walk quickly around the class asking

each question in English to different students until they find someone whose answer is the same. Set a time limit.

- Tell them to ask the next question if the answer is different from theirs. If it's the same, write their name.
- They move on until they find someone in the class who uses the computer: a) at the same time; b) in the same place; c) plays games as often as they do.

Activity 2

- Put skeletal word prompts on the board for the questions in the box (e.g. How / write homework / the computer? What / do / your computer? Where / write / name?).
- Help the students to recognise what words are missing. Elicit the full questions.
- Tell them to read through the language examples in the box to compare. Make sure they understand their meaning and use.

Language point: Word prompts

Word prompts are words that make students think of language examples. Prompts can be spoken and can also be written in a skeletal form where the students have to think of the missing words. Prompts are challenging for students as they need to think of appropriate auxiliaries or modals, pronouns and grammar forms.

1. Match the questions with the answers.

- Ask the students to read the questions and then answer them individually.
- Ask the students to read them again and match the answers.
- Students repeat the questions chorally and then check their answers in pairs by asking and answering.

Now work in pairs. Ask and answer the questions.

- Tell the students to practise the questions and answers in pairs.
- Remind them to stress the question words, nouns



and verbs.

Answers

1—b; 2—c; 3—d; 4—a

Extension

- Use their answers and ask again about their partners by changing the question and demonstrating the he/she answer. Highlight the new forms. (e.g. — Where does... save his homework? — He saves his homework in a document.)
- Check the difference(s) between the different forms.
- Check they understand and know what to do. Put them in groups of 3-4 to ask about each other's partners.

2. Complete the conversations.

- Read the example with the students. Ask what kind of information is in the answer.
- Ask the students to read the questions and the answers. Think about whether the person in the question is "I", "you", or "he".
- Tell them to decide individually what the missing words are and write them.
- Explain some are more difficult than others so be careful.
- Tell them to check in pairs by asking and answering. Practise Ping-Pong.
- Elicit answers in pairs from the whole class.

Answers

1. How do I
2. What does he do
3. When does she use
4. Who do you write
5. How many emails do they send/What do they send

3. Complete the sentences with the correct form of the words in brackets.

- Show a picture of your grandfather. Tell the students "He doesn't like computers." Students repeat chorally and individually.
- Put prompts on the board and ask if he sends

emails / plays computer games / visits websites. Use these prompts for them to make examples with "doesn't". (e.g. He doesn't send emails.)

- Students repeat chorally and exaggerate intonation.
- Now write "but" after the list of prompts and ask what he does. Elicit examples and write another list of prompts on the board (e.g. send / letters; play / mahjong; go / library).
- Student A says what he doesn't do.
- Student B continues with "but" and says what he does do. Then change.
- Write examples on the board.
- Read through the sentences with the students.
- Ask them to complete the sentences individually.
- Ask them to check with a partner.
- Elicit answers from pairs in the whole class.

Answers

1. doesn't/does not see; sends
2. use; don't/do not play
3. doesn't/does not use; play
4. makes; doesn't/does not buy
5. don't/do not have; use

4. Complete the sentences with the correct form of the words from the box.

- Remind students of the meaning of the words in the box.
- Ask the students to read the statements and think carefully about the missing information and who the words are about. Check the difference between the first person and the third person.
- Students work individually and then check their answers with a partner.
- Monitor, make a note of errors to deal with and then elicit answers.

Answers

1. checks
2. use
3. plan
4. like
5. talk



Around the world: The first computer

- Read and tell the students to listen and tell you who ENIAC is. Ask them to read as you read the passage aloud to the class.
- Ask them to tell you whatever they can remember.
- Then ask if computers are the same or different today and how? Then read it again. Have a little discussion about computers if the students want to.

Module task: Making a survey about computers

5. Work in groups of three. Write questions about students and computers.

- Put some question prompts on the board for the questions in the box (e.g. have / computer / at home?).
- Elicit some ideas about what they would like to find out.
- List them on the board (e.g. when / play games? listen to music / computer? use / computer / after school / send emails?).
- Elicit possible questions from the list.
- Put the students in groups of three and tell them to think of their own questions. Tell them to draw a table like the one in the book and fill in their questions.
- Monitor as they work.

Possible answers

1. Do you play computer games at home?
2. What do you use your computer for?
3. Do you share your computer with your parents?
4. When do you use your computer?

6. Work with the whole class. Ask and answer questions in Activity 5, and make notes.

- Tell the students to stand, walk around and ask two students one of the questions. Tell them to write the students' names and make notes of the answers. Tell them they will use the notes in group work.
- Do a couple of examples with the class to demonstrate. (Teacher: Do you have a computer at home? Student: Yes, I do./No, I don't.)
- After they ask two students, tell them to move on to another two students to ask the next question.
- Move around until they have asked all their questions. Monitor as they mingle.

7. Work in your group. Make a survey about students and computers. Use the notes you made in Activity 6 to help you.

- Hand out a piece of poster paper to each group. Put the students back in their pairs or groups of three to compare the results of their survey.
- Tell them to write down their findings after the example in the book on the paper.
- Tell each group to put their names on the survey and stick it on the wall nearest to them. Then stand and tell the class about their group's findings.