



TEACHER'S GUIDE

LESSON 35: HOW DO YOU USE COMPUTERS?

Video summary: Anna plays a video game.

Functional purpose: Talk about computers and technology

Grammar: Modal: *will*; review compound words, gerunds, and infinitives

Question: How do you use computers?

Answers: I like to play video games on my tablet. I like texting my friends on my phone.

Unique words and parts of speech:

Adjective	Adverb	Noun	Number	Verb
future	earlier	app	1000	count
past	later	internet	zero	download
smarter		promises		predict
		selfies		promise
		steps		shared
		tablet		
		technology		

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points. This can be done in students' native language or English.

- Ask, "Did you use a computer today? Do you see any computers in the classroom?"
- If students did not name a phone as a device, hold up a mobile phone. Ask, "Is this also a computer?" Explain that a mobile phone uses computer technology.

Connect to students' experiences

- Ask, "What do you like to do with computers?"
- Write some of the student responses on the board, and say, "Let's see what we learn in this lesson about using computers."

Guess: What will happen?

- Show this image of Anna in a video game.



- Ask, “What do you think Anna is doing in this picture?”
- Ask, “Do you think Anna likes to play video games?”
- Take some student ideas and write them on the board to refer to later.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses. Did you learn about what Anna was doing? What did Anna do?” (She was playing Max’s video game.) Help students compare their guesses with what Anna was doing.
- Say, “Even if you didn’t guess the same thing, guessing can help you listen carefully to English. It can help you get the point of what people are saying or doing. Try it other times you read or listen to English.”

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask, “Do you play video games? Do you think you can be active like Anna in Max’s video game?”
- Say, “Older computers were very large. What is the smallest computer you know about?” (you can mention that computers are used in very large machines such as airplanes and in small devices like wristwatches)

ACTIVITIES

1. Computer Game

Set up/materials

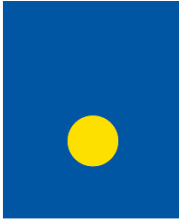
- Choose an online game from a free site such as <https://www.kidslearningville.com/> or <https://www.eslgamesworld.com/> to show examples of some games for learning English or other school subjects.
- Explain that in this activity, students will learn how to talk about their ideas for a game and write instructions for players.
- Using a physical board game or an online reference, bring some examples of rules for how to play a board game and note the verbs used to describe the actions for playing the game. You can use other *Let's Learn English with Anna* Teacher's Guides such as Lesson 25 for examples of game rules.
- Divide students into small groups and give them the game activity sheet to write on.

How to

- Have students think about what makes a good game. Usually, a good game provides a challenge or a task the player has to complete. Have students write down important aspects that make a good game.
- Ask students to share their ideas with the whole class. Write the aspects the students mention on the board.
- Give students time to work together to invent a game and come up with rules.
- Have students write the rules to the game. As needed, review verbs used to give game directions, such as *roll, skip, jump, land on, put, pass, collect, remove*, etc.
- Then, students can draw a map of their game on the activity sheet on page 6.

Variation

- Ask for students to volunteer to share their game with the class.
- If time permits, let students play each other's games.



GAME DESIGN

Look at the examples of video games below. They show different worlds and problems for a player.



Think of the game you want to make. What story do you want to tell?

What do you want players to do? Work with your friend or group to write about the game you will make. Answer these questions:

What is the name of the game?

What does a player do in the game? (What is the player's job?)

How does a player win?

Can you play in a team?

How does a team win?

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Draw a map of part of your game on the next page.



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GAME MAP



2. Read and Write

Set up/materials

- Ask students to think about all the things they learned to say about computers in the lesson.
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students trace the words. The sentences are:
 - Anna counts her steps with an exercise app.
 - Max's game is downloaded on her phone.
 - Anna will play the game later.
 - Computers connect on the internet.
- Divide students into pairs and see how many more sentences they can form about computers.
- Ask pairs to read their sentences out loud.

Variations

- Students can use the back of the paper to write the additional sentences they form with their partner.
- Students can copy completed sentences into their notebook.



READ AND WRITE

Anna counts her
steps with an
exercise app.



Max's game is
downloaded on
her phone.



Anna **will** play
the game later.



Computers
connect
on the **internet**.



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3. Listen and Speak

Set up/materials

- Say, “In this lesson, we are learning about computers in the past and what we do with them today. What do you think we will do with computers in the future?” Write some of the students’ answers on the board.
- Say, “Now let’s practice talking about our ideas for what we will do with computers.”
- Have students sit with a partner. Give students copies of the *Listen and Speak* activity sheet.

How to

- Explain the instructions. For each image, the student should think of how computers in the future may help us in that part of our lives.
- Have a pair of students demonstrate using the example on the activity sheet. Ask one student to read the statement on the activity sheet and the other should comment on it. For example:
 - Student A: I think in the future we will all be able to use a computer to build a house.
 - Student B: That sounds great! I want to ask it to make me a big, blue house!
- Explain that the “Other ideas” option on the sheet is to be their own ideas for what we will ask computers to do in the future.
- Give students a few minutes to think about and write notes about the images and topics on the activity sheet. Then give them a time limit to talk with their partners.
- After students have completed the activity sheet, have each pair meet with another pair and share their best ideas for using computers in the future.

Variation

- Have groups share their ideas with the whole class. The class can discuss aspects of the ideas, such as which would be the most beneficial, which might cause problems, and which are the most likely to happen.
- To explore the topics more, have students research other examples of what people expect to do in the future with computers. Assign this as writing homework.

● LISTEN AND SPEAK

Think of ways you will use computers in each part of your life in the future. Write your ideas, then tell your friend about them. After you both talk, share with another pair.

Example: Homes
I think in the future we will all be able to ask a computer to build a dream house.



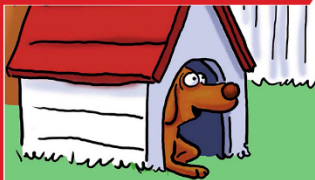
Travel



Friends



Pets



Exercise



In the future, we will ask computers to...

Jobs



Cities



Homes



Getting around



Other ideas



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LEARN MORE

1. More practice using *will*

How to

- Ask students to write as many question words as they can think of. Give them an example such as *what* or *when*.
- Write student responses on the board. Add your own as necessary to create this list:

who what when where why how which

- Ask students to think of and write questions they can ask about the future using the question words and the modal *will*. Give them an example, such as *What will cars look like in the future?*
- Have each student try to write four questions. Then put students in pairs or small groups and have each student read the questions aloud. After a student has read a question, the other students offer answers to the questions.

Variation

- Ask students to think about how they will be different when they are older. They can write their responses and then share them with partners or with the whole class. Have students begin their answers with the phrase, *When I am older, I think I will . . .*

2. Computer vocabulary

How to

- Prepare a list of terminology related to computer technology.
- Ask students to think of as many words as possible related to computer technology, such as *screen, download, internet*, etc. Have students share their responses and write them on the board.
- Next, use your prepared list of terminology to add to the student list, if necessary.
- Have students practice making sentences using the vocabulary items.

Variation

- Have students write and perform short dialogues which include several of the vocabulary items.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. We use "will" to talk about _____ actions.
2. In the _____ computers were very big.
3. Do you have a good _____ connection?
4. Max asked Anna to _____ his game.

Answer key:

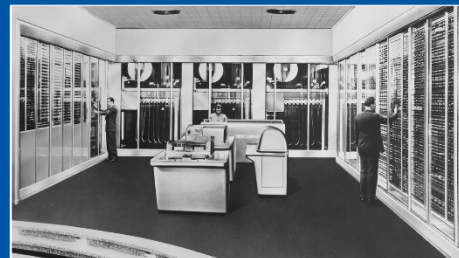
1. future
2. past
3. internet
4. play

QUIZ

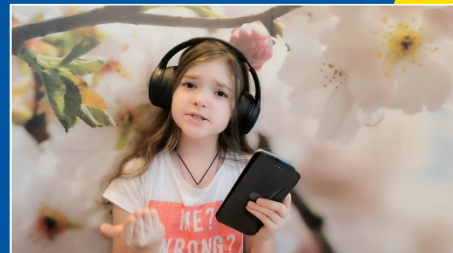
1. We use "will" to talk about actions.



2. In the , computers were very big.



3. Do you have a good connection?



4. Max asked Anna to his game.

