

5

Using computers

Coverage of Literacy Curriculum

Practise listening and speaking

- Listen for the gist of short explanations SLlr/E1.1
- Listen for detail using key words to extract specific information SLlr/E1.2
- Follow single-step instructions in a familiar context SLlr/E1.3
- Make statements of fact clearly SLc/E1.4
- Speak and listen in simple exchanges SLd/E1.1

Practise reading and writing

- Use written words and phrases to record information Wt/E1.1
- Use a capital letter for personal pronoun 'I' Ws/E1.3
- Follow a short narrative on a familiar topic or experience Rt/E1.1
- Recognise the different purposes of text at this level Rt/E1.2
- Possess a limited meaningful sight vocabulary of words, signs and symbols Rw/E1.1
- Decode simple regular words Rw/E1.2
- Use upper- and lower-case letters Rw/E1.3
- Use a word processor to write an e-mail Ww/E1.1
- Spell words correctly Ww/E1.2
- Use basic sound-symbol association to help spelling Ww/E1.3

Key functions

- Following simple instructions
- Listening and reading for key information.
- Writing an e-mail
- Using computer language
- Understanding and answering questions
- Enabling learners to feel confident starting up a computer
- Practising using a keyboard, mouse and printer
- Extending skills for employability

NB: All e-mail and Internet systems differ. This unit has been based on Outlook Express and Internet Explorer.

Key grammar

- Using upper- and lower-case letters
- Using the personal pronoun
- Constructing simple sentences

Resources to support this unit

- Access to computers with an Internet connection
- Stereo system for listening activities
- Set of simple dictionaries

Materials preparation

- Audio clips 1–6
- Pre-prepared cards showing words and their meanings from word banks
- A set of (or at least one) computer(s)
- A large picture of a computer for display
- Sets of labels to place on the picture of a computer or on the computer itself
- Photocopied picture of a keyboard
- Alphabet rulers (Photocopy 1, Unit 2)
- Notebooks for word bank vocabulary
- Help worksheet showing a computer's key features
- Photocopies of a blank keyboard
- Images of websites with addresses
- Pre-prepared cards showing vowels
- Pre-prepared cards showing initial and final phonemes

Reading strategies: For activities in this unit, use reading strategies such as:

whole word recognition (e.g. use cue cards, play recognition games)

phonic knowledge (revise sounds of vowels and consonants, practise initial and final sounds / phonemes such as printer, computer, press etc.

breaking words down into syllables (e.g. split words to aid recognition such as el-ec-tric-ity)

working out from the context (e.g. give examples to work out such as picture word games)

relating to other known words (e.g. key, keyboard)

using dictionaries (e.g. revise alphabet and introduce simple dictionaries for unknown words)

using an alphabet ruler

using the word banks in the learner's material.

Spelling strategy: This unit develops skills in spelling key words, word recognition and sight vocabulary of key words using the 'Look, Say, Cover, Write, Check' method. Learners should hear, identify and write initial phonemes and practise these in the context of the activities using the alphabet and spelling words in group activities.

Page 1

Unit aims

To begin

- Clarify the content, purpose, objectives and outcomes of the unit. The unit is for three levels of ability – the beginner, the learner who has used a computer and the learner who is ready to use e-mail and the Internet.
- Explain that the unit is a beginner reader for learners who have not used computers and want to have the relevant skills. It contains technical vocabulary, which is needed to learn how to use a computer.
- Explain that most of the information will be given and demonstrated by the teacher and that the wording in the learner's material is an introduction to the tasks to be completed.

Specific to this unit

- Ask the group what they think IT is (information technology). Ask learners to give examples of appliances or gadgets that are IT-based. Encourage some of the following suggestions: mobile phones, computers, TV, radio, satellite TV, video, digital cameras, cash dispensers, Internet, e-mail, computer games, calculators.
- Explain the meaning of IT (technology means the use of machines to produce an action). Give a simple definition, e.g. IT is a way of storing, finding and giving information. Emphasise that is simply a modern way of recording and exchanging information and communicating with others. Stress the importance of IT in today's society and to us as learners in everyday life.
- Explain that in this unit, the group will learn about IT. In addition, stress the importance of using computers in daily life. Do any of the learners have computer experience? Encourage learners to use the learner's material as a guide to improve their knowledge.
- Within this unit there are three stages. Stage 1 is for learners with no experience of computers. At stage 2, learners can start to learn to print and save. Stage 3 is for learners with knowledge of save and print but little knowledge of e-mail systems.

Pages 2 and 3

What is a computer?

Materials

- Audio clip 1
- Pre-prepared cards showing words and their meanings from the word bank
- Computer(s)
- A large picture of a computer for display
- Sets of labels to place on the picture of a computer or on the computer itself
- Photocopied picture of a keyboard
- A set of alphabet rulers

Rationale

- To become familiar with words associated with computers
- To recognise and label the parts of a computer

Activity A

Speaking

Pre-task

- As a group, ask learners to look at the image of the computer. Name the different parts of the computer. As each part of the computer is named, attach a label to the computer or picture and give a short explanation:
 - **printer:** a device that prints as part of a computer system
 - **keyboard:** letter, number and function keys to send messages to the computer
 - **mouse:** allows movement over a page or image on the screen and sends important instructions to the computer.
- Talk about the different types of computers, e.g. laptops, personal computers (PCs), WAP phones, mini organisers etc.
- Learners may be confused about the different makes. Talk about different manufacturers and their style of computer, e.g. Dell, Apple. They all look different but do the same work.
- Talk about the various uses of a computer, e.g. a diary, a tool for letter writing, a mail box, a reference book, a newspaper, a radio, a television, a telephone, a game etc.
- Explain how computers store information. All computers have a large memory. Information that is typed into it can be saved by pressing a button, which stores the information on the computer.

- Emphasise how computers can assist literacy skills, i.e. the ability to write a sentence and correct it / spell check / neat presentation / research / practising skills on screen.

Task

- Elicit possible answers to questions. Encourage learners to discuss when they think they may need a computer.

Help

- Tell learners to look at the letters 'I' and 'T'. Explain that these are upper-case letters. Revise the letters of the alphabet.

Activity B *Listening and reading*

Pre-task

- Explain to learners that they are about to hear a new employee, Martha, and her boss talking about computers. Martha needs to use IT for her job. Ask learners to look at the image of a woman sitting at her computer. Prompt interest about the job they think she is about to do.
- Explain to learners that they are also going to listen to a set of questions, which they can follow on page 19 of the learner's material.
- Tell learners to tick the box if the statement is true.

Task

- Play audio clip 1. Discuss the content with the group and then discuss the questions. Where is Martha? What is her job? Complete the task.
- Check the answers by listening to the audio clip.
- This activity provides an opportunity to look at the keyboard. Give each learner a picture of a keyboard or focus on a real one if possible.
- What is on the keyboard? e.g. letters, numbers, arrows, punctuation marks, keys beginning with F, symbols such as £, \$, %, /, (,), /, ?, /, {, }. Explain that in this unit, learners will use many of the but not all of the keys.
- Give out the alphabet rulers. Ask learners how the alphabet ruler and the key board differ.
- The alphabet ruler is in order. It has upper- and lower-case letters.
- The keyboard is not in alphabetical order and is in upper-case only.

- You may wish to explain that the keyboard arrangement is the same as that on a typewriter. The basis of the QWERTY layout is that the most used letters in words are in the centre of the keyboard, with the less used on the outer edges. The vowels are arranged across the whole board.

Extension

- Tell learners to look at the letters IT. Explain that these are upper-case letters.
- Revise the letters of the alphabet.

Help

- Play audio clip 1 again and pause the clip after the trainer has spoken. Ask learners what their response would be. Would it be similar to Martha's?

Activity C *Reading and writing*

Pre-task

- Use laminated cards to show the image and the word.
- Spell out the words to help learners to remember them (e.g. pr-in-ter, key-b-oa-rd, m-ou-se).
- Demonstrate how each word matches the image. Ask learners to match the cards.
- Ask learners to look at the whole diagram of the computer.

Task

- Ask learners to match the words in word bank 1 with the images.
- Learners may refer to the monitor as a screen.

Extension

- Ask learners to write simple sentences to say what each part of the computer looks like.

Help

- Ask learners to repeat the sounds of the new words.

Pages 4 and 5 Making a start

Materials

- Access to computers
- Audio clip 2
- Whiteboard and marker

Rationale

- To follow the five steps to start up a computer
- To read for key information about a computer
- To speak about procedures

Activity A

Listening

Pre-task

- Pre-teach the new vocabulary and difficult words for learners at this level.
- Use word-building techniques for the word electricity, e.g. e-l-e-c-tr-i-ci-ty. Do the same for 'connected'.
- Find out if anyone has ever started up a computer. Ask if anyone knows that there are five steps to starting up a computer.
- Discuss each of the images. What do learners see?
- Ask learners to look at the five images and guess the order that they should go in.
- Explain that they should listen to the instructions on audio clip 2. They should put the number in the correct box to match the image.

Task

- Play audio clip 2 and complete the task.

Extension

- Learners could be given another sequence game using jumbled sentences.

Help

- Ask learners to keep a pictorial word bank in their notebooks for new vocabulary.

Activity B

Reading and speaking

Pre-task

- Encourage a whole-group discussion about electrical equipment. Ask learners to think about the type of electrical equipment they use on a daily basis.
- In pairs, make a list of the equipment used. Feed back ideas and list them on the whiteboard.
- Put the items into different categories (e.g. difficult, easy, make the same noises etc).

Task

- In pairs, answer the two questions. Check the answers as a whole group.
- Ask learners to follow the five instructions from Activity A on audio clip 2 for how to switch on a computer.
- In pairs, ask learners to practise starting up the computer, using the learner's material as a guide.
- Ask learners to give the instructions to each other for how to start a computer. If they forget, refer learners back to the instructions and audio clip 2.

Extension

- Other instructions could be given pictorially, such as using the video recorder or wiring a plug.

Help

- Prompt less-confident learners with questions such as:
 - Now what do you do?
 - Is that the button you press?

Activity C

Speaking

Pre-task

- Once learners are confident with the start-up procedure, bring the group back together to find out how they got on.

Task

- Ask learners the following questions.
 - How long did each task take?
 - Did you hear any noises?
 - What else did you see?

- Did anything else happen?
- Find out how the learners felt about the activity and consolidate key learning.

Extension

- Show learners how to switch on the printer.

Help

- Recap on what learners have done. Repeat each step with the learner again.

Pages 6 and 7 Write on

Materials

- Access to computers
- Help worksheet showing a computer's key features
- Photocopies of a blank keyboard

Rationale

- To become familiar with the different parts of a computer
- To use words, signs and symbols

Activity A

Reading

Pre-task

- Review key words.
- Explain that there is language associated with the computer such as 'Caps Lock'. Explain how this key is used. Write some sentences on the board and explain how you can use the 'Caps Lock' key on the keyboard to make capital letters.
- Look at the alphabet sequence and then look at the keyboard in the learner's material. Look at how the sequences differ. Explain how we use the word 'type' when talking about writing using a keyboard.

Task

- Read the features associated with the computer keyboard.
- Use 'Caps Lock', correct mistakes and show learners how to make a space between words.

- Point out the 'Shift' key to learners. They can use this for one capital letter. Demonstrate how to hold down the 'Shift' key and press one key.

Extension

- Revise up, down, left and right. Explain that you can use the arrow keys to move the cursor up, down, left and right.

Help

- Use a photocopy of a blank keyboard and ask learners to copy the letters onto it.

Activity B

Reading

Pre-task

- Show learners the 'Microsoft Word' icon. Break up the phrase Mi-cr-o-so-ft -Wo-rd.
- Explain the advantages of using the computer to word process work.
- Ask if anyone is familiar with using a keyboard. If so, find out what experience they have.
- Demonstrate how to use the mouse and explain how it corresponds to the arrow on the screen. Explain that the word 'click' is used when talking about pressing the mouse button.

Task

- Read and complete the three instructions.
- Tell learners that they have opened a **Word file**. Talk to learners about **files** and how they are organised in **folders**. One folder would be '**My Documents**'.

Extension

- More-able learners can read the text again independently.

Help

- Pair up learners who are experiencing difficulty with more competent learners.
- When learners feel more confident, they can try the activity on their own.

Activity C

Reading and writing

Pre-task

- Explain how small letters are known as lower-case letters.

Task

- Once learners are using the word processor, ask them to follow the four instructions from the activity.

Extension

- Show learners how it is possible to change the size of the text.
- Show learners how to use the arrow keys.

Help

- Encourage confidence in using the keyboard and allow as much time as needed.

Pages 8 and 9 Save it and print!

Materials

- Access to computers and a printer
- Whiteboard and markers
- Audio clip 3

Rationale

- To use computer language to understand instructions
- To save and print work

Activity A Reading

Pre-task

- Re-cap on previous computer-related words. Show new vocabulary from the word bank and corresponding images. Help learners to make a connection between the sound of the word and its appearance.
- Explain to learners how to press the left button of the mouse. Hold down the left button of the mouse and drag it to the part of the screen they need.
- File – show learners that this word is on the top left-hand end of the tool bar.

- Explain to learners about the **drop-down** menus and model different examples on the computer.
- Show learners how to **drag** the **mouse** and **click** to open a drop-down menu.
- Ask learners if they can see any pattern with the words 'cl-ick' and 'cl-ose'.
- Write 'click' and 'close' on the whiteboard. Practice sounding out the 'cl' initial phonemes and ask learners to add to the list such as clock, clap etc.
- Ask learners to look at the image of the safe. Explain that when you save your work on the computer it is keeping it safe on the computer. Point out that work can be kept on hard drive or a disc.

Task

- Ask learners to complete the activity.

Help

- Learners may need help with moving the cursor to file sign.

Activity B

Listening and writing

Pre-task

- Review the last few activities and tell learners that they will be progressing onto printing.
- Talk about different kinds of messages, such as notes to the milkman, telephone messages etc.
- Explain to learners that they are about to hear three messages left on an answer phone. These have been written down on a notepad. Ask learners to follow the words and fill in the gaps with either 'print', 'printer' or 'printed'.

Task

- Play audio clip 3 and pause after each speaker. Check the answers.

Extension

- Look at how the messages are written in sentences. Write messages using a capital letter and full stop.

Help

- Read the sentence with learners, allowing them to complete the activity orally first.

Activity C Writing

Pre-task

- If learners have already written messages for the extension exercise (Activity B), they can use these. If not, ask learners to practise writing messages of their own.

Task

- Ask learners to write a message in the space provided.

Activity D

Reading

Pre-task

- Read the instructions as a group.

Task

- Work through the procedure to print off the message.
- Again, point out the drop-down menu to learners.
- Go through the 'print' window and its different features.

Extension

- Copy other messages or instructions into the computer and print these off.

Help

- Work with individual learners, reading through each stage and carrying out the practical activity.
- Encourage learners to write their own simplified steps to remember the process.

Pages 10 and 11 Sending an e-mail

Materials

- Access to computers
- Whiteboard and markers
- Dictionaries
- Audio clip 4

Rationale

- To understand the meaning of e-mail
- To know how to send an e-mail
- To follow and read for information

Activity A Listening and speaking

Pre-task

- Ask learners if they have heard of e-mails. Explain that e-mailing is a simple and easy way of sending a message to someone. Discuss the different kind of messages they could send. How could e-mail be of use to them? Explain that you can send messages overseas, and that it only takes seconds to send e-mail messages. Look at the advantages and disadvantages.
- Read through the questions as a group.
- Ask learners to listen to Amy and Steve talking about the importance of e-mailing.
- Tell learners to work in pairs to answer the questions.

Task

- Play audio clip 4.
- In pairs, feedback the answers.
 - Has Steve ever sent an e-mail? No
 - What does e-mail mean? Electronic mail
 - How much does it cost to send one? The price of a local call
 - Where do you put the address? Where it says address on the page

Extension

- Write out different e-mail addresses from the *Yellow Pages*.
- Use the computer to capitalise headings and postcodes. Type out the e-mail address.

Help

- Read through the steps, decoding words with the learner. When learners feel confident to read the instructions, work through the activity with them on the computer.

Activity B *Reading and writing*

Pre-task

- Explain to learners that the procedure for sending e-mail via the Internet varies depending on the e-mail programme or online service they are using.
- In most cases they will get a dialogue box that asks them to enter the person's e-mail address, a description of the message and the message itself.
- Explain to learners that they have to access the Internet from the desktop, e.g. Internet Explorer and that it isn't automatic; they have to open an account.
- Re-cap on new vocabulary so far.
- Ask learners to look at the visual features next to the instructions. Your input is essential for understanding these statements.
- Explain the meaning of the word 'Internet'. Use a spider's web as a metaphor for the interconnected computers. Encourage learners to use the following strategies to decode unknown words:
 - whole word recognition
 - phonic knowledge
 - breaking down into syllables
 - using dictionaries.

Task

- Read the instructions as learners follow the words on the page.

Extension

- The instructions and images can be enlarged and laminated. Play a matching or sequencing game.

Activity C *Reading and writing*

Pre-task

- Look at the features of an e-mail template. Remind learners of the purpose of sending e-mails.

- Explain to learners that e-mails consist of two parts – the person's login name and the domain name. The login name is the name that the person uses to connect to the Internet and they can make this as individual and funny as they like. The domain name is the address of the computer the person connects through. The address is usually typed in all lower-case characters and uses the @ sign to separate the login name and the domain address, e.g. in ben@internet.com ben is the login name and internet.com is the domain name.
- Show a number of e-mail addresses. Ask learners to look at how the @ symbol is used within the address. Explain how the address must be copied exactly or the message will not be sent.
- Move the mouse to the icon for Internet Explorer. Double-click the left button to access Internet Explorer.
- You will find a home page with an address bar showing all the folders that store messages.
- Explain to learners that one side of the screen shows 'Outbox', 'Inbox', 'Sent files', 'Deleted items', 'Drafts' etc.
- Explain the bar at the top of the screen shows 'Send and receive files'. Explain the following terms.
 - **Inbox** – stores messages sent to you.
 - **Outbox** – temporarily stores messages you have written until you are ready to send them.
 - **Sent items** – stores copies of messages you have sent.
 - **Deleted items** – stores messages you have deleted.
 - **Sending a message**
 - Move the mouse over 'Send new message'.
 - The new message window appears.
 - Move the mouse over to 'TO:' and write the e-mail address of the person you are sending the e-mail to. (Recap this for learners.)
 - Move to the section where you write the text, left click on the mouse. Explain that this is where you type the message.
 - To send the message, move the mouse over to the 'Send' icon and left click.
 - Explain to learners that messages can be stored when they are written and sent later by clicking on 'Send and receive'.

Task

- Ask learners to look at the e-mail and fill in the given information.

Extension

- Use spell check and then print the page to show the entire e-mail layout.

Page 12

What is the Internet?

Materials

- Access to computers
- Images of websites and addresses
- Audio clips 5 and 6

Rationale

- To familiarise learners with the Internet
- To answer questions from given sources of information

Activity A *Listening and speaking*

Pre-task

- Ask learners to recall what the word 'Internet' means.
- Show learners how to access web pages. Ask learners if they have seen a web page before. Look at other examples of web pages.
- Give new vocabulary. Tell learners that they are about to hear an explanation of what the Internet is. Have different home pages on each computer to look at.

Task

- Play audio clip 5. As a group, discuss the content of the audio clip.

Extension

- Ask learners to invent some web addresses.

Activity B

Speaking

Task

- As a group, lead learners into a discussion about the Internet and how the Internet can help them in work, daily life and study.

Activity C *Listening and reading*

Pre-task

- For new vocabulary, use spelling strategies such as:
 - whole word recognition
 - phonic knowledge
 - breaking down word into syllables.
- Direct learners to the picture of the two men talking on the phone.
- Read the five questions.

Task

- Play audio clip 6. Listen to the dialogue.
- Play the audio clip again to check understanding.
- Feed back answers.

Extension

- Ask learners to invent their own web page.

Help

- Play audio clip 6, stopping after each section with the learner. Ask the question after each section and answer the questions orally first before learners write down the answers.

Pages 13 and 14 Spelling

Materials

- Highlighter pens
- Pre-prepared cards showing vowels
- Pre-prepared cards showing initial and final phonemes

Rationale

- To use vowels
- To recognise initial and final phonemes

- To reinforce spellings by use of a range of strategies:
 - looking at the shape of words
 - using cue cards to show vowels, initial and final phonemes
 - practising the 'Look, Say, Cover, Write, Check' method
 - becoming familiar with spell check on the computer.

Activity A

Pre-task

- Hold up cue cards of vowels. Sound out the vowel sounds.

Task

- Ask learners to circle vowels on the keyboard shown.
- Ask learners to count the vowels in each word.

Extension

- Ask learners to choose other words from the unit and repeat the activity with words of their choice.

Help

- Go through the words, letter by letter. Ask the learner to identify the vowels or consonants.

Activity B

Pre-task

- Show learners examples of beginning and end letters with a gap in the middle.

Task

- Learners should build words, with you checking the words.
- Ask learners to complete the task.

Activity C

Pre-task

- Show learners examples of initial and final phonemes, using examples on the cue cards.

Task

- Ask learners to sound out the words given.

Extension

- Ask learners to highlight the initial and final phonemes on pre-prepared text.

Activity D

Pre-task

- Show examples of other words with the same beginnings and endings.

Task

- Ask learners to find the two words with the same beginning or the same ending.

Extension

- As a dictionary exercise, ask learners to write down examples of their own.

Help

- Sound out the letters of each word with learners to help them identify the sounds. Complete orally before learners attempt the task.

Activity E

Pre-task

- Recap the new vocabulary from page 3.

Task

- Ask learners to complete the word search.

Extension

- There are additional words vertically in the word search that learners may be able to find e.g. mouse, e-mail and printer.
- Learners can make their own word search using new vocabulary from other pages in the learner's material.

Help

- Prepare a smaller word search with three-letter words for learners.

Page 15 **Integrated skills**

Materials

- Access to computers and a printer

Rationale

- To bring together skills developed and practised throughout this unit
- To provide an opportunity to practise the skills in new and different contexts
- To provide evidence of learning for the portfolio, progress record and ILP review
- To encourage learners to share their learning and record their achievements in written and spoken assignments
- To enable learners to feel confident starting up a computer
- To practise using a keyboard, mouse and printer to prepare a word-processed document
- To extend skills for employability

Task

- Direct learners to the projects. These projects are to encourage independence when using IT.

Help

- Prepare additional tasks for learners who are still unsure. Recap as necessary.

- Refer the learner back to page 1 of the learner's material. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?
- What new knowledge and skills have been acquired by the learner? What makes the learner feel more confident?
- What skills still need to be practised? What needs clarification? What should the learner do next?
- There are four other units at this level. There are five more units at Entry 2. Direct the learner to the next stage.

Page 16 Check it

Rationale

- To check and consolidate learning to ensure learners can complete the *Check it* page