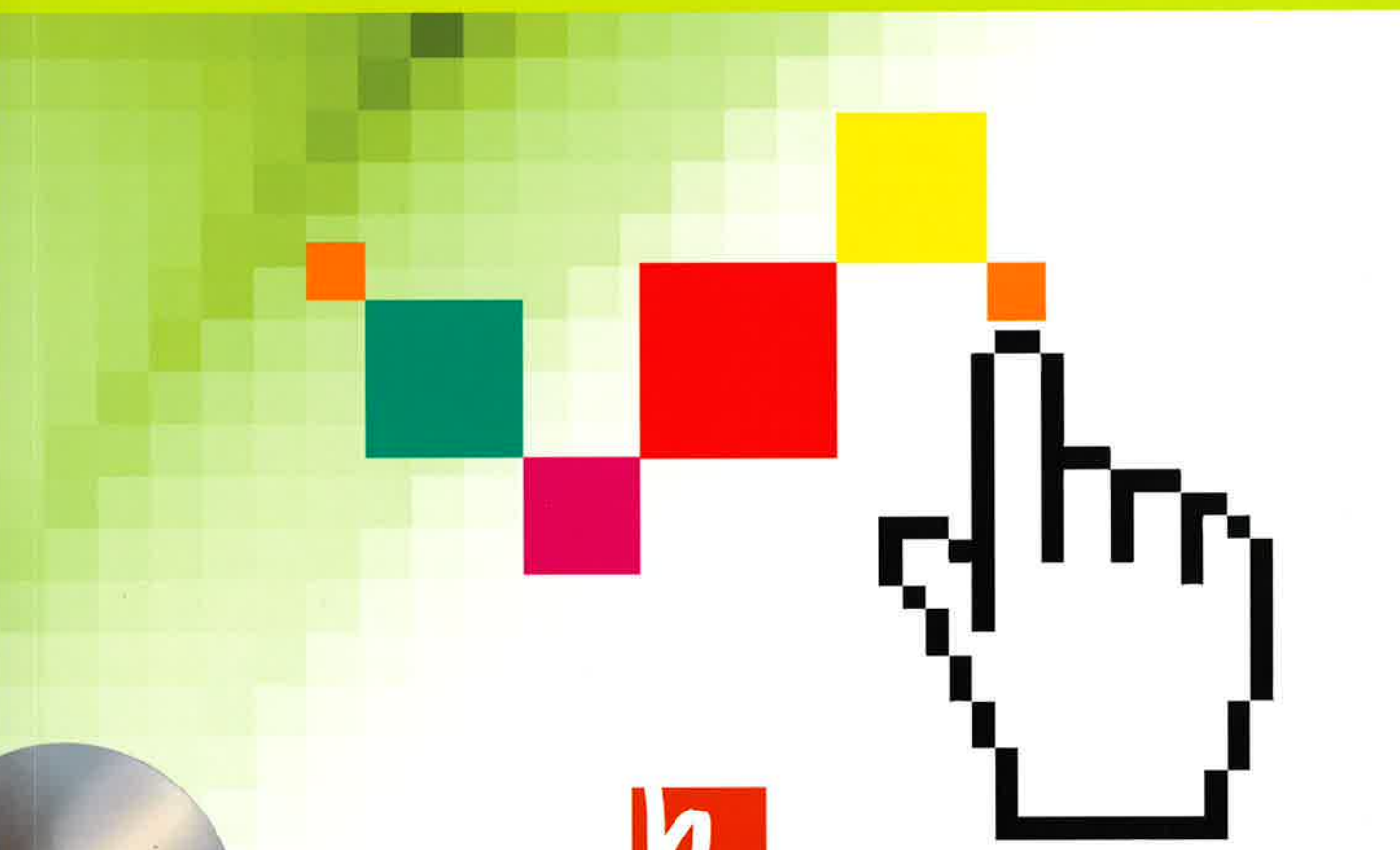
THE RESOURCEFUL TEACHER Series



Daniel Martín

activities for INTERACTIVE WHITEBOARDS



With CD-ROM

HELBLING LANGUAGES

For teachers' inspection ONLY

Contents

	The heart of the matter: interactive whiteboards		6
	A revolution in education		6
	A balanced approach		7
	What interactive whiteboards can do for you		9
	How to use the activities		11
CHAPTER 1: IMAGE-BASED ACTIVITIES	**Introduction**		17
	1.1	A day in the life of ...	19
	1.2	A story in pictures	20
	1.3	Associations	21
	1.4	At a restaurant	23
	1.5	Blind date	25
	1.6	Connections	27
	1.7	Face to face	29
	1.8	Find the differences	30
	1.9	Flashing pictures	31
	1.10	Going, going, gone!	32
	1.11	Going places	34
	1.12	Happy birthday to you!	36
	1.13	Horsing around	38
	1.14	How do I get to ... ?	40
	1.15	How often?	41
	1.16	In the picture	43
	1.17	Life in 2050	44
	1.18	Mime the picture	46
	1.19	More than meets the eye	48
	1.20	Most treasured possession	49
	1.21	My ideal classroom	51
	1.22	Out and about	52
	1.23	Picture dominoes	54
	1.24	Picture idioms	56
	1.25	Picture it	58
	1.26	Puzzled!	59
	1.27	Silent bingo	60
	1.28	Similar but different	61
	1.29	Stress patterns	62
	1.30	Tall – taller – the tallest	63
	1.31	The good side / the bad side	64
	1.32	The importance of English	65
	1.33	Unfolding story	66
	1.34	Weather report	67
	1.35	What's happening?	68
	1.36	What's in there?	69
	1.37	Where's Johnny?	70
	1.38	Wish you were here	71

Contents

For teachers' inspection ONLY

CHAPTER 2: SOUND AND VIDEO-BASED ACTIVITIES	**Introduction**		75
	2.1	Audio puzzle	78
	2.2	Breaking news	80
	2.3	Bubble story	81
	2.4	Concentration	83
	2.5	Controversial issues	85
	2.6	Disappearing lines	87
	2.7	DIY karaoke	89
	2.8	Every film tells a story	90
	2.9	Expanding stories	92
	2.10	Film dubbers	94
	2.11	Hummed greetings	96
	2.12	Intonation patterns	98
	2.13	It's football time	99
	2.14	Jumbled-up song lines	100
	2.15	Karaoke makers	102
	2.16	Moody sounds	104
	2.17	Odd words	106
	2.18	Reporting verbs	107
	2.19	Silent film	108
	2.20	Snakes and Ladders online news	109
	2.21	Sounds familiar	111
	2.22	Still frames	113
	2.23	Talking categories	114
	2.24	The newsroom	116
	2.25	Video auction	118
	2.26	Videoclip quiz	120
	2.27	Whose line is it?	122
CHAPTER 3: TEXT-BASED ACTIVITIES	**Introduction**		127
	3.1	Avid readers	129
	3.2	Flying places	131
	3.3	Fridge magnets	132
	3.4	From rags to riches	133
	3.5	Grammar ups and downs	135
	3.6	Google it	137
	3.7	Hiding lyrics	138
	3.8	Just joking	139
	3.9	Laser spelling	140
	3.10	Magic dictionary	141
	3.11	Moving phonemes	143
	3.12	Multiple-choice story	144
	3.13	Noughts and Crosses	146
	3.14	Once upon a ...	148
	3.15	Personal profiles	149
	3.16	Personally speaking	151
	3.17	Pop lines	152

Contents

For teachers' inspection ONLY

3.18	Predicting answers	153
3.19	Question, please	155
3.20	Sentence patterns	156
3.21	Song poems	157
3.22	Sounds like it	158
3.23	Taking sides grammar	160
3.24	Taking sides maze	162
3.25	Text puzzle	164
3.26	Top ten	165
3.27	Walk this way	167
3.28	What a holiday!	168
3.29	What's cooking?	170
3.30	What did Lydia do yesterday?	171

USEFUL RESOURCES 173

TEACHER'S QUICK-REFERENCE GUIDE 175

1.10 Going, going, gone!

For teachers' inspection ONLY

Focus: Numbers 1,000–10,000,000

Level: Pre-intermediate

Time: 40–60 minutes

ICT skills: Browsing for pictures on the internet; copying, pasting and resizing pictures from a document

Preparation:

1. Find some famous paintings online (you could run a Google search with the names of the paintings or visit the websites of the world's most prestigious museums). Choose around 12 to 15 paintings.

2. Copy and paste those pictures onto a blank page. Scale them down and place them at the bottom of the screen. Write the word *Auction* at the top of the page.

3. Think of a price tag – a number between 1,000 and 10,000,000 – for each of the paintings (for instance €1,345,638, €779,390, €992,785, and so on). Those will be the starting prices for the bidding.

in class

1. Call out the phrase 'Going, going, gone!' in class. Elicit its meaning from your students. Ask them: *In which situation would you hear these words?* Now project the document you have created with the pictures on them and elicit – or explain – the meaning of 'auction'.

2. Set up groups in your class and explain that they will have to bid for those paintings as though they are at an auction. Every group has 10 million euros to spend and their aim is to try to buy as many paintings as possible with the money they have.

3. Bring one of the pictures from the bottom of the screen to the middle and enlarge it. Write down the price tag in numbers, then start the bidding. (You should be the auctioneer to begin with, but a confident student could take on that role later.) The auctioneer calls out the starting price and invites the groups to bid. Each bid should be written down on the board by a student. When nobody bids any higher, the auctioneer calls 'Going, going' gone!' and the painting is sold. Every time a painting has been sold, write the word SOLD over it, scale it down, drag it to one side and bring a new picture to the middle.

4. Every group will be responsible for keeping track of their money balance.

© Helbling Languages

1.10 Going, going, gone!

For teachers' inspection ONLY

Variation 1

With higher-level groups, you may ask your students to describe the paintings once the auction is over. Follow-up questions could be:

- What do you like about this painting?
- Where would you hang this painting in your house?
- Which one is your favourite painting? Why?
- Do you think you paid too much for your paintings?
- Has anyone seen any of these paintings before? Where?

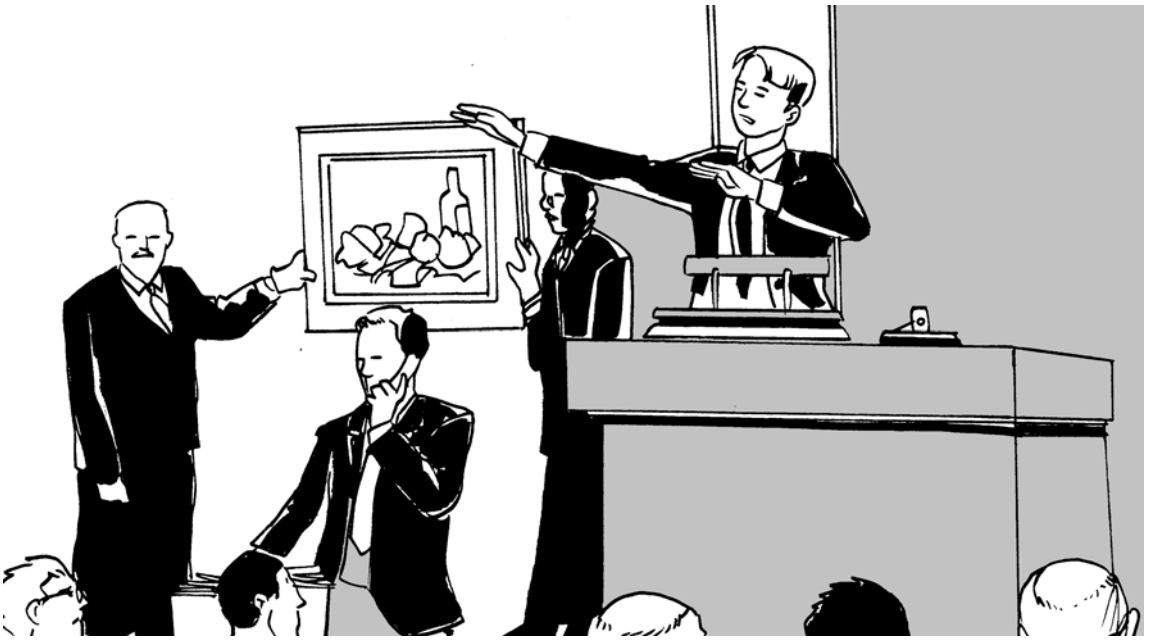
You could also lead a general discussion about art.

Finally, you could ask your students to write separate answers to the above questions, or ask them to structure their answers as continuous text in paragraphs in their notebooks, language journals, online blogs, your webpage or in an email to you. Read some of the answers next day in class or, better still, show them on the board.

Variation 2

With elementary students you could review numbers 1-100 by using price tags such as €19.99, €31.55, etc. Tell them that they have €300 to spend. Instead of paintings, you may use, for instance, clothes, which will give you the opportunity to introduce or review relevant vocabulary at that level.

Make target language serve a real purpose. Create meaningful experiences that can engage your students.



© Helbling Languages

For teachers' inspection ONLY

1.29 Stress patterns

Focus: Showing stress patterns in words

Level: All

Time: 15 minutes

ICT skills: Creating and reproducing objects on the board

Preparation:

1. Create two rectangles of significantly different length and colour. Reproduce the longer rectangle four more times. Reproduce the shorter rectangle seven more times.

2. Place your rectangles on the board this way:



3. This arrangement illustrates the most common word stress patterns in English. Write on the board a selection of words that follow those patterns. The following selection matches the stress patterns above; write these words up on the board in random order:

teapot	forget	computer	refugee	article
actress	machine	important	entertain	telephone

in class

1. Show your students the document you have created on the board. Explain that each group of rectangles illustrates a different word stress pattern.

2. Ask them to come up to the board in turn and place a word below a stress pattern it fits.

3. Invite your students to add more words that can fit below each pattern.

Variation

Once the activity is finished, you may request your tallest and two other significantly shorter students of about the same height to move up to the front and physically recreate these patterns. Let us say, you are working with the third pattern shown here: the tallest person would stand in the middle with the other two students standing to his/her left and right. Then, as your class calls out the word 'important', for instance, those students raise their arms in synchronicity with the primary and secondary stresses.

Incorporate movement in the classroom, not just as a fun element, but as a required element for certain activities.

© Helbling Languages

2.18 Reporting verbs

For teachers' inspection ONLY

Focus: Reporting verbs in reported speech

Level: Intermediate–Advanced

Time: 20 minutes

ICT skills: Video player application

Preparation:

1. Run an online search for a short video – or an extract of a longer video – featuring an interview. Copy and paste the link to the video.

2. Open the video application on the board. Preview the video. Use the space left around the video screen to write common reporting verbs that you would like to introduce or review in your class, for example: *say, tell, ask, agree, announce, apologise, complain, deny, explain, promise, refuse, suggest, warn* – making sure you include many that are in the video.

in class

1. Open the document you have created and review the reporting verbs on the board. Emphasise the direct and reported speech grammar patterns they require. Devise situations in which those reporting verbs would be used.

2. Tell your students that you are going to play a video with an interview. Play the whole length of the video without pausing.

3. Invite a student to come up to the board. Ask the student to play the video again and pause whenever he/she can report something being said with a reporting verb displayed on the screen. He/she should pause the video, select the virtual highlighter, highlight the verb and produce a reporting sentence with that verb.

4. Repeat Step 3 several times, inviting a different student each time.

5. Ask the class to write up an account of the interview using a variety of reporting verbs.

Variation 1
Use a film scene with a dialogue.

Variation 2
Pause the video yourself, highlight a verb and ask your students to produce a sentence with the reporting verb.

Let your students decide on a popular English speaker of their choice and find the video material you need by running this search on www.youtube.com: "name of person+interview".

© Helbling Languages

For teachers' inspection ONLY

3.9 Laser spelling

Focus: Spelling troublesome words

Level: All

Time: 5 minutes

ICT skills: Laser pen tool

Preparation: None

in class

1. Select a number of words that you have recently seen in class or that your students have trouble spelling.

2. For StarBoard users: Select the laser pen application on your board. Invite one of your students to come up to the board. Write one of your selected words on the board. As soon as you finish writing the word, touch anywhere on the board with your laser pen. This will make the word disappear.

3. Challenge your student to write the word.

4. Repeat Steps 2 and 3 as many times as words you selected.

Variation
For other brands: Instead of the laser pen, use the normal virtual pen. Set the colour to the background colour of the screen (usually white). Write the word on the board very slowly and using long traces. Nothing will show on the board. Challenge the student at the front to write the word you traced on the board, and everyone else to write it on paper. Change the colour setting for your student to write the word so it will stand out on the background. Then click on the word you wrote and change its colour to any other colour that will stand out against the background. The word you spelled will magically appear. Compare. You may turn this activity into a game and award points for correct words and spellings.

This activity will keep your students focussed and concentrating.

© Helbling Languages