

Presentation Plus ideas for the classroom

1 Figuring it out

Purpose: To prepare Ss for the grammar.

For use with: Figure it out.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Books closed. Zoom in to the **Figure it out** activity.
- Explain to Ss that they need to figure out the new grammar by referring to the text.
- Zoom out to the text above the **Figure it out** activity.
- Ask the class to locate the first example in the text. Use the Pen to underline this sentence in a color. Use the same color to complete the **Figure it out** exercise.
- Have different Ss go to the board and underline the other sentences in the activity using colors corresponding to the exercises.

2 Choose ABC

Purpose: To practice or review target vocabulary.

For use with: Building vocabulary with pictures.

Presentation Plus tools: Zoom, Window Shade.

Preparation: Before class, hide the target words using the Window Shade tool so that Ss can only see the pictures. Save the session. Prepare a list with three choices (A, B, and C) for each picture, one of which should be the correct answer.

Prepare sets of three cards with the letters A, B, and C for each S, or ask them to bring these to the next class.

- Books closed. Zoom into the area with the pictures and hidden words.
- Point to a picture and call out the three choices listed, e.g., *A. noisy; B. interesting; C. boring.*
- Ss hold up one of the three cards as their answer.
- Reveal the answer (using the delete Window Shade tool if the word is under the picture).
- Continue the activity until all answers are revealed.
Option: Before class, post large A, B, and C signs in the classroom. Instead of holding up cards, Ss make their choice by moving to the sign with the corresponding letter.

3 Disappearing dialog

Purpose: To practice speaking.

For use with: About you using Ss own information and answers.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Books closed. Zoom into the **About you** activity.
- Have Ss work in pairs and practice the conversation once with all the words visible on the board.
- As Ss practice, use the Pen tool to hide parts of the dialog little by little.
- The pairs switch roles and practice again using the remaining words on the board for guidance.
- Continue hiding the lines until all lines are covered and pairs practice the conversations with no guidance.

4 Fill in the text

Purpose: To practice or review target vocabulary in the readings.

For use with: Reading.

Presentation Plus tools: Zoom, Window Shade, Pen, Eraser.

Preparation: Before class, hide the target words in the text using the Window Shade or Pen tools. Save the session.

- Books closed. Zoom into the text with the hidden words.
- Have Ss look at the text with the hidden words on the board.
- Have Ss work in pairs and fill in the blanks in the text with the missing words.
- Have different Ss go to the board and reveal the first hidden word using the Eraser tool or by opening the Window Shade.
- Continue the activity until all the words are revealed.
Option: Follow steps above, but play the audio before revealing answers so that Ss can check their answers.

5 Find the match

Purpose: To practice or review target language.

For use with: Conversation strategy, Building language.

Presentation Plus tools: Zoom, Pen, Eraser, Text Box.

Preparation: Before class, hide target language items in the conversation using the Pen tool. In the margin of the text or wherever there is space, insert a Text Box and type the hidden words in a different order in the box. Save the session.

- Books closed. Zoom into the area with hidden words and the Text Box.
- Have Ss work in pairs and give them some time to complete the text with the words in the Text Box.
- Have a S from each pair (or volunteers) go to the board and, using the Pen tool, draw a line from a hidden word to its correct match in the Text Box.
- Continue the activity until all items are matched.
- Reveal the hidden words using the Eraser tool and confirm the answers.

Option: Number the words in the Text Box so that the Ss can write the number of the word over the hidden word.

6 Fix it!

Purpose: To practice or review target language.

For use with: Building Vocabulary, Grammar, and answers to reading comprehension questions.

Presentation Plus tools: Zoom, Pen.

Preparation: Before class, write an incorrect answer for each item in the selected exercise using the Pen tool. Save the session.

- Zoom into the exercise with the wrong answers written in. Tell Ss these answers are incorrect.
- Books open. Divide the class into pairs and have Ss correct the mistakes.
- Have Ss go to the board to cross out the mistakes and correct them using a different color of the Pen tool.

Option: For more challenge, ask Ss to close their books before doing the activity (only for Vocabulary and Grammar).

7 Before you begin brainstorming

Purpose: To brainstorm schema-building target vocabulary.

For use with: Before you begin activities.

Presentation Plus tools: Text Box.

Preparation: Before class, attach a Text Box next to the **Before you begin** section and type a list with the first letter of likely brainstorming ideas. Save the session.

- Divide class into two (or more) teams to do **Before you begin**.
- Open and display the attached Text Box with the list of first letters.
- Books open. Have teams alternate calling out brainstorm ideas that start with any of the letters in the Text Box. Type answers into the Text Box.
- Teams get a point for each idea that begins with a letter in the Text Box.
- The team with the most points wins.

Option 1: For more challenge, ask Ss to close their books and try to think of ideas.

Option 2: Give a time limit for teams to answer.

8 Highlight and say it!

Purpose: To practice pronunciation of new words.

For use with: Vocabulary notebook.

Presentation Plus tools: Zoom, Highlighter.

Preparation: None.

- Zoom into the words in **Vocabulary notebook** that are new for students.
- Have Ss work in pairs and give them some time to identify the pronunciation of new words in the zoomed area.
- When the time is up, have Ss from each pair (or volunteers) go to the board, highlight one target pronunciation item, and then say it.
- Continue until all the new words have been highlighted and read out loud.

9 Label that picture

Purpose: To review vocabulary.

For use with: Any pictures including several target vocabulary items.

Presentation Plus tools: Zoom, Pen, Window Shade.

Preparation: If using a section with several labeled pictures (as in some **Building vocabulary** sections or **Before you begin**), before class, hide the labels using the Window Shade tool. Save the session.

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- Books closed. Zoom into the picture or area with pictures so that no text is showing.
 - Divide the class into two (or more) teams and have them stand in straight lines facing the board.
 - Have a S from one team go to the board and, using the Pen tool, label any target vocabulary item in the picture in 15 seconds. Other members from the team can suggest items to label.
 - The team gets one point for each correct label.
 - Continue the game, alternating between the teams, until all items are labeled.
 - The team with the highest score wins.

10 Strategies for you!

Purpose: To practice speaking and target strategies.

For use with: **Conversation strategies** and **Strategy plus About you** activities.

Presentation Plus tools: Zoom, Highlight.

Preparation: Before class, highlight all instances of the target strategy in the conversation. Save the session.

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- Books closed. In pairs, have Ss look at the board and practice the conversation by making true sentences about themselves with highlighted items from the corresponding conversation.
Option: Don't highlight the target strategies and instead have students locate the strategies on their own.

11 Brainstorm!

Purpose: To review language.

For use with: **Before you begin**, **Getting started**.

Presentation Plus tools: Text Box.

Preparation: Before class, attach a Text Box next to the section. Then, type the names of three (or more) teams, depending on your class size. Save the session.

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- Divide the class into three (or more) teams. Ask teams to brainstorm what they think the lesson will be about after looking at the photos.
 - Give the teams some time to collate their individual answers into a team list.
 - When the time is up, have the teams face the board and alternate calling out answers (not given by other teams).
 - Type each team's answer in their column in the Text Box.
 - The teams get one point for each correct answer.
 - The team with the highest score wins.
Option: Instead of typing the answers yourself, have Ss type under their team's header.

12 Make connections

Purpose: To activate Ss prior knowledge, to preview content of unit, to review language.

For use with: **Getting started**.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

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- Have Ss work in pairs.
 - Give the pairs some time to look at the **Getting started** page and link any items in the pictures to any words in the text. If necessary, discuss the connection between the image and the word.
 - Have a S from each pair (or volunteers) go to the board and, using the Pen tool, connect an item in a picture to a word in the overview above.
 - Have the S (or the pair) explain the connection.
 - Continue the activity until all possible connections have been made. (If Ss don't come up with all possible ones, elicit these from them.)

13 Preview the unit

Purpose: To activate Ss prior knowledge, to preview content of unit, to review language.

For use with: Before you begin.

Presentation Plus tools: Hide, Pen, Eraser.

Preparation: Before class, with the Pen tool, hide the questions at the bottom of the **Before you begin** unit opener page and any labels under the images.

- Books closed. Have Ss focus on the pictures on the board. Ask Ss questions about the pictures to elicit words related to the theme and topics of the unit, e.g., *What do you see in the pictures? What type of things are these?*
- Using the Pen tool, write some key words mentioned by Ss on the board, next to the pictures.
- Reveal the hidden words on the page using the Eraser tool. Use the key words elicited to briefly explain the items on the lists.
- Tell Ss that they will learn more about these things in the unit.

14 Restoring text

Purpose: To review language.

For use with: Building language.

Presentation Plus tools: Zoom, Pen, Eraser, Audio.

Preparation: Before class, hide the dialog using the Pen tool. Then, randomly, erase parts of the hidden area with the Eraser tool until roughly half of the text is showing. Save the session.

- After Ss read and practice the text, have them close their books.
- Zoom into the partially hidden dialog.
- Have Ss work in pairs and give them some time to recreate the text on a piece of paper.
- When the time is up, either play the audio or erase parts of the hidden dialog for Ss to check their answers.
- Reveal the full dialog using the Eraser tool.

15 Revealing grammar

Purpose: To review grammar.

For use with: Grammar.

Presentation Plus tools: Zoom, Pen, Eraser.

Preparation: Before class, hide key parts of the grammar box using the Pen tool. Save the session.

- Books closed. Zoom into the grammar box with hidden items.
- Have Ss work in pairs and give them some time to complete the grammar box.
- Ask a pair what the first hidden text is. As they say it, ask a question to elicit the use of the hidden text, e.g., *Why do we need did here?*
- After S answers the question, use the Eraser tool to reveal the text. Discuss as appropriate.
- Continue the activity until the complete box is revealed.

Option: Have Ss go to the board to suggest the text, answer your question, and reveal the text.

16 Right or wrong?

Purpose: To practice or review target language.

For use with: Building vocabulary, Grammar.

Presentation Plus tools: Zoom, Pen.

Preparation: Before class, write some correct and some incorrect answers or circle some of the wrong answers for the selected exercise using the Pen tool. Save the session.

- Zoom into the exercise. Tell Ss some of the answers are incorrect.
 - Point to the first item. Have Ss raise their hand if they think the answer is correct.
 - Ask one of the Ss who identified an incorrect answer to correct it.
 - If none of the Ss identified an incorrect answer, say it is incorrect and elicit the correction from the class.
 - Continue the activity until all answers are revealed.
- Option:** If appropriate to the point being practiced and the level of the class, ask Ss to explain the correction.

17 Search and highlight

Purpose: To review vocabulary and/or grammar.

For use with: Reading.

Presentation Plus tools: Zoom, Highlight.

Preparation: None.

- Zoom into the appropriate reading section.
- Divide the class into two (or more) teams.
- Have a S from one team go to the board.
- Say a type of word and have the S highlight an example in the text, e.g., *Highlight a count noun*.
- The S has 15 seconds to highlight the word using the Highlight tool and can be helped by the team.
- If the S highlights a correct word, the team gets one point. If not, the other team(s) get(s) the point.
- Continue the game, alternating between the teams and having Ss highlight the same or a different type of word.
- The team with the most points wins.

18 Guess what they're saying?

Purpose: Video preview.

For use with: Lesson C videos.

Presentation Plus tools: Text Box, Video player.

Preparation: Before class, hide the Lesson C conversation with a Text Box covering as much of it as possible. Save the session.

- Books closed. Zoom into the Lesson C conversation with the Text Box covering it.
- Open the video of the conversation. Turn the volume all the way down and play the video two times with no sound.
- Divide the class into pairs. Have Ss guess what they think the people in the video are saying to each other and take notes.
- Then, as a class, ask Ss to call out each line. Have S volunteers type all the lines into the Text Box.
- Then, move the Text Box and watch the video with sound. Did the Ss guess any of the lines?

19 Spelling: One letter at a time

Purpose: To review target vocabulary.

For use with: Vocabulary with labeled pictures.

Presentation Plus tools: Zoom, Text box, Eraser.

Preparation: Before class, hide the labels using the Text Box tool. Save the session.

- Zoom into the area with the hidden pictures and words.
- Divide the class into two (or more) teams and have them stand in straight lines facing the board.
- Have a S from one team go to the board and type the first letter of the hidden word. If the S doesn't know the word, the other team gets a chance.
- The S's team has one chance each to add the correct letter to guess the word and the correct spelling. If any student makes a mistake, use the Eraser tool to erase the incorrect letter, and then the other team(s) has (have) a chance to guess. Teams get one point each for correctly spelled words.
- Continue the game until all the words are guessed and spelled correctly, alternating between the teams.
- The team with the most points wins.

20 Open the Window Shade

Purpose: To practice target language.

For use with: Conversation strategy.

Presentation Plus tools: Window Shade, Audio, Video player.

Preparation: Before class, cover each target item in the conversation with a Window Shade. Save the session.

- Books closed. Zoom into the items covered by the Window Shade.
- Have Ss work in pairs and decide what the hidden items are.
- Play the audio or video. Have Ss listen and check their answers.
- Have Ss call out the answers for each item or go to the board and reveal the original text by opening the Window Shade.