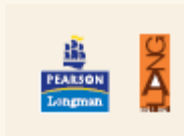




# FORMARSI AGGIORNARSI CONDIVIDERE



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**oppure chiamando il numero : 0332.802251**





# Teaching Digital Natives in a Non-Digital Classroom

11 November 2014

**Brigette Hughes ELT Consultant**





# Webinar aims

**Understanding our operating context**

**Looking at practical ways to make our lessons interactive**

**Keeping control in the non-digital classroom**



# Understanding the operating context

# Understanding students' context:

Where do students learn from outside the classroom?

How do they approach learning?

What characterises the way they learn?

# Understanding students' context:

Where do students learn from outside the classroom?

Google™

You Tube



WIKIPEDIA  
*The Free Encyclopedia*

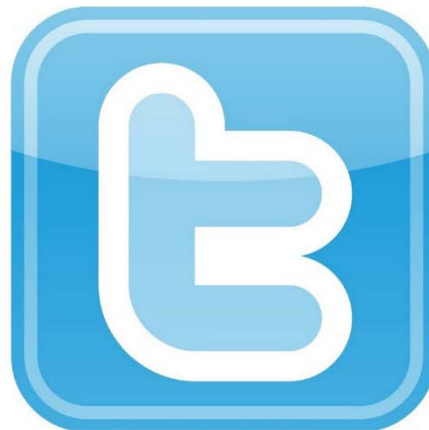
bing™





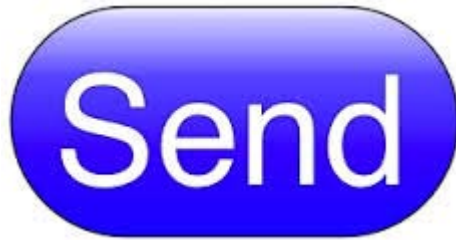
# Understanding students' context:

## How do they learn?



# Understanding students' context:

**What characterises the way they learn?**

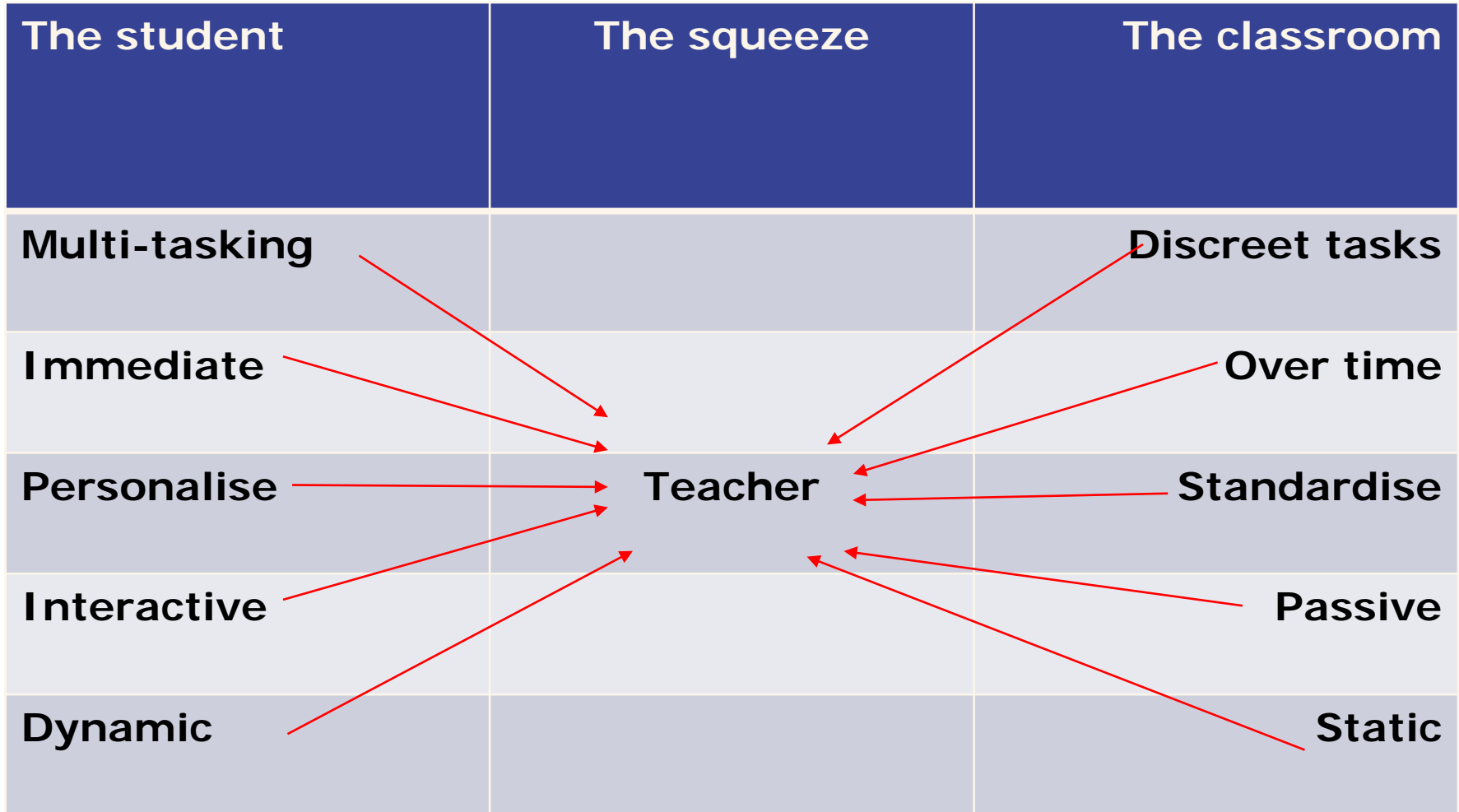


Instagram

# The classroom context



# The context



# Why digital?




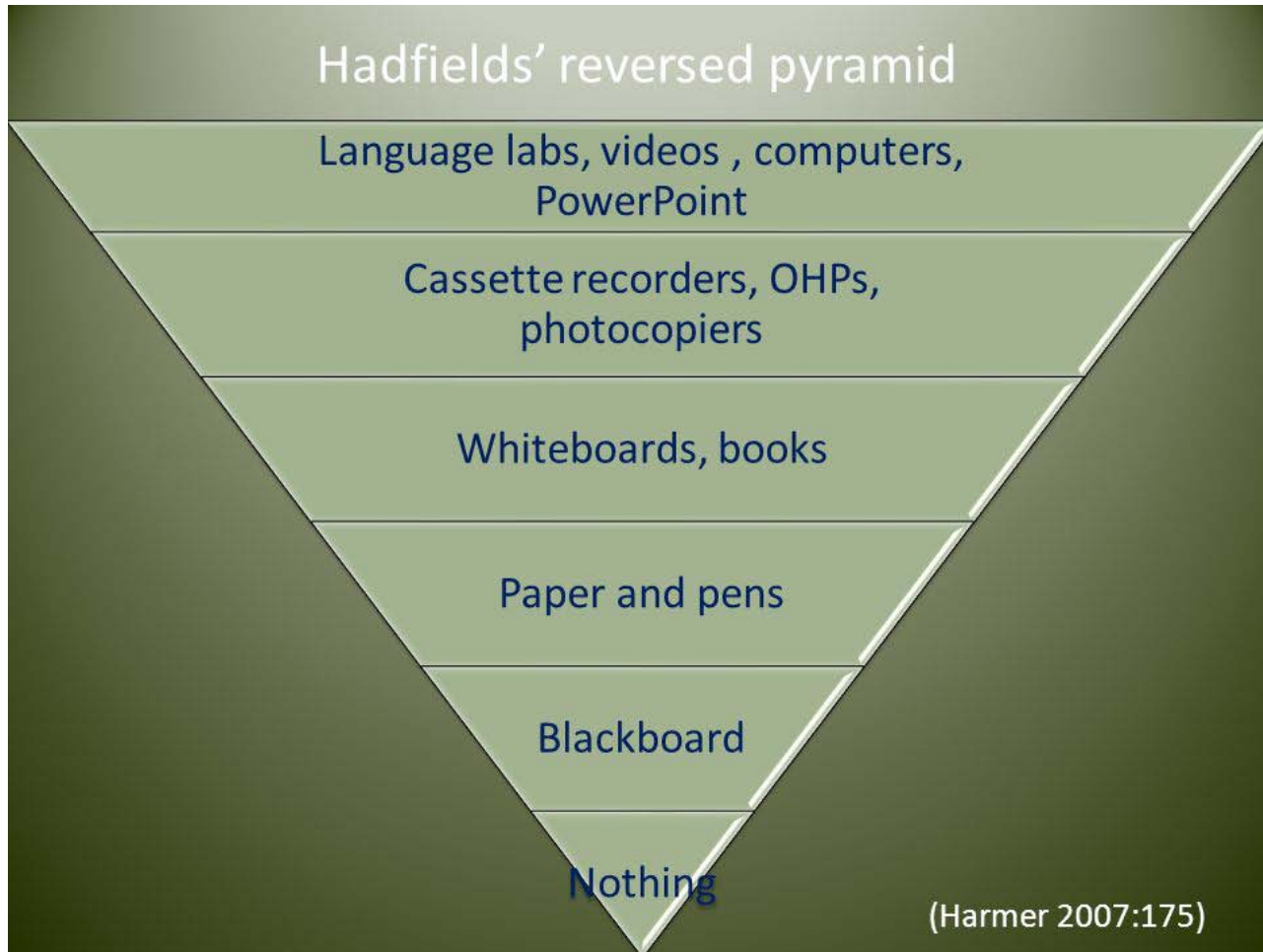
# The advantages of a digital class for Teachers





# THE INTERACTIVE WHITEBOARD

- 
- Heads up approach
  - Presentation tool
  - Engages students
  - Saves time



# Interactive whiteboard or just...



...bored?

# The reality.....





**KEEP  
CALM  
AND  
ENGAGE**

# Practical ways to make lessons more interactive

# Practical activities to make lessons more interactive





*Dialogues*

*Vocabulary*

*Interactive Exercises*





# Create interest in the dialogue...

3

Is there a TV?





**1**   1/38 **Ascolta e leggi. Dove si trovano i ragazzi?**

**Will** This is my Gran's house. Oh, hi, Gran!

**Gran** Will! What a nice surprise! Hello, girls! Welcome to my new house!

**Megan** Is there a TV?

**Gran** Yes, there is, it's in the living room, and there is a computer too, next to the sofa. Come in and have a look.

**Will** OK.

# Houses

**For**

**Against**

# Now, we can start working on the dialogue...



**1**  1 33 **Ascolta e leggi. Dove si trovano i ragazzi?**

**Will** This is my Gran's house. Oh, hi, Gran!

**Gran** Will! What a nice surprise! Hello, girls! Welcome to my new house!

**Will** Thank you. It's really nice, Gran.

**Anna** The garden's lovely.

**Gran** Yes, it is, and there is another garden behind the house too.

**Will** How many bedrooms are there?

**Gran** There are two bedrooms and there's a small bathroom upstairs.

**Will** Great. What else is there?

**Gran** There's a kitchen and a living room downstairs.

**Megan** Is there a TV?

**Gran** Yes, there is, it's in the living room, and there is a computer too, next to the sofa. Come in and have a look.

**Will** OK.

**Megan** Wow, Will's Gran is cool!

**2**  1 33 **Ascolta e ripeti.**


**EVERYDAY ENGLISH**

|                       |                            |
|-----------------------|----------------------------|
| What a nice surprise! | <i>Che bella sorpresa!</i> |
| Welcome               | <i>Benvenuti</i>           |
| What else             | <i>Che altro</i>           |
| Come in               | <i>Entrate</i>             |
| Have a look           | <i>Date un'occhiata</i>    |



# Portable MP3 speakers



**1**  1:33 **Ascolta e leggi. Dove si trovano i ragazzi?**

- Will** This is my Gran's house. Oh, hi, Gran!
- Gran** Will! What a nice surprise! Hello, girls! Welcome to my new house!
- Will** Thank you. It's really nice, Gran.
- Anna** The garden's lovely.
- Gran** Yes, it is, and there is another garden behind the house too.
- Will** How many bedrooms are there?
- Gran** There are two bedrooms and there's a small bathroom upstairs.
- Will** Great. What else is there?
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**Will** OK.

**Megan** Wow, Will's Gran is cool!

**2**  1:33 **Ascolta e ripeti.**



**EVERYDAY ENGLISH**

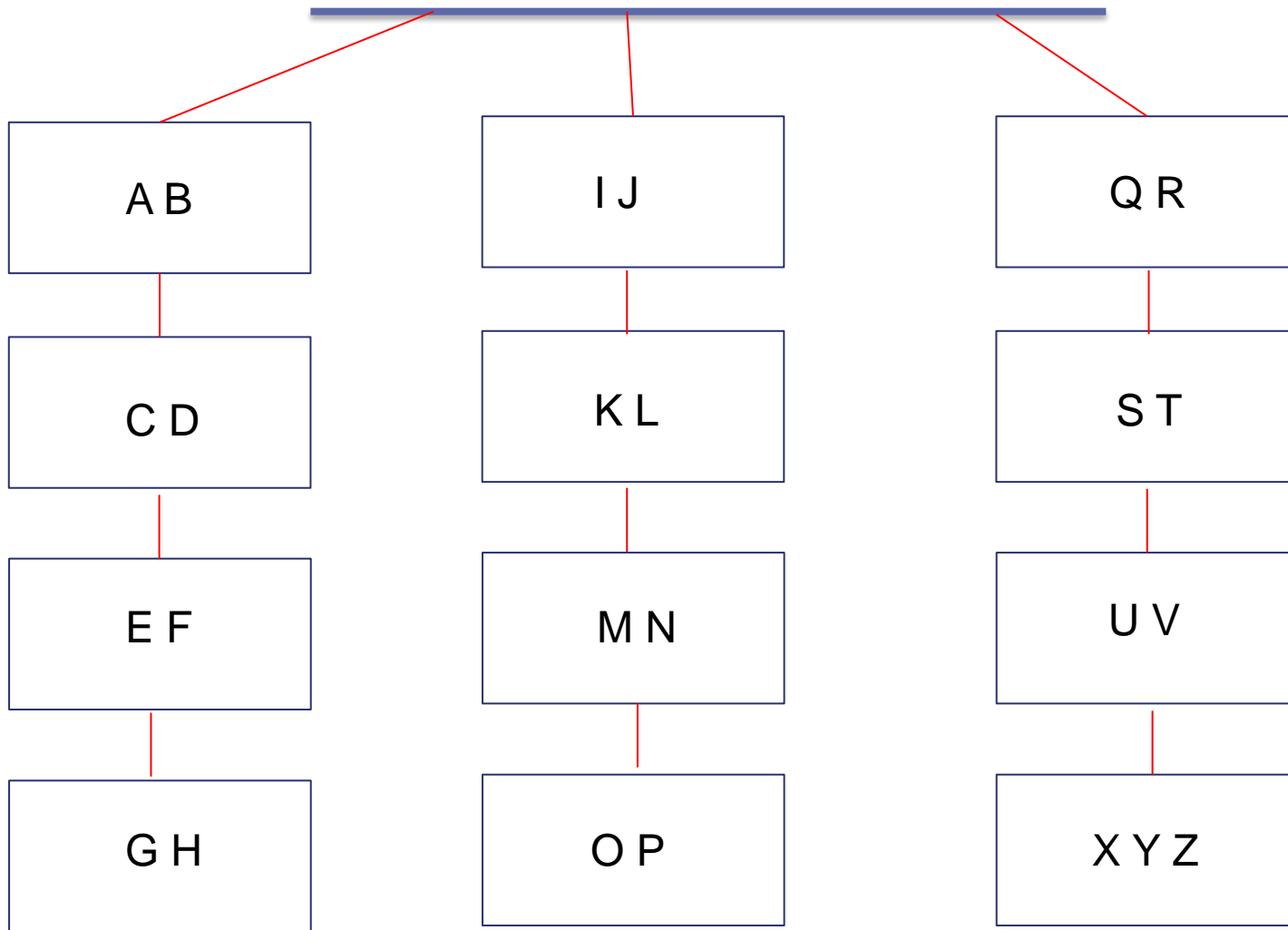
|                       |                            |
|-----------------------|----------------------------|
| What a nice surprise! | <i>Che bella sorpresa!</i> |
| Welcome               | <i>Benvenuti</i>           |
| What else             | <i>Che altro</i>           |
| Come in               | <i>Entrate</i>             |
| Have a look           | <i>Date un'occhiata</i>    |

# MIX IT UP!

- Whole class
- Class split into groups
- Individually in smaller groups
- Moving around the class individually (in order)
- Moving around the class individually (at random)
- Groups perform dialogue for rest of class
- Students change particulars of dialogues



Teacher



# Teacher

---

AB

CD

AB

CD

AB

CD

EF

GH

EF

GH

EF

GH



Teacher

---

AB

CD

EF

GH

IJ

KL

MN

OP

QR

ST

UV

XYZ



*Dialogues*

*Vocabulary*

*Interactive Exercises*

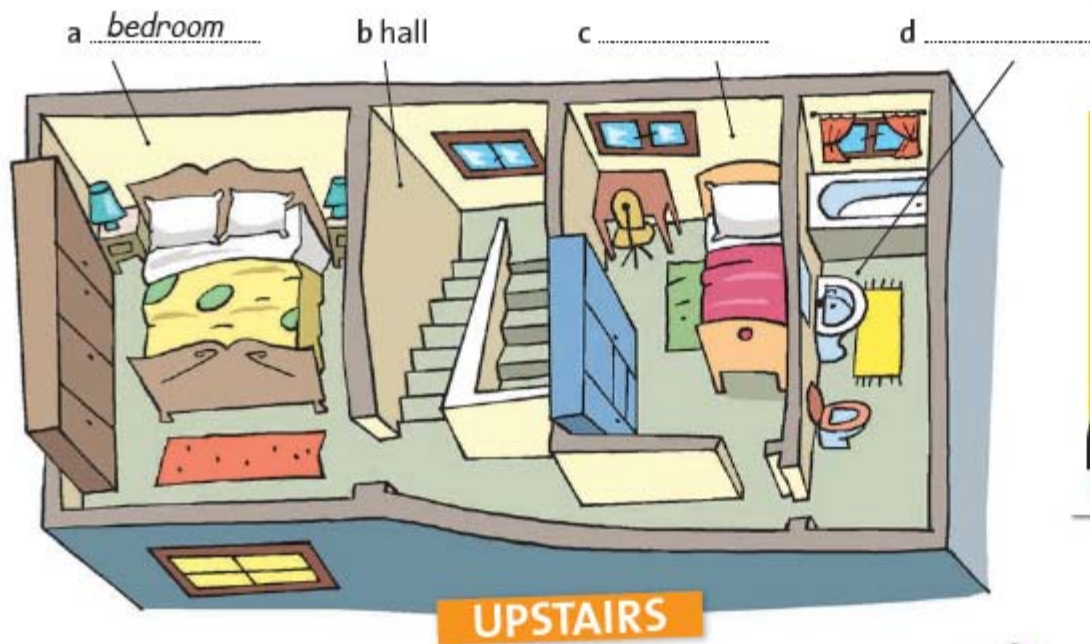


# Vocabulary

> IN PICTURES



## Rooms in the house



*My house is big.  
The two bedrooms and the  
bathroom are upstairs.  
The kitchen, the dining room  
and the living room  
are downstairs.*





# Vocabulary

> IN PICTURES



My house is big.  
The two bedrooms and the

## Rooms in

a bedroom



Today! 1 In pictures - Unit 3

Punteggio lezione 0.00 / 28.00 - 0%

1 / 5

Ascolta e ripeti

Ascolta e ripeti

Exercise 1

Exercise 2

Exercise 3

Exercise 4



1/26



Report

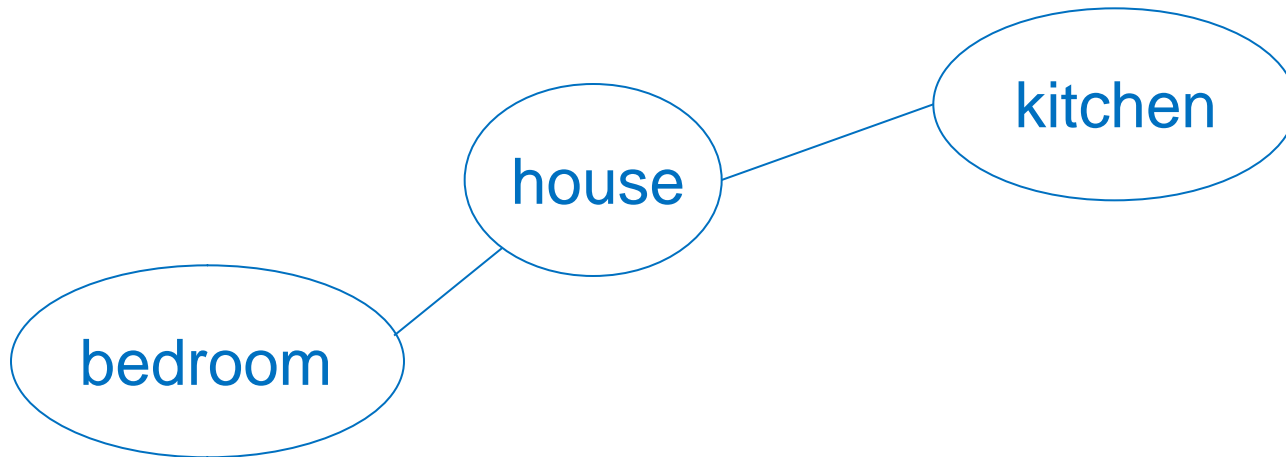
- Create your own
- Ask students to bring in photos
- Get students to create flashcards in class



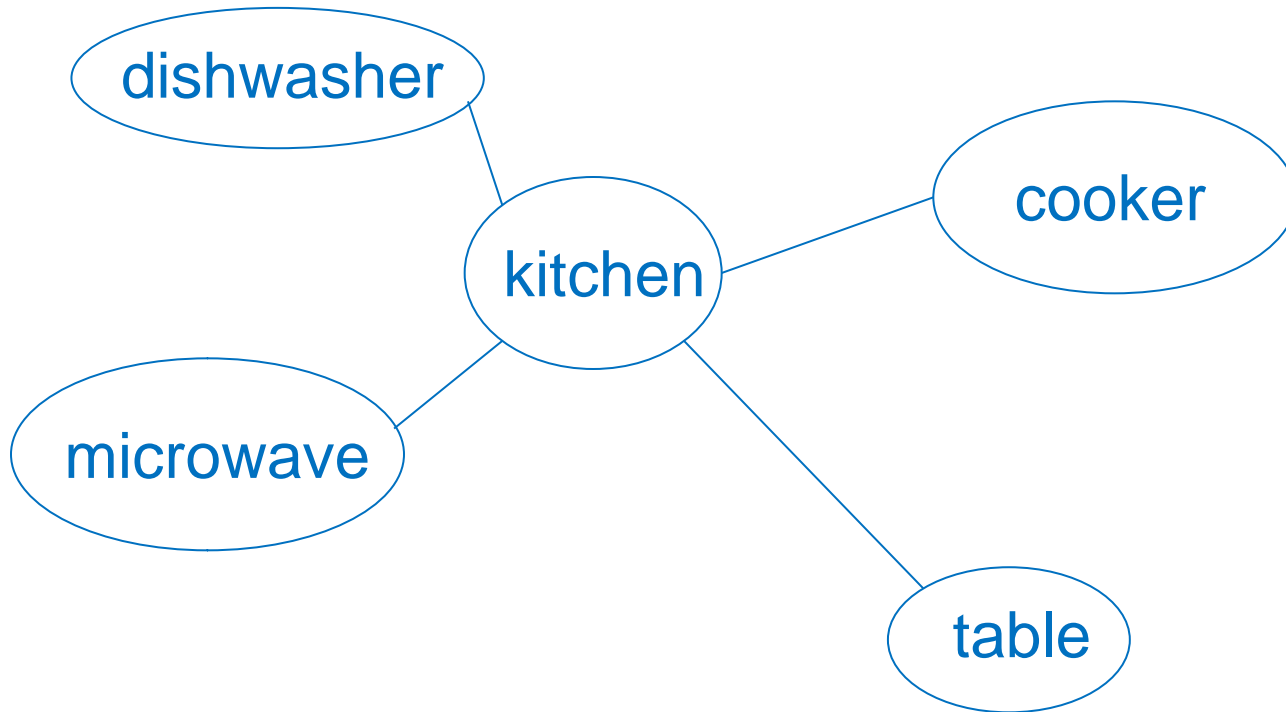
- Flashcard quick test
- Put the flashcards in alphabetical order
- Guess the missing flashcard



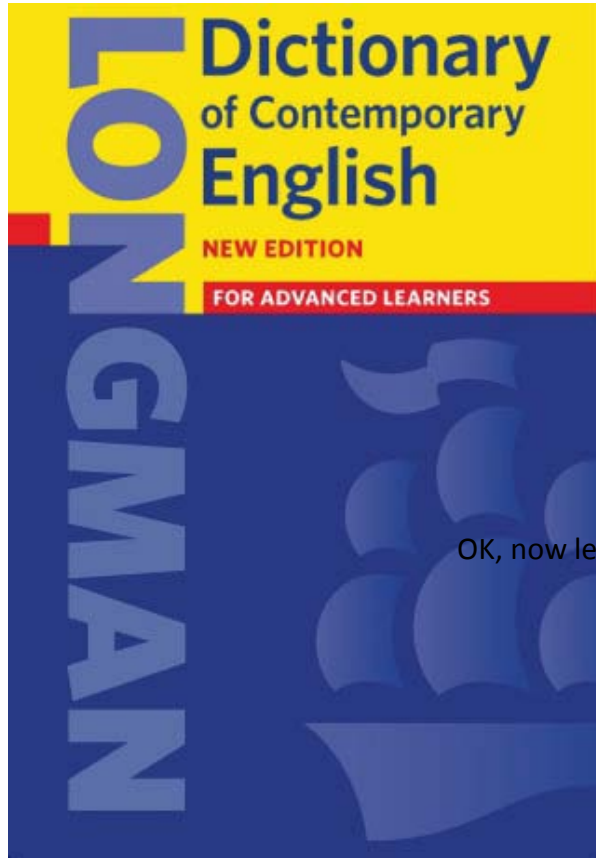
# Word maps



# Word maps







OK, now let's move on to vocabulary.

# Dictionary...a great tool



*Dialogues*

*Vocabulary*

*Interactive Exercises*





## Describing your home

27 1 34 Ascolta e cerca la risposta corretta.

*Mark and Will are at Will's house.*



**Mark** Hi, Will.

**Will** Hi, Mark. Come in! This is our <sup>1</sup> *living room* / *kitchen*.

**Mark** The <sup>2</sup> *table / sofa's* very nice. It's a great colour!

**Will** Brown is Dad's favourite colour.

**Mark** But there isn't a games console here.

**Will** Yes, there is.

**Mark** Where is it?

**Will** It's in this <sup>3</sup> *cupboard / bookcase*, behind the doors. Look!

**Mark** That's really cool.

**Mark** Is that your CD player on the <sup>4</sup> *table / bookcase*?

**Will** No, it's Dad's. These are our CDs. Here's Example's new album!

**Mark** Great. He's so cool.



> VIDEO 3A



02:00/05:03



E SE LA STORIA NON FINISSE COSÌ? GUARDATE IL > VIDEO 3B E VOTATE IL FINALE CHE PREFERITE.



## Describing your home

27  1 34 Ascolta e cerchia la risposta corretta.

Mark and Will are at Will's house.



**Mark** Hi, Will.

**Will** Hi, Mark. Come in! This is our living room / kitchen.

**Mark** The <sup>2</sup> table / sofa's very nice. It's a great colour!

**Will** Brown is Dad's favourite colour.

**Mark** But there isn't a games console here.

**Will** Yes, there is.

**Mark** Where is it?

**Will** It's in this <sup>3</sup> cupboard / bookcase, behind the doors. Look!

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**Mark** Is that your CD player on the <sup>4</sup> table / bookcase?

**Will** No, it's Dad's. These are our CDs. Here's Example's new album!

**Mark** Great. He's so cool.



> VIDEO 3A



02:00/05:03



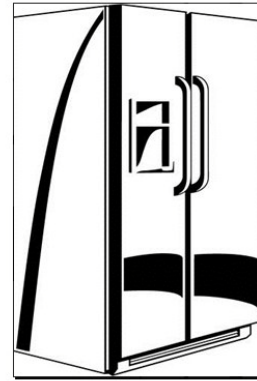
E SE LA STORIA NON FINISSE COSÌ? GUARDATE IL > VIDEO 3B E VOTATE IL FINALE CHE PREFERITE.



- 1 – garden
- 2 – fridge
- 3 – bedroom
- 4 – bathroom
- 5 – TV
- 6 – kitchen
- 7 – living room
- 8 - computer



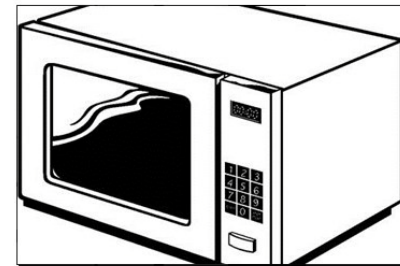
- 1 – table
- 2 – fridge
- 3 – dishwasher
- 4 – chair
- 5 – cupboard
- 6 – microwave
- 7 – cooker
- 8 - kettle



X



=





- Get into teams of 3 or 4
- 2 people are the memorisers
- 1 or 2 people are the writers

# Interactive Activities – A Running dictation



- Memoriser 1 and 2 – go to your desk and, memorise what they can and return to the team and dictate what they have remembered
- The writers– write down (clearly) what the memorisers tell them
- The team that finishes first with an accurate replica of the text wins



# Keeping control in the non-digital class



- Establish rules early - start as you mean to go on
- Explain rules – make students feel they are participating
- Plan your lessons – keep students engaged

The screenshot shows an interactive English revision software interface. A central window titled "Timer" is overlaid on the main content. The timer window has a black background with large yellow numbers "00:00" and buttons for "Stopwatch", "Countdown", "Start", "Stop", and "Reset".

The background interface is titled "Revision" and is divided into several sections:

- Vocabulary:**
  - House and furniture:** An illustration of a house with a cutaway view showing the interior. Below it is a list:
 

|   |         |   |
|---|---------|---|
| 1 | bedroom | 5 |
| 2 |         | 6 |
| 3 |         | 7 |
| 4 |         | 8 |
  - Physical description:** An illustration of two children, Jean and Donald. Below them are labels "Jean" and "Donald".
- Animals:**
  - Exercise 3: "Trova i nomi di dieci animali e poi scrivi il plurale." Below is a word search grid:
 

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| N | B | H | P | L | H | O | G |
| Y | E | B | O | O | B | G |   |
| N | N | K | R | K | M | C | A |
| O | N | S | C | A | L | F | T |
- Genitivo sassone:**
  - Exercise 6: "Aggiungi gli apostrofi dove necessario. Indicano Genitivo sassone, is o has?"
- Communication:**
  - Exercise 10: "A coppie, dialogate seguendo i suggerimenti." Below are two columns of questions and answers for Student A and Student B.
- Progress check:** A table with the heading "ORA SAI:" and a list of topics to check progress on.

At the bottom of the interface, there is a navigation bar with buttons for "Shortcuts", "Teachers' Resources", "Tool Box", "Video", "Reference Material", and "Help & Credits".

**34** UNIT 3-4  
**Revision**

**Vocabulary**

**House and furniture**

1 Scrivi il nome delle stanze e degli oggetti numerati.



|   |         |   |
|---|---------|---|
| 1 | bedroom | 5 |
| 2 |         | 6 |
| 3 |         | 7 |
| 4 |         | 8 |

**Physical description**

2 Descrivi Jean e Donald.

Jean is tall ...



Jean      Donald

Story-avo

**34** UNIT 3-4

**Communication**

10 A coppia, dialogate seguendo i suggerimenti.

| Student A                  | Student B   |
|----------------------------|---|
| Chiedi se ha fratelli.     | Rispondi di sì.                                   |
| Chiedi quanti fratelli ha. | Rispondi che hai un fratello. Si chiama Luca.     |
| Chiedi se Luca è alto.     | Rispondi che è alto e ha i capelli castani scuri. |
| Chiedi se ha una sorella.  | Rispondi di no.                                   |
| Chiedi se ha un cane.      | Rispondi di sì.                                   |
| Chiedi quanti cani ha.     | Rispondi che hai un cane.                         |

**Progress check**

ORA SAII

- usare there is/there are
- chiedere e dire dove sono gli oggetti
- descrivere l'aspetto fisico di una persona
- chiedere e dire che cosa possiede qualcuno
- dire l'ora e a che ora succede qualcosa
- usare le preposizioni di luogo
- usare il Genitivo sassone
- usare some/any
- descrivere la tua casa
- parlare degli animali

Story-avo

Shortcuts ▲

Teachers' Resources ▲

Tool Box ▲

Video ▲

Reference Material ▲

Help & Credits ▲



The screenshot displays a digital learning environment with a central 'Scoreboard' window. The scoreboard is divided into three columns for 'TEAM A', 'TEAM B', and 'TEAM C', each showing a score of 0. Below each team's score are minus and plus buttons, and a 'Start again' button. A 'Reset all' button is located at the bottom center of the scoreboard. The background interface includes a 'Revision' section with exercises in Italian, a toolbar on the left with various icons, and a bottom navigation bar with buttons for 'Shortcuts', 'Teachers' Resources', 'Tool Box', 'Video', 'Reference Material', and 'Help & Credits'. On the right side, there are additional interactive elements like a 'GAME BOARD' and a 'Total' score of 40/50.

Scoreboard

TEAM A

0

- +

Start again

TEAM B

0

- +

Start again

TEAM C

0

- +

Start again

Reset all

Shortcuts ▲ Teachers' Resources ▲ Tool Box ▲ Video ▲ Reference Material ▲ Help & Credits ▲

# Interactive Tools – The Scoreboard





# Rules for group work

**For which sub-activities will you allow students to talk in groups?**

**For which activities will you demand that the groups are quiet?**

**What sanctions will you apply? Losing points, missing a turn etc**

**Set up a learning contract**



# Where to find extra resources

## www.pearsonelt.com

**PEARSON** Resources Catalogue Teacher Development ELTCommunity Log In Register **ALWAYS LEARNING**


All  **GO**

**Home**

**Classroom Resources**

**TOP DOWNLOADS**


- Daily Routine Video
- Spring Task
- NEWS ENGLISH Lottery
- Winners
- History Lessons



**ELTCommunity**

**TOP TOPICS**

- World Culture - where you live
- Does English damage the learner's first language?
- 21st Century Skills Explained
- Some people love teaching beginners
- Aggressive students




**Catalogue**

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- Top Notch
- English in Common
- Market Leader
- Northstar



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0 Items : £0.00

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**Find your local Pearson office**

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**Progress**

Would you like to be a development partner for Pearson's new English test?

to be successful







# Where to find extra resources

## www.pearsonelt.com

The screenshot shows the Pearson ELT website homepage. The top navigation bar is dark blue with the Pearson logo on the left and 'ALWAYS LEARNING' on the right. Between them are links for 'Resources', 'Catalogue', 'Teacher Development', 'ELTCom', and 'Register'. A red arrow points from the 'Register' link to the right. Below the navigation bar is a search bar with a dropdown menu set to 'All' and a 'GO' button. The main content area is divided into several sections. On the left is the 'Home' section with a 'Classroom Resources' link. In the center is the 'Community' section, which is highlighted with a red arrow pointing to it from the left. To the right of 'Community' is the 'Catalogue' section. On the far right is the 'My Cart' section showing '0 Items : £0.00'. Below 'My Cart' is a 'Find your local Pearson office' section with a globe icon. At the bottom right is a 'Progress' section with a bar chart icon and the text 'Would you like to be a development partner for Pearson's new English test?'. The bottom of the page features the Pearson Longman logo and the Pearson logo.





# Where to find extra resources



Home > Classroom Resources

**Skills** ▼

**Level** ▼

**Age Group** ▼

**Resource Type** ▼

**Exams** ▼

**Variety of English** ▼

**Lesson Time** ▼

**Preparation Time** ▼

**Digital Resource** ▼

## Classroom Resources



www.pearsonELT.com/teenspace

1 2

**What You Might Like** | **Top Downloads** | **New**

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---

**Resources By Teachers**



# Where to find extra resources

Home > Classroom Resources > Flash Cards > **Vocabulary**

**Category** ▼

**Skills** ▲  
Vocabulary (change)

**Level** ▼

**Age Group** ▼

**Resource Type** ▲  
Flash Cards (change)

**Variety of English** ▼

**Lesson Time** ▼

### Search Results



Results found: **115**  
You searched for Flash Cards(X), Vocabulary(X)  
[Save this search](#) | [Set up Alert](#) | [Start new search](#) | ?

**Pearson ELT Resources (115)**   **Resources by Teachers (0)**

Showing 1 to 10 of 115   Sort By: Relevance ▼

1 2 3 4 5 6 7 8 9 10 ▶

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|  |   | <b>Download</b> |
|--|---|-----------------|
|  | <b>At Home Flashcards</b> <br>Author(s): Louise Delahay<br>Date Added: 20 DEC 11<br>Flashcards to present vocabulary to describe houses. | <b>Download</b> |
| File Size<br>53 MB   |   |                 |



Pearson ELT

## block of flats

Pearson ELT

## cottage

Pearson ELT



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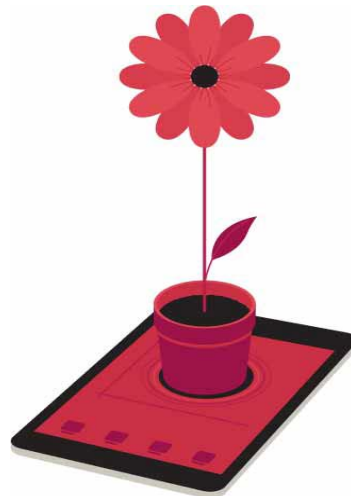
Photocopiable



**THANK YOU!**



- Gli **attestati di partecipazione** vi saranno inviati via e-mail
- Riceverete nella medesima e-mail le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi





## Prossimi appuntamenti

# Ideas for successful pair and groupwork

Practical advice, strategies and suggestions for successful pair and groupwork activities in SSPG and SSSG

4 Dicembre 2014

**Joseph Mayo ELT Consultant**



# IL NUOVO PORTALE ENGLISH LANGUAGE TEACHING

la nuova area tematica Pearson dedicata all'insegnamento dell'inglese

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L'esperienza della 2A della scuola media Buonarroti di Roma.  
#Osservatorio

**Tablet e e-board entrano in classe**  
«Per studiare, niente videogiochi»  
www.corriere.it

Al via il progetto «Smart Future» per gli allievi della 2A della scuola media Buonarroti di Roma.

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1 December

#IpseDixit

*Non si è mai*

**Pearson Academy - Italia** shared a link.  
30 November

I problemi dell'educazione sono gli stessi in tutto il mondo.  
Jeff Borden, direttore del centro per l'apprendimento online, ci racconta la sua esperienza in Arabia Saudita.  
#NotizieDalMondo

Se avete suggerimenti o suggestioni che volete condividere, potete andare sulla pagina facebook di

**“Pearson Academy – Italia”**

# Grazie per la partecipazione!

