TASK 1 – WHAT CAN OUR STUDENTS DO ON THE INTERNET TO PRACTICE THEIR ENGLISH. WRITE YOUR IDEAS

TASK 2 ARE THESE TRUE ✓ OR FALSE × WATCH THE VIDEO AND WRITE THE SYMBOLS. CORRECT THE WRONG ONES

1. At the age of 4 she wanted to be a dancer
2. She didn't' finish High school because she started a career in ballet
3. She had a romance with Brad Pitt
4. She had her first leading role in an English film in 1996
5. She got her first Oscar nomination in 2006
6. She was the first Spanish actress to get a nomination
7. She was one of the most beautiful 40 people

TASK 3 DRAW THE PUNCTUATION MARKS

	apostrophe		exclamation mark
	quotation marks		full stop
	semicolon		slash
	backslash		hyphen
	brackets		question mark
	comma		dash

TASK 4 FOR EACH SOUND, WRITE WHAT IS HAPPENING

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

YOU CAN FIND THIS DOCUMENT AT
http://www.visi.es
(you will click on the link and it will open in your browser)
(the highlighting means that these websites were shown in the talk)

REFERENCE

1	http://www.edufind.com/english/grammar/index.cfm	Grammar guide
2	http://www.britishcouncil.org/learnenglish-central-grammar-homepage.htm	Grammar guide
3	http://grammar.ccc.commnet.edu/grammar/	Grammar guide
4	http://www.englishpage.com/grammar/	Grammar guide VERY GOOD
5	http://learnersdictionary.com	Dictionary with pronunciation
6	http://www.infovisual.info/	Dictionary for various subjects
7	http://theirregularverbs.com	List of irregular verbs with pictures and examples

LISTENING

8	http://www.elllo.org/english/About/Interviews.htm	Very GOOD
9	http://www.elllo.org/english/Games.htm	Listening games with three pictures
10	http://www.etseverywhere.com/category/valuable-and-unusual-listening-tasks	Listen to sounds and say the word
11	http://www.visi.es/speak_to_alice.html	To speak with an avatar
12	http://text-to-speech.imtranslator.net/	Compositions read aloud by an avatar
13	http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm	Listenings with transcript and exercise
14	http://www.listen-and-write.com/	dictations

VOCABULARY

15	http://www.angelfire.com/wi3/englishcorner/idioms/idioms.html#phvrbs	
16	**http://www.idiomconnection.com/**	idioms
17	http://a4esl.org/q/h/vocabulary.html	
18	http://www.englishpage.com/vocabulary/vocabulary.html	Advanced vocab exercises
19	http://www.eslgold.net/vocabulary/high_intermediate.html	High intermediate vocab exercises
20	http://www.eslgold.com/vocabulary.html	All levels

EXAM PRACTICE

21	http://www.teachingenglish.org.uk/try/resources/quizzes	Sign up
22	**http://webs.ono.com/lallena/Quizzes.html**	
23	http://grammar.ccc.commnet.edu/grammar/quiz_list.htm	good

MIXED PRACTICE

24	http://www.in2english.com.cn/in2test/testyourlevelmenu.swf	4 skills
25	**http://www.angelfire.com/wi3/englishcorner/**	
26	http://wwwedu.ge.ch/cptic/prospective/projets/anglais/exercises/	

GRAMMAR

27	http://www.bbc.co.uk/worldservice/learningenglish/	Phrasal verbs
28	http://mbonillo.xavierre.com/httpdocs/grammar/1bch.html	1st Bachillerato
29	http://mbonillo.xavierre.com/httpdocs/grammar/2bch.html	2nd Bachillerato
30	http://www.englishpage.com/verbpage/verbtenseintro.html	
31	http://www.esl-lounge.com/student/guide.php	Offers a level test
32	**http://www.roadtogrammar.com/**	365 quizzes multiple choice
33	http://www.ego4u.com/en/cram-up/grammar	

SELECTIVIDAD

34	http://www.gencat.cat/diue/ambits/ur/universitats/acces/vies/pau/examens/index.html	Cataluña
35	http://wzar.unizar.es/servicios/acceso/logse/examenes/examenes.htm	Aragon
36	http://www.educared.net/universidad/asp_problemas/problemaslistar.asp?idAsignatura=10	Sample exercises on the test; true false, essay writing. The exercises are already resolved.
37	http://www.uhu.es/antonia.dominguez/selectividad/inicio.htm	Andalucía Use of English , true-false and essay writing
38	http://webs.ono.com/lallena/PAU.html	Andalucía. More exams with key

FOCUS ON COMPOSITION / ESSAY WRIITNG

39	http://www.youtube.com/watch?v=0OeicRT3_38&feature=related	video
40	http://www.eslbee.com/	Writing composition
41	http://owl.english.purdue.edu/owl/resource/678/01/	Writing composition
42	http://english-zone.com/index.php?ID=13	Practice the basic structure of compositions
43	http://web2.uvcs.uvic.ca/courses/elc/Sample/Advanced/wt/wt_cont.htm	exercises and writing tips
44	http://www.1-language.com/eslwriting/index.htm	List of topics for essay writing
45	http://owl.english.purdue.edu/handouts/interact/index.html	punctuation
46	http://grammar.ccc.commnet.edu/grammar/composition/composition.htm	

READING COMPREHENSION AND WRITING PRACTICE

47	http://www.breakingnewsenglish.com/	
48	http://eslus.com/LESSONS/READING/READ.HTM	Reading comprehension
49	http://www.eslmania.com/students/reading_the_news/News_Stories.htm	Reading comprehension
50	http://www.angelfire.com/wi3/englishcorner/reading/reading.html#tfquiz	
51		
52	**http://www.ego4u.com/en/read-on/literature/canterville-ghost**	
53	http://wwwedu.ge.ch/cptic/prospective/projets/anglais/exercises/#read	

HELP FOR TEACHERS

54	http://www.lessonwriter.com/html/demo.asp	
55	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm	
56	http://www.cict.co.uk/software/markin/download.htm	

WHEN THE INTERNET FAILS (IN THE COMPUTER ROOM WITH STUDENTS)

POWERPOINTS

Recommended: Use the advanced search in Google to find PowerPoint presentations for grammar, vocabulary or writing. Use these presentations with your students to brainstorm , introduce or practice. http://www.visi.es/powerpoint_presentations.html Download presentations already created.

WORD – OPEN OFFICE

Students can work on writing , reading or listening practice using ready-made lessons in

http://www.visi.es/tutorials.html here you can find video tutorials that show you how to create wordsnakes or highlights in a Word document. There are other tutorials too.

http://www.visi.es/ict/ict_word.html
Here you can find word documents that have wordsnakes, highlights and embedded listenings.

Thanks for attending this talk.
Don' t hesitate to contact me for further help.

Visi Alaminos

READY TO GO LESSON **DEFINING-NON DEFINING RELATIVE CLAUSES** 1st BATXILLERAT

NAME_____ CLASS _____ DATE _____

	CONTENT	WEBSITE ADDRESS	YOUR SCORE
Exercise 1	**Combining**	**http://perso.wanadoo.es/autoEnglish/gr.relative.i.htm**	
Exercise 2	**Combining**	**http://www.ego4u.com/en/cram-up/grammar/relative-clauses/exercises?12**	
Exercise 3	**Multiple Choice**	**http://www.ego4u.com/en/cram-up/grammar/relative-clauses/exercises?04**	
Exercise 4	**Drag and Drop**	**http://www.parapal-online.co.uk/exercises/relative_clauses.htm**	
Exercise 5	**Multiple Choice**	**http://www.go4english.com/vg/read.php?unitid=1486&pageid=2863**	
Exercise 6	**Punctuating**	**http://www.go4english.com/vg/read.php?unitid=1486&pageid=2862**	

http://www.edufind.com/English/grammar/rel2.cfm **(explanation for the defining relative clauses)**

http://www.edufind.com/English/grammar/rel4.cfm **(explanation for the non-defining ones)**

To see if they have understood the grammar explanations

http://www.go4english.com/vg/read.php?unitid=1486&pageid=2861

COPY HERE A MINIMUM OF 10 NEW WORDS THAT YOU LEARNT WHILE DOING THESE EXERCISES ONLINE

TIPS FOR MONITORING OUR STUDENTS IN THE COMPUTER ROOM

1. Have students turn *off* their monitors when you're giving instructions. Or give instructions before turning the monitors on.

2. Appoint classroom technology managers to help you out.
   Attendance Manager, who takes attendance and serves as a substitute teacher when necessary.
   Materials Manager, who passes out materials, handouts and photocopies.
   Technical Manager, who helps resolve printer and computer issues.
   End-of-Class Manager, who makes sure work areas are neat -- keyboards pushed in, mice straight, and programs closed -- before students are dismissed.

3. Simply end your lesson five minutes early to do all this.

4. When working on lengthy technology projects, print out step-by-step instructions.

5. Keep a red card at each computer. When students need help, have them place it visible.

6. Before students leave class, have them turn their mice upside down so the trackballs are showing. You'll lose fewer trackballs that way. (if mice are not laser ones)

7. Label all portable technology equipment. Include a list of headphones, and store them safely in a case.

8. When working in a computer lab, assign each student a computer; if students are to work in pairs, consider pairing students by level. Give students a copy of the seating chart. Students can line up in "computer lab order" at the door and seating goes very quickly when they get to the lab.

9. Always have students check that all applications are closed (to avoid costly crashes) and that the sound is turned down *before* finishing a lesson. Also have them check that the computer has not activated the RESTART option.

10. When students are working on small group technology projects on classroom computers, divide the tasks so some students are working on the computers while others are working at their desks on another part of the project. Provide a sign-up sheet for the computers. When one group is finished using the computers, they must notify the next group that it's their turn. It is convenient then to have spare desks in the computer room.

11. If you're working on a network, ask your technology coordinator to set up a shared folder for Internet resources. Then, when you're planning an Internet lesson, simply save a shortcut to the Web site in that folder. During lab time, students can go to the shared folder, double click the link, and go right to the site without typing the URL. This saves time and stress for both students and teachers. Place any programs or documents you use with students in that folder. Students never have to click Programs -- everything they use is there.

12. Never assume you know it all! Offer a free pencil to any student who teaches you something you didn't know.

13. All students should know their password and so do you – if one or more do not, it can slow the lesson down. Be aware of the ICT department's normal response to forgotten passwords and know who you can call out if this occurs.

LESSONS LEARNT WHILE WORKING WITH STUDENTS IN THE COMPUTER ROOM

Before the lesson
1. Be clear about the value that you hope will be added to your lesson by using ICT.

2. There will be a departmental or school "code of practice" for behavior in an ICT room (based on school rules, health and safety etc). It is important that both you and the students are absolutely clear about what is expected. Keeping to the rules that they are used to in ICT is one way of establishing that they would be unwise to try anything on!

3. Know how you can get technical help in the event of technical problems. If you can, arrange to check with a technician that the room is ready before starting the lesson. Build your own familiarity with the software that you will be asking the students to use.

Beginning of lesson
4. The lesson begins outside the door where the students should be lined up – remind them of the need to stow coats and bags safely. Under the desks/worktops is usually the safest place for bags – there can be a lot of movement around an ICT room, which may be cramped in the first place. Check for trailing leads, especially if you are working with laptops. *Obstructions are a serious trip hazard, primarily for you as you walk around; monitoring what is going on and answering questions.*

5. You cannot compete with a computer! Don't even attempt to try. While you introduce your lesson you need to have

   - all monitors switched off and children turned to face you

   - all students' chairs physically moved so that they are facing you

   - all students' hands off keyboards (even when computers are switched off, they love to play with keyboards!) and mice.

   Middle of lesson
6. Use the status bar at the bottom of the screen, which will tell you everything the student has open. Students are very adept at opening several programs at once and switching between them when you walk round. If they know you check the bar they are less likely to go off task. In particular, keep a sharp eye open for the "E" of Internet Explorer when they are not supposed to be using the Internet.

End of lesson
7. Encourage students to use Print Preview before printing to check that everything is all right. In particular, they should be looking for blank pages and obvious formatting errors. If the network takes a little while to respond, they should NOT keep clicking on the print button.

8. Students will work at quite different speeds. Some students will not complete all the tasks you set – you need to have a clear idea of what is the minimum acceptable amount from these students and insist that it is done. Reinforce your expectations and give time checks as appropriate. For quicker students, having nothing to do and the resulting boredom may cause these them to become disruptive or to try to do inappropriate things. Have one or more extension or enrichment activities in mind – not just more of the same.

9. Establish the expectation that the computer room is a place where work is done. Resist requests to end a lesson by "going on the Internet", playing games, etc. Students will ask to do this.