

Using interactive whiteboards

Practical Teaching Ideas

Handout

Stock market trends

Level: intermediate and above

Interaction: pairs

Aim: To describe a stock exchange chart.

Language focus: vocabulary for describing trends

Technology: Yahoo finance website

Before the class: Go to <http://finance.yahoo.com> and click on the DOW chart or choose another stock exchange. Click on the chart on the next page to get to the interactive chart for that stock exchange. Familiarise yourself with operation of this chart. For example, the slider at the bottom allows you to set the period displayed; and mousing over the line shows the value of the index on the date or time.

Procedure:

1. Display the chart webpage on the whiteboard.
2. Invite a student to the whiteboard to lead a discussion about what period to focus on. The student drags the slider to set that period.
3. Invite a second student to take the pen and lead a discussion to label the chart using trends vocabulary, e.g., *increase, rise, fall, slightly, considerably, remain steady, peak, hit a low*.
4. Students work in pairs to prepare a description of the chart using the vocabulary and correct verb forms for the period chosen.
5. Students take it in turns to present their descriptions. Give feedback after each presentation.

Follow-up:

Produce a definitive version of the description using a procedure such as a group writing activity. Save the result and a screen grab of the chart.

Variation:

Students produce their own charts using office software then present them to the group.

Drawing directions

Level: elementary to intermediate

Interaction: pairs and whole class

Aim: To draw the route from one place to another on a satellite map to practise giving directions

Language focus: language for giving directions

Technology: Google Earth

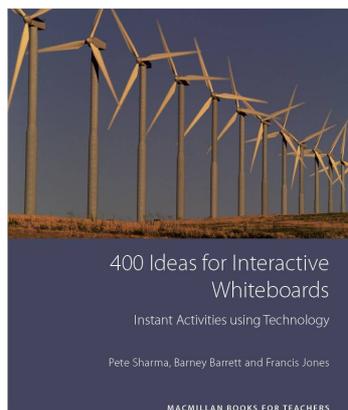
Before the class: This activity is intended to practise the language for giving directions. However, you could introduce the language by drawing a route and modelling the language before following the procedure. We suggest you familiarise yourself with how to operate Google Earth first. The map controls can be operated from the whiteboard or using a mouse.

Procedure:

- 1 Put the students into pairs and ask to think of and discuss a place near where they live that they go to regularly, e.g., their workplace, a customer/client's office, somewhere they go for lunch, somewhere they go for leisure activities, eg, a sports centre, a shopping mall.
- 2 Ask for a volunteer to come to the board and use Google Earth to locate their home. They should then resize the map so that the view also includes the place they thought of in step 1. The student uses a board pen to mark the location of his/her home on the image.
- 3 Ask for a second volunteer to come to the board. The first student gives directions to explain how to walk from her/his home to the second place. The student at the board uses a board pen to draw this route onto the image from Google Earth. The remainder of the group can monitor progress and offer support or corrections if necessary.
- 4 Once the route has successfully been drawn (and any mistakes erased), take and save a snap-shot of the screen. Finally, repeat steps 2 – 4 with another pair of students.

Follow up:

Ask the students to produce a written version of their directions for homework. This and the snap-shot of the screen can be incorporated into an email for a colleague.



This title in the "Macmillan Books for Teachers" series aims to combine practical help with useful insights into current Methodology. As well as a short introductory section on the 'what, why and how to' of IWBs, the book identifies four main approaches to using IWBs: using regular programmes through IWBs (eg PowerPoint, blogs); using the software supplied with an IWB (eg Smart and Promethean software); using specifically created ELT IWB software (eg New Inside Out Digital); and, using DIY, teacher-produced materials. It uses these approaches as a framework within which to present around 400 teaching ideas, ensuring a balance of ideas for grammar, vocabulary, listening, reading, speaking and writing activities. It also offers suggestions for project work and 'learning to learn' activities.