

Demonstration activities (Click on them to open)

(How to do a demo – see below)

	Listen & Repeat	Dictation phrase by phrase	Dictation - typing	Multiple choice	Gap-fill	Matching	Text reconstruction	Crossword
Absolute Beginner	1-1-1 (Hi. I'm...) 1-4-4 (Colours)			1-1-6 (am-are-is)		1-2-2 (numbers)	1-1-5 (Hi. My name)	
	Listen & Repeat	Dictation phrase by phrase	Dictation - typing	Multiple choice	Gap-fill	Matching	Text reconstruction	Crossword
Level 1 ch 3 to end	1-8-3 (vegetables)	1-4-5 (Blue angel with video)	1-11-1 (The dentist)	1-5-3 (There, they're, their)	1-5-5 (They, them, each other)	1-8-1 (Portraits & descriptions)	1-6-2 (I'm from...)	1-12-3 (Guess a word from a context)
	Listen & Repeat	Dictation phrase by phrase	Dictation - typing	Multiple choice	Gap-fill	Matching	Text reconstruction	Crossword
Level 2		2-4-1 (Clothes shop) with video	2-1-1 (I'm not free)	2-2-2 (Some & any)	2-10-4 (Much, many, little, few)	2-5-4 (Hotel vocabulary)	2-9-2 (e-mail answer to job enquiry)	
	Listen & Repeat	Dictation phrase by phrase	Dictation - typing	Multiple choice	Gap-fill	Matching	Text reconstruction	Crossword
Level 3		3-7-1 (Giving directions)	3-9-1 (Job interview)	3-6-1 (Been, went, gone)	3-4-3 (Simple past vs. present perfect)		3-1-2 (e-mail invitation to an exhibition)	3-4-2 (Perfect participles)
	Listen & Repeat	Dictation phrase by phrase	Dictation - typing	Multiple choice	Gap-fill	Matching	Text reconstruction	Crossword
Level 4 & above		4-10-1 (Milk sales up in China)	4-3-1 (Yardsale) with video	4-8-3 (present, past, present perfect)	4-10-3 (Reported speech)		4-9-4 (an invitation)	5-3-4 (Perfect participles)

Demonstrating EExtra and information about the program.

The mouse

Always have the student handle the mouse in demonstrations. It will take longer but you will be able to see how easily the student can handle the program (and slow down or speed up your demonstration accordingly). Some students still need practice in using and clicking on the mouse.

Activities first

It is not necessary to demonstrate all the different kinds of activities to all students.

It is suggested that you use the link “Trainer access: Demonstration activities”. This will indicate, with hyperlinks (the links will not work with all browsers), activities which can be used for demonstration at various levels. Notably, for the complete beginner, there are two “listen & repeat” demonstrations because there are a lot of these in the first chapters. There aren’t any as from level 2 because they are not used at higher levels so demonstrating them would be a waste of time.

When you want to quit an activity and go back to “trainer access” to get another, use the back arrow (top right).

Listen and repeat

This is one of the domains where a student can not only revise, but learn new material. They can learn and practice colours, numbers and simple vocabulary elements with labelled pictures even if they haven’t done them in class.

In the latter, “1-8-3 Vegetables” for example, note that sliding the cursor onto the picture shows how the word is written. The “Nanogong” function which allows students to record their voice is being added to these activities as time allows. Point out to students that simple repetition is a basic but very useful activity – it’s like doing lengths of a swimming pool, maybe boring, but essential if you want to improve your performance. Show the student how to use the recording function.

Dictation (Typing) – Rhubarb

Get your student to enter a simple word so he can see how it is thrown up throughout the text. Some dictations include video but these work in exactly the same way as those with just audio. Show him how “hint” will give the next undiscovered letter and tell him not to use it until he really has to.

Dictation (Pick a phrase) – Sequitur

Point out that this is an easier form of dictation – sometimes the same dictation is offered with Sequitur & Rhubarb as alternatives. Show how the “Show only the last part of the text” button works – and explain why: Longer texts will go “off the page” so that you

can't see the end of the text and the choice of phrases at the same time. When you finish a text, you click on the same button to see your completed work (hopefully to use listen and repeat for oral practice).

Quiz (1 answer) - Jquiz

These are used a lot for grammar exercises and often have a page of explanation (but not if it is general revision for example) The grammar may be available on the left hand side of the screen or it may be in a link to a picture so that he can't have constant access to it. Show your students the "Show all questions button" and tell them that pictures and sound are sometimes used.



Quiz (multiple answers) - Jquiz

There are few of these and you can leave them without explanation.

Students have to tick on a selection of white squares.

Students have trouble understanding the marking system for these questions – you have to have each square correctly ticked or not ticked. A non-ticked square which should be ticked counts against you just as a ticked square which should not be ticked...

Nonetheless, occasional activities include both the above kinds of quiz question.

Gapfill, Cloze - Jcloze

Point out that clicking on the "check" button at any time will integrate correct answers into the text (removing the box). If an answer is incorrect it will remain in the box

All these activities have a "hint" button at the end which will give the next letter in whatever field the cursor is in.

Sometimes a button with a question mark on it occurs after the box. This provides information such as the verb to be used or the number of words required in that answer.

6-2-2 is quite a complicated example with two audio files to listen to from which two sentences must be typed, with "by the time", "just" and other phrases.

Matching – Jmatch

In most cases the elements on the left are dragged and dropped next to those on the right. It is not always a text; pictures and sound files can be used too in any combination.

When you click on "Check" correct answers change colour; incorrect answers remain white and are slightly displaced.

If moving a sound file, don't click on the sound icon but on the blue border "handle" to move it.

There is a variant of the matching activity in which, when you click on a question mark next to an element on the left, proposes all the answers from which you have to make a choice. An example is SS ch 03. There are few exercises with this. Normally, don't bother to demonstrate it.

Crosswords - Jcross

Click on any number in the grid to see the clue (or clues). Type your answer in the white box and click on "enter" to put it into the grid. "Hint" will provide one letter to help. These activities are infrequent, easy to understand and probably unnecessary to demonstrate. They are mostly used for mechanical exercises like providing past or perfect participles.

Finding your place in the program

Keep the access system: the homepage, the chapter contents (and the instructions for the activities) until the end of your demonstration if possible. As in teaching language, students remember best what they have done most recently so if you do it last, they should at least be able to get into the program find an activity and get going. Point out that each step opens a new page so that when they close an activity they go back to the chapter contents and, when they close that, they go back to the homepage.

Instructions

Show how these are available both from the homepage and from the chapter indexes. Explain the colour code.

Make sure your student understands that the pages open on top of one another so that, when he closes an activity, he will go back to the chapter menu and, when he closes that, he will get to the home page.

Flexibility of use

Point out to students that, the higher their level, the more they will be able to take liberties with the level they work at: It is not unusual for a student working on level 4 to do the grammar activities for level three, that being often a weak point, but be able to handle dictation activities at level 5. If you know the student, you may be able to be more precise in your recommendations but, generally, it is best to get them to do at least a full chapter's activities before they start wandering about.

Keeping a record

Also point out, however, that they will, if they don't make a note of it, forget which exercises they have done. Give the student a record sheet . If your machine is connected to a printer you can print one off from the link "Get a Record sheet for your work" (Print both sides of the paper). If not, you will need to get one before your demonstration. Be aware that in some centres, the record sheet

is put into the students workbook and in others they are attached to the pedagogical card. If you are not in your home centre, find out what the local rules are.

Index of contents.

Don't show this to students in an initial demonstration. Should they have questions later in their course as to what exercises are available, they can be shown this if they are relatively computer oriented.

You, as a trainer, can go into the index and, using key words, search for various kinds of activity. Terms like "present perfect" "simple past", "past perfect", "conditional", "passive" etc will throw up grammar activities, "video" will show you all the activities with video, the kind of exercise "Listen" would throw up all the "listen & repeat exercises, "Jmatch", "Jquiz", "Jcloze", "Jcross", "Sequitur", "Rhubarb" can all be used like this. The exact way in which the search works will depend upon the version of the Adobe Acrobat program opening the pdf file so your ability to use this function will depend upon your own familiarity with this kind of document. This function is meant to be a tool to help trainers to make recommendations to students.