

! FRESH IDEAS

How can you tailor your classes to your students' needs, learning styles, and ages?

Fresh Ideas provide innovative ways to teach a variety of exercises in the Student's Book. Techniques such as Disappearing Dialog, Onion Ring, and Jigsaw Learning make classes livelier, more interactive, and more varied. Depending on the exercise, these techniques can either supplement or replace the suggestions in the page-by-page teaching notes.

These Fresh Ideas can be adapted for use with different exercises and with different levels. Handouts are not usually required.

Fresh Ideas	Use with	Use with
Cloud Prediction	Conversations, Listenings, or Readings	All levels
Disappearing Dialog	Conversations, Grammar Focuses	All levels
Jigsaw Learning	Readings, Listenings	Levels 1, 2, and 3
Look Up and Speak!	Conversations	All levels
Mind Mapping	Writings, Word Powers	Levels 1, 2, and 3
Moving Dialog	Conversations	All levels
Musical Dialog	Conversations	All levels
Onion Ring	Conversations	All levels
Pass the Paper	Writings	Levels 1, 2, and 3
Picture Dictation	Snapshots, Word Powers	Levels 1, 2, and 3
Question Exchange	Grammar Focuses	All levels
Reading Race	Readings, Perspectives	All levels
Running Dictation	Readings, Perspectives	Levels 1, 2, and 3
Say It With Feeling!	Conversations	All levels
Stand Up, Sit Down	Listenings	All levels
Substitution Dialog	Conversations, Grammar Focuses	All levels
Time Out!	Role Plays	Levels 1, 2, and 3
Vocabulary Mingle	Readings, Perspectives	Levels 1, 2, and 3
Vocabulary Steps	Snapshots, Word Powers	All levels
Walking Stress	Pronunciations	All levels

Cloud Prediction

Aim: Develop Ss' ability to predict content from key words.

Levels: All

Preparation: List six to ten key words from the text.

Comment: Use with Conversations, Listenings, or Readings.

- Write the key words on the board, inside a large cloud.
- Explain the task. Ss work in pairs. They use the key words on the board to predict the main ideas of the Conversation or Listening.
- Point out that all predictions are acceptable.
- Ss complete the task. Elicit Ss' predictions.
- Ss listen to the audio program and check their predictions.

Variation for Readings: After eliciting predictions, Ss read the text and check their predictions.

Disappearing Dialog

Aim: Give Ss confidence using new vocabulary and grammar.

Levels: All

Preparation: None

Comment: Use with Conversations or Grammar Focus exercises that involve conversations.

- After completing the Conversation or the Grammar Focus conversation, write all or part of it on the board.
- Explain the task. Ss work in pairs. They take turns practicing the conversation on the board repeatedly. As they practice, gradually erase words from the board.
- Ss practice the conversation. Erase one word per line each time they practice. For example:
A: Good morning. How are you?
B: I'm just fine. Thank you. . . .
becomes
A: Good morning. _____ are you?
B: I'm just fine. _____ you. . . .
- Erase more words. Gradually Ss will be able to practice the conversation without support.

Variation: Divide the class into two teams. One S from each team reads the conversation while you erase the words. When a S can't remember a word, the other team gets a point. The team with the most points wins.

Jigsaw Learning

Aim: Give Ss practice using all four skills in a collaborative way.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Readings or Listenings that can be divided into three or four short texts.

- Draw a chart on the board. List the texts at the top and things you want Ss to find on the left. For example:

	Text A	Text B	Text C
Topic			
Problem			

- Ss copy the chart on a piece of paper.
- Divide the class into three groups (A, B, and C).
- Explain the task. Ss complete the chart for their group only. For example, Group A only reads Text A and completes column A.
- Ss complete the task.
- Divide the class into new groups of three. Each group has one S each from groups A, B, and C.
- Ss share information to complete their charts.

Variation for Listenings: Bring three audio programs and three audio players to class. Ss listen to the audio program in three groups and complete the column for their group. Then they form new groups and share their information.

Look Up and Speak!

Aim: Encourage Ss to look at their partners while practicing Conversations.

Levels: All

Preparation: None

Comment: Use with Conversations.

- Point out that it's important to look at your partner when speaking.
- Explain the task. Ss work in pairs. S1 looks briefly at the first line of the conversation and tries to remember it. Then S1 looks up at S2 and says the line. S2 looks briefly at the next line of conversation, tries to remember it, and then looks up and says it.
- Model the task with one or two Ss.
- Ss complete the task in pairs.

Note: This technique works best when Ss stand up and face each other. It's a useful way to help Ss develop eye contact while speaking.

Mind Mapping

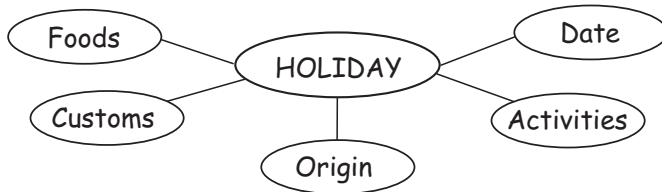
Aim: Help Ss generate ideas and plan their compositions.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Writings or Word Powers.

- Write the composition theme (e.g., holidays) in a large circle on the board. Then elicit topics related to the theme and write them in smaller circles around the theme. For example:



- Elicit words or phrases related to each topic. Write them in circles around the topics.
- Explain the task. Ss choose three topics to write about. They number them in the order they want to write about them.
- Brainstorm possible opening and closing sentences for the compositions.
- Ss write their compositions, using an opening sentence, three topics, and a conclusion.

Variation for Word Powers: Use the first two steps of this technique to review, categorize, and expand on vocabulary from Word Powers.

Moving Dialog

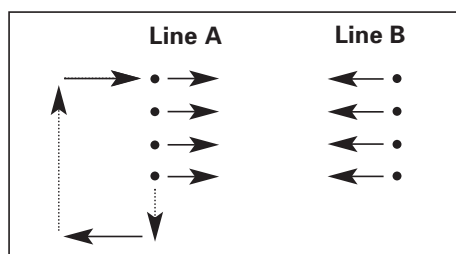
Aim: Give Ss more practice speaking with different Ss.

Levels: All

Preparation: None

Comment: Use with Conversations.

- Explain the task. Ss stand in two lines (A and B), facing each other. Then they practice the conversation.
- When you clap, the Ss in line A all move one step to their right. One S at the end of line A will not have a partner. He or she runs quickly to the beginning of line A.
- Ss practice the conversation with new partners.
- Continue as many times as needed.



Musical Dialog

Aim: Give Ss conversation practice in a natural and fun setting.

Levels: All

Preparation: Bring party music and an audio player to class.

Comment: Use with Conversations that could take place at a party (e.g., introductions, invitations, or discussions about childhood, daily routines, or families).

- Explain the task. Ss move around the room while you play music. When you stop the music, they begin conversations with the S closest to them. They use the conversation in the Student's Book as a model, substituting information about themselves.
- Model the task with one or two Ss.
- Play the party music. Stop the music every 20 or 30 seconds for Ss to complete the task.
- Continue as many times as needed.

Variation: Play the music without stopping. When you turn up the volume, Ss shout to begin conversations with the Ss closest to them.

Onion Ring

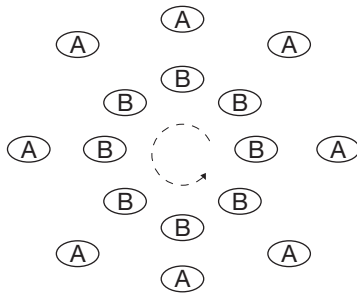
Aim: Give Ss more practice speaking with different Ss.

Levels: All

Preparation: None

Comment: Use with Conversations.

- Divide the class into two groups, A and B.
- The groups stand in two circles, one inside the other. Ss in Group A bring their books and make a circle around the classroom, facing inward. Ss in Group B bring their books and make an inside circle. Each S in Group B faces a S from Group A.



- Explain the task. Ss practice the conversation in pairs. When you say “Change!,” Ss in Group B move to the left and practice the conversation with new partners from Group A.
- Ss practice the conversation.
- Call out “Change!” when most Ss complete the conversation.

Variation: Only Ss in Group A bring their books. Ss in Group B improvise the conversation.

Pass the Paper

Aim: Help Ss generate ideas and plan compositions.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Writings.

- Before beginning their compositions, Ss work in groups of five or six.
- Ask Ss to write their name in the top right-hand corner of a blank piece of paper.
- Explain the task. Ss write a question related to the composition topic on their piece of paper (e.g., *Where did you go?*). Then they pass their paper to the right and take the paper from their left. Each time Ss receive a paper, they write one question and pass the paper to the right.
- Ss complete the task. They continue until there are ten questions on each paper.
- Ss find their original papers, read the questions, and circle four or five they want to answer.
- Ss number the questions in the order they plan to answer them. Then they write their compositions.

Picture Dictation

Aim: Develop Ss' vocabulary and listening skills.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Snapshots and Word Powers that have pictures with a lot of details (e.g., clothes, maps, furniture).

- Teach or review prepositional phrases of place (e.g., *in the middle, on the right/left, at the top/bottom, in the top/bottom right-hand/left-hand corner*).
- Explain the task. Ss work in pairs. S1 looks at the picture and S2 has a blank piece of paper. S1 describes the picture. S2 listens and draws it.
- Ss complete the task. Then they compare their drawings with the picture in the Student's Book.

Option: Describe a picture, and the class draws it.

Variation: Photocopy the picture and post it on the wall. S1 from each pair goes to the wall and returns to S2. S1 describes the picture to S2, and S2 draws it.

Question Exchange

Aim: Give Ss practice asking and answering questions.

Levels: All

Preparation: Write one verb or phrase for each S on pieces of paper.

Comment: Use with Grammar Focuses that involve questions.

- After presenting the Grammar Focus, write the grammar structure on the board. For example:
How often do you _____?
- Give each S a piece of paper with a different verb or phrase (e.g., *play sports*).
- Explain the task. Ss go around the room and find a partner. They take turns asking and answering questions using the structure on the board and the word or phrase on their piece of papers. For example:
“How often do you play sports?”
Then Ss exchange papers and find a new partner.
- Model the task with one or two Ss.
- Ss complete the task. Continue until Ss exchange papers with most of their classmates.
- Elicit interesting answers from the class.

Option: Encourage Ss to ask follow-up questions.

Acknowledgment: Idea adapted from *Teaching Large Multilevel Classes* by Natalie Hess, Cambridge University Press.

Reading Race

Aim: Give Ss practice reading for specific information.

Levels: All

Preparation: Photocopy and enlarge the text. Cut the copy into paragraphs and post the paragraphs around the classroom walls. Prepare and copy a handout with 6 to 12 comprehension questions about the text (one handout per S).

Comment: Use with Readings or Perspectives that have several short texts.

- Books closed. Distribute the handout.
- Explain the task. Ss go around the class with their handouts, scan the texts, and answer the questions. The first S to correctly answer all the questions wins.
- Model the task with the first question. Then Ss complete the task.
- Ss check their answers by reading the texts in their Student's Books.

Running Dictation

Aim: Give Ss practice using all four skills in a collaborative way.

Levels: 1, 2, and 3

Preparation: Photocopy and enlarge several copies of the text.
Post the copies around the classroom walls.

Comment: Use with Readings or Perspectives.

- Books closed. Ss work in pairs.
- Explain the task. S1 from each pair goes to the wall and memorizes part of the text. Then S1 comes back and dictates the information to S2, and S2 writes it down.
- Point out that Ss cannot shout across the room or remove the copies from the walls. When you call out “Change!,” Ss change roles.
- Ss complete the task. The first pair to finish wins.
- Books open. Ss check their spelling.

Say It With Feeling!

Aim: Improve Ss' pronunciation, intonation, and understanding of a Conversation in an enjoyable way.

Levels: All

Preparation: None

Comment: Use with Conversations.

- Explain the task. Ss listen to the audio program, focusing on the speakers' intonation and emotions (e.g., anger, surprise).
- Play the audio program. Ask Ss to repeat selected phrases with the correct intonation. Encourage them to exaggerate the intonation. They can also add gestures, if appropriate.
- Ss practice the conversation in pairs, using lots of intonation. Then they change roles and practice again.

Option: Ask pairs of Ss to perform the conversation in front of the class. The class votes for the best performance.

Stand Up, Sit Down

Aim: Focus Ss' attention on listening for specific sounds.

Levels: All

Preparation: None

Comment: Use with *Listenings*.

- Ss complete the Listening exercises.
- Explain the task. Ss listen to the audio program again, focusing on a specific sound (e.g., /θ/). They stand up and sit down whenever they hear the sound.
- Model the task. Play a little of the audio program and demonstrate when to stand up and sit down.
- Play the audio program. Ss carry out the task.

Variation 1: Ss can also listen for other things, such as verb tenses (e.g., simple past), times, prices, pronouns, numbers, days, or types of words.

Variation 2: Divide the class into two groups (A and B). Each group listens for a different thing (e.g., Group A listens for /θ/ and Group B listens for /ð/; Group A listens for simple past and Group B listens for past continuous).

Substitution Dialog

Aim: Give Ss controlled practice with new structures.

Levels: All

Preparation: Choose four to six words or phrases to substitute.

Comment: Use with Conversations or Grammar Focus exercises that involve conversations.

- After completing the Conversation or the Grammar Focus conversation, tell Ss to underline and number the words or phrases you chose. For example:

Customer: I'd like a hamburger, please.

Waiter: All right. And would you like ⁽¹⁾a salad?
(2)

- Write substitutions for the underlined words on the board. For example:
(1) a chicken sandwich / some french fries / . . .
(2) some soup / an appetizer / . . .
- Explain the task. Ss practice the conversation twice using the substitutions on the board. Then they practice it using their own ideas.
- Model the task. Then Ss complete the task in pairs.

Time Out!

Aim: Help students develop fluency and confidence.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Role Plays.

- Divide Ss into groups of six. Two Ss (S1 and S2) are the actors. The other four Ss help the actors.
- Explain the task. S1 and S2 perform the role play using the instructions in their Student's Books. If they don't know what to say or can't remember a word, they call "Time Out!" The role play stops and they ask the Ss in their group for help. They can also ask the other Ss in the group to replace them.
- Ss continue the role play until all Ss are actors.

Variation 1: S1 and S2 can bring in other Ss as new characters.

Variation 2: Ss can create new situations based on the role play.

Acknowledgment: Idea adapted from *Strategic Interaction* by Robert J. Di Pietro, Cambridge University Press.

Vocabulary Mingle

Aim: Encourage Ss to find the meaning of unknown words.

Levels: 1, 2, and 3

Preparation: None

Comment: Use with Readings or Perspectives.

- Explain the first task. Ss read the text. When they find a word they don't know, they underline it with a straight line. If they think they know the meaning of the word but are not sure, they underline it with a squiggly line.
- Ss complete the task individually.
- Explain the second task. Ss take their books and go around the room. They ask each other the meanings of the words they don't know or aren't sure of.
- Model the task with one or two Ss:
T: What does *large* mean?
S1: It means "big."
T: Thanks.
- Ss complete the task.
- Help Ss with any remaining words they don't know.

Variation: Ss sit in small groups and ask each other the meanings of new words.

Vocabulary Steps

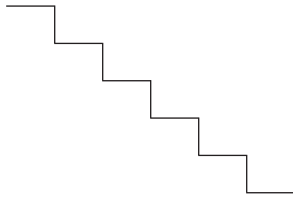
Aim: Help Ss review and personalize vocabulary in a category.

Levels: All

Preparation: Choose four to six words in a category.

Comment: Use with Snapshots or Word Powers.

- After presenting the Snapshot or Word Power, write the words you chose on the board. For example, if the category is *seasons*, write the words spring, summer, fall, and winter. Then draw steps on the board:



- Explain the task. Ss rank the words individually according to a criterion. For example, if the criterion is *favorite*, Ss write their favorite season at the top of the steps and their least favorite at the bottom of the steps.
- Ss complete the task. Then they compare their answers in pairs.

Variation 1: Ask Ss to rank vocabulary using different criteria. For example: the most fun or most popular sports, the most useful or most expensive things, the tastiest or healthiest foods, or the most difficult or most dangerous jobs.

Variation 2: Ask higher-level Ss to rank the words collaboratively in small groups.

Acknowledgment: Idea adapted from *Five-Minute Activities* by Penny Ur and Andrew Wright, Cambridge University Press.

Walking Stress

Aim: Raise Ss' awareness of sentence stress in an active and fun way.

Levels: All

Preparation: None

Comment: Use with Pronunciations that focus on sentence stress.

- Play the audio program. Focus Ss' attention on the sentence stress.
- Explain the task. Ss stand up and move to a place where they can move freely. Then model the task. Say: "I always go jogging on Sundays." Step forward on the first syllable in the words *always*, *jogging*, and *Sundays*.
- Read or play the other sentences. Check that Ss walk forward on the correct syllables.

Acknowledgment: Idea adapted from *The Standby Book* by Seth Lindstromberg, Cambridge University Press.