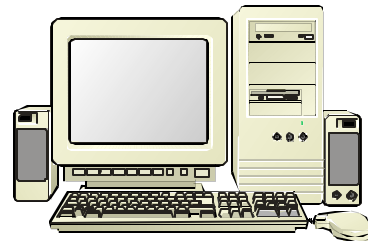


## Using Computer as a Presentation Tool



### **Why do we use computers?**

Some of the reasons why we think computers should be integrated in our English lessons at all levels are the following:

- 1) Computers attract students' attention as they provide us with a means of addressing their multiple intelligence.
- 2) Computers have many features that enable us to present our lessons in an innovative and interesting way.
- 3) Through the use of computers in our classrooms our students are made familiar with modern technology that will help them in their future careers.
- 4) The rapid growth of on-line education all over the world makes it necessary for our students to be made familiar with computers as an educational tool even if they do not yet have access.

### **When can we use a computer as a presentation tool?**

A computer can be used as a tool to present all language skills, whether Reading, Writing, Speaking, Listening or Spelling. By "to present" we mean using the program in computers called "Microsoft PowerPoint" to create a presentation for your lesson. You can thus make use of this program to make various presentations for all the stages of your class whether at the warm-up, presentation or revision stages of a lesson. Hence, computers can be used in all stages of lesson planning and presentation.

### **How to use PowerPoint:**

You need to familiarize yourself with how to use the Microsoft PowerPoint to create presentations. Read the section in the appendix that provides detailed technical instruction for the use of the program.

### **How to Use Computer as a Presentation Tool**

Computers are not only machines but they are also important tools inside classes. Through using computers we can make our lessons more interesting, attractive, effective and vital. Moreover, it gives us the chance to save a lot of the class teaching time.

#### *A) Prepare before class*

- 1) Find the lesson you want to teach in the teacher's guide and read it carefully.
- 2) Think of suitable pictures which can help you as a warm-up activity.
- 3) Go to the CD and select these pictures
- 4) Insert them into a separate file.
- 5) Prepare some suitable and interesting questions. Remember, your aim is to motivate your students.
- 6) Try to make your questions as simple and easy as possible.

*B) During class*

- 1) Introduce the situation and the task.
- 2) Give clear instructions and make sure that the pupils understand them very well.
- 3) Show them the PowerPoint presentation.
- 4) Stop at each slide to listen to their answers.
- 5) Avoid using strange or unclear language inside your class.
- 6) Go to the next step of presenting your lesson.

*C) After class*

- 1) Do a brief "Self-evaluation" of your lesson.
- 2) If you didn't follow your lesson plan correctly, try to find out the reasons.
- 3) Make a few notes suggesting methods of improving your lesson using the computer during the next period.
- 4) Make sure to "Shut down" the computer before you leave the room.

## **Let's Get Started**

On the following pages you will find 3 models for Using Computer as a Presentation Tool. All the three models are based on the *Hello* series in the prep. stage.

### **Using Computer at the Warm-up Stage**

### **Using Computer at the Presentation Stage**

### **Using Computer at the Feed-back Stage**

The three models show you how to use computer at different stages of the lesson you teach. They can be applied to any lesson.

## Model 1 - Using Computer at the Warm-up Stage

General Comments: During the first part of any lesson, the warm-up stage, the teacher introduces the topic of the lesson and related vocabulary. This helps the students focus, anticipate and be ready to learn.

### DEMONSTRATION

*Demonstration Lesson: Hello 3, 1<sup>st</sup> year prep., Unit 9, Exercise C, Pages 40 - 41*

## C A story: The wolf's promise

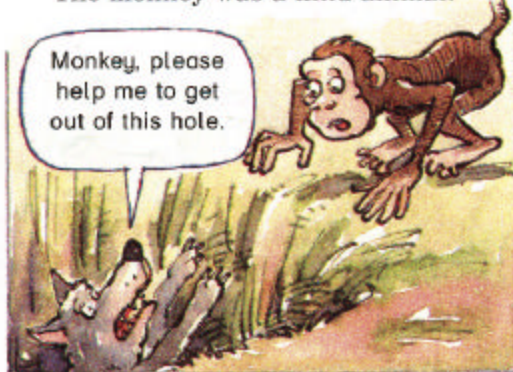
Read the story and answer the questions.

- 1 Which animal was dangerous?
- 2 Why did the wolf ask for help?
- 3 Did the monkey help the wolf?
- 4 Did the wolf keep its promise?
- 5 Who came along to help the monkey?

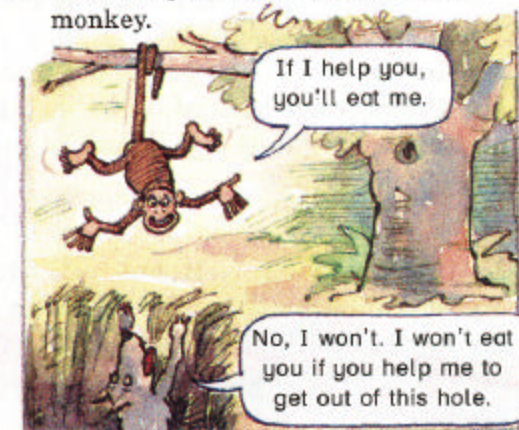
- 1 One day a wolf was walking in the woods. The wolf was a dangerous animal.



- 2 Suddenly, the wolf fell into a big hole. Just then a monkey came along. The monkey was a kind animal.



- 3 The wolf promised not to eat the monkey.



- 4 So the monkey helped the wolf.



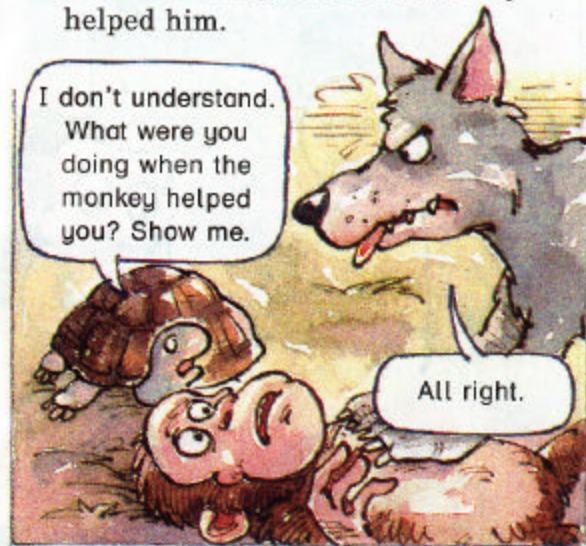
- 5 The wolf didn't keep his promise.



- 6 Just then a tortoise came along.  
The tortoise was a clever animal.



- 7 The tortoise wanted to see what the wolf was doing when the monkey helped him.



- 8 The wolf jumped back into the hole.



- 9 The monkey climbed the tree to show the tortoise what happened, but the tortoise stopped him.



What do you think will happen next?

- a The monkey will put its tail round the tree and help the wolf again.
- b The wolf will get out of the hole and eat the monkey.
- c The tortoise and the monkey will leave the wolf in the hole.

**Turn over.**

## How can you carry out this lesson?

- Turn on your computer by pressing on the power button.
- From the start menu click on programs, then click on "Microsoft PowerPoint".
- Choose "Open an existing presentation".
- From the FILE menu click "Open file".
- From the "Open file box", click on your saved file which you previously prepared for this part of the lesson.
- From the view menu, choose "View Show".

1- Show them the picture of "Adog".

- Ask them the next question, "What is this?"
- Let them try to answer.
- Listen to their answers carefully.
- You can then either show them the answer.
- "This is a dog."
- OR
- Show the first letter of the word "d" and ask them to guess the rest.
- Ask them the next question "Where do you usually see it?"
- Give them a chance to answer.
- Guide them when necessary.
- Show them the options that are on the next slides.

2- Show them the picture of "A monkey".

- Ask them the next question "What is this?"
- Let them think of the answer.
- Try to help them.
- Show them the answer "This is a monkey".
- Ask them the question: "Have you ever seen a Monkey?"
- Get their responses and then...
- Ask them the next question "Where have you seen it?"
- Give them enough time to think of the answer.
- Try to motivate them.
- Show them the options that you have on the slide.
- Ask them the following question "Has it got a long tail?"
- Give them a chance to think of the right answer.
- Show them the answer "Yes, it has."

3- Show them the picture of "A wolf".

- Ask them the next question "What is the name of this animal?"
- Let them try to answer.
- Ask them: "Is it a 'dog'?"
- Show them the answer "This is a wolf."
- Ask them the question: "Have you ever seen a Wolf?"
- "Where have you seen it?"

- Give them enough time to think of the answer. Get their feedback.
- Show them the options on the slides.
- Show them the answer "It is a bad animal."
- Ask them the next question "Does it keep its promise?"
- If the students don't know the meaning of "**Promise or keep**" help them out.
- Wait for their answers and help them if they don't know the meaning of any words.
- Show them the answer "No, it doesn't."

4- Show them the picture of "A tortoise".

- Ask them the next question "What is this animal?"
- Give them a chance to answer.
- Show them the answer "This animal is a tortoise."
- Ask the question: "Have you ever seen a tortoise? Where?"
- Let them try to answer.
- Show them the options on the slides.
- Ask them the next question "How does it walk?"
- Give them enough time to think of the answer.
- Show them the answer "It walks slowly."

5- Show them a slide written on it: "**good animals**" and "**bad or harmful animals**".

- Ask the question: "Are all animals good or bad (harmful)?"
- Ask them if they have any animals at home. Ask them how they feel about their pets. "Are they good or bad?"

## Model 2 - Using Computer at the Presentation Stage

General Comments: In this stage we are going to use computer to present the core lesson. Computers will help us do the job in a more effective way. It will also make it more interactive.

### DEMONSTRATION

**Demonstration Lesson: Hello 5**, 3<sup>rd</sup> year prep., Unit 6, Exercise D, Page 26.

- 1) Ask your students about what they are going to do after school.
- 2) Elicit answers and write them on the board. "I will go home." "I'm going to visit my grandmother."
- 3) Start the PowerPoint lesson. This lesson consists of 12 slides. The teacher should spend about 3 minutes introducing each slide.
- 4) Ask them to do exercise F in their copybooks.

## D The future with **will** and with **going to**

LEARN ABOUT LANGUAGE

Look up **the future with will and with going to** on pages 52 and 53 of the Grammar Review. Underline the future forms of the verbs in these sentences. Then match these sentences with the uses below.

- 1 I'm going to fly to Luxor next week. ....
- 2 They'll serve some food on the flight. ....
- 3 I need a book to read on the plane. I'll buy that one. ....
- 4 The super jumbo will be able to carry about 1000 passengers. ....
- 5 Look at the sun! I think it's going to be hot today. ....
- 6 We're going to take a taxi to the airport. ....

### Uses

#### **will** is used for

- (a) quick decisions
- (b) predictions about what will happen in the future

#### **going to** is used for

- (c) intentions and plans
- (d) actions or events that are about to happen

## How can you carry out this lesson?

- Turn on your computer. From the "START MENU", click "PROGRAMS".
- Click "Microsoft PowerPoint".
- When the program starts, choose "Open an existing file" and click "OK".
- On the "FILE MENU" click "Open", then click on your "saved file."

### *First: Explanation*

Provide an explanation of the Future tense whether with "will and shall" or with "going to". Refer to the examples that they provided at the beginning of the lesson.

- Ask them the question "How is simple future tense formed."
- Give them enough time to think of the answer.

Show them the answer "Simple future tense is formed by using;

*will , shall+Infinitive*  
**OR**  
*am, is, are+going to+Infinitive*

### *Second: Practice*

- 1) Show them the question "***What will you do tomorrow?***" Provide them with some verbs to help them form the answer to the question. Provide the suggested answer that you had prepared.
- 2) Show them the picture of "***The girl who is reading.***"
  - Give them enough time to say their own answers.
  - Show them the answer "I will read a new story." OR "I will study."
- 3) Show them the picture of "***The man who is painting.***"
  - Ask them the next "What will he do tomorrow?"
  - Let them try to think of the answer.
  - Tell them to use the simple future tense "Will+INF."
  - Show them the answer "He will paint."
- 4) Show them the picture of "***The girl who is washing-up.***"
  - Ask them the next question "What will she do tomorrow?"
  - Give them enough time to answer.
  - Remind them again to use the same form "will+INF."
  - Show them the answer "She will wash-up the dishes."
- 5) After that, show them the first question "***How will you go to Karnak?***"
  - Let them try to think of the answer.
  - Show them the answer "I will go by bus."
- 6) Show them the picture of "***The pyramids.***"
  - Ask them the next question "Where will you go tomorrow?"
  - Let them try to think of the answer.
  - Show them the answer "I will go to the pyramids."

- 7) Ask them the next question *"What are you going to do next week?"*
  - Give them a chance to think of the answer.
  - Guide them to use the right form "am, is, are + going to + INF."
  - Show them the answer "I will study English."
- 8) Show them the picture of *"The man who is fishing."*
  - Let them try to think of the answer.
  - Show them the answer "I am going to fish."
- 9) Ask them the next question *"Will you go to Port Said tomorrow?"*
  - Give them enough time to answer.
  - Show them the answer "Yes, I will."
- 10) Ask them the next question *"Are you going to visit your grandfather next week?"*
  - Let them try to answer.
  - Show them the answer "Yes, I am."

## Model 2 - Using Computer at the Feedback Stage

General Comments: In this stage we are going to use computer at the feedback stage. It can help us in testing our students' understanding. You can expand this stage by asking personal questions to your students. You can also evaluate their abilities and try to help them whenever necessary. Think of a suitable plan that can help you evaluate and revise your students' understanding.

### DEMONSTRATION

**Demonstration Lesson: Hello 4, 2<sup>nd</sup> year prep., Unit 6, Exercise C, Page 25.**

- 1) In planning for this lesson make sure you have an extra 15 minutes at the end of the period to revise your lesson.
- 2) Start the PowerPoint presentation.
- 3) This presentation consists of 5 slides. The teachers should not spend more than 1-2 minutes introducing each slide.
- 4) Encourage your students to participate freely.
- 5) Show them the pictures which you have previously prepared.
- 6) Let them guess the correct answers.
- 7) Show them your answers.

## C Using instruments

Look at the pictures and make sentences about the instruments.

We use a protractor to measure angles.



a clock



a protractor



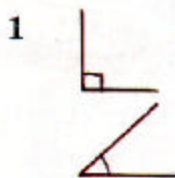
a ruler



a weighing machine



a thermometer



angles



temperature



length



time



weight

## How can you carry out this lesson?

- Turn on your computer.
- On the START MENU click PROGRAMS then click MICROSOFT PowerPoint .
- When the program starts click "Open an existing presentation".
- On the FILE MENU click Open File.
- Choose your saved file.

### 1- Show the students the picture of "A clock".

- Ask them the next question "What is this?"
- Let them think of the answer.
- Show them the answer "This is a clock."
- Ask them the next question "What is it used for?"
- Give them enough time to think of the answer.
- Show them the answer "A clock is used to measure time."
- Ask any student the next question "Have you got one?"
- Let him/her answer freely.
- Tell them the answer "Yes, I have."
- Ask him/her the next question "Is it useful?"
- Let him/her think of the answer.
- Show them the answer "Yes, it is."

### 2- Show them the picture of "A protractor".

- Ask them the next question "What is this?"
- Give them a chance to answer.
- Tell them the answer "This is a protractor."
- Ask them the next question "Why do we use a protractor?"
- Let them try to answer.
- Show them the answer "We use it to measure angles."
- Ask one of the students the next question "Have you got one?"
- Let him/her think of the answer.
- If his/her answer is "Yes, I have." Ask him/her "In which subjects do we use it?"
- Let him/her try to answer.
- Tell them the answer "We use it in Maths."

### 3- Show them the picture of "A ruler".

- Ask them the next question "What is this?"
- Let them try to answer.
- Tell them the answer "This is a ruler."
- Show them the next sentence "A ruler is used to measure....."
- Ask them to complete the sentence.
- Let them try to complete the sentence.
- Show them the right answer ".....length."

4- Show them the picture of “A weighing machine”.

- Ask them the next question "What is this?"
- Give them enough time to answer.
- Show them the right answer "It is a weighing machine."
- Show them the next sentence "A weighing machine is used to measure....."
- Let them try to answer.
- Show them the answer ".....weight."
- Ask them the next question "Where can you see it?"
- Give them a chance to answer.
- Show them the answer "We can see it in a shop."

5- Show them the picture of “A thermometer”.

- Ask them the next question "What is it?"
- Let them try to answer.
- Show them the answer "It is a thermometer?"
- Ask them the next question "Why do we use it?"
- Give them enough time to answer.
- Show them the answer "We use it to measure temperature."
- Show them the next sentence "A thermometer is used to measure..."
- Let them try to answer.
- Show them the right answer ".....temperature."
- Ask them again "Where is it?"
- Let them try to answer.
- Show them the answer "Doctors use it."
- At last, ask them if they have understood the lesson.