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THE CONSULTANTS-E LIMITED

Effective, Measurable & Sustainable Whole-System  
Education Solutions

Who We Work With

Who We Are ▾ What We Do Who We Work With ▾ Tech Strategy Training ▾ Insights



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# Ways of Using your coursebook with online classes

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Who We Work With

Who We Are

What We Do

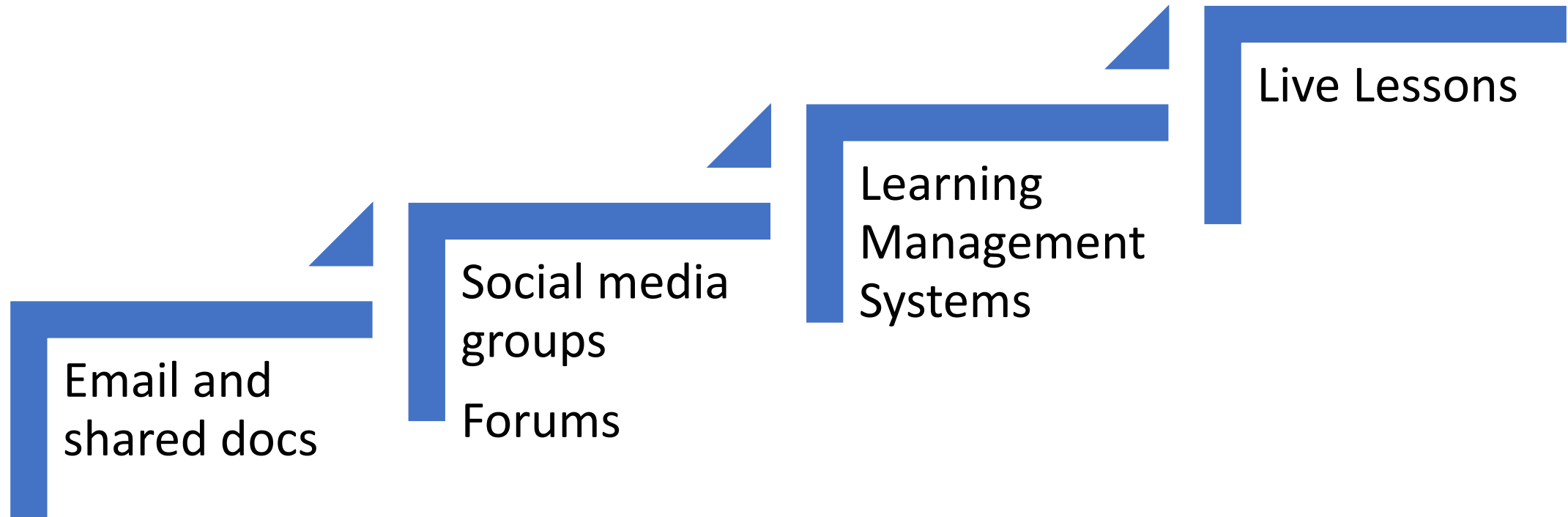
Who We Work With

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# Where will you teach?



## **Option 1: Document and Email**

Have a regular, updatable, shared document.

Assign student's book and workbook.

Give students a schedule.

Make some speaking into mini writings for students to email you.

### **Tools:**

Shared doc (google or office)

Email



# Sample activity changed for email

## SPEAKING

### 11 a Ask and answer the questions with a partner.

- Are people good drivers where you live?
- Do you think you are a good driver?
- Have you ever been in a car when it broke down?
- Do you think the driving age should be higher, lower or stay the same?
- Are traffic laws very strict in your country?
- Could you live without a car?

### b Work with another pair. Give a summary of what you discussed. Begin with the phrases *Both of us ...* , *Neither of us ...*

Both of us think we are good drivers.

Neither of us have been in an accident.

### c Give feedback to the whole class. Use these phrases.

None of us ...

Most of us ...

Some of us ...

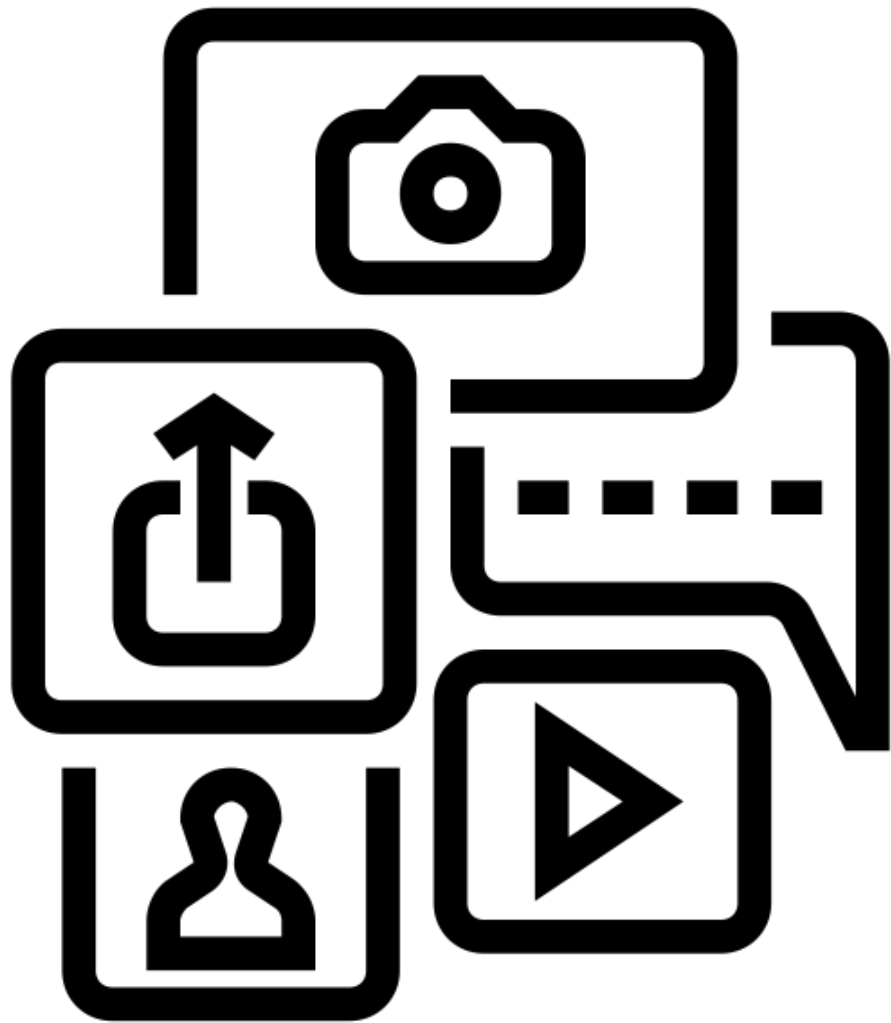
All of us ...

Find a family member or friend you can interview (in your language, or in English).

Do exercise 11a with them. Talk for at least 3 minutes. If you can't do this orally, find a person to interview via whatsapp (in English or your language).

Write an email with a summary of your discussion. Follow the instructions in 11b. Send your email to the teacher. Write 50-75 words.

(skip part c)



## **Option 2: Forum or Social Group**

Use a forum or series of forums.

Assign student book and workbook.

Change some speaking activities to a forum type activity and monitor.

Give it a deadline.

Have a question and answer forum.

### **Tools:**

a forum, group or google classroom

## SPEAKING

- 9 Work in pairs. Complete the questionnaire with your own ideas. Then add one more question.

### Food questionnaire

- 1 What do you prefer to put on food?  
a) ketchup  
b) mustard  
OR c) \_\_\_\_\_
- 2 Which drink do you prefer?  
a) coffee  
b) tea  
OR c) \_\_\_\_\_
- 3 What do you prefer to have for breakfast?  
a) cereal  
b) toast  
OR c) \_\_\_\_\_
- 4 For a special meal, what do you prefer to do?  
a) go to a restaurant  
b) prepare a big meal at home  
OR c) \_\_\_\_\_
- 5 Which fast food do you prefer?  
a) pizza  
b) hamburgers  
OR c) \_\_\_\_\_
- 6 What kind of restaurant do you prefer?  
a) Chinese  
b) Italian  
OR c) \_\_\_\_\_
- 7  
a)  
b)  
OR c) \_\_\_\_\_

## Sample activity changed for forum or social media group

Choose one of the sentences from speaking activity 9. Copy it and add your own idea.

Post it into our forum/group.

The next person answers, then posts their own question.

The next person answers, then posts their own question.

You have until Friday. Everybody has to ask one question.

I will start:

*What do you prefer to put on food: ketchup, mustard or spicy sauce?*

## Option 2B: Pairwork homework

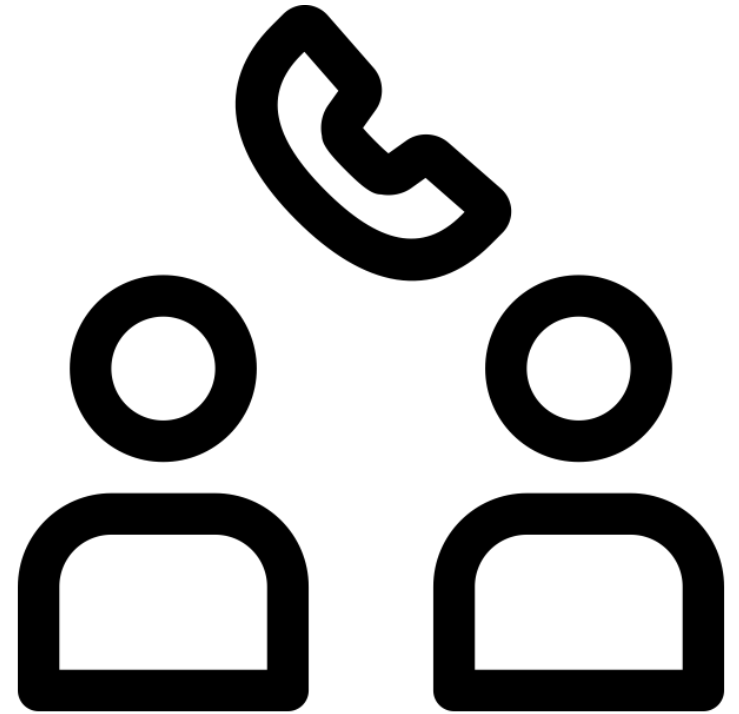
Use a forum or series of forums.

Assign student book and workbook.

Assign speaking and other activities to do in pairs via audio (phone, messenger, whatsapp, whatever they have)

### Tools:

a forum, group or google classroom



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## General tips for asynchronous communication:

Post regular updates.

Include personal touches.

Use names and refer specifically to things.

Be encouraging.

Establish rules for posting and sharing.

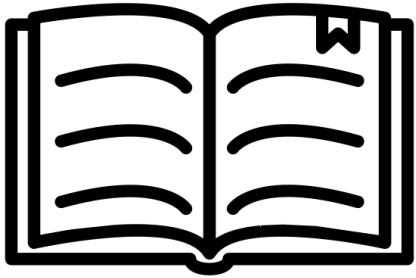
Summarise and prompt if things are slowing down.



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### **Option 3:** Live synchronous lesson

Assign reading and writing work before class.

Everyone logs in with their books.

Use whiteboard feature or basic powerpoint slides.

Have students participate by reading parts of the text, rules, answers.

Skip listenings unless you can play them.

**Tool:** webconferencing platform, email or social group



VOCABULARY // Entertainment

- 1 Ask and answer the questions with a partner.
- What do you do more often at the weekends: go out or stay in?
  - What do you prefer to do in the evening? Put the phrases in each box in your personal order of preference (1-7). Then compare your ideas.

An evening out	An evening in
<input type="checkbox"/> going to the opera/ballet	<input type="checkbox"/> watching a TV series
<input type="checkbox"/> going out for a meal	<input type="checkbox"/> cooking a nice meal
<input type="checkbox"/> dancing at a club	<input type="checkbox"/> inviting friends over
<input type="checkbox"/> seeing a film	<input type="checkbox"/> reading a novel
<input type="checkbox"/> going to a play	<input type="checkbox"/> surfing the net
<input type="checkbox"/> visiting an art exhibition	<input type="checkbox"/> playing board games/video games
<input type="checkbox"/> hanging out at a café	<input type="checkbox"/> chatting on the phone

- 3 When was the last time you saw one of these genres of film or TV series? What was it?
- an action film
  - a sci-fi film / series
  - a horror film
  - a romantic comedy
  - a thriller
  - a drama
- 4 What else do you like doing in your leisure time?
- 2 Do the vocabulary exercises. → p122 Language studio: Entertainment

READING

- 3 Complete the task with a partner. How important is TV in your daily life? Give four examples.

We have four TVs in our house. I know the days and times of my favourite shows. I usually watch 30 minutes of television in the morning and at least two hours in the evening.

- 4 a Read *From commercials to zapping* quickly. What is the best way (a, b or c) to complete the title of this article?
- A brief history of television habits
  - The best things about television
  - Words that television has given us

FROM COMMERCIALS TO ZAPPING: \_\_\_\_\_

Since its invention in 1925, the television **has changed** our leisure time in many ways.<sup>1</sup> \_\_\_\_\_ Here are some of them.

COMMERCIALS (1935)

Advertising has always been a big part of television, so it's no surprise that television gave us the word 'commercial' (a short advertisement on television or radio). The first commercial on American TV was in 1941.<sup>2</sup> \_\_\_\_\_

SOAP OPERA (1939)

Soap companies **were buying** advertisements on special radio shows in the 1930s when television became popular.<sup>3</sup> \_\_\_\_\_ A 'soap opera' is a show that has continuing stories about the daily lives and problems of a group of people.

REMOTE (1950)

The first TV 'remote' was invented in 1950.<sup>4</sup> \_\_\_\_\_ These days, many people **are watching** TV on their phones or tablets. More and more people believe that mobile phones or smartwatches **are going to replace** the remote.

SURFING (1988) and ZAPPING

In the early days of television, there were not many channels. But as the number of channels grew, the way we watched them changed. 'Channel surfing' **means** using a remote to change television stations quickly. In the 1990s, another new word **appeared** for this activity – 'zapping'.

BINGE-WATCHING (2003)

Before the 2000s, you had to wait for the following week to see the next episode of a TV series. But nowadays, with streaming services like Netflix®,<sup>5</sup> \_\_\_\_\_ 'Binge-watching' means watching many (or all) the episodes of a TV show one after the other.

Television habits are changing every year. But it's still a very popular piece of technology. What new words connected with entertainment are going to come into the language in the next 100 years?

**Glossary**  
episode (n) part of a television or radio story that forms one of a series



- b Read the article again. Put the phrases and sentences below in the correct place. There is one extra sentence you do not need.

- It was for a Buleva watch.
- people are watching several episodes together.
- Television has also given us new words to describe how it has affected us.
- but nobody liked television.
- For the next 50 years, families were fighting over this object in their living rooms.
- They quickly decided to do the same for TV.

- 5 Work in pairs. What other changes are happening with television now?

GRAMMAR // Tense review

- 6 a Look at the sentences in bold in the text. Find an example of the following verb forms.

- Present simple \_\_\_\_\_
- Past simple \_\_\_\_\_
- Present continuous \_\_\_\_\_
- Past continuous \_\_\_\_\_
- Present perfect \_\_\_\_\_
- Future with *be going to* \_\_\_\_\_

- b Match the verb forms and examples in exercise 6a with the meanings below.

- We use this verb form
- to talk about an action in progress in the past
  - to talk about things that are always true
  - to make a prediction about the future
  - to talk about a specific time in the past
  - to talk about an action that is happening now or around now
  - to talk about an action in the past (but the time of the action is not important)

→ p134 Language studio: Tense review

- 7 Choose the correct form of the verbs.

SPOILER (1982)

In the past, everybody <sup>1</sup> saw / was seeing the same episode of a series on the same day or at the same time. Now, people <sup>2</sup> have watched / are watching shows whenever they want. So imagine the situation. You <sup>3</sup> haven't seen / don't see an episode of a series yet, but your friend <sup>4</sup> has already seen / was already seeing it. She tells you the ending. That's a 'spoiler', one of the more recent words to enter television vocabulary.

DOUBLE-SCREENING (2010)

Because of the popularity of smartphones, many people often <sup>5</sup> look / are looking at them while they <sup>6</sup> are watching / were watching TV. This is called 'double-screening'. In the future, <sup>7</sup> are we going to / do we have 'triple-screening'?

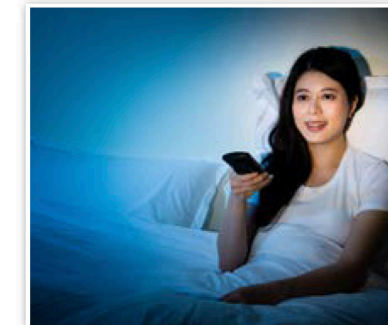
- 8 a Put the sentences in the negative form.

- We have two televisions at home.  
*We don't have two televisions at home.*
- I saw the news on TV this morning.
- I was watching television at midnight last night.
- I've seen a lot of British TV series.
- I'm watching a new drama series on my phone these days.
- We're going to buy a new television soon.

- b Look at the sentences in 8a. Which ones are true for you?

SPEAKING

- 9 Make questions (with you) from the sentences below.



- 1 I watch TV in bed.

Do you watch TV in bed?

- I'm watching an American TV series.
- I haven't seen a single episode of *Game of Thrones*.
- I always have the TV on at home.
- I was watching TV last night at midnight.
- I'm going to start watching a new series soon.
- I like a lot of commercials.
- I saw a good film last week.

- 10 Ask people in the class the questions in exercise 9. When someone answers 'yes', ask a second question, beginning with the words below. How often...? Which...? What...? Why...?

Do you watch TV in bed?

How often?

Every night.

Yes, I do.

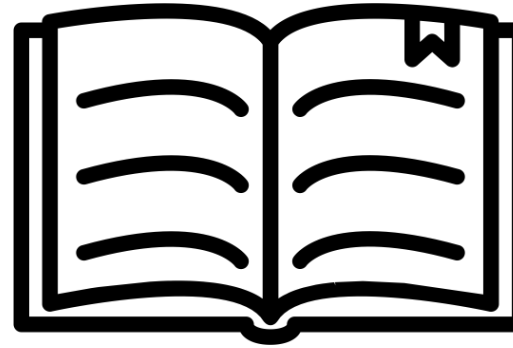
Sample lesson

## Option 4: Live synchronous lesson

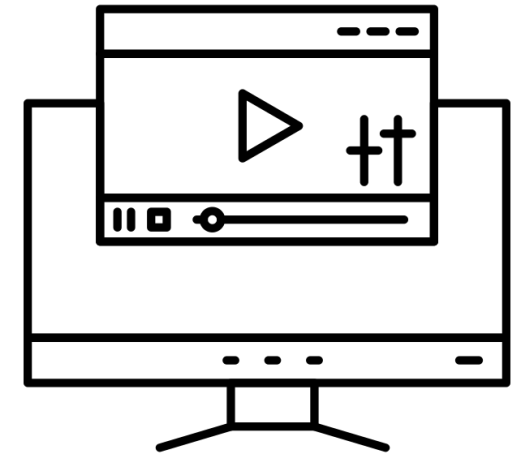
Same as before but display the digital version of the book (many coursebooks have this).

Screen share the digital version as you go through it.

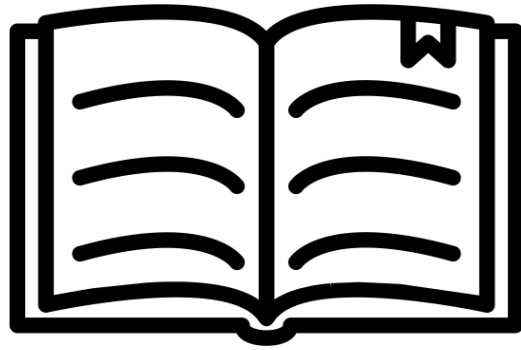
**Tool:** webconferencing platform, screen sharing email or social group



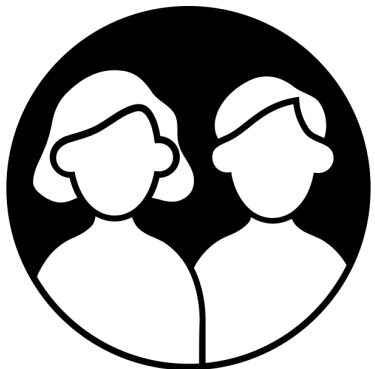
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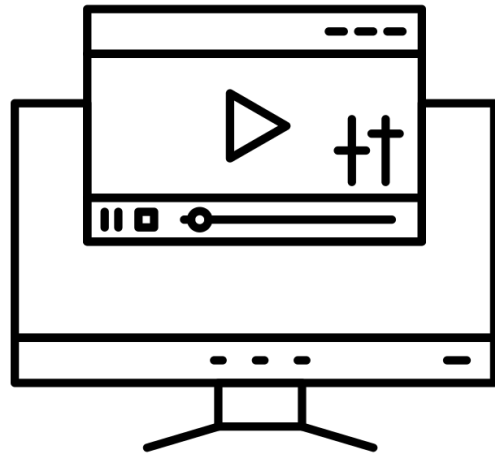
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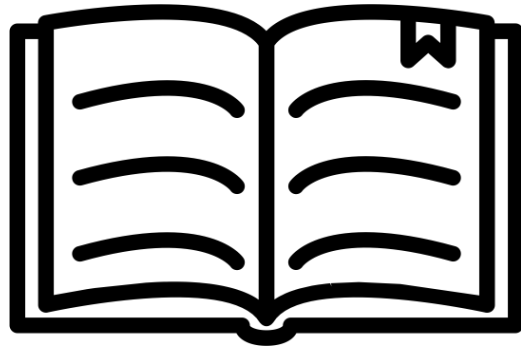
## Option 5: Live synchronous lesson

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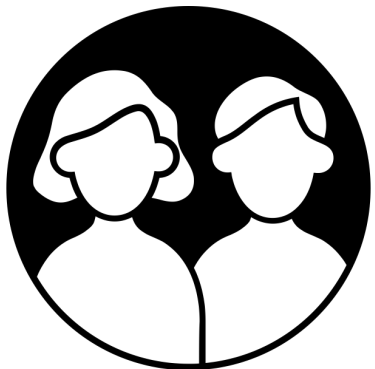
Screen share the digital version as you go through it.

Use breakout rooms for pairwork, speaking activities.

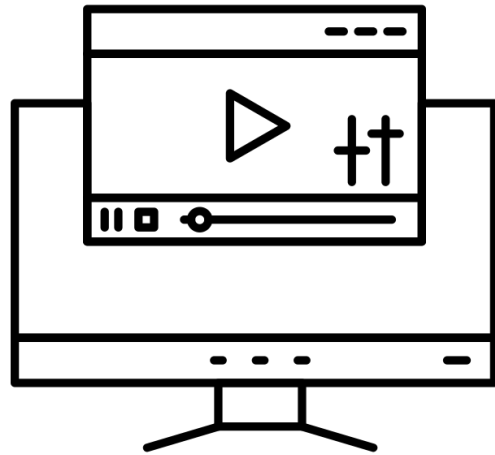
**Tool:** webconferencing platform, breakout rooms, screen sharing email or social group



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## Option 5: Live synchronous lesson

Same as before but display the digital version of the book (many coursebooks have this).

Screen share the digital version as you go through it.

Use breakout rooms for pairwork, speaking activities.

**Tool:** webconferencing platform, breakout rooms, screen sharing email or social group

## General tips for live online classes:

You may find yourself talking a lot more. Move to open pairwork or q&a if this is the case.

Live online sessions may be shorter, harder to keep attention. Move to 20 minute chunks. Schedule 'mini breaks'.

With bandwidth problems, have learners turn off their webcams.



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**What if they  
don't listen?**

**What if they  
are doing  
something  
else?**



**What if my  
webcam  
suddenly  
stops  
working?**

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# FINAL TIPS

Don't stray into teaching grammar and vocabulary all the time – those are the two areas that learners can often get on their own online. Focus on human contact and communication.

Don't overload yourself with tools. Start small and build out.

It's okay that things might change. Flexibility is part of good pedagogy.

Good teaching is good teaching, regardless of the tool you choose.

Expect turbulence. Be patient with yourself and the students.

As you get more comfortable with live online lessons you should find that you are teaching **THROUGH** the screen, not **TO** the screen.

# Teaching Live Online

## Key Information



The course will help you develop the range of skills needed to teach live online classes via videoconferencing.

## Dates & Fees

- next start date: April 2020
- course length: 20 days | 15 hours

## Future Dates

- 20 Apr - 09 May 2020
- 08 Jun - 27 Jun 2020



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