Effective, Measurable & Sustainable Whole-System Education Solutions

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Ways of Using your coursebook with online classes
Where will you teach?

- Email and shared docs
- Social media groups
- Forums
- Learning Management Systems
- Live Lessons
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
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
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.
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
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.
**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
Sample lesson

1A On TV

1 Ask and answer the questions with a partner.

1 What do you do more often at the weekends: go out or stay in?

2 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

- going to the opera / ballet
- going out for a meal
- watching friend(s) over
- reading a novel
- surfing the net
- playing board games / video games
- hanging out at a café
- watching TV

3 When was the last time you saw one of these genres of film or TV series? What was it?

- an action film
- a horror film
- a science fiction film
- a soap opera
- a thriller
- a romantic comedy
- a drama

4 What else do you like doing in your leisure time?

2 Do the vocabulary exercises. → p122 Language studio: Entertainment

VOCABULARY // Entertainment

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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 b, c or d) to complete the title of this article?

a) A brief history of television habits
b) The best things about television
c) Words that television has given us

d) A brief history of television habits, the best things about television and words that television has given us.

1 a) A brief history of television habits
b) The best things about television
c) Words that television has given us

FROM COMMERCIALS TO ZAPPING: ______

Since its invention in 1929, the television has changed our leisure time in many ways. ______ 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.

SOAP OPERA (1939)

Soap companies were buying advertisements on special radio shows in the 1930s when television became popular. ______ 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. ______ These days, many people are watching TV on their phones or tablets. More and more people believe that mobile phones or smartphones 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 1960s, 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, ______ . 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 10 years?

Glossary

episodic a) 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.

a) It was for a Buleux watch.
b) people are watching several episodes together.
c) Television has given us new words to describe how it has affected us.
d) but nobody/lost television.
e) For the next 50 years, families were fighting over the object in their living rooms.

f) 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 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:

a) to talk about an action in progress in the past
b) to talk about things that are always true
c) to make an action about the future

d) to talk about a specific time in the past

e) to talk about an action that is happening now or around now

f) 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 verb.

SPOILER (1982)

In the past, everybody ‘saw / was seeing’ the same episode of a series on the same day or at the same time. Now, people ‘have watched’ / are watching shows whenever they want. So imagine the situation. You ‘haven’t seen’ / don’t see an episode of a series yet, but your friend ‘has already seen’ / was already seeing it. He 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 watch / are watching TV while they ‘are watching’ / were watching TV. This is called ‘double-screening’. In the future, ‘are we going to’ / do we have ‘triple-screening’?

8 a Put the sentences in the negative form.

1 We have two televisions at home.

We don’t have two televisions at home.

2 I saw the news on TV this morning.

3 I was watching television at midnight last year.

3 I haven’t seen a lot of British TV series.

4 I’m watching a new drama series on my phone these days.

5 We’ve got to buy a new television soon.

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

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

1 I watch TV in bed.

Do you watch TV in bed?

2 I’m watching an American TV series.

3 I haven’t seen a single episode of Game of Thrones.

4 I always have the TV on at home.

5 I was watching TV last night at midnight.

6 I’m going to start watching a new series soon.

7 I like a lot of commercials.

8 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? ______ What? ______ Why? ______
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
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
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.
What if they don’t listen?

What if they are doing something else?

What if my webcam suddenly stops working?

Created by Gan Khoon Lay from Noun Project
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 | 35 hours

**Future Dates**

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

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[www.theconsultants-e.com/teaching-live-online/](http://www.theconsultants-e.com/teaching-live-online/)