



# GETTING STUDENTS READY FOR ONLINE LESSONS, ONLINE

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BRINGING THE WORLD TO  
THE CLASSROOM AND THE  
CLASSROOM TO LIFE

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# CPD in a time of coronavirus

Many of us have been thrown into the deep end with online teaching.

There's been a flurry of free webinars and blog posts – mostly geared towards surviving the transition.

Now the dust is starting to settle, we wanted to explore how to use tech beyond the classroom – before classes and after them – to help students get more from the experience of being **IN** our online classrooms.

# Guidelines: five key points to remember

1. Lessons with a view to autonomy
2. Build routines that students can repeat
3. Link between 'live' Zoom sessions and homework
4. Continual repetition
5. Revising/referencing

# Use the Vocabulary Builder

1.

Simply get students to read ahead before class

2.

Have students write – or record – short example sentences of how they could use the words to talk about their own worlds/experiences/lives

Or: Pick five words to do if you want to make it easier

3.

Students record example sentences and test themselves. The easy version gaps the key word. The harder version gaps language around the key word.

*The economy **dominated** the election campaign.*

# Rehearse and record

## CONVERSATION PRACTICE

- 10 Imagine you are going to drive a friend round your hometown, the city you are in now, or round a city you know well. Write the names of four or five places you will pass through. Think of details about the places, what you think of them and if you'd recommend visiting them.
- 11 Now roleplay the conversation. Follow the guide below. Continue as long as you can. Then swap roles.

Visitor

Driver

Comment on the weather.

Agree and add comment.

Ask what area you are in.

Explain. Then tell your friend about a building.

Comment.

Agree.

Ask about another place.

Explain.



2 To watch the video and do the activities, see the DVD-ROM.

# Rehearse and record

**1.**

Tell students to look at the SPEAKING sections they'll be doing in the next online lesson.  
They can then:

- a. record their answers in L1
- b. look up L2 words they might use in a dictionary
- c. make notes on what they might want to say
- d. record themselves giving their own responses

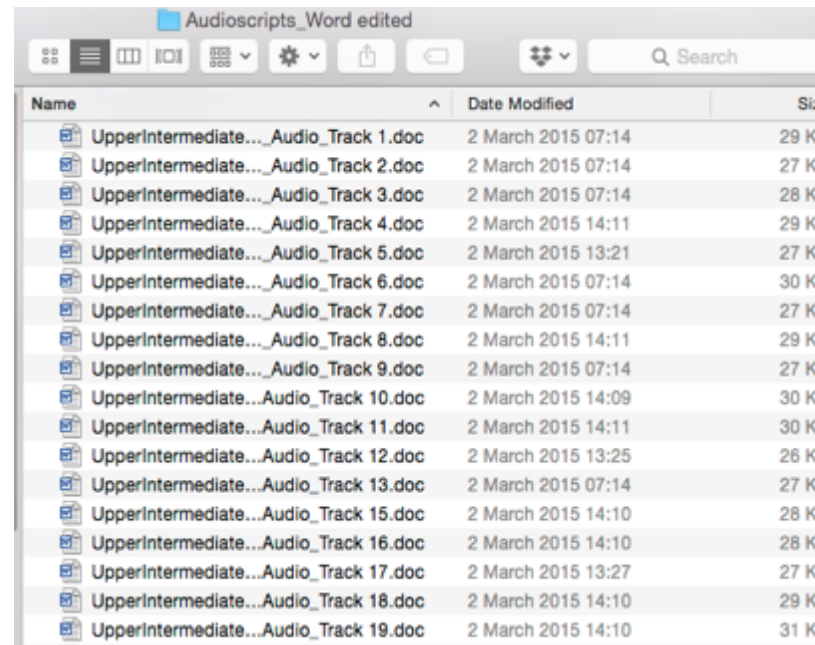
The power – and importance – of recorded rehearsals

**2.**

What can be done with the recordings?

- Send them to you for you to comment on them
- Nothing!

# Read audioscripts



A screenshot of a file explorer window titled "Audioscripts\_Word edited". The window displays a list of 19 audio track files, each named "UpperIntermediate...Audio\_Track X.doc" where X ranges from 1 to 19. The files are listed in a table with columns for Name, Date Modified, and Size. The files are sorted by Name. The Date Modified column shows various dates from March 2, 2015. The Size column shows file sizes in kilobytes (K).

Name	Date Modified	Size
UpperIntermediate...Audio_Track 1.doc	2 March 2015 07:14	29 K
UpperIntermediate...Audio_Track 2.doc	2 March 2015 07:14	27 K
UpperIntermediate...Audio_Track 3.doc	2 March 2015 07:14	28 K
UpperIntermediate...Audio_Track 4.doc	2 March 2015 14:11	29 K
UpperIntermediate...Audio_Track 5.doc	2 March 2015 13:21	27 K
UpperIntermediate...Audio_Track 6.doc	2 March 2015 07:14	30 K
UpperIntermediate...Audio_Track 7.doc	2 March 2015 07:14	27 K
UpperIntermediate...Audio_Track 8.doc	2 March 2015 14:11	29 K
UpperIntermediate...Audio_Track 9.doc	2 March 2015 07:14	27 K
UpperIntermediate...Audio_Track 10.doc	2 March 2015 14:09	30 K
UpperIntermediate...Audio_Track 11.doc	2 March 2015 14:11	30 K
UpperIntermediate...Audio_Track 12.doc	2 March 2015 13:25	26 K
UpperIntermediate...Audio_Track 13.doc	2 March 2015 07:14	27 K
UpperIntermediate...Audio_Track 15.doc	2 March 2015 14:10	28 K
UpperIntermediate...Audio_Track 16.doc	2 March 2015 14:10	28 K
UpperIntermediate...Audio_Track 17.doc	2 March 2015 13:27	27 K
UpperIntermediate...Audio_Track 18.doc	2 March 2015 14:10	29 K
UpperIntermediate...Audio_Track 19.doc	2 March 2015 14:10	31 K

Access them via:

Bespoke website > TEACHERS RESOURCES > AUDIOSCRIPTS\_WORD

# Read audioscripts

**M = May, I = Ivana**

M: What a lovely day!

I: Yeah, it's nice, isn't it? It's been a really warm autumn.

M: So, where are we?

I: Well, the bit we've just been through, with all the high-rise blocks, is what we call New Belgrade. It's the big up-and-coming area as all the new businesses are relocating here. And I don't know if you can see it or not, but just behind us, over to the right, is the Arena, which is where all the big concerts and sports events are held. It's one of the biggest entertainment venues in Europe.

M: Yeah, I think I did catch a glimpse of it.

I: You might've seen it on TV – it's the place they held the Eurovision Song contest.

M: Oh, right. To be honest, I'm not really that keen on Eurovision. It's not really my kind of thing.

I: No? Well, I guess you never win these days! Anyway, now we're crossing over the River Sava into Old Belgrade.

M: Wow! The river looks wonderful.

I: Yeah, it's great. In the summer, we often go out on little boats or have dinner down by the waterside.

M: Oh, that sounds lovely. And what's that big bridge over there?

I: That's the Ada Bridge. It's quite new, actually. It only opened a few years ago.

M: It's very impressive.

I: It looks even better when it's lit up at night.

M: Mmmm. I: And just down there, there's a little street called Gavrila Principa Street, which is where Manakova Kuca – Manak's House – is located. It's an ethnological museum and it houses an amazing collection of old national costumes and embroidery and stuff.

M: OK. I'll check that out if I have time. What's that building over there?

I: Oh, that's St Mark's Church.

M: Wow! That's a stunning building. How old is it?



# Read audioscripts

**1.**

Read without listening

**2.**

Read it aloud – different voices optional!

**3.**

Read it through and see if the new words are ones you learned from the VB

**4.**

Record yourself reading it out and play the recording back, but this time stop and see if you can remember the next lines

**5.**

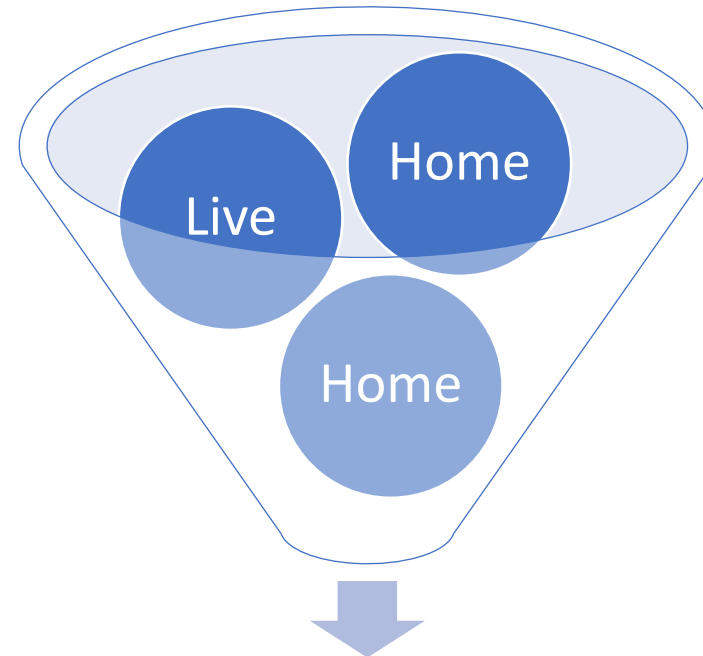
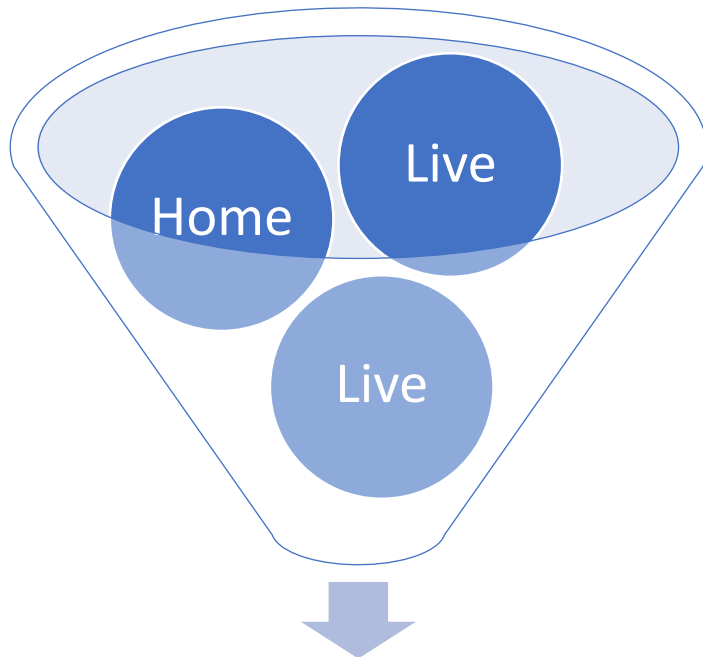
Record yourself reading it out – but gap one word in each line (with an MMM). Then play the recording. Say the missing MMM words.

# Russell's Portion of the Webinar

- Overall vision of teaching online
- Preparing students for online
- Concrete ideas around:
  - Vocabulary
  - Linking activities to the book
  - Reading

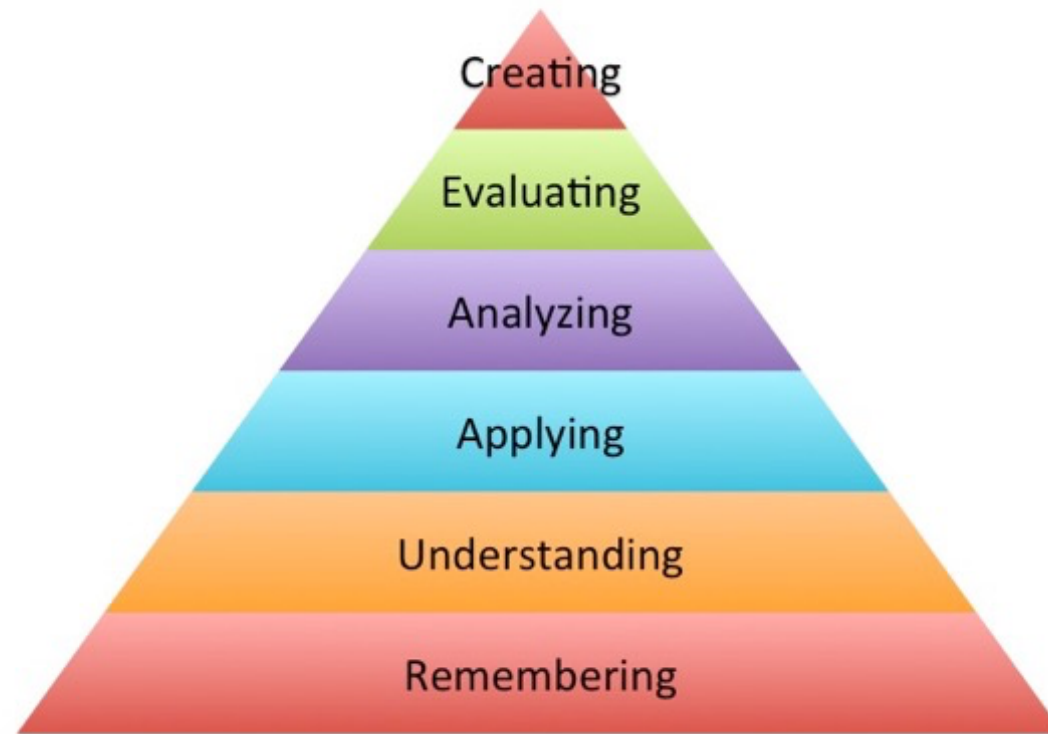
# Approach

Link the live sessions and homework in varied combinations.



# Benefits

## The New Version of Bloom's Taxonomy



# Getting students prepared

- Students need to know their book/platform well.
- They need to know about all the different sections/options/choices they have.
- When I start my class.
- Recent experience in Poland ( whole lesson)
- More important than ever ( especially if using a platform)

# Example-Platform

1. Each unit is divided up into 4 sections. Can you name the four section?
2. What is always the final activity of each unit?
3. What do you normally find after each video activity?
4. Go to unit 3. Choose the video option. What exercise do you have to do?
5. Go to unit 3 section B. What skill is developed in the section?
6. Go to unit 5 and watch the video. What topic does the video deal with?
7. Go to unit 1 and open the first listening activity. What is the topic of the podcast?

# Example-Book

1. Open your book. On what page can you find the syllabus?
2. What is there on page 94?
3. Does your book have the audio scripts?
4. What special section can you find on page 79?
5. Where can you find the vocabulary lists?
6. Go to unit 4. What topic does unit 4 deal with?
7. On what page can you find the start of the special CLIC section?
8. Can you find a table of irregular verbs? If yes, on what page is it?

# Google Translate

1. Take words from your reading, listening or video content.
2. Create sentences
3. Save them in Google Translate

Add into Google  
Translate

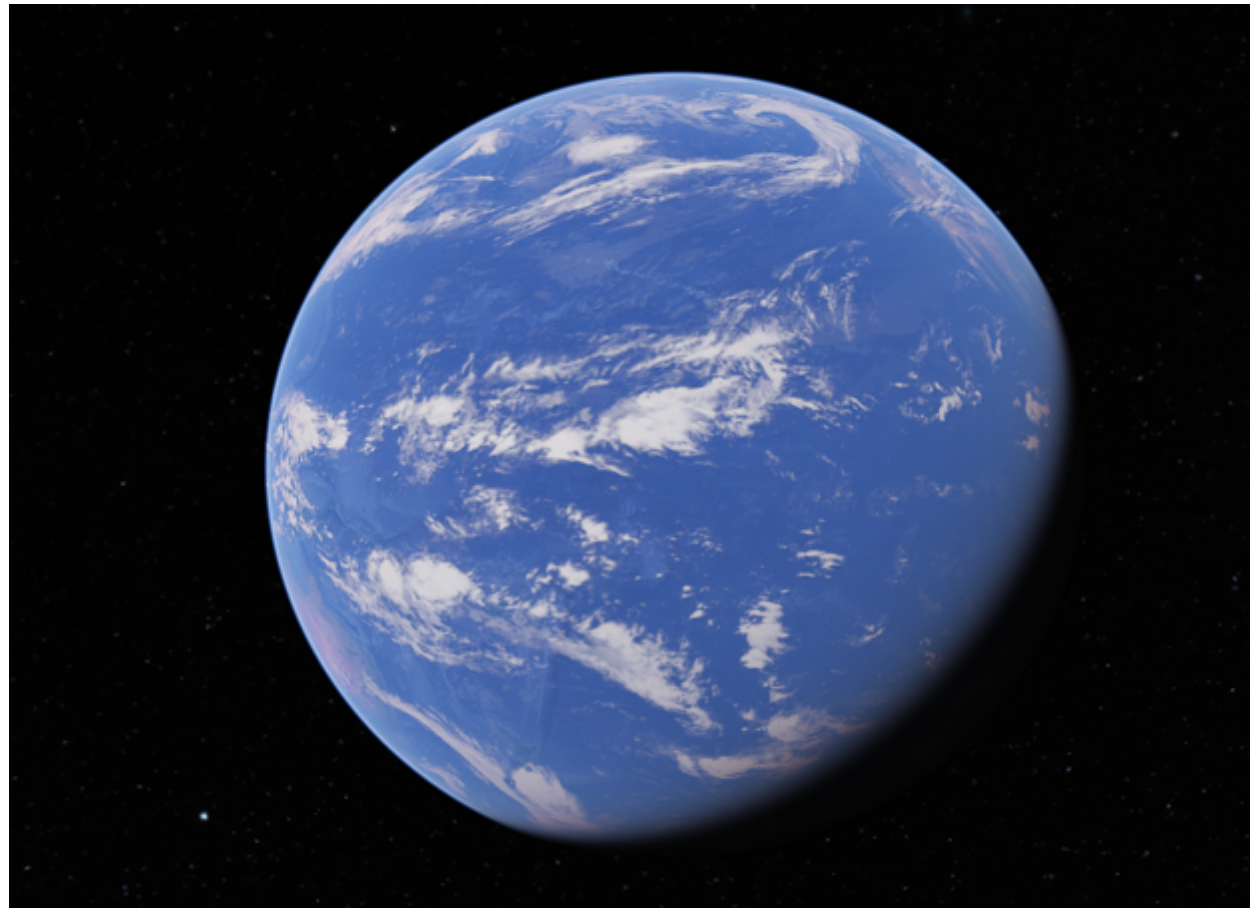
Save

Use of activities

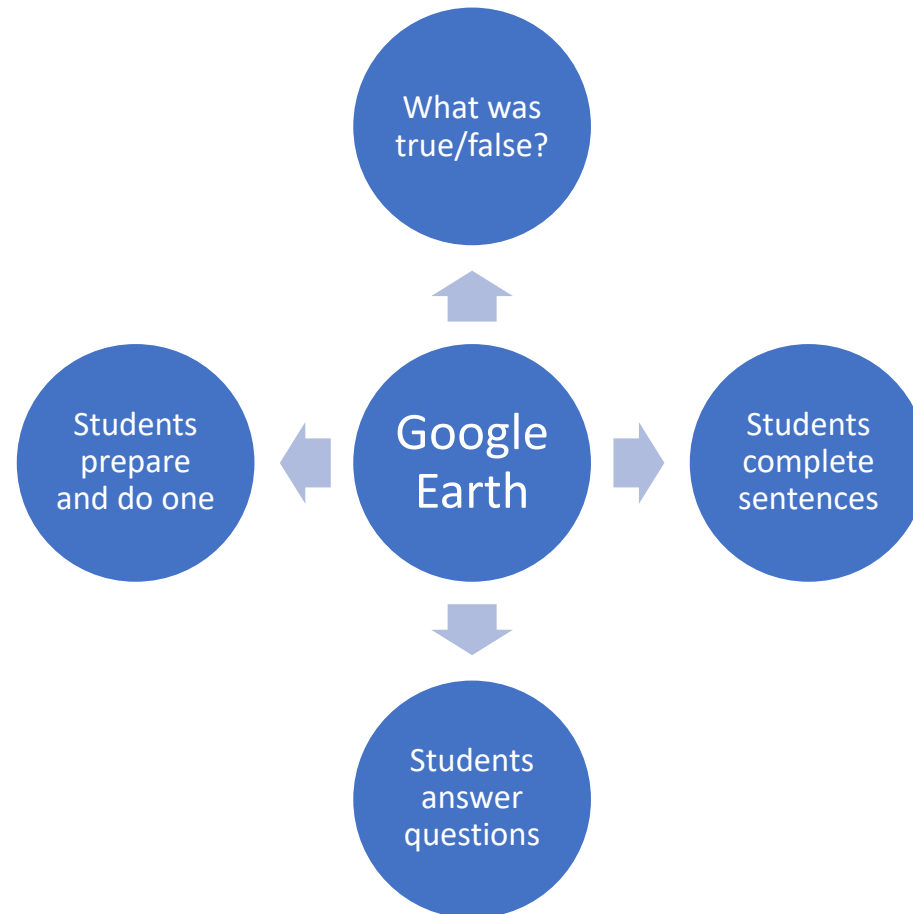
Use in Quizlet



# Bringing the web into the class



# Google Earth/Google Maps/Virtual tours



# Conclusions

- Effective online delivery requires the co-operation of the students.
- Students need to build 'routines' that help them to focus on the key aspects of learning a language.
- Live sessions (Zoom) are more effective when linked to the homework.
- We need to support our students and help them to become more autonomous

# Russell Stannard

## My Website

Free help videos on how to use technology in your teaching and learning

- [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com)

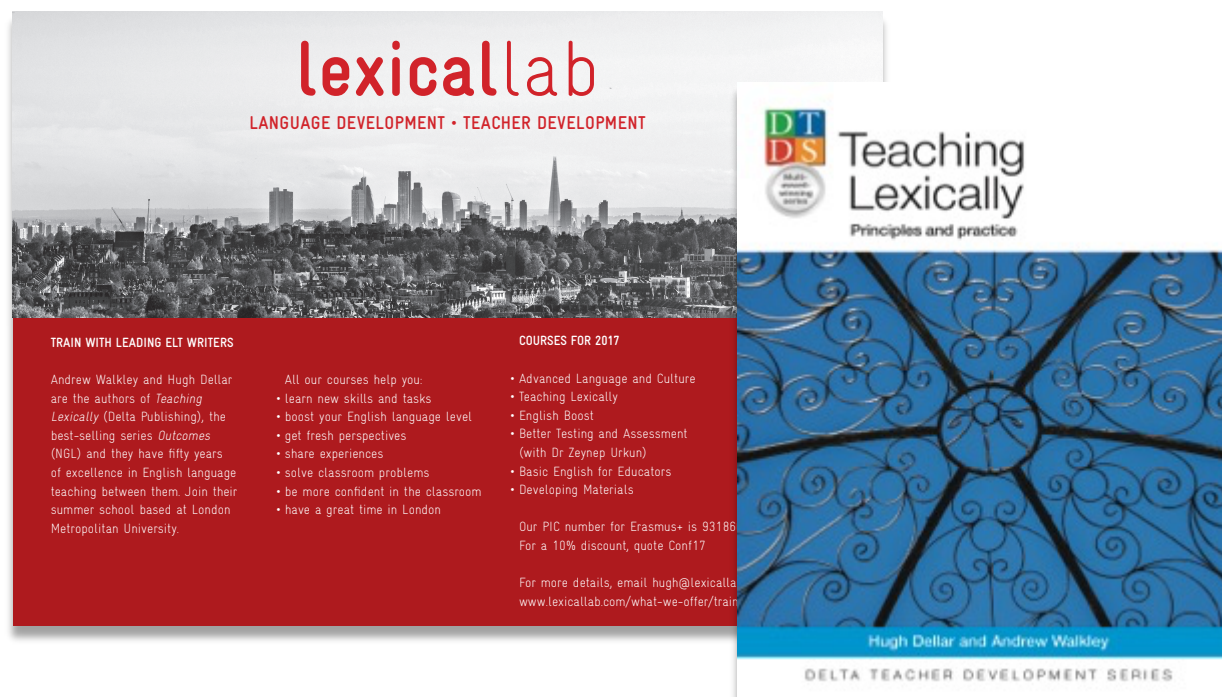
## Special handout

Email [Russellhandout@gmail.com](mailto:Russellhandout@gmail.com)

Subject =National Geographic Learning

Say=Hello, I am ..... from .....

# Lexical Lab



**Lexical Lab Summer School**  
July & August 2021

**[www.lexicallab.com](http://www.lexicallab.com)**  
**[info@lexicallab.com](mailto:info@lexicallab.com)**



# Thank You

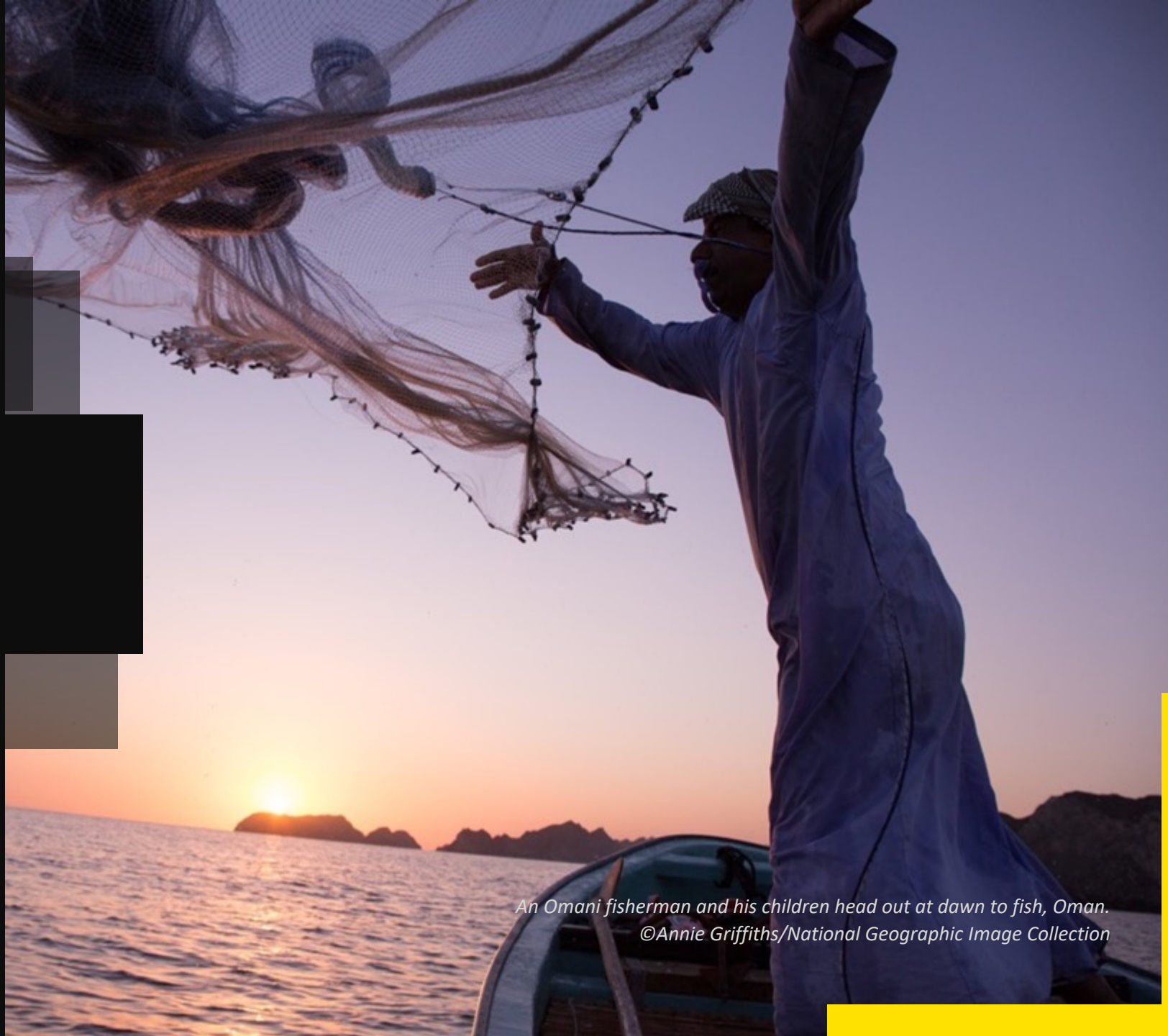
Questions?

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*An Omani fisherman and his children head out at dawn to fish, Oman.  
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