How to teach remotely using Evolve

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Here are some suggestions for how you could use the units in the *Evolve* Student's Books and other supplementary materials to support your online classes.

The link below takes you to the teaching resources. These teaching resources include links to all the Class Audio files in the Student's Book lessons. You can download and share these audio files with your students individually or for the entire level you're teaching.

https://www.cambridge.org/gb/cambridgeenglish/catalog/adult-courses/evolve/resources

The suggestions are based on a mixed model of remote teaching using:

> live lessons online

> discussion forums moderated by the teacher

> collaborative group tasks without the teacher

> individual self-access study

They are based on the principle that live lessons give students the chance to speak and ask questions about issues they're encountering. Students can complete other tasks such as reading, listening and controlled practice exercises on their own and use the classroom to check answers.

Tools you can use in live classes:

SCREEN-SHARING:

you can share Presentation Plus if you have it, images, short videos as well as playing audio.

GREAT FOR:

> giving instructions
> setting up tasks
> presenting grammar or vocabulary
> stimulating discussions.

CHAT BOX:

use for short answers and brainstorming, allows for all students to participate actively at the same time.

GREAT FOR:

> starting the lesson
> checking concepts
> closing the lesson
> getting feedback.

BREAKOUT ROOMS:

Virtual rooms for small groups. Teachers can enter these rooms and monitor the work going on in pairs or small groups.

GREAT FOR:

> comparing answers after tasks
> role-plays
> short discussions.

Two or three short breakout room tasks each lesson help to add variety. To find out more about how to set up and manage breakout rooms and other functions in your online class, please follow this link:

https://www.cambridge.org/elt/blog/2020/03/16/using-video-conference-platform-teaching-online/

Tools your students can use for tasks outside the classroom:

DISCUSSION FORUMS:

you can post a short task on any discussion forum platform (you may have a digital platform at your school, you may want to use online applications like Moodle or Edmodo, or you may want to use a wiki or a blog or other shared online space).

VIDEO OR AUDIO RECORDINGS:

students can make short video recordings on their phones, tablets or computers and share them with you and/or the whole class.

COLLABORATIVE WRITING TOOLS:

students can work together online to write and edit a document using e.g. Google docs.

A quick overview of the coursebook unit structure.

The sections you will want to prioritize for <u>synchronous video-conferencing classes</u> are shown in **bold**.

Opening page	unit objectives, **big picture, video, discussion task**
Lesson 1	language in context, vocabulary 1, grammar 1, **speaking**
Lesson 2	language in context, vocabulary 2, grammar 2, **speaking**
Lesson 3	functional language, real world strategy, **pronunciation, speaking**
Lesson 4	skills work (reading or listening), writing
Lesson 5	**collaborative task, presentation**

The other sections can be set for self-study or collaborative asynchronous pairwork or groupwork. How much you can cover in your live classrooms depends on your schedule.

You will probably want to plan your schedule unit by unit and use the first class of each new unit to explain the workflow to your class, setting out deadlines for independent study, and creating groups for collaborative tasks.

A suggested structure for an online course following a mainly synchronous approach

If you are following a **flipped approach**, you may want to ask the students to complete all the vocabulary and grammar presentation sections in lessons 1 and 2 at home prior to looking at them together in class. Then the time in class can be dedicated to answering questions and practicing the language. The notes below are based on five live lessons per unit. But you can break these up in whatever way suits your timetable.

1. Opening live lesson:

engaging with the topic, viewing the video, breakout room discussion.

Lead-in: you may want to look at the **objectives for the unit** and look ahead to the tasks which you will be setting for homework. You will probably want to set the writing task on the right hand page of lesson 4 as either an individual writing task or a group collaborative writing task to be completed by the end of the unit.

1 Ask students to look at the **image** on the opening spread and brainstorm answers to the initial questions. Feedback on their answers by calling on individual students to expand on their answers. Do this with five or six students before moving on.

> **Chat box**
> **Main classroom**

2 If possible, show the **video** on your screen. Or if video-sharing is difficult in your context, give your own **model answer**. Check comprehension by asking students to type the answers in the chat box.

> **Screen-sharing**
> **Chat box**

3 Divide your class into groups and ask them to complete the **speaking task** in the breakout rooms. Allow at least 7 to 8 minutes for the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary.

> **Breakout rooms**

4 Bring the students back into the main classroom. Ask them write one sentence they remember from their breakout room task in the chat box. Call on individual students to expand on their answers in the chat box and **report back** on their group's work.

> **Chat box**
> **Main classroom**

5 **Look ahead** to the next class. Ask the students to read the Language in Context text and complete the vocabulary tasks for lesson 1 for homework. (If you're taking a flipped approach to grammar, you will want to ask your students to work through the grammar section too).

> **Main classroom**
> **Self-study/ preparation for next class**

Optional: ask students to write out their answers for the speaking task.

> **Homework**
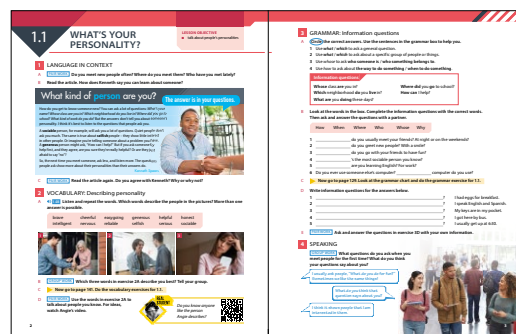
Lesson 1: Language in context, vocabulary and grammar

1 Start with a **quick review** of the last lesson and a short **warmer** to allow time for everyone to enter the class. For example, you can ask the students to type answers to simple questions e.g. *What did you have for breakfast today? Or what was the last movie you watched?*

Main classroom
Chat box

2 Check students have read the Language in Context text and completed the vocabulary exercises. Students **check their answers** to the exercises in the breakout rooms. Allow at least five minutes for this.

Breakout rooms

3 Call the students back into the main room. Use a combination of chat box and nominating individual students to **check the answers**. Or you can share the correct answers on the screen and the students can check their own work.

Main classroom
Chat box

4 Set up the **final speaking task** in a discussion forum. Set a deadline for the students to share their responses and reply to each other. It's a good idea to set a minimum word count and a minimum number of replies required for the task to encourage interaction.

Forum discussion

5 **Grammar presentation:** Use the grammar chart to present the grammar (or consolidate the presentation if students have already looked at it beforehand) and the chat box for students to answer concept checking questions. Students may also want to ask you questions.

Main classroom
Chat box
Hands up function

6 Grammar practice: Set this for individual study after the class, or if you asked the students to complete these beforehand, send them to breakout rooms to compare their answers. Use the feedback stage as a chance to clarify any doubts. You may also want to work on features of pronunciation at this stage.

Homework OR chat box

Main classroom

7 Speaking task: students complete the speaking task in the breakout room. When they've finished they write a short summary in the chat box. Call on a three or four students to expand on their summaries.

Breakout room

Chat box

Main classroom

8 Look ahead to the next lesson. Ask students to look at the Language in Context input text and vocabulary section. You may also want them to look at the Grammar section. It depends whether you want to present the grammar yourself, or let the students explore it first so that you can dedicate more time to clarify concepts and practicing in the next lesson.
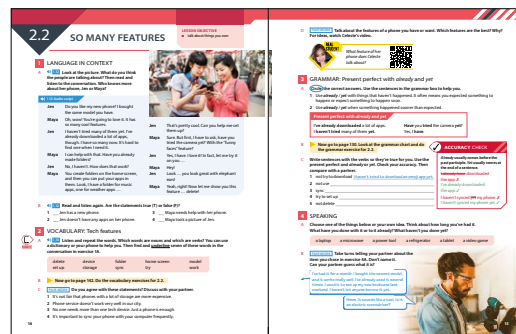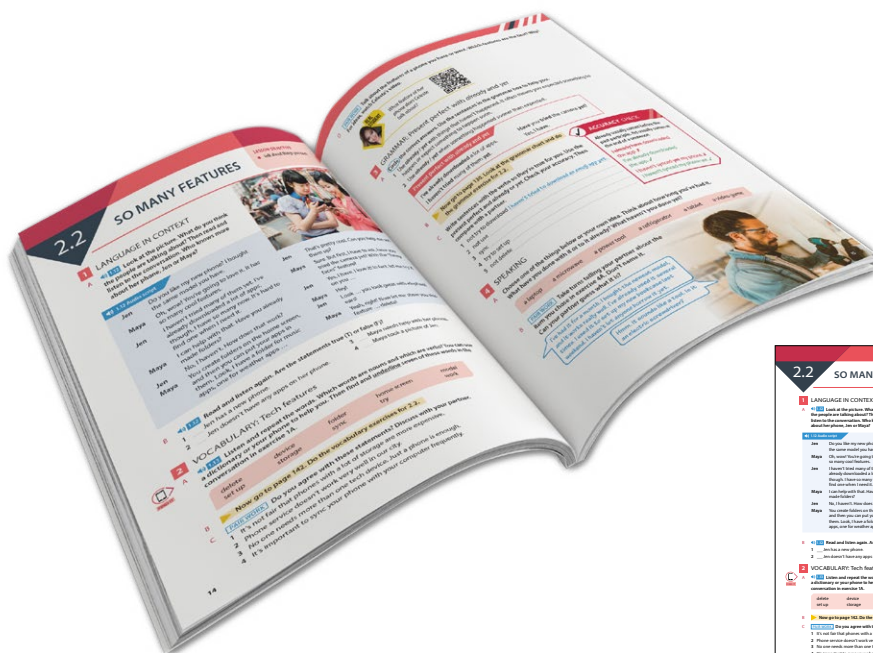
Self-study

Optional: additional practice materials is available in the Workbook/Practice Extra

Lesson 2: Language in context, vocabulary and grammar

💡 TIP: The structure of lessons 1 and 2 are very similar and require a similar approach. If you have set up a discussion forum in the previous lesson, you probably won't want to create a second one for this lesson. One discussion forum per unit should be enough.

1 **Review the grammar presentation from the previous lesson.** You can do this by showing sentences with errors that the students have to spot and correct, or by repeating one of the practice activities from the previous lesson.

Main classroom
Chat box

2 **Vocabulary:** Check whether the students have read/listened to the Language in Context text and completed the vocabulary exercises. Send students to breakout rooms to check their answers. Allow at least five minutes for this.

Breakout rooms

3 Call the students back into the main room and use a combination of chat box and calling out individual students to **check the answers**. Or you can share the correct answers on the screen and the students can check their own work. If there is a **follow-on speaking task**, hold this as a whole class discussion using a combination of chat box and nominating students to expand on their answers.

Main classroom
Chat box

4 **Grammar:** Use the grammar section to present or review the grammar (depending on whether the students have already looked at the section beforehand). Allow plenty of time for questions and clarification. You can ask students to answer concept check questions in the chat box.

Main classroom
Chat box

5 Grammar practice: Set as individual study after the class, or, if students have already done the work beforehand, check the answers as a whole class. If there is **personalized practice**, ask students to share their answers in the chat box and call on individual students to expand on their answers.

Self-study OR chat box

6 Speaking task: Set up the speaking task to complete in the breakout rooms. If there is a video with a sample answer, you can watch this before the students go into the breakout rooms. If video-sharing is difficult in your context, give your own **model answer**.
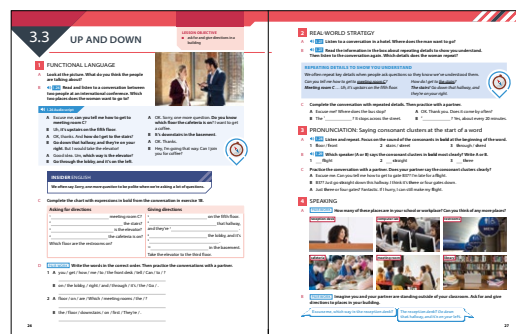
Breakout rooms

7 Call the students back to the main room, ask a representative from each group to **write a short summary** in the chat box. Call on other group members to expand on the summary.

Chat box
Main classroom

Optional: additional practice materials is available in the Workbook/Practice Extra

Lesson 3: Functional Language, Real World Strategy, Vocabulary and Speaking

You will probably want to teach the whole of this class in a live classroom as it focuses on spoken production.

1 Review the work done in the previous lesson. You can do this by showing sentences with errors that the students spot and correct, or by repeating one of the practice activities from the previous lesson.

Main classroom
Chat box

2 **Functional language:** Use the image/images to clarify the situation. Set up the first comprehension task and play the audio. Check the answers in the chat box.

Main classroom
Chat box

3 Send groups to breakout rooms to complete the **Functional Language chart** and the practice exercise. Allow them plenty of time to take it in turns to read out the **dialogs** in the practice section.

Breakout rooms

4 When they've finished, share a completed version of the chart on the screen and invite pairs to **read out the completed dialogs** to the whole class.

Main classroom

5 **Real World Strategy:** Listen to the audio with the whole class and draw attention to the Real World Strategy box. Repeat each of the phrases. Students complete the **controlled practice** on their own in their books. Nominate individuals to offer answers.

Main classroom

Set the **pairwork task** in a breakout room. Make sure the students are clear on the instructions before they enter the rooms.

Breakout rooms

When they've finished, call on two or three pairs to **repeat their dialogs** to the class.

Main classroom

6 **Pronunciation focus:** Complete this section with the whole class. Use a combination of choral and individual drilling. Choose pairs of students to do any pairwork in the main room so their classmates can hear them.

Main classroom

7 **Speaking:** send the students into breakout rooms to complete the speaking task. After they've finished, call them back and ask two or three of the groups to repeat their dialogs to the whole class.

Breakout rooms
Main classroom

8 **Looking ahead:** ask the students to go back over all the work they've done so far as you've now completed the input section of the unit. See notes below on Lesson 5.

Self-study

Optional: additional practice materials is available in the Workbook/Practice Extra
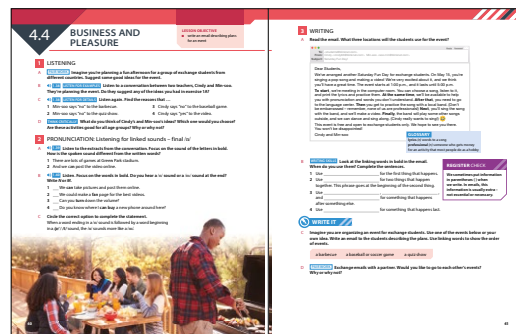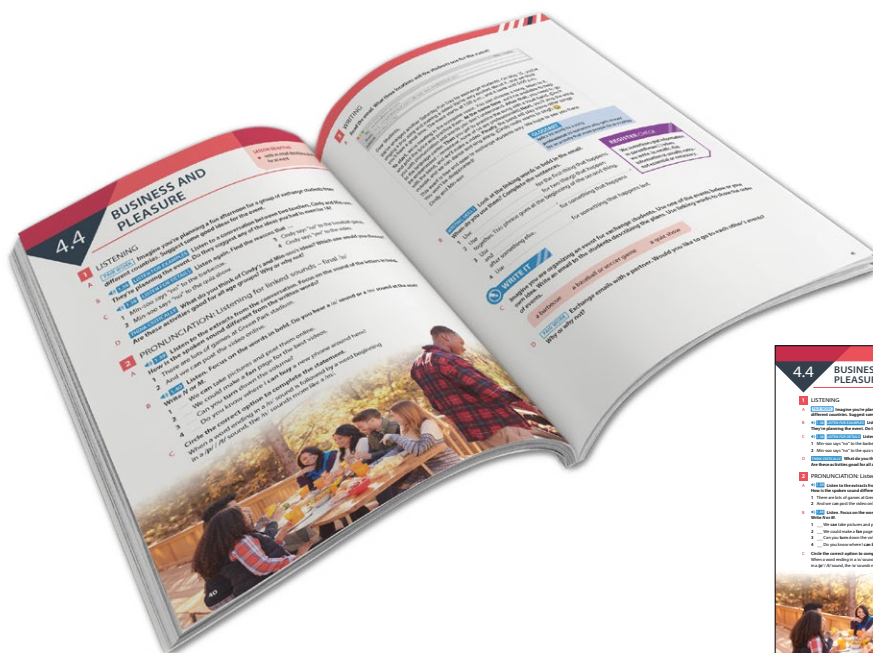
Lesson 4: Reading or Listening, Writing

This lesson can be set as individual work, you may want to dedicate some time to setting it up at the end of lesson 2.

Lesson 5: Time to speak

You can set the initial planning stages of this lesson as collaborative group work to be completed outside the live lessons, bringing the students together in the final lesson of the unit to make their presentations. Alternatively, you may want students to complete the whole lesson in your virtual classroom. In which case, send the groups into breakout rooms to work together, reporting back between each stage. You can monitor by entering the breakout rooms and helping, prompting and supporting as necessary. The students then make their final presentations to the whole class in the main classroom.

We hope you find these guidelines helpful.

There are further resources available for you and your learners in the following locations:

1. Learners who purchased *Evolve* Student Books with 'Practice Extra' have access codes on the inside front cover for self-study material on Cambridge One. As a teacher on Cambridge One you'll be able to assign work and track their progress.

2. If you've been using Presentation Plus classroom software you can continue to use this to show pages from the Student's Books on platforms such as Zoom and Skype when teaching remotely.

3. If your students are continuing to use the printed Student's Books at home, they can download all of the audio from the Resources tab on the *Evolve* web pages.

Looking for more digital resources to help with home learning? You might also like to consider:

> **Free resource for students and teachers:** Make your words meaningful with Cambridge Dictionary. Sign up for 'Cambridge Dictionary Plus' for free to access quizzes and to create, share and download your own word lists.

> **World of Better Learning blog for teachers:** To help support all teachers who now have to teach from home due to the Coronavirus outbreak, we have created a series of blog posts with expert advice on how to move your classes online.