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How to teach remotely with



Better
Learning



Teaching and learning online is probably new for you and your students. These are challenging times, but it is important that your students keep up their English and feel secure that life is going on as normal. So, focus on making the online experience fun for all of you and even though you cannot see the children, make sure you encourage, praise and reassure them during the online lessons. If possible, contact the parents and explain how you will be running the lessons and how they can help.

Get the students to practise good learning habits by asking them to prepare their learning space – have their books, pen, coloured pencils etc ready before they start and stress how important it is that they do their 'homework'. You can also suggest they watch English videos of songs and stories on YouTube and other sites, but check them out first to ensure they are suitable before sharing links with your classes. The BBC and British Council websites have lots of stories and songs for children and lots more are being posted, even by celebrities like Oprah Winfrey, at this time.

Here are some suggestions for how you could use the units in the *Power Up* coursebooks and materials to support your online classes.

The link below takes you to the teaching resources. You can download and share these links with your students. They include links to all the audio files in the coursebook lessons:

<https://www.cambridge.org/gb/cambridgeenglish/catalog/primary/power-1/resources>

The suggestions below are based on a combination of:

- > live lessons online
- > ideas for homework and self-access study

While we normally try to limit the use of L1 in the classroom, there may be times when clarifying key words may be helpful to make sure all the students are clear about meaning. Don't be tempted to use lots of L1, though. Use it only when you know that some of your students will benefit from the extra support.

Useful tools in live classes:

SCREEN-SHARING:

share Presentation Plus (if you have it), image files, audio files and short video files (bandwidth permitting).

GREAT FOR:

- > giving instructions
- > setting up tasks
- > presenting grammar or vocabulary
- > sharing stories and songs
- > create your own 'boardwork' on screen – extra pictures, words etc to support the lesson (just as you would in the classroom).

If you don't have this, hold your book up to the camera and point at sections of the page you are focusing on.

CHAT BOX:

this could be used for older students at a level when they can read and write simple sentences particularly those using *Power Up 5* and *6*

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

GREAT FOR:

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

To find out more about how to conduct a live online lesson and make use of these functions in your online class, please follow this link:

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

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.

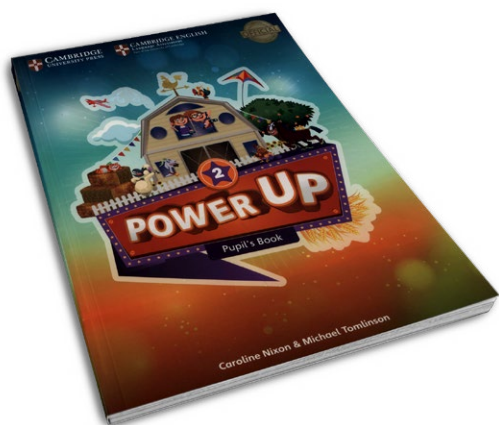
POSTING WORK:

if your school has a website or blog, it would be good to create a space where classes can upload photos, videos, their work and share it. If your school doesn't have this, it would be really great if you could create a blog for each of your classes.

You can also ask parents to email you student's work, videos etc.

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

Teachers will find different ways of conducting these online courses. Timings may be different to the lessons children usually have. It is a good idea to schedule at least 2 lessons a week, so that students get into a rhythm of learning.



Here is an example from Power Up, Book 2

To best prepare your students for an online lesson, ask them to

- Read through and review the previous lessons and test themselves on the vocabulary they have learnt recently by covering the written words with a small piece of paper and saying the word out loud (maybe someone at home like an older sibling can help)
- Before a new unit, look through the pages and check if they know of the words already
- Make small flashcards of pictures of key vocabulary they can use during their lessons e.g. to raise or point to when you say them or to lift up when they hear them in a song or chant. Tell them exactly what flashcards they will need beforehand.

Use the **Activity books** as you normally do. Most teachers set exercises from the Activity books for homework. Make sure you go over these tasks the following lesson. (e.g. by writing the correct answers into a Word file which you can then share during the lesson) You can show the students the correct answers on screen and ask them to be 'teachers' and check their own work and if they think they did a good job award themselves a smiley face or sticker.

There are a number of tasks we do in class like drawing which will be best done by children on their own and not during the live online lesson. This programme suggests what can be done by the children on their own. Make it clear to them when they should do this.



Warmers:

Why not start each lesson with a song or game (like Simon Says) that the students know well. Encourage them to join in and have fun. This should get them into a positive mood before they start the main part of the lesson.

Throughout lessons use ways of ensuring students are paying attention and not drifting off because you aren't there in person. You can use class management chants like:

Eyes on the Door
Feet on the Floor
Hands behind your back
And say no more

And 'shout-outs', where you shout the first half of a phrase and the students have to shout back the second half. e.g.

Teacher	Students
Hocus Pocus!	Everybody focus!
All set!	You bet!
Oh me!	Oh my!
Chiko. Chiko!	Boom. Boom!

You can find lots more like this online e.g. Pinterest.



Take time to allow your students to be able to follow the lesson. It will get easier once they have a routine. Show the page they need to look at and pause while they find it. Give instructions clearly and repeat them. If you feel they may need extra support, repeat the instructions in L1.

Lead-in:

Introducing the topic, activating previous knowledge, personalising the topic.

After greeting the children, move your laptop around your home and tell students what they are looking at. If you have a pet or children at home, show these. If there are any family members or you have a photo of your family share that, and say who they are.

Explain that this unit is about the home and family.

Go through the missions for the Unit

- 1** Ask children to watch the video carefully and notice what the people are doing
- 2** Show the video again and say what the people are doing. Ask the students to repeat the sentences after you
- 3** Draw something you do at home – this can be done by students on their own and the pictures shared online

Online class

Online class

Online class

Self-study



Lesson 1:

Vocabulary, listen and chant.

- 1 Show a photo of your family and say who is who using the vocabulary on page 45
AND/OR use flashcards to introduce the vocabulary
If you think your students need more clarity, support the English with L1
- 2 Now ask students to look at page 45, say the words aloud clearly pointing to the pictures
- 3 Explain that the students will listen and point to the correct people in the picture
Play the first part of the audio and show them you pointing at the correct pictures
Tell them now they will listen and point. Play the whole clip.
Repeat – let them do it again in case it was difficult for some of them (just because you can't see them don't be tempted to rush the lesson)
- 4 Ask them to listen again and number the people mentioned
Let them listen again
Go through the answers slowly and clearly (you can fill in the answers on your page and show them the page, so they can check their answers easily)
Tell them to award themselves a smiley face if they got the answers right

Online class

Online class

Online class

Online class

5 Tell them to listen to the chant
Play it twice

6 Ask them to join in with the chant
Do it twice

7 Ask students to take and or share photos (or draw) of members of their family, label them like in the picture and share online

8 Ask them to video themselves singing the chant (maybe a family member can help to video them). Share the videos online



Online class



Online class



Homework



Homework





Lesson 2:

Reading and Grammar: Comparative adjectives.

- 1 Feedback: Give feedback on the pictures and videos the students posted online. Mention as many of the students as possible. If some children aren't posting yet, encourage them (contact parents if you can, to support this from home)
- 2 Play a game
Say that you are going to practice words to describe people
You start: e.g. I am tall, pretty and clever
Ask each student to think of three words to describe themselves and say them aloud
- 3 The word 'cousin' is key to the story and other tasks in the Unit.
Present the word again with your photo.
It is fine to say the word in L1 to ensure they are clear about the meaning
- 4 Ask students to look at page 46
Ask questions about the pictures to engage the students in the page
e.g. How many animals are there in the story? Pause then count them on the page. Encourage the students to do it with you
Can you see a sheep? Where? Oh yes, there. Point to the sheep in the story
Can you see an elephant? Really. Oh sorry, there's no elephant

Online class

Online class

Online class

Online class

5 Ask students to listen to the story and follow it by running their finger under the words they hear. This will help them focus and not be distracted



Online class

6 After the listening and reading ask questions about the story to encourage students to think about the meaning
e.g. Is Jim's cousin big and old? Is she pretty?



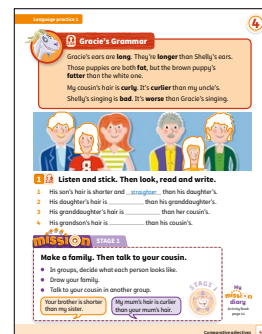
Online class

7 Ask students to record the story online. They should use different voices for each animal and they could even make small finger puppets for each animal*
PLUS They could also contact a classmate online or through a video messaging app and act out the story together



Homework

*Finger puppets: students can draw each animal face on a small piece of paper and stick them on separate fingers with an elastic band or sticky tape



Lesson 3:

Focus on grammar: Comparative adjectives.

- To clarify the language, prepare some pictures that show the meaning of the 4 example sentences. You can share them on screen share or a word document



Ask questions about each one e.g.

Does Tina have curly hair? Yes, she does.

Does Helen have curly hair? Yes, she does.

Is it the same? No.

Who has curlier hair? Tina.

Online class

2

Listen and stick.

Review key words: longer, shorter, curlier, straighter.

Ask students to find the four stickers at the back of the book.

They should listen to the audio and decide where to put the stickers.

Encourage them not to put the stickers on until they are quite sure. Play the audio 2 or 3 times.

Then ask them to listen again and fill in the gaps in the text.

Screen share the filled in sentences, so students can check.

Online class

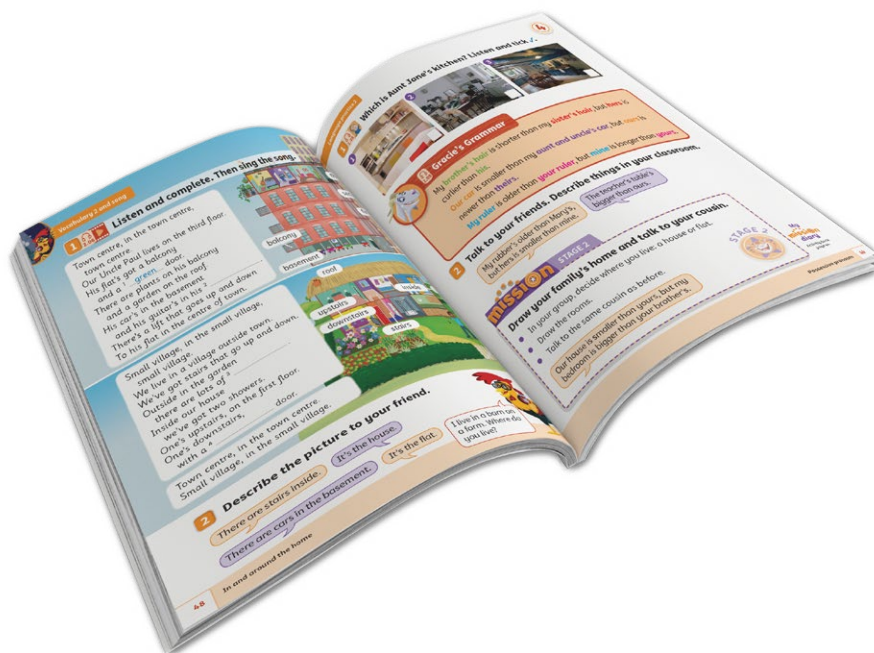
3

The mission task is for group work and therefore hard to do online.

Instead ask students to find a piece of A4 paper and draw a funny family. Then write five sentences about members of the family e.g. The father has longer hair than his daughter.

Start the task together and ask them to finish it on their own and post their pictures online, where they can also record themselves describing the family.

Homework



Lesson 4:

Listen and sing.

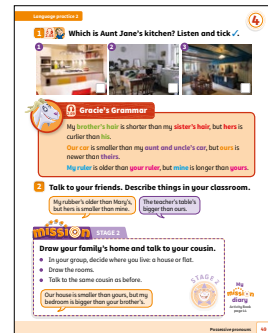
- 1 Run through the vocabulary first by pointing, saying the words and asking students to repeat
You can clarify meaning by using L1 after you have done it in English
- 2 Take your time with the listening to ensure the students are following
Play first and just let them listen
Play again and ask them to fill in the words
Check they have the correct words
Say the words of the song slowly and ask students to read them along with you
Then play the song again and ask students to sing along
- 3 On a word document – show examples of There is / there are
There is a lift.
There are flowers.
- 4 Ask students to draw a picture of their home
And write 3 or 4 sentences about their home using there is/there are
Ask them to post these

Online class

Online class

Online class

Homework

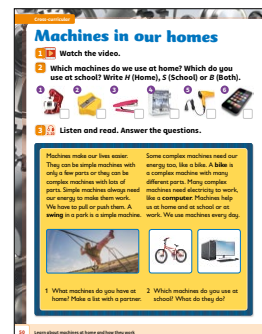


Lesson 5:

Grammar: possessive pronouns.

The grammar lessons all follow a similar pattern, so see lesson 3 for ideas





Lesson 6:

Video: listening, reading and vocabulary.

Lead-in – walk around with your laptop and show some of the machines you have in your home e.g. your washing machine, coffee maker

Ask children to run and touch 3 machines in the kitchen and run back as quickly as possible. If they know the names for them, ask them to say them out loud

1 Ask the students if they know the words for the objects in part 2
Pause while they may say them, then point and say them aloud yourself

2 Video – show the video the first time and ask students to listen carefully.

3 Ask the students where they use the machines – at school or at home
Give them time to fill in the squares
Check together

4 The students watch the video again and read the text

5 Ask the students to draw or video at least five machines they use at home and share what they have found with the class

Online class

Online class

Online class

Online class

Online class

Homework



Lesson 7:

Further practice and simple present for routines.

- 1 Ask students to listen and number the photos in exercise 4
Check answers together
- 2 Show the students things you do round the house via the camera or using pictures on share screen
Make sure to use clear model sentences using simple present tense e.g. I cook dinner. I wash dishes.
- 3 Show a machine like a coffee maker and say things it can do using simple present, third person
It heats water. It makes coffee.
On screen show example sentences
- 4 If you think your students can manage the task at the bottom of the page, ask them to invent a machine for the home, draw it and write two or three sentences about what it can do.
They can share these.

Online class

Online class

Online class

Homework



Lesson 8:

Story.

- 1 Before they read the story, ask students to look at each picture and say what they can see, pause and say what you see
Comment on the pictures e.g. what a funny robot. He has a party hat on his head etc.
- 2 Tell the students to use their finger or a ruler to follow the story as they listen to it
For variety, you can read it to them as well as asking them to listen to the audio
- 3 Play a game – read it again but make mistakes e.g. Say Today is my cat's birthday not mum's. When they hear a mistake, they should shout out the correct word, so pause after your 'mistake'
- 4 Ask students to do exercise 2 and check the answers together
- 5 Ask students to practice reading the story aloud and make sure they do different voices for the different robots
- 6 You can also ask students to design a funny robot and draw it, then post it for the class to see.

Online class

Online class

Online class

Online class

Homework

Homework



Lesson 9:

Skills Practice.

- 1 Tell students they are going to do some skills practice and you will trust them to check their own answers
- 2 Check the answers with the students and congratulate them all on working so well
- 3 Page 55 has activities for students to do together, which is hard to do online. They could however, do a virtual tour of their home i.e. walk around with a camera and point to things and say e.g. This is the balcony / This is grandma, and video it and post on the class blog

Online class

Homework

Homework

Once a unit is finished, it would be nice to send each student a message congratulating them on working so hard online and saying you understand if it is difficult for them and you miss them, too.

We hope you find these guidelines helpful.

In addition you may find the further resources useful.

1. If your students continue to use Activity Book, they have access to the CLMS online practice material. You could set activities from this. It is particularly useful for reviewing language which students have already learned in class. The access codes are found inside the front cover of the Activity Books.
2. If your students have their Power Up Home Booklet, this includes fun ideas and projects. This link include Letters to Parents and Answer Keys for the Home Booklet : *Power Up* [home school link](#)
3. You'll also find some extra resources with downloadable Flashcards, Posters and Worksheets which can be used at home here: *Power Up* [classroom resources link](#) (games etc.)

Other free resources you may find helpful:

1. **The World of Fun website** features downloadable activities, worksheets and videos: <https://worldoffun.cambridge.org/>
2. **World of Better Learning blog:** 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.

Looking for more digital, self-study resources to support learning at home? You might like to consider recommending the following to parents:

1. **The Word Fun World:** a free app for fun vocabulary practice: <https://worldoffun.cambridge.org/>
2. **Age-appropriate TV shows and films:** To increase students' exposure to the language outside of school, you could suggest to parents that children watch age-appropriate TV shows and films in English.