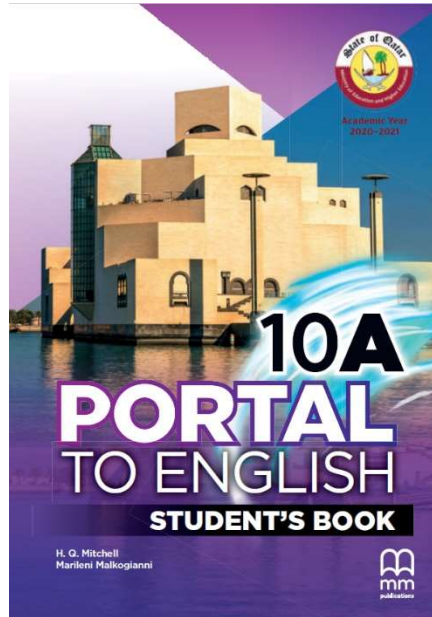




Remote Teaching Guide

Grade 10



Introduction

This is a guide for teaching **Portal to English 10A** remotely. When switching to a remote teaching/learning environment, it is normal for teachers and students to feel overwhelmed by new, challenging circumstances. However, as teachers, we should strive to make the learning experience fun and motivating for our young learners.

This guide will take you step by step, giving you ideas and suggestions on how to adapt your teaching style to suit the needs of a remote environment.

Tools for the remote learning environment:

1. An online video conferencing platform like Microsoft Teams which has a variety of functions that facilitate the teaching process. In this guide, we will describe functions on Microsoft Teams specifically, so if you select a different platform, there may be differences regarding the features.
2. The Interactive Whiteboard Material for Portal to English 10A (IWB). In order to share your screen, click 'SHARE' on the toolbar that appears on the lower part of your screen. After that, make sure to tick (✓) the box that says 'INCLUDE SYSTEM AUDIO' in the sub-



menu that will appear and click on the window you want to share at the beginning of the lesson.

3. Word processor applications, such as Microsoft Word, LibreOffice and Google Docs, can also be useful in the remote teaching environment for preparing documents that can be shown to Ss via screensharing. We will use the term 'Word document' to refer to such documents in this guide.

4. (OPTIONAL) Online platforms which facilitate classroom management, like [Zoom](#), [Edmodo](#) or [Moodle](#). We can use these platforms to upload material, make announcements and share links, as well as allow Ss to upload homework and assignments. Additionally, other tools like [Padlet](#) (a collaborative online bulletin board), [Mentimeter](#) (an online poll creator), [LiveWorksheets](#) (a platform allowing the transformation of traditional printable worksheets into interactive online exercises) and many others can prove to be helpful in an online learning environment.

In this guide, you will find instructions on how to incorporate these tools into your remote lessons. Here are features found in Microsoft Teams (and possibly in other video conferencing platforms) that you will probably find useful.

Screen sharing

This option allows Ss to view the contents of the teacher's screen, so teachers can share other applications or windows they have open during the online session.

This means that you can:

- share and use the Interactive Whiteboard exactly as you would in your regular classes.
- share other media or applications, like images, a web browser, videos, a Word document, PowerPoint presentations, etc.
- share control of your screen with a S and allow them to type, move the cursor and select something on the IWB, etc.
- It is recommended that you have all the applications needed for the lesson ready prior to starting the online session and not forget to tick (✓) the box that says "INCLUDE SYSTEM AUDIO" in the lower left-hand corner of the share window before you click on the window you want to share..

MEETING CHAT

Through the MEETING CHAT, Ss can communicate with the teacher or with each other, and the teacher can also communicate with all Ss or send private messages to individual



ones. In order to send private messages to individual ones, you just need to send it outside of the group, directly to the student you want.

This means that you can:

- ask Ss to give short answers throughout the lesson.
- check Ss' answers.
- privately check in on individual Ss.

This feature is more beneficial for older or higher-performing Ss that feel confident enough to type their answers. When and how often you use this feature depends on the type of activity you are doing and the level of your Ss. This means that some Ss may feel comfortable using the MEETING CHAT whereas others will prefer to communicate orally.

You can also use this feature to allow Ss to give answers like A, B, C..., 1, 2, 3..., Yes/No, or allow them to respond with emoticons, which is easier for Ss. You can establish a time limit for answers to make this more motivating and fun for Ss.

Private Channels (Microsoft Teams)

This function allows the teacher to create different channels and assign which students will be part of each channel in order to work on group activities. However, the teacher needs to create the channels before they start the lesson (unlike Zoom or other platforms where you can do that on the go). This means that they have to assign which student will be in which channel before they start the lesson. Once the lesson begins, no alterations can be made. Ss in those channels can communicate with each other away from the main channel. The teacher has full control over these channels and can connect/disconnect/reconnect to each one.

In order to do so:

1. Click on the '**Teams**' icon, on the toolbar on the left of your screen.
2. Find the name of your classroom click **More options ... > Add channel**.
3. Write the name of the Channel, e.g. '**Room 1**'.
4. On the privacy field, select '**Private**' on the sub-menu **> Add**.
5. Type the names of the students that you want to add in the channel **> Add**.

Pair work / Group work

Use the Private Channels for **group-** and **pair-work activities**. Choose which Ss will be grouped together. Ss can complete the activities on their own while you go from group to group monitoring and offering help as needed. Allow Ss to share answers in these groups or work on activities.



Use of puppets/props

If the Private Channels become challenging to manage with young learners, you can tell them to make their own puppets (from simple materials like old socks or paper) or they can use stuffed animals and use these to recreate and act out the dialogues in any given lesson.

Nominating pairs or groups of Ss

Pair work and group work activities can be done during the live session without putting Ss in Private Channels. You can select 2-3 Ss at a time (unmuting only their microphones) to perform the activities while the rest of the class follows along.



General guideline for remote teaching:

Cameras:

It is recommended that all Ss keep their cameras on during the lesson. This will help make the lesson more interactive and encourage active participation of the Ss. It will also help you check in on Ss to see if they are following along and taking part in the activities, and to check their understanding.

Microphones:

Whether you ask Ss to keep their microphones on or off during the lesson depends on the number of Ss in your classroom and the level of noise in each of their personal environments. Keeping the microphones on during the lesson helps you make sure Ss are quietly following along and allows them to communicate with you and the rest of the class easily. Keeping the microphones off during the lesson will help the sound be clearer during the lesson and help you have better control in terms of classroom management because you can decide who speaks at any given time.

Whether you decide for the microphones to be on or off, you should establish a set of gestures that Ss can use to communicate with you and with others. For instance, Ss can continue to raise their hands as they would in class when they want to say something. Apart from the physical action, Microsoft Teams has the option to "RAISE HAND" in order to speak or in cases that some Ss choose to keep their cameras turned off. Hand gestures (found on the MEETING CHAT) like thumbs up or thumbs down and facial expressions like smiling or frowning, can be used by Ss to show whether they understand, if they like or dislike something, and if they are following along.

Checking understanding and answers

During the lesson, you need to make sure Ss are paying attention to and are able to understand the different parts of the lesson. That is why it is advised to check in on the class or individual Ss often throughout the lesson by asking questions, eliciting responses, giving Ss instructions to use gestures or body movements, etc.

To check Ss' written answers to activities in the Student's Book or the Workbook, you can nominate Ss to answer orally by unmuting their microphones or have them type their answers in the MEETING CHAT. To do so, click on "SHOW PARTICIPANTS" and then you show the answers from the IWB key via screensharing or you can choose a S and give them remote control of your cursor and have them reveal the answers on the screen. To do so:



- On the sharing toolbar, select Give control.
- Select the name of the students you want to give control to.
- To take control back, select Take back control.

Additionally, you can encourage Ss to become their own “teachers” by correcting their mistakes with coloured pens or pencils or drawing a smiling or frowning face next to activities. Ss can also hold their work up to the cameras for you to check or take a picture of it and send it to you via an online platform or email (possibly with the help of a parent or older sibling).

TIPS for Remote Teaching for Young Learners

- Get parents involved, especially in the beginning, to help Ss establish their new routine. They might even need to be present during the first few Microsoft Teams sessions. After a couple of weeks, Ss will have gotten used to remote teaching and will only occasionally need their parents’ help.
- You should continue to do some things as you normally would. For instance, in addition to using the IWB throughout the lesson, you can show the Ss which activity/page you are on by pointing to the book and having Ss show their books as well. You can also use a bulletin board or a whiteboard to stick images on or to draw/write things needed for the lesson. You can additionally use realia as you would in class. Finally, you can use Microsoft Whiteboard.
- If you choose to have Ss’ microphones muted for most of the lesson, you will not be able to hear them at times when it might be required, e.g. for repeating vocabulary words. That is why it is advised to always pause and give Ss adequate time to respond.
- Use an enthusiastic tone, vivid facial expressions, and lively gestures to encourage Ss’ active participation.
- Establish common hand gestures (e.g. thumbs up/down) that you can use in class so that Ss can communicate without speaking if needed. These can be for feelings, for Yes/No, for Like/Dislike, etc. Ss can also use the ‘raise hand’ option in Microsoft Teams when they want to participate.
- Alternate activity types frequently. Ss can easily get restless, bored or demotivated, especially if they are sitting at a desk looking at a computer screen. Try to provide a variety of stirrer and settler activities. You should allow Ss to stand up, sit down, sing songs, do movements, draw, do crafts, etc.



Remote Teaching Guide

Grade 10



- You can nominate a different S to be the teacher's assistant or classroom monitor for each lesson. The teacher's assistant makes sure Ss are active, points out things other Ss can't see, etc.

Portal 10A

Here is an example of how to teach the key skills remotely. The examples are taken from Portal 10A, Module 1.

Vocabulary

Read and talk in pairs. Tell each other about where you live.

I live...

in	at
Qatar / the US (country)	56 Webster St. (address)
Florida (state)	
Yorkshire (county)	on
Doha/London (city)	the outskirts of...
the suburbs of....	the third floor
a suburban/rural/urban area	campus
the country(side)	
a flat in the city centre	
a cabin/cottage/bungalow	
Rainbow Street/Road/Avenue/Lane, etc.	



Read the sentences and match the phrasal verbs in bold with their meanings. Then check your answers in a dictionary.

A phrasal verb consists of a verb (e.g. *get, break*) and an adverb (e.g. *back*) and/or one or more prepositions (e.g. *for, on, with*). The meaning of the phrasal verb is different from the meaning of the verb and the adverb/preposition(s) it includes.

- They settled in quickly at their new school. - Could you put me up when I come to Rome? - All guests should check out by noon. - Tyler doesn't live with his parents any more. He moved out a long time ago. - We checked in at a luxurious hotel by the beach. - My friend was in the neighbourhood, so she dropped by. A: I found a new flatmate! B: Really? When is he moving in?	<table border="0"> <tr><td>☐</td><td>a. to get used to a new place, job, etc.</td></tr> <tr><td>☐</td><td>b. to make a short visit</td></tr> <tr><td>☐</td><td>c. to let sb stay in your house</td></tr> <tr><td>☐</td><td>d. to start living in your new home</td></tr> <tr><td>☐</td><td>e. to report that you have arrived at a hotel or airport</td></tr> <tr><td>☐</td><td>f. to leave a hotel after paying the bill</td></tr> <tr><td>☐</td><td>g. to leave your home for another one</td></tr> </table>	☐	a. to get used to a new place, job, etc.	☐	b. to make a short visit	☐	c. to let sb stay in your house	☐	d. to start living in your new home	☐	e. to report that you have arrived at a hotel or airport	☐	f. to leave a hotel after paying the bill	☐	g. to leave your home for another one
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☐	f. to leave a hotel after paying the bill														
☐	g. to leave your home for another one														

Vocabulary

(1a, Vocabulary A-B, p. 11)

A.

- Draw Ss' attention to the map of part of the United States of America and Qatar from the IWB via screensharing.



- Ask Ss to look at the list of symbols with their explanations indicating different geographical regions within a country.
- Help Ss deduce that the United States of America is a *country*, New Mexico is a *state*, Bernalillo is a *county* and Albuquerque is a *city*.
- Ask Ss to read through the lists of expressions used with the prepositions of place *in*, *on* and *at* when saying where we live and provide any necessary explanations and/or clarifications.
- **In pairs in Private channels, have Ss take turns to tell each other where they live. Go from channel to channel, monitoring and helping students when needed. Then bring them to the main channel.**
- Choose some pairs to act out the dialogues in class.

B.

- Check Ss' background knowledge of what a phrasal verb is and then draw their attention to the definition in the note **from the IWB via screensharing**. If necessary, provide Ss with any further explanations and/or clarifications.
- Ask Ss to read through the sentences 1-7 and draw their attention to the phrasal verbs in bold.
- Ask Ss to read through the meanings a-g and make sure they do not have any unknown words.
- **Have Ss do the activity and check answers by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**
- Have Ss provide clues from the sentences to justify their answers.
- **Ask Ss to write three sentences using the phrasal verbs and send them to you via the Meeting Chat.** This will challenge higher-performing Ss.
- **Write some of the sentences on the Microsoft Whiteboard application (Microsoft Teams) or in a Word document** without writing the phrasal verbs.
- Ask Ss to complete the sentences. This will give lower-performing Ss extra practice.

1a

Reading

Discuss in pairs/groups.

- What unusual places can you think of to live in?
- What makes a home unusual?
- Would you like to live somewhere unusual? Why? / Why not?

Read the texts A-C. What is the three people's overall attitude/opinion about their homes? Choose a, b, c or d.

- They regret moving into their unusual home.
- They don't want to change anything in their home.
- They aren't satisfied with their home but they have to stay.
- They are satisfied with their home but are facing certain difficulties.

Read again and answer the questions below. Write A, B or C.

- Who doesn't find his home comfortable or easy to live in? ☐
- Who mentions that the place will be his home for a short time? ☐
- Who has to spend more money than before? ☐
- Who has more space than he really needs? ☐
- Who has to sometimes cope with loneliness? ☐
- Who wants other people to know about his experiences? ☐
- Who mentions making changes to the place? ☐

Answer the following questions.

- What makes the place in text A recreational?
- To what extent are the people living in the houseboat satisfied with their choice?

My unusual house

A.

I live in an old fire station that I converted into a house last year, when I decided to leave my old house. My friends thought I was out of my mind at first, but now they love it, too. It's a spacious building, so I have plenty of room to put all my belongings. I even have my own gym and entertainment room! My friends often drop by, so I never get lonely living here. The only drawback is that I have more expenses than before, for heating during the winter and furniture to fill up the space. Most people want to know if I use the fire pole. The answer is: all the time!

B.

People usually wonder why I chose to live in a lighthouse. The truth is I wanted first-hand experience as I'm currently writing a book about living in a lighthouse. So I chose it as my temporary residence. I settled in very quickly and I try to enjoy every minute of it. I'm a long way away from shops and restaurants, but I don't mind, though. I love being so near the sea. Every morning I climb the spiral stairway to the top of the tower and drink my coffee while admiring the view. That's when I remember how fortunate I am at the moment. Of course, there are days when it seems like the loneliest and most isolated place in the world, but at least I have access to the Internet and I can stay in touch with my friends and family.

C.

A few months ago my wife and I bought a houseboat. In the beginning, we only stayed for a few days at a time, but now we've decided to make it our permanent home and we're moving in at the end of this week. The truth is that we face many difficulties and we're still trying to get used to it. For one thing, it's a little bit cramped, and we have to use space wisely. Also, we don't have electricity all the time and when we go shopping, we can't buy a lot, because it's a long walk to the boat with heavy bags. We might be far from shops, but we're in a great location and we still have our peace and quiet. Not many people wake up and see swans outside their window or 'float away' if they get tired of the view!

Reading

(1a, Reading A-E, pp. 8-9)

A.

- **Ask Ss the questions from the IWB via screensharing.**
- Elicit answers and initiate a short discussion.



B.

- **Draw Ss' attention to the layout of the text from the IWB via screensharing** and ask them to tell you what type of text it is (*an article*) and where it can be found (*in a magazine*).
- Ask Ss to look at the pictures accompanying the short texts and tell you what they show.
- **Elicit answers by nominating Ss to give their answers orally.**
- Draw Ss' attention to the title of the reading activity and help them deduce that the places shown in the pictures are the three people's unusual homes.
- Ask Ss to read through the article.
- Ask Ss to read through the statements a-d and make sure they do not have any unknown words.
- Have Ss do the activity.
- **Check the answer with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**
- Ask Ss to tell you what difficulties each person faces (*text A: life is more expensive since he moved to his new house – text B: the second person sometimes feels lonely – text C: there isn't much space in the houseboat, they don't have electricity all the time, they're far from the shops*). This will challenge higher-performing Ss. Tell Ss how many difficulties they are expected to find in each text (*text A: one difficulty, text B: one difficulty, text C: three difficulties*). This will help lower-performing Ss.
- Have Ss read the article again and underline any unknown words at the same time.
- **Ask Ss some comprehension questions and nominate Ss to give their answers orally.**

Text A

Where does he live? He lives in an old fire station.

What did his friends think when he moved into his new house? They thought he was out of his mind.

How do they feel about his house now? They love it.

Does he ever get lonely living there? No, he doesn't.

Why not? Because his friends often drop by.

Why does he need more furniture? to fill up the space

Does he use the fire pole? Yes, he does.

Text B

Where does he live? in a lighthouse

What do people usually wonder? They usually wonder why he chose to live there.

Why did he choose to live in a lighthouse? Because he wanted first-hand experience of what it's like to live in a lighthouse.

Why is that? Because he is writing a book about living in a lighthouse.

Did it take him a long time to settle in? No, it didn't.

Is he close to shops and restaurants? No, he isn't.

Has he got a problem with that? No, he hasn't.



What is he close to? the sea

What does he do every morning? He climbs the spiral stairway to the top of the tower and drinks his coffee while admiring the view.

What does he remember then? how fortunate he is

How does he stay in touch with his family and friends? over the Internet

Text C

What did they buy a few months ago? a houseboat

Did they move in straight after they bought it? No, they didn't.

When are they moving in? at the end of this week

Have they got a lot of space on their houseboat? No, they haven't.

Why can't they buy a lot of shopping? Because (it's difficult to store some food without electricity, and) it's a long walk to the boat with heavy bags.

Do they like the location they are in? Yes, they do.

What are some of the advantages of living on a houseboat? You have your peace and quiet, you wake up and see swans outside your window and you can float away if you get tired of the view.

C.

- Ask Ss to read through the questions 1-7 **shown on the IWB via screensharing** and make sure they do not have any unknown words.
- **Have Ss do the activity. Alternatively, you can have Ss work in pairs in Private channels. Go from channel to channel, monitoring and helping Ss when needed. Then bring them back to the main channel.**
- **Check the answers with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**

D.

- Draw Ss' attention to the questions.
- **Ask Ss the first question and elicit answers by nominating Ss to give their answers orally. Have Ss justify their answers by providing information from the text. You can reveal the answers on the IWB.**
- Do the same for the second question.

E.

- **Ask Ss to read through the definitions 1-8 from the IWB via screensharing** and make sure they do not have any unknown words.
- Have Ss refer to the respective texts and do the activity.
- **Check the answers with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**
- Explain any unknown words.
- To challenge higher-performing Ss, you may ask them to think of alternative words to replace some of the words they have underlined in the text.

1a

Grammar

Present Simple vs Present Progressive, Stative verbs → p. 78

A. Look at text B and answer the questions.

- What does the writer do every morning? Which tense is used? Why?
- What is the writer writing? Which tense is used? Why?
- What do people usually wonder about this person? Which tense is commonly used with adverbs of frequency (e.g. usually, often)?

B. Read about the uses of the Present Simple and the Present Progressive and think of one more example for each use.

The Present Simple is used for:

- permanent situations, e.g. *He **lives** in an old fire station.*
- repeated habitual actions, e.g. *My friends often **drop by**.*
- general truths, e.g. *Birds **fly** south in the winter.*

The Present Progressive is used for:

- actions happening now, e.g. *He **is having** breakfast right now.*
- temporary situations, e.g. *I **am currently writing** a book about my experiences.*
- future arrangements, e.g. *We're **moving in** at the end of this week.*

C. Read the examples from the texts A-C. Which tense is used and why? Can you find more examples in the texts?

- I even **have** my own gym...
- ...now they **love** it, too.
- Most people **want** to know if...
- We **don't have** electricity...
- ...it **seems** like the loneliest...

Stative verbs (see, notice, like, need, believe, know, belong, etc.) are not usually used in the Present Progressive.

D. Complete with the Present Simple or the Present Progressive of the verbs in brackets.

- A:** Whose coat is this?

B: It's Olivia's. She 1 _____ (stay) with us for the weekend.

A: Really? Where is she? I really 2 _____ (want) to talk to her and find out how she 3 _____ (cope) in London.

B: She's fine. I 4 _____ (think) she 5 _____ (get) used to her new life. She also 6 _____ (have) a part-time job. Anyway, you can ask her for yourself. She 7 _____ (make) chocolate cake with Patricia in the kitchen. The two of them 8 _____ (always / like) to spend time together.

Grammar

(1a, Grammar, A-D, p. 10)

A.

- Ask Ss to read through the questions 1-3 **from the IWB via screensharing** and check their understanding.
- Refer Ss to text B and have them answer the questions.



- **Check the answers with the class by nominating Ss to give their answers orally.**

B.

- Ask Ss to read through the uses and the examples of the Present Simple and the Present Progressive respectively and check their understanding.
- If necessary, elaborate on the use of the Present Simple to describe *general truths*.
- Ask Ss to think of one more example for each use. You can ask Ss to think of more than one example. This will challenge higher-performing Ss.
- To help lower-performing Ss, give them prompts to make their examples (e.g. permanent situations: *father / work*).
- **Choose Ss to read out their examples or have Ss type them in the Meeting Chat.**
- **You can write the examples on the Microsoft Whiteboard application (Microsoft Teams) or in a Word document.**
- **Check the answers with the class by nominating Ss to give their answers orally.**
- Refer Ss to the Grammar Reference (p. 78). **You can show it from the IWB via screensharing.**

C.

- Ask Ss to read through the examples from the texts A-C **shown on the IWB via screensharing** and draw their attention to the verbs in blue.
- Ask Ss the first question in the rubric. **Have Ss respond in the Meeting Chat or give their answers orally.**
- Elicit the answer that *the Present Simple* is used.
- Read out and explain the rule in the box. Point out that we usually use the Present Simple with stative verbs although the situations they describe are true at the moment of speaking.
- Ask Ss the second question in the rubric. **Have Ss respond in the Meeting Chat or give their answers orally.**
- Allow Ss some time to find more examples of stative verbs in the texts A-C.
- **Check the answers with the class by nominating Ss to give their answers orally.**
- Refer Ss to the Grammar Reference (p. 78) to study the categories of stative verbs. **You can show it from the IWB via screensharing.**

D.

- Have Ss read the first exchange in dialogue 1 and underline the time expression (*for the weekend*).
- Ask Ss which tense they should use in the first blank. Explain to them that the time expression will help them decide which the correct tense is.
- Have Ss do the rest of the activity.



- **You can have Ss check their answers in pairs in Private channels. Go from channel to channel, monitoring and helping Ss when needed. Then bring them back to the main channel.**
- Check the answers with the class by nominating Ss to give their answers orally.

Listening 🎧

1. 🗨️ Discuss in pairs/groups.

- Have you ever lived abroad?
- If yes, what problems did you face and how did you get over them?
- If not, what problems do you think you'd have abroad? What would you do to get over them?

2. 🎧 Listen to a radio programme about the problems three people had when they moved abroad. Match the speakers with the statements a-e. There are two extra statements which you do not need to use.

Speaker 1 ☐	a. I didn't expect to like my new life.
Speaker 2 ☐	b. I had difficulty understanding the language.
Speaker 3 ☐	c. I didn't get much help from my friends in the beginning.
	d. Learning about the culture helped me settle in.
	e. I discovered ways to stop feeling homesick.

3. 🗨️ Discuss in pairs/groups.

- What advice would you give to a friend or relative who is planning to live abroad?



Listening

(1b, Listening A-C, p. 15)

A.

- **Ask Ss the questions from the IWB via screensharing.**
- **Elicit answers by nominating Ss to give their answers orally** and initiate a short discussion.

B.

- Ask Ss to read through the statements a-e and make sure they do not have any unknown words.
- **Play the recording from the IWB and** have Ss listen to the first monologue carefully and choose the statement which best describes Speaker 1's problem when he moved abroad.



- Play the recording again and have Ss listen to the first monologue again and check their answers.
- Follow the same procedure with the rest of the monologues.
- Alternatively, play the recording and have Ss listen to the three monologues carefully and choose their answers.
- **Check the answers with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**

C.

- **Ask Ss the questions from the IWB via screensharing.**
- **Elicit answers by nominating Ss to give their answers orally** and initiate a short discussion.

Speaking

1 Talk in pairs.

Student A: Go to the Speaking Activities section on page 71.

Student B: Ask Student A questions to complete Pierre Clermont's profile.

When asking for information, indirect questions are usually more polite and appropriate for formal situations. Begin your indirect questions with some of the following phrases:

Can/Could/Would you tell me...?
 Can/Could/Would you inform me...?
 Can/Could/Would you let me know...?
 Do you know...?
 I'd like to know...
 I was wondering...

Pierre Clermont

Age:	_____
Nationality:	_____
Likes:	_____ _____ _____
Dislikes:	_____ _____

Bath

- museums and galleries
- fascinating sights and parks to visit
- lots of theatres & festivals

Bournemouth

- great beaches
- fantastic sports facilities
- peaceful parks

Brighton

- great beaches and activities
- lots of shopping opportunities
- huge variety of restaurants

6 I think the most suitable city for Pierre is... because he's interested in...
 I disagree. I think the ideal city for him is... because...
 Very true, but he'll probably enjoy... more because...
 Yes, but don't you agree that...?

Express your opinion giving reasons. Don't worry if you disagree with your partner. Remember, no answer is right or wrong as long as it is justified.

If one of you gets stuck, help each other by asking a question, for instance.

1a Speaking

1 Talk in pairs.

Student A: Imagine that you are looking for a new flatmate. Student B is looking for a place to live and calls you. Ask him/her questions and hold a conversation to find out about him/her and see if he/she is suitable to become your new flatmate. Use the ideas in the box.

personal information (age, nationality, family, etc.) personality studies job daily habits spare time

Student B: Imagine you are looking for a place to live. Student A is looking for a flatmate and you call him/her. Answer his/her questions requesting information about you and ask questions to find out about the house/flat. Use the ideas in the box.

type of accommodation exact location number of rooms public transport nearby if it's spacious/furnished, etc.

6 Hello?

Speaking

[1a, Speaking (SB p. 11), p. 71 (back of book)]

- Refer Ss to the Speaking Activities section on page 71.



Remote Teaching Guide

Grade 10



- Have Ss read through the rubric **shown on the IWB via screensharing**, the ideas given in the boxes and the example exchange and check their understanding.
- Have Ss use the ideas in the boxes and ask them to write questions which they can use in the dialogue. This will help lower-performing Ss. Allow Ss to use their own ideas and ask questions about things which are not included in the boxes. This will challenge higher-performing Ss.
- **In pairs, in Private channels have Ss act out the dialogue. Encourage Ss to swap roles. Go from channel to channel, monitoring and helping Ss when necessary. Then bring them back to the main channel.**
- Choose some pairs to act out the dialogues.

1b Writing An informal email

Read the two emails and find:

1. features that make them informal.
2. set phrases used to begin and end them.

Inbox:

Hello John,

How's life? Guess what! I was accepted by the University of Brighton, so I'm coming to study in the UK too. However, I'm still trying to get organised and I have a few questions for you.

As I don't want to live on campus, I'll have to rent a place of my own. Which area do you consider convenient? I'm also thinking about bringing my bike. Do you think it's safe to travel by bike in the city? And can you tell me if there are any good places to ride it in my spare time?

Thanks for your help!

Bye for now,
Hamad

Hey Hamad!

I've been meaning to get back to you since yesterday, and I finally managed today. Anyway, that's great news! I'm really glad you're going to study here.

If you ask me, I think you should live in Hanover or Preston Park. These areas are great for students as they're both close to the city centre as well as the university. Don't worry about anything! I'll show you around and you'll soon get the hang of it.

Of course, you should definitely bring your bike. Brighton is a bicycle-friendly city with lots of bicycle lanes that allow you to ride safely. There are also lots of parks and a beautiful beach. When the weather's nice, I go riding along the beachfront, so I'm sure you'll love it too! Cycling is difficult in the winter, but don't worry. There are lots of buses that run all day and a few night buses as well.

I'm really excited about you coming here. Keep me posted!

See you soon,
John

Read the emails again and answer the questions.

1. What's the relationship between Hamad and John?
2. Why is Hamad writing to John?
3. Does John answer all his questions?
4. Does he give him extra information?
5. In which email are the following functions expressed? Write 1 or 2.

a. giving information	☐	d. expressing enthusiasm	☐
b. expressing opinion	☐	e. asking for information	☐
c. asking for an opinion	☐	f. giving news	☐

Read John's email again and compare it to the model layout on page 76. Does John's email have an appropriate layout? Justify your answer.

Read the expressions/phrases below and the situations 1-4. How would you reply?

Giving news

Guess what! I've recently...
Did I tell you about...? Let me fill you in.
You won't believe what happened to me!
I haven't told you the latest, have I?
Just thought I'd drop you a line to let you know that...

Expressing enthusiasm

Wow! That's great/fantastic news!
How exciting/wonderful!
I am/was happy/glad/pleased to hear that.
I couldn't believe it when I read that...

Imagine you have received the following email from a friend. Read the TIP. Then go to the Workbook pp. 11-14 to plan and then write your reply.

Hi,

Just thought I'd drop you a line to let you know that I'm coming to study there! Yep, it's true! I just need to get organised and I need some help.

Do you think it'll be easy for me to work part-time while studying? And if so, do you know of any places where I can find a job as a waiter or anything else? The other thing I'm worried about is getting bored. What entertainment options are there? Where do you hang out? Well, that's all for now. Get back to me soon.

1. I haven't told you the latest, have I? I bought a motorbike!

2. Guess what! I have some time off work and I was thinking of going hiking or skiing. What do you think?

3. Guess what! I got a job at the Chinese restaurant in the town centre. I know where it is, but can you tell me the best way to get there from our area?

4. I'm finally moving out! Can you believe it? I only have one problem. Should I rent a furnished flat or not?

When writing an informal email:

- use the appropriate layout (see Writing Reference Section).
- organise it into paragraphs and use set phrases as shown in the plan.
- use informal language and expressions (e.g. well, of course, anyway, you know, you see, actually, by the way).
- use standard grammar and spelling conventions. Don't use forms such as *u*, *u*, *u*, etc.
- use short forms (e.g. *fr*, *do*, *to*).
- use exclamations (e.g. *Wow!*) and direct questions (e.g. *What have you been up to?*).
- read the rubric and the email you are replying to carefully. Make sure you understand why you are writing (to give information, to express your opinion, etc.) and respond to all the requests suitably.
- use appropriate expressions/phrases to express enthusiasm, give news, express your opinion, etc.

Writing

(1b Writing A-E, pp. 16-17)

A.

- Ask Ss to look at the layout of the two texts from the IWB via **screensharing** and tell you what they are (*emails*).
- Ask Ss to read through the two emails. Tell them to underline any unknown words at the same time.
- Ask Ss to tell you how these two emails are related.



- Elicit the answer that *the second email is a response to the first.*
- Ask Ss to read through the rubric.
- Have Ss do the activity.
- **Check the answers with the class by nominating Ss to give their answers orally.**

B.

- Ask Ss to read though questions 1-5 **shown on the IWB via screensharing** and check their understanding.
- Have Ss do the activity.
- **Check the answers with the class by nominating Ss to give their answers orally.**
- Ask Ss some comprehension questions and **nominate Ss to give answers orally.**

Which university was Hamad accepted by? He was accepted by the University of Brighton.

Has he organised everything about living in the UK? No, he hasn't.

Does he want to live on campus? No, he doesn't.

What will he do instead? He'll rent a place of his own.

Does he know which areas in Brighton are considered convenient? No, he doesn't.

What is he thinking about bringing with him? his bike

What else does he want to find out about Brighton? if it's safe to travel by bike in the city and if there are any good places to ride his bike in his free time

Did John write to Hamad the same day he received the email? No, he didn't.

Is he happy about Hamad? Yes, he is.

Where does John believe Hamad should live? in Hanover or Preston Park

Why? Because these areas are great for students as they are both close to the city centre as well as to the university.

How will John help Hamad once he moves to Brighton? He'll show him around.

Does John believe that it'll take Hamad a long time to settle in? No, he doesn't.

Does John think that Hamad should bring his bike? Yes, he does.

Why? Because Brighton is a bicycle-friendly city.

What makes Brighton a bicycle-friendly city? It has lots of bicycle lanes that allow people to ride safely.

Where does John advise Hamad to ride his bike when the weather's nice? along the beachfront

Is cycling easy in winter? No, it isn't.

Are there many buses during the day? Yes, there are.

Are there any night buses? Yes, there are.

- Explain any unknown words.



C.

- Ask Ss to read through the model layout of an informal email **from the IWB via screensharing** and give them any necessary explanations about the different parts of an informal email.
- Draw Ss' attention to John's email.
- Ask Ss the question in the rubric. Remind them to provide justifications for their answers.
- **Check the answers with the class by nominating Ss to give their answers orally.**

D.

- Refer Ss to the expressions/phrases used to give news and express enthusiasm in the respective boxes and explain them.
- Ask Ss to read through the situations 1-4 and check their understanding.
- **Have Ss do the activity. Alternatively, you can have Ss work on the activity in pairs in Private channels. Go from channel to channel, monitoring and helping Ss when needed. Then bring them back to the main channel.**
- **Check the answers with the class by nominating Ss to give their answers orally or type their answers in the Meeting Chat.**

E.

- Ask Ss to read through the given email **shown on the IWB via screensharing** and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to go to the Workbook pages 11-14.
- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about and what kind of information it should contain.
- Have Ss complete the writing plan on the next page.
- Allow Ss enough time to write their emails.
- Point out that they should refer to the checklist and the evaluation criteria.
- **You can have Ss send you their work via email or an online classroom management platform.**