HOW TO TEACH

ROADMAP™

ONLINE

Pearson

Contents

Overview of Roadmap

Roadmap: a flexible eight-level general English course

Roadmap is a flexible eight-level general English course for adults that allows teachers to personalise their lessons to give learners the specific language training they need to progress. It has a dual track approach with core lessons featuring grammar, vocabulary and pronunciation that lead to a final speaking activity, and skills-based lessons that focus on reading, writing and listening. It provides smooth syllabus progression built on the Global Scale of English, putting clear and achievable speaking goals at the heart of every lesson.

Fast track route:
10 core units featuring grammar, vocabulary and pronunciation with each lesson leading to a final GSE-related speaking activity.

Extended route:
10 core units plus additional skills-based lessons (reading, writing and listening) linked to the content of each lesson.

Build your students' confidence

Core lessons are built around specific learning outcomes, and develop the language and skills students need to succeed in the final productive task.

Grammar focus

Integrated pronunciation practice

Clear learning goals based on the Global Scale of English

Vocabulary development

Personalised practice

Speaking model and preparation time to build confidence

Final speaking task to allow learners to achieve lesson learning objective

Help your students to develop their skills

Develop your skills lessons help learners develop and practise specific sub-skills in listening, reading and writing. They can be used in the classroom and for self-study.

Each lesson has a clearly defined genre-related goal and focuses on a related sub-skill.

Special focus boxes highlight reading, listening and writing sub-skills, such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, or organising ideas.

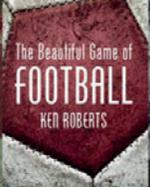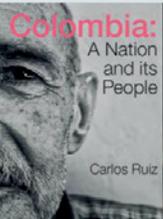**Practice exercises ensure learners can recognise and use the sub-skills.**

A follow-up task rounds off the lesson and provides opportunities for further discussion.

6A Develop your reading

> **Goal:** understand book reviews
> **Focus:** reading for gist
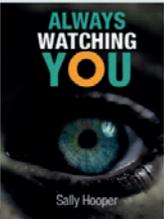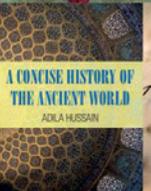
1 Look at the book covers and answer the questions.
1 What kind of books do you think they are?
2 Which kind of books do you read the most, e.g. detective story, love story?
3 Which do you like the least? Why?

2 Read the Focus box. Which advice do you already follow?

Reading for gist

When you're choosing what to read or when you're in an exam, it's often helpful to have a 'light' read of the text as quickly as you can. This will help you:
• decide if the text is relevant or at the right level for you.
• get the general idea of the content.
To read for gist:
• focus on any titles or subtitles and on words you understand.
• move your eyes quickly over the text to get an idea of any main content words that are repeated.
• ignore any words you don't know.
• time yourself when you read texts to see if you can improve your reading speed.
If you're choosing what to read and there seem to be a lot of words that you don't know, try to find an easier text.

3 a Read two short book reviews for gist. What kind of books are they? Give yourself four minutes, but time yourself and see if you can do it more quickly.

b Compare your ideas with a partner. Which words helped you decide?

A *A Head Full of Ghosts* by Paul G Tremblay: Winner of the Bram Stoker Award
A Head Full of Ghosts tells the terrifying story of 14-year-old Marjorie's developing madness. Doctors fail to make her better, and her family have huge medical bills. Marjorie's worried parents agree to take part in a reality TV programme called *The Possession*, hoping for an alternative solution. The result is an awful event. Years later, Marjorie's younger sister, Merry, is interviewed and as she retells what she remembers, she reveals new deeper fears that raise questions about memory, religion and science, as well as the nature of evil. It's a clever, scary book. You won't want to turn the lights off after reading it!

B *The Mark of the Meridian* (La Marca del Meridiano) by Lorenzo Silva: Winner of the Premio Planeta
Lorenzo Silva was the surprising winner of one of the world's greatest book prizes when he won with the seventh book in his Bevilacqua and Chamorro series. The story follows two police officers trying to find out about a death in Logroño. The dead man was a friend and colleague and as they try to find the murderer, they have to examine events from the past that they were trying to forget. The book touches on some serious issues, but not in a deep way. It was quite tense at times, but this reader found the ending dull and undramatic.

4 Read two more reviews quickly. Then answer the questions for each review.
1 What's the basic story?
2 How many stars - one, two or three - do you think the reviewer gave?

C *Honeybees and Distant Thunder* by Riku Onda: Winner of the Naoki Prize
Riku Onda is a multi-award-winning writer, who has previously written fantasy and crime fiction. This brilliant novel won one of Japan's most important prizes for literature and shows all of Onda's skills. The story follows four main characters in an international piano competition. It is told through the different points of view of the people involved – judges and news reporters as well as the pianists themselves. The novel is a bit like a sports movie in terms of type of characters and plot. There's a young unknown taught by an expert, and an older competitor having one last try. There's also a wealthy 'prince' and a beautiful young pianist who is returning to competition after a terrible experience. Onda brings excitement to each player's progress through the competition. However, more than anything, her book explores in wonderful detail the nature of music and human beings, and she manages to bring the music to life through her words.

D *Miracle on 5th Avenue* by Sarah Morgan: Winner of the RITA Award
Sarah Morgan's third book in the *From Manhattan with Love* series opens with Eva Jordan on her way to work after an empty apartment for a few days and get ready for the owner's return over Christmas and it's single – still. she discovers the flat empty after all. The selling crime writer Lucas Blade is finding it hard to write as he struggles to recover from his wife's death. The last thing he wants is to celebrate Christmas or spend time with anyone … until Eva arrives! Will his heart melt as the snow falls outside? Of course, we know the answer, and although there's some decent humour along the way, this is really only a book for fans of the genre. Personally, I lost interest towards the end.

5 Read reviews A–D again. Which reviews do the sentences refer to? Sometimes there is more than one answer.
1 The writer has won many prizes.
2 People didn't expect the writer to win the prize.
3 The book probably contains characters from a previous novel.
4 Several different characters tell the story.
5 The book is funny.
6 The book makes you think about serious themes.
7 Characters have money problems.
8 A family has to deal with a terrible crisis.

6 Complete the sentences with one word. The first letter is given.
1 The book t_____ the story of a family in Baltimore.
2 The book begins with a terrible e_____ that changes the lives of everyone involved.
3 The novel manages to r_____ difficult questions about how far we are responsible for our actions.
4 The story f_____ the lives of the couple as they go through a divorce.
5 It's actually quite funny, although it also looks at some quite serious i_____ .
6 I quite enjoyed most of the book, but I didn't really like the e_____ .
7 The book e_____ the changing nature of family life.
8 She really brings the characters to l_____ . You really believe in them.
9 However, he then d_____ she has a secret past and has to reconsider their relationship.
10 I lost i_____ halfway through the book.

7 a Order the books in reviews A–D from 1–4 (where 1 = the one you would most like to read). Think about your reasons.

b Work in pairs and compare your answers.

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Roadmap digital tools

Roadmap comes with digital tools that you can use alongside the tools in your video conferencing platform to create engaging lessons. There are also tools that can be used for self-directed study. To access the digital tools:

1 **Go to the Pearson English Portal (english.com/portal),**

2 **Create an account, and**

3 **Type in the code inside your Teacher's Book front cover.**

Digital tools for teachers

- Presentation Tool
- Teacher resources
- MyEnglishLab

Digital tools for students

- Reader+ ebook
- Student resources
- Mobile app
- MyEnglishLab

The presentation tool is a fully interactive version of the Students' Book.

1 Open your video conferencing platform.

2 Go to the Portal and open the presentation tool.

3 Go the relevant lesson, share your screen with your students and they'll see each activity as you select it.

▶ You can play the audio recordings and videos at the click of a button, and display the audioscripts and add subtitles to the video too.

▶ Use the integrated tools to annotate the coursebook, time activities, keep score in team games, and get quick access to dictionary entries.

▶ The teacher's notes are accessible when planning and delivering your lesson.

Resources for lessons and self-study

All Resources

Teaching with Roadmap videos	Students' Book audio	Workbook audio	Video
Tests	Photocopiables	Mediation	Pronunciation
Teacher's materials	Students' Book materials	GSE mapping booklet	Acknowledgements
Mobile App (download)			

The pdf worksheets can be downloaded and shared with students before lessons if you want to use them in class, or after a lesson if you want learners to complete them for homework. The tests are also available in Word format so you can edit them to suit your class. You can display all these resources in your lesson too by sharing your screen in your video conferencing platform.

Additional resources enable you to create a course to meet your students' needs, including:

- Three photocopiable activities per lesson (one vocabulary, two grammar).
- The videos for each unit, and a worksheet lesson for each one.
- Mediation extension lessons with mediation-oriented learning goals to accompany every unit, with worksheets, audio files, teacher notes, answer keys and evaluation criteria.
- Pronunciation worksheets to accompany every unit, with teacher notes and audio.
- An assessment package with a diagnostic test, unit tests, achievement tests, and mid and end-of-course tests with answer keys and audio files.
- Wordlists and other useful teacher's materials.
- Access to students' materials, including the grammar and vocabulary banks.
- The Students' Book and Workbook audio

App
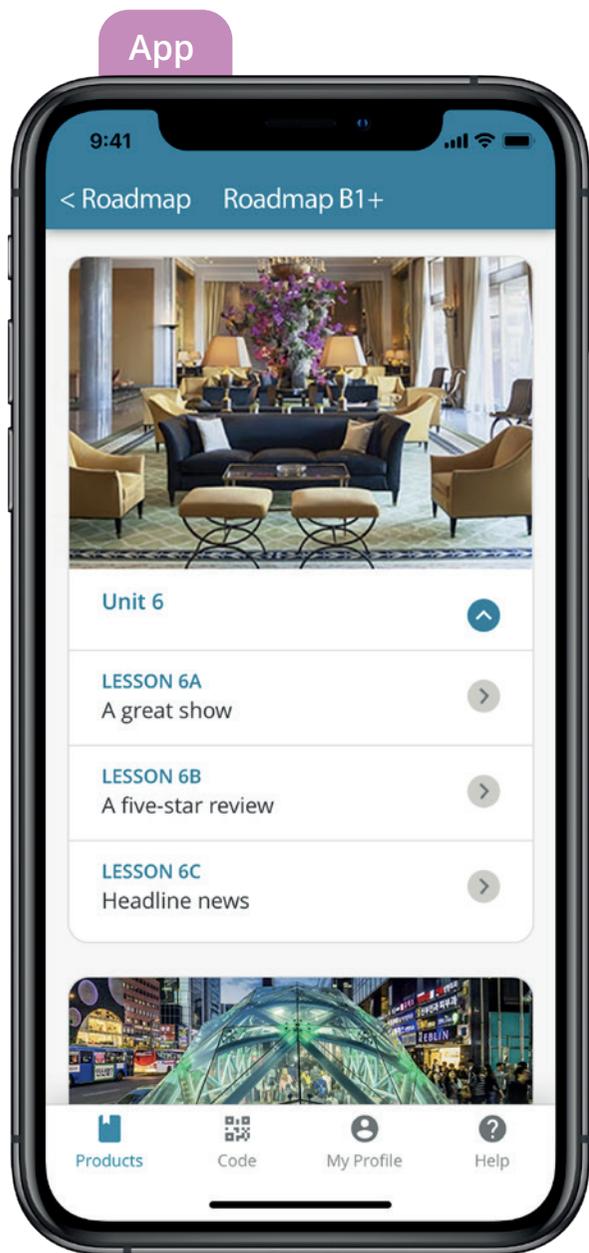
The Pearson Practice English app has extra content for Roadmap, and is available for iOS and Android. Enter the code in the front of the Students' Book to access the content. Students who have already registered their code on the Pearson English Portal will automatically have access to the content once they sign in.

The app gives students additional grammar, vocabulary and pronunciation exercises to help them consolidate language points covered in the Students' Book. It also provides access to all the course audio and video.

MyEnglishLab provides online practice for students, class management for teachers and a gradebook for students and teachers to review performance. It features a digital version of exercises from the Workbook, with automatic marking to save time, and tools such as instant feedback to help students self-study.

Create a course on MyEnglishLab, share the code with your students and ask them to log in and join your course. You can then set them assignments to complete by certain deadlines and follow their progress. Alternatively, ask learners to select activities to focus on their own needs and interests.

You can assign the test package, including unit, achievement and mid- and end-of-year-tests through MyEnglishLab.

Teaching online

As any virtual teacher quickly discovers, teaching online is different to teaching face to face. The remote nature of online learning can affect engagement, make it harder to see whether learners are on task and, depending on your video conferencing tools, make speaking tasks more challenging to implement.

The good news is that all the teaching techniques that you use in a face-to-face classroom are all still vital for online learning. To help you adapt to an online environment, we suggest following our online teaching methodology – Engage, Study, Activate, Practise. This approach is very similar to what you do in the face-to-face classroom, but with different tools.

The table on the next page explains how the Engage, Study, Activate, Practise approach differs online to a face-to-face environment, and the digital tools you might use for each stage.

Distance teaching
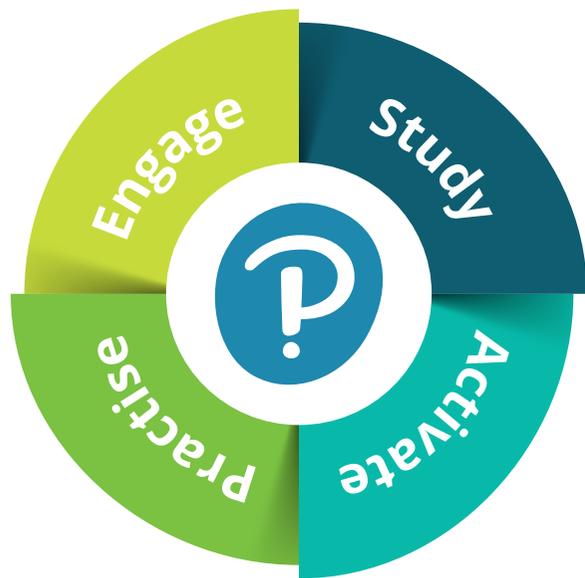
Face-to-face lesson	Online lesson	Differences
Homework (paper workbook)	**Practise** in an interactive environment on MyEnglishLab/ Pearson English Portal	• interactive online exercises • instant feedback for students • automated scoring and reporting • checking students' performance online • tailoring the next lesson to target students' weak areas • saving time on marking
Warm-up and Revision	**Engage** warm-up, retrieval practice, prior knowledge activation	• engaging students with lesson content from the very first minute • doing retrieval practice based on the common error report from MyEnglishLab • creating a more personalised learning experience for students
Presentation and Practice	**Study** new language introduction followed by controlled practice	• using the Presentation Tool and sharing your screen • avoiding lengthy teacher talking time • varying the pace of the lesson and type of activities • keeping students as active as possible • giving students enough time to practise new language (using peer teaching if possible) • giving students enough time to think of an answer before nominating one to respond • using the whiteboard to give the class feedback and the chat box to give personalised feedback to individual learners directly
Production	**Activate** free language production	• organising speaking tasks by managing microphones • pairing or grouping students in breakout rooms • nominating students to answer verbally • inviting learners to type an answer into the chat box
Homework (paper workbook)	**Practise** in an interactive environment on MyEnglishLab/ Pearson English Portal	• interactive online exercises • instant feedback for students • automated scoring and reporting • monitoring students' performance online • checking if the lesson objectives have been achieved • saving time on marking

Exploiting online tools

When planning online lessons, you need to consider the tools available in your video conferencing platform, alongside the Roadmap digital tools and the methodological approach. These determine how you can implement activities and give feedback.

Key video conferencing features

Share screen

Share screen allows you to show learners your screen. So, when you bring up the Roadmap Presentation Tool on your screen, for example, your students will be able to see exactly what you see.

You can also use screen share to:

- show presentation slides to present new language
- show images to explain vocabulary
- show forum comments for a reading task
- play a video on a video channel
- show a student's written work and elicit corrections (one-to-one)
- show a document which has good uses of language noted during a speaking task and example errors.

Audio

Playing audio in some platforms might require you to tick a box or change a setting before students can hear it. If you can't play the audio, you may need to share the audio file with your students, give them time to listen to it on their own and then come back to the lesson.

Chat box

The chat box can make online lessons better than face-to-face lessons. It's a place where you can ask all learners to respond and share answers, ideas etc., all at the same time. This means that all learners are busy thinking and using English, and you can assess the learning of all your learners in the class.
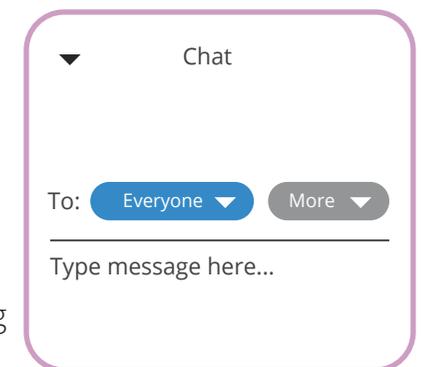
Some ways to use the chat box:

▶ elicit answers to questions

▶ get answers to an exercise

▶ ask students to produce an example sentence

▶ brainstorm and share ideas and opinions

▶ provide corrections to errors

Once you've gathered information via the chat box, you can follow up by nominating students to say more e.g. explain an answer, give a reason for their opinion or select an interesting answer to comment on.

You can usually chat privately with a student so you can offer individual support by answering their questions, checking they're okay, offering technical support, giving prompts if less confident or giving an additional task if they finish quickly.

On many platforms you can allow students to chat together privately, so students can do pair work if you don't have access to breakout rooms. Give them a time limit and, when finished, invite a few students to share a summary of their discussions with the class. Students might write rather than speak while chatting, but this type of synchronous, informal communication is how many of us communicate these days. It requires a quick response – as speaking does – but provides slightly more thinking time, which can be good for accuracy of language.

Note that you can usually save the chat and share it with students after the class.

Interactive whiteboard
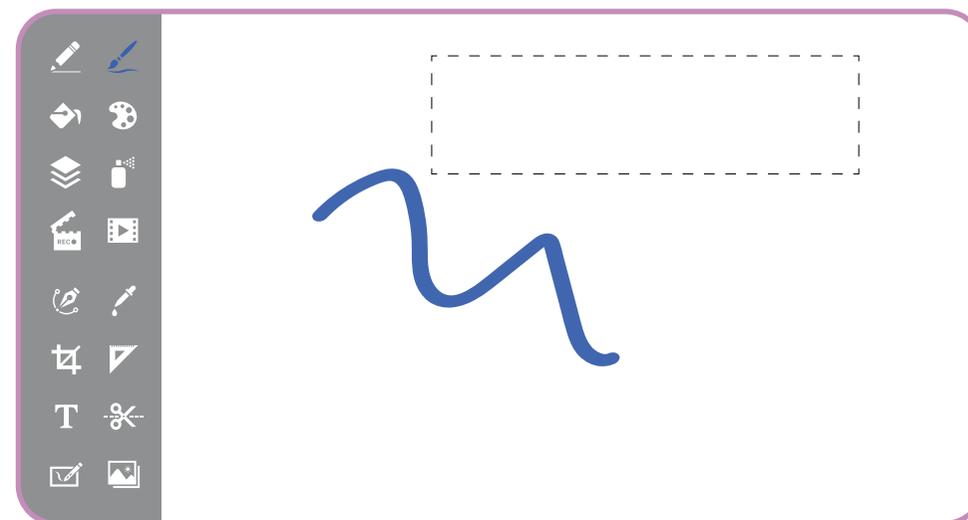
Some video conferencing platforms have an interactive whiteboard. This allows you to record vocabulary, highlight the form of grammar, mark pronunciation features, note down learner errors etc. just as you might on a board in the face-to-face classroom. The whiteboard is interactive (unless you change the settings), which means learners can type on it too. You can usually save it as a pdf, and share it with your class after a lesson.

If your platform doesn't have this tool, you can use a Word document instead, and share your screen so your class can see it. If you want students to collaborate you could use a tool such as Google docs.

Polls

A polling tool allows you to ask a multiple choice question that your students answer, where you see the results in real time. Polls are great for student engagement and a wonderful formative assessment tool.

Polls can be used in many ways in the online classroom including:

▶ understanding student needs and helping learners set goals (e.g. 'which of these goals is most important for you today?')

▶ engaging students and getting them curious about a topic (e.g. 'which of these places would you most like to visit?')

▶ checking student understanding – before, during or after a teaching cycle (e.g. 'which sentence is incorrect?')

▶ sparking discussion (e.g. 'which of these do you find funniest?')

▶ reflecting on learning (e.g. 'how confident do you feel about today's learning goal?')

If your platform doesn't have this tool, you can ask the same questions in the chat box and monitor responses. Alternatively, you can find third party polling tools online.

Breakout rooms

Breakout rooms are virtual rooms where learners can be split into pairs or groups. While you can't usually monitor them all at the same time, you can drop into one room at a time to monitor each pair or group.

Breakout Rooms

The host is inviting you to join Breakout Room:

Breakout Room 1

Join   Later

Breakout rooms are fantastic for speaking activities, as it means pair and group work can be conducted as it is in the face-to-face classroom. You can also use them for peer assessment, collaborative writing tasks, brainstorming activities, jigsaw reading tasks, games and so on.
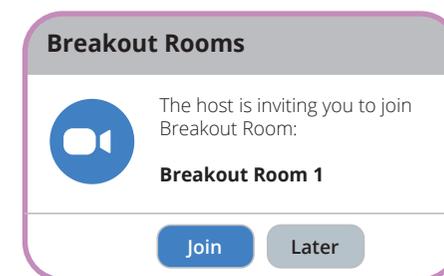
Raise hand icon

In many platforms, your students can click on a raise hand icon to get your attention, show that they want to answer a question, ask a question, or that they've finished a task so you know to move on.

Record session

Recording a session allows you to make the lesson available to your students after the class for review and to send to any students who missed the lesson to catch up. Do remember to tell your students before you hit 'record' to warn them.

FAQs

'I don't feel the same connection with my students online as I do in the face-to-face classroom. How can I engage with them?'

It's a good idea to start the lesson by greeting your students individually as they enter the room. Ask them how they are, how an event went, how their day was etc. You could also give students a question to answer in the chat box as they arrive and encourage them to respond to each other, for instance 'What was the highlight of your day today?'. If you do this every lesson, it's a good way for you to show you care, connect with your students and help your students to connect with each other. It's also likely to inspire some interesting discussion.

'I feel my lessons have become very teacher-centred, with me directing everything and students just sitting and waiting for me to ask them to talk. How can I change that?'

It's very easy for online lessons to become more teacher-led than face-to-face lessons, as students want to avoid talking over each other. It can mean that interaction tends to be between teacher and students, rather than between students. If you have access to breakout rooms, use these at least once a lesson so that students can collaborate with each other. In the main room, when asking a question, nominate a student to answer, then ask them to nominate someone to respond. Another idea is to pose a question and put a student in charge of managing a discussion within the class.

'Not all of my students have a good internet connection. What can I do?'

The first thing is to turn off video as that can take up quite a lot of bandwidth. You could start your lesson with video to say hello, and then ask students to turn off their videos, keeping yours on if possible. It's nice for learners to see their teacher. If connection issues continue, students can turn off their audio but still participate by listening to you, and responding via the chat box. If students keep losing their connection and disappearing from the platform, then you'll need to talk to the learner about ways to access a connection to help them learn e.g. a public library.

'How can I engage my learners in online lessons?

It's much easier to deliver an online lecture than it is to deliver a lesson with interactivity. However, it's important that we exploit tools such as the chat box and breakout rooms to allow for more interaction. These tools help to ensure students participate in tasks, think and learn, and are kept involved throughout the lesson. Students will find distractions if they're inactive, under-challenged and the pace is too slow. Maintain pace by not spending too long on one particular task, and by providing extra tasks for fast finishers via the chat box. You can also employ the same techniques for engagement as you would in a face-to-face classroom – use images etc. to engage learners with a topic, personalise learning, bring in competitive games, make the learning goal clear, highlight progress, and give learners choice.

'I've got a big class. How can I help learners to develop speaking skills in an online lesson?'

If you have breakout rooms, then you can do pair and group work. You might not be able to monitor every pair or group, so it's important to include self and peer reflection tasks. When you set a speaking task, agree what success looks like with your students. Give assessment criteria, and ask students to assess themselves and each other in breakout rooms before they return to the main room.

If you just have access to a chat box, ask students to share answers and ideas with the whole class, or have discussions with another student.

You could use another tool (e.g. Padlet, Flipgrid) where students can record themselves and share their recording with each other. You could ask them to leave the lesson for ten minutes, record a monologue using particular language and then return to the lesson. Alternatively, you could set it for homework. Students could listen to each other's contributions and comment on them in the next lesson.

'How can I assess my students in an online classroom?'

In most adult classrooms, it's unlikely that students will be content with paying to sit a test in an online lesson. Testing, therefore, becomes more about formative than summative assessment. You can:

▶ set little quizzes in class as progress tests, with students answering in the chat box.

▶ monitor students' answers to reading and listening tasks, assess their speaking and writing in class and check their homework.

▶ encourage learners to take more control of assessment through self and peer assessment (see question above).

▶ use this assessment to identify strengths, weaknesses and progress made to inform future learning.

▶ provide students with tests to do at home for homework.

You can assign the tests in the Roadmap assessment package as interactive activities in MyEnglishLab. If you want to set additional or alternative assessments, you can use a survey or quiz to gather the answers. You can't be sure they haven't looked an answer up, but if they have, they've hopefully gained greater understanding.

How can I support students who finish much more quickly than others?

You could set an extra task via the chat box e.g. type three sentences about you using three of the words in the exercise. Or it could be a question about an opinion on a topic they've just read about. Alternatively, build differentiation into the original task e.g. write sentences about you using 'used to' in the chat box. Write as many sentences as you can until I stop you. That way, they're all occupied until the task ends.

How can I make sure that all of my students are actually doing the tasks when their cameras are off?

Monitoring learning while learners are doing something individually is much harder online. If you're teaching adults, then there has to be a level of trust and the understanding that if they don't do the work then their progress will suffer. Agreeing what's expected of the class at the start of a course, and discussing the reasons behind those expectations, will help students to understand the importance of participation. Then, if you have concerns during a task you can ask students to share their answers with you via the chat box. They can do this privately, so that you're the only one that sees their answers and they can't copy from each other. It's also a good way of assessing their learning which is what you can tell students is the purpose of their sharing their answers in that way.

A lesson plan for an online lesson

This section provides a lesson plan for a core language and speaking lesson based on lesson 6A of Roadmap B1+.

The plan uses the online teaching methodology mentioned earlier: Engage, Study, Activate, Practise. Alongside each activity are suggestions for implementing it in an online classroom, and these can be applied to similar activities in other lessons.

Engage

Task as learners arrive

Aim: engage learners, show interest in learners, encourage interaction between learners, set the tone for the lesson

As students enter the room, they answer the question in the chat box and respond to each other's answers – What was the last thing you watched on TV and what did you think of it? Why?

Chat

What was the last thing you watched on TV and what did you think of it? Why?

To: **Everyone** ▼   **More** ▼

Type message here...

Warmer

Aim: engage learners, review vocabulary, retrieval practice

Students each choose a word they learnt in a previous lesson. They take turns to define it to the whole class. The first student to type the correct word into the chat box gets a point. The winning student is the one with most points. In a small class you can keep score using the Scores widget in the Presentation Tool. If you have a large class and breakout rooms, you could ask students to do this in groups after giving a demonstration with the whole class.

ADD TEAM

Team A	Team B	Team C	Team D	Team E	Team F
0	0	0	0	0	0

↻ RESET   ADD TEAM

Widgets   Timer   Scores   Dictionary

Discussion questions

Aim: Engage learners in the topic, prior knowledge activation

Put students into breakout rooms in pairs or small groups to discuss the questions. When finished, ask one or two students to share interesting points discussed. If you can't use breakout rooms, put students into pairs and ask them to discuss the questions privately in the chat box. When finished, ask students to share one interesting thing about their partner via the whole group chat box. Ask one or two students to expand their information orally.

1 Work in pairs and discuss the questions.

1   How often do you go to the cinema? What kind of films do you like to watch?

2   How do you usually watch TV? Live or on demand? Which TV programmes do you like?

Study

Vocabulary

Aim: Review/learn vocabulary related to cinema and TV

You could ask students to work through the vocabulary tasks before the lesson, so lesson time is spent on clarification and practice. Alternatively, refer students to Ex 2 in the Students' Book. Put students in breakout rooms to discuss the meanings of the words and phrases in bold in pairs, or ask them to type their answer in the chat box. Check any queries as a class.

Vocabulary

Aim: Review/learn vocabulary related to cinema and TV, recognise word class

Ask students to work alone to complete the sentences. Check as a class, using the chat box or by nominating individual students. Return to the page view and ask students to find the adjectives and nouns (Ex 2b). You could set a time limit of, say, 3 minutes, then ask students to type as many as they have found in the chat box. Go through the answers as a class, underlining/circling answers using the 'draw' tool.

2 a Complete the sentences with the words in the box.

Teaching tools

Page view

Teaching notes

| character | dialogue | dull | ending | episode |
| filming | hilarious | scene | special effects | useless |

1 It was such a shock! I can't believe she was **killed off**. She was my favourite _____ .
2 It's _____ . I've seen it several times now and it still **makes me** laugh.
3 I love that _____ in series two where they finally show how they first became a couple.
4 I **switched over**. I found it all a bit _____ .
5 He was so _____ it was embarrassing! I'm not surprised he was **voted off** the programme.
6 I'm not usually **a fan of** big Hollywood **blockbusters**, but the _____ were amazing.

2a Complete the sentences with the words below.

| ≡ character | ≡ dialogue | ≡ dull | ≡ ending | ≡ episode |
| ≡ filming | ≡ hilarious | ≡ scene | ≡ special effects | ≡ useless |

1 It was such a shock! I can't believe she was **killed off**. She was my favourite ....
2 It's .... I've seen it several times now and it still **makes me** laugh.
3 I love that .... in series two where they finally show how they first became a couple.

Vocabulary

Aim: Check understanding, give personalised practice

Put students in pairs to discuss the questions – in breakout rooms if you have them; if not, using private chat. To check, nominate a student to read a question aloud and choose another student (not their partner) to answer it. The answering student then reads the next question and chooses a different student to answer and so on. This peer nomination allows a change of pace and encourages students to speak aloud in class.

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3 Work in pairs and answer the questions.

1   What's the difference between **a scene**, **an episode** and **a series**?

2   What kind of programmes or films can be **tense**?

3   Why might a character **be killed off**?

4   In what kind of programme do people get **voted off**?

5   Can you think of three big Hollywood **blockbusters**?

Reading

Aim: Understand the gist of an article

You can ask students to read the article and do the tasks before the lesson, so lesson time is spent on the clarification of language and practice. Alternatively, refer students to Ex 4 in the Students' Book. Give them time to read and answer the questions. Ask students to type their answers into the chat box, or hold up the relevant number of fingers. Ask one or two students to explain their answer orally. Give the correct answer.

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4 Read the article. What is the main point?

○ 1   Writers and actors can now make more money from TV than from film.

○ 2   Modern films use too many special effects.

○ 3   The development of technology has led to better TV programmes.

Reading

Aim: Read for detailed information

You can ask students to do this at home before the lesson. Or give students time to read the article again and answer the questions. Ask students to share their answers in the chat box, or nominate students to do it orally.

> ### The Golden Age of TV
>
> *Janie Jones explores how television is taking over.*
>
> In recent years, television has been completely changed by streaming services like Netflix, leading to the development of many more original drama series and what is being called a 'golden age'. This year, around 450 different series are being shown and even more will be produced next year, as media companies compete for audiences. But it's not just the quantity that makes this a golden age, it's the quality and variety that is on offer.
>
> More and more professionals, who had previously only been attracted to film work, are now being persuaded to work in TV. Writers and actors are moving into this area, partly because they get

Discussion

Aim: React to the content of the article, develop speaking skills, share opinions

Put students into breakout rooms in small groups to discuss the question. If no breakout rooms are available, ask students to type their answer in the chat box. Ask students to read each other's amswers and then nominate a student to summarise whether people agree or not in general and why/why not.

> 6 Is this is a golden age for TV? Why/Why not?

Grammar input

Aim: To highlight the passive form in context

Refer students to Ex 7a of the Students' Book and give them time to complete the sentences. You might want to provide support to weaker learners by sending them a private chat box message with pairs of options for each sentence. To check answers, nominate students to answer orally or click the Show All button and ask students to check their own.

7a Complete the sentences with the missing subjects from the article.

1   *Television* has been completely changed by streaming services.

2   More than _____ will be produced next year.

3   _____
    ...

4   _____

Unit 6 | 6A A great show

Grammar. 7a

🔖 sb p.47

7a Complete the sentences with the missing subjects from the article.

Look at the completed example as a class. Ask Ss to identify what kind of word completes the sentences (a noun or noun phrase) and where they can find it (in the article they just read). Ss work alone then check in pairs before you go through the answers as a class.

1 TV/Television 2 450 different series 3 More and more professionals 4 More and more professionals 5 Writers and actors 6 creative opportunities 7 episodes 8 TV writers

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Grammar input

Aim: To notice the use and form of the passive in context

Refer students to completed Ex 7a in the Students' Book and give them time to answer the questions. If you have breakout rooms, pair students to do the task together. Students read the grammar box to check their answers. Use the Roadmap teaching tools to highlight forms in the sentences or use your video conference platform's interactive whiteboard to elicit and record the different passive forms.

7b Work in pairs and answer the questions.

1   Which sentence(s) in Exercise 7a feature a passive form using:

a the present simple?

b the present continuous?

c the present perfect simple?

d the past simple?

e the past perfect simple?

f a modal?

Pronunciation

Aim: To help students hear the weak forms of *be* in fast speech and pronounce them clearly

Play the recording for students to notice the pronunciation of *be* in passive forms. Play it again so that students can listen and repeat the sentences – chorally at first (you can mute/unmute all students) and then nominate students to do it individually (unmuted) so you can help them improve.

8a Listen and notice how we don't stress the different forms of *be*.

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1 It's been cancelled.

2 It'll be shown on Sunday night.

3 He's being paid millions.

4 The last series was filmed in Tunisia.

Activate

Grammar practice

Aim: To practise using the passive in a personalised way

Give students time to think of ideas, then put them into pairs in breakout rooms. Monitor and support/assess. If no breakout rooms are available, ask students to do this alone.

10a Work in pairs. Think of an example of:

1 a film that was made in your country.

2 a TV series that was filmed near where you live.

3 a blockbuster that's going to be released soon.

4 a series that has been shown on TV for a long time.

5 a TV programme that isn't shown anymore.

6 a new film that is being made at the moment.

Grammar practice

Aim: To practise using the passive in a personalised way

Reorganise the breakout rooms so that two pairs are together to do this task. Monitor and support/assess. If you don't have breakout rooms, nominate students to say their examples orally, and ask all the other students to guess the category via the chat box. When finished, provide feedback on the students' use of the passive form. Type errors you heard into the chat box or onto the interactive whiteboard. Ask students to correct them in the chat box.

10b Work with another pair. Say your examples. The other pair tries to guess the categories from 1–6.

1 a film that was made in your country.

2 a TV series that was filmed near where you live.

3 a blockbuster that's going to be released soon.

4 a series that has been shown on TV for a long time.

5 a TV programme that isn't shown anymore.

6 a new film that is being made at the moment.

Go to page 146 or your app for more information and practice.

Listening and speaking

Aim: To hear and understand a speaking model

Play the audio and elicit answers via the chat box. Click on the transcript icon (to the right of the volume control) to see the transcript. Click on an individual line to hear that line – encourage students to listen to the speakers' intonation when showing interest. Ask students what made the conversation successful and agree a list of criteria e.g. speakers showed interest, asked questions, gave reasons, used active and passive verb forms. Ask learners to note them down.

> **11a** You're going to talk about films and TV. First, listen to two people doing the same. Which films/TV programmes do they mention? What do they think of them?
>
> ▶ ●———— 00:00 / 01:08 🔊 ▮▮▮ ▤

Speaking

Aim: To prepare for a speaking task

Give students time to prepare for their speaking task. Agree the time in advance. They can mute themselves and switch off their video during this time. Alternatively, you could set the speaking task for homework.

> **11b Think of a TV programme or film. Answer the questions. Make notes.**
>
> 1 What happens in it?
>
> 2 Where was it first shown?
>
> 3 When was it made?
>
> 4 What's it like?
>
> 5 Where was it filmed?
>
> 6 What's the best scene?

Speaking

Aim: Develop speaking skills and achieve lesson objective

Put students into pairs in breakout rooms to complete the task, then self-assess using the agreed criteria. Monitor and support/assess. If breakout rooms aren't available, ask students to do this orally in open class (small classes); ask them to chat either privately via the chat box (but you can't see this) and then summarise the conversation, or chat via another tool where they can invite you e.g. WhatsApp (larger classes). Alternatively, ask students to record themselves giving a monologue with this information using a different tool (e.g. using Padlet) either within class time (set time for this) or for homework. Provide feedback.

> **12a Work in pairs. Discuss your TV programmes/films.**

> **12b Report back to the class. Did anybody choose the same film/TV programme?**

Practise

Homework/Self-study

Aim: to consolidate learning

You could ask learners to choose from these activities, or choose yourself:

- ❯ Develop your reading on p111-112 of the Students' Book
- ❯ Grammar Bank activities on p147 of the Students' Book
- ❯ Lesson 6A activities on MyEnglishLab or in the Workbook
- ❯ Lesson 6A activities on the Roadmap mobile app
- ❯ Lesson 6A photocopiable worksheets in the Teacher's Resource area of the Portal

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