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How to teach remotely with **EMPOWER**



Better
Learning

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

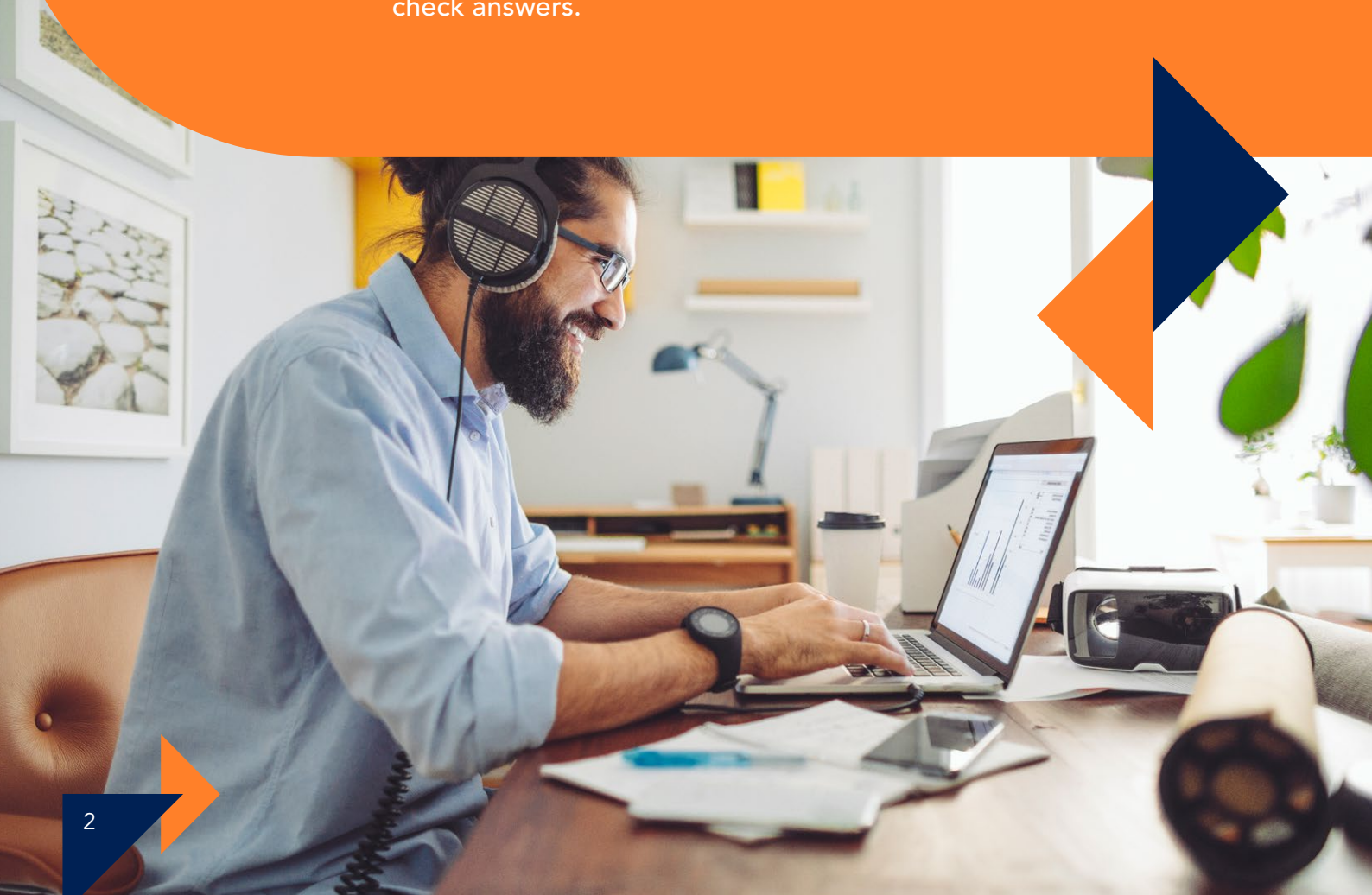
The link below takes you to the teaching resources. You can download and share these links with your students. They include links to all the audio files in the coursebook lessons:

<https://www.cambridge.org/gb/cambridgeenglish/catalog/adult-courses/cambridge-english-empower/resources>

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

- > live lessons online
- > discussion forums moderated by the teacher
- > collaborative group tasks without the teacher
- > individual self-access study (both from the coursebook and the LMS)

They are based on the principle that **live lessons** give students the chance to take part in speaking activities and clarify their doubts. Students can complete other tasks such as reading, listening and controlled practice exercises on their own and use the online lessons to check answers.



Tools you can use in live classes:

SCREEN-SHARING:

you can share Empower PRESENTATION PLUS if you have it: it allows you to stream images, audio files and short video files (bandwidth permitting).

GREAT FOR:

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

CHAT BOX:

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

GREAT FOR:

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

BREAKOUT ROOMS:

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

GREAT FOR:

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

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

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

Tools your students can use for tasks outside the classroom

DISCUSSION FORUMS:

you can post a short task on any discussion forum platform (you may have a digital platform at your school, you may want to use online applications like Moodle or Edmodo, or you may want to use a wiki or a blog or other shared online space). **One discussion forum per unit** is usually enough. They are time-consuming for teachers to moderate, and for students to follow effectively.

VIDEO OR AUDIO RECORDINGS:

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

COLLABORATIVE WRITING TOOLS:

students can work together online to write and edit a document using e.g. Google docs (<https://www.google.co.uk/docs/about/>).

A quick overview of the coursebook unit structure.

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

Opening page	Unit objectives, big picture , discussion task
Lesson A	Grammar, Vocabulary, Reading, Listening, Speaking
Lesson B	Grammar, Vocabulary, Reading, Listening, Speaking
Lesson C	Functional language, Conversation skills, speaking
Lesson D	Skills work (reading or listening), Speaking , Writing
Closing page	Review

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

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



A suggested structure for a flipped approach

If you want to follow a flipped approach, you will need to ask your students to prepare for their live classes beforehand by doing some of the work for each lesson in their coursebook. In this way you can use the live classes to give students the chance to **speak and express their doubts**. Students can complete other tasks such as reading, listening, viewing videos and controlled practice exercises on their own and use the classroom to check answers.

The notes below divide the unit into **6 live classes (C1 – C6)**. You may want to break this up into smaller units depending on the length of your classes and the number of students in each class (progress is generally slower with bigger classes). You can choose to add **Lesson D** from the coursebook as a 6th live class, or set it for individual self-study.

BEFORE THE CLASS

DURING THE CLASS

C1 Opening page

*You will want to combine this page with elements from Lesson A

1 Read unit objectives.

1 Go through the unit objectives together and give an **overview of the unit**.

Chat box

Breakout rooms

2 Read the big picture discussion questions and prepare for discussion.

2 Students **discuss the big picture questions** in groups in breakout rooms. Follow-up discussion and feedback in the main classroom.

Breakout rooms

Chat box

C1 Lesson A (part 1)

*Lesson is best covered in two separate classes:

1 focusing on vocabulary

2 focusing on grammar

Students look through and complete all exercises in Vocabulary sections (including the relevant reading or listening tasks). Listening recordings can either be streamed from Presentation Plus or ask your students to download the audio clips and listen to the relevant one during the lesson.

1 Start with a general review of the contents in the lesson and the overall objectives.

Chat box

2 Students **compare their answers** to the controlled exercises in groups in breakout rooms.

Breakout rooms

3 **Check answers** with the whole class and **clarify doubts**. Do some controlled practice in the main classroom using the chat box.

Chat box

4 Work on **pronunciation** with the whole class.

Breakout rooms

5 Set up the **main speaking task/s** to complete in groups.

BEFORE THE CLASS

DURING THE CLASS

C2 Lesson A (part 2)

Students look through and complete all exercises in the Grammar sections (including the relevant reading or listening tasks).

- 1 Start with a general review of the contents in the lesson and the overall objectives.
- 2 Students **compare their answers** to the controlled exercises in groups.
- 3 **Check answers** with the whole class and **discuss doubts**. Do some controlled practice in the main classroom using the chat box.
- 4 Work on **pronunciation** with the whole class.
- 5 Set up the **main speaking task/s** to complete in groups.

Chat box

Breakout rooms

Chat box

Breakout rooms

C3 Lesson B (part 1)

*Lesson is best covered in two separate classes:

- 1 focusing on vocabulary
- 2 focusing on grammar

Students look through and complete all exercises in the Reading/Listening, Vocabulary and Grammar sections.

- 1 Start with a general review of the contents in the lesson and the overall objectives.
- 2 Students **compare their answers** to the controlled exercises in groups.
- 3 **Check answers** with the whole class and **clarify doubts**. Do some controlled practice in the main classroom using the chat box.
- 4 Work on **pronunciation** with the whole class.
- 5 Set up the **main speaking task/s** to complete in groups.

Chat box

Breakout rooms

Chat box

Breakout rooms

BEFORE THE CLASS

DURING THE CLASS

C4 Lesson B (part 1)

Students look through and complete all exercises in the Grammar sections (including the relevant reading or listening tasks).

- 1 Start with a general review of the contents in the lesson and the overall objectives.
- 2 Students **compare their answers** to the controlled exercises in groups.
- 3 **Check answers** with the whole class and **clarify doubts**. Do some controlled practice in the main classroom using the chat box.
- 4 Work on **pronunciation** with the whole class.
- 5 Set up the **main speaking task/s** to complete in groups.

Chat box

Breakout rooms

Chat box

Breakout rooms

C5 Lesson C

Students work through and prepare the exercises in the Useful Language and Conversation Skills sections.

- 1 Start with a general review of the contents in the lesson and the overall objectives.
- 2 Students **compare answers** in groups.
- 3 **Check answers** and work on the **pronunciation** section as a whole class.
- 4 Students complete the **speaking task** in groups.

Chat box

Breakout rooms

Breakout rooms

C6 Lesson D

This lesson can be set as individual work at home to be completed by the end of the unit.

Set the **writing activity** up at the beginning of the unit and give a deadline of the end of the unit for students to hand in their finished texts.

Individual self study

More detailed notes on how to structure the live classes lesson by lesson.



Class 1: opening page and first section of Lesson A:

Engaging with the topic, discussing the big picture, vocabulary and speaking.

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

- 1** Ask students to look at the image on the opening spread and brainstorm answers to the initial questions. Feedback on their answers by calling on individual students to expand on their answers. Do this with five or six students before moving on.
- 2** Divide your class into groups and ask them to complete the **discussion task** in the breakout rooms. Allow at least 7 to 8 minutes for the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary.
- 3** Bring the students back into the main classroom. Ask them to write one sentence they remember from their breakout room task in the chat box. Call on individual students to expand on their answers in the chat box and **report back** on their group's work.

Chat box

Breakout rooms

Chat box

- 4** With the whole class, look quickly at the contents you are going to cover from **Lesson A** (vocabulary focus and related tasks). Open the breakout rooms and ask students to **compare their answers** in groups.
- 5** Bring the groups back into the main classroom and check their answers. **Clarify any doubts and check main concepts.** Work on **pronunciation** with the whole class.
- 6** Set up the **main speaking task**. Open the breakout rooms and ask the students to complete the task in groups. Enter the breakout rooms to monitor progress and help as necessary.
- 7** Bring the students back into the main classroom. Ask them to write one sentence they remember from their breakout room task in the chat box. Call on individual students to expand on their answers in the chat box and **report back** on their group's work.
- 8** **Look ahead to the next lesson.** Ask students to look at the grammar sections and relevant input text from **Lesson A** in preparation for the next class.

Breakout rooms

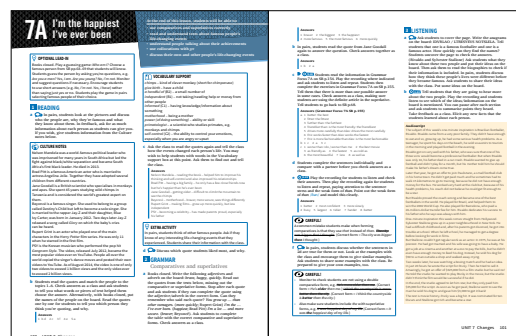
Chat box

Breakout rooms

Chat box

Optional: ask students to write out their answers from one of the breakout room tasks.

Homework



Class 2: second section of Lesson A:

Grammar and speaking.

The structure for this class is very similar to Class 1 above, but the focus this time is on grammar not vocabulary.

- 1 Review the contents from the previous lesson. Use the chat box for a quick question and answer warmer exercise.
- 2 Look briefly at the contents you are going to cover from lesson A (grammar focus and related tasks). Open the breakout rooms and ask students to **compare their answers** in groups.
- 3 Bring the groups back into the main classroom and check their answers. **Clarify any doubts and check main concepts.** Do some additional controlled practice using the chat box for students to share personalized examples of the grammar. You can use simple question and answer tasks (e.g. What did you do last night? What do you usually do in the evening? Etc depending on the grammar focus).
- 4 Set up the **main speaking task**. Open the breakout rooms and ask the students to complete the task in groups. Allow plenty of time for this (7 to 8 minutes at least). Enter each of the breakout rooms to monitor progress and help as necessary.
- 5 Bring the students back into the main classroom. Ask them to write one sentence they remember from their breakout room task in the chat box. Call on individual students to expand on their answers in the chat box and **report back** on their group's work.
- 6 Look ahead to the next lesson. Ask students to look at the Vocabulary and speaking sections in **Lesson B**.

Chat box

Breakout rooms

Main classroom

Breakout rooms

Chat box

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

Homework



Class 3: first section of Lesson B:

Vocabulary, pronunciation, speaking.

Lessons A and B in the coursebook have a very similar structure and approach, so the structure and approach for the online classes for these two lessons is also similar. (steps 2 to 6 below are the same as steps 4 to 8 in **Class 1** above).

- 1** Review the contents from the previous lesson. Use the chat box for a quick question and answer warmer exercise.
- 2** With whole class, look quickly at the contents you are going to cover from **Lesson B** (vocabulary focus and related tasks). Open the breakout rooms and ask students to **compare their answers** in groups.
- 3** Bring the groups back into the main classroom and check their answers. **Clarify any doubts and check main concepts.** Work on **pronunciation** with the whole class.
- 4** Set up the **main speaking task**. Open the breakout rooms and ask the students to complete the task in groups. Enter the breakout rooms to monitor progress and help as necessary.
- 5** Bring the students back into the main classroom. Ask them to write one sentence they remember from their breakout room task in the chat box. Call on individual students to expand on their answers in the chat box and **report back** on their group's work.
- 6** Look ahead to the next lesson. Ask students to look at the grammar sections and relevant input text from **Lesson B** in preparation for the next class.

Chat box

Breakout rooms

Chat box

Breakout rooms

Chat box

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

Homework



Class 4: second section of Lesson B:

Grammar and speaking.

The structure for this class is very similar to **Class 2** above.

- 1** Review the contents from the previous lesson. Use the chat box for a quick question and answer warmer exercise.
- 2** Look briefly at the contents you are going to cover from Lesson B (grammar focus and related tasks). Open the breakout rooms and ask students to **compare their answers** in groups.
- 3** Bring the groups back into the main classroom and check their answers. **Clarify any doubts and check main concepts.** Do some additional controlled practice using the chat box for students to share personalized examples of the grammar. You can use simple question and answer tasks (e.g. What did you do last night? What do you usually do in the evening? Etc depending on the grammar focus).
- 4** Set up the **main speaking task**. Open the breakout rooms and ask the students to complete the task in groups. Allow plenty of time for this (7 to 8 minutes at least). Enter each of the breakout rooms to monitor progress and help as necessary.
- 5** Bring the students back into the main classroom. Ask them to write one sentence they remember from their breakout room task in the chat box. Call on individual students to expand on their answers in the chat box and **report back** on their group's work.
- 6** Look ahead to the **next lesson**. Ask students to look at the Useful Language and Conversation Skill sections in **Lesson C**.

Chat box

Breakout rooms

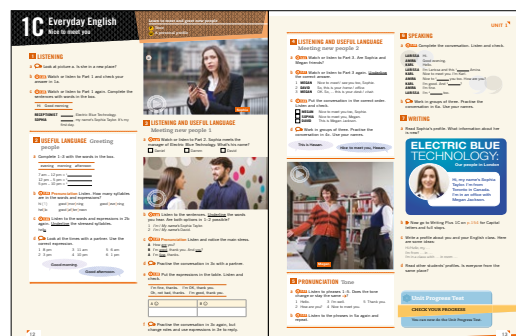
Main classroom

Breakout rooms

Chat box

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

Homework



Class 5: Lesson C:

Useful Language, Conversation Skills, Pronunciation, Speaking.

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

- 1 Review the work done in the previous lesson. You can do this by showing sentences with errors that the students spot and correct, or by repeating one of the practice activities from the previous lesson.
- 2 Use the first **discussion task** as a lead-in to the lesson. You can choose to ask the students to respond briefly in the chat box or set it up as a short breakout room activity.
- 3 Briefly look at the sections you are going to cover in the lesson before sending the students into breakout rooms to **compare their answers** to the exercises you set from preparation. Allow plenty of time for them to check all the sections they needed to cover.
- 4 When they've finished, bring the students back into the main class. Check answers and clarify any doubts. Work together on the **pronunciation** activities as a whole class. Use a combination of choral drilling, calling on individuals and asking pairs to work together.
- 5 Set up the **main speaking task**. Open the breakout rooms and ask the students to complete the task in groups. Allow plenty of time for this (7 to 8 minutes at least). Enter each of the breakout rooms to monitor progress and help as necessary.

Chat box

Chat box
OR
Breakout rooms

Breakout rooms

Breakout rooms

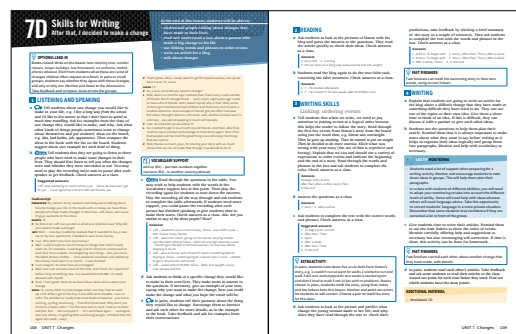
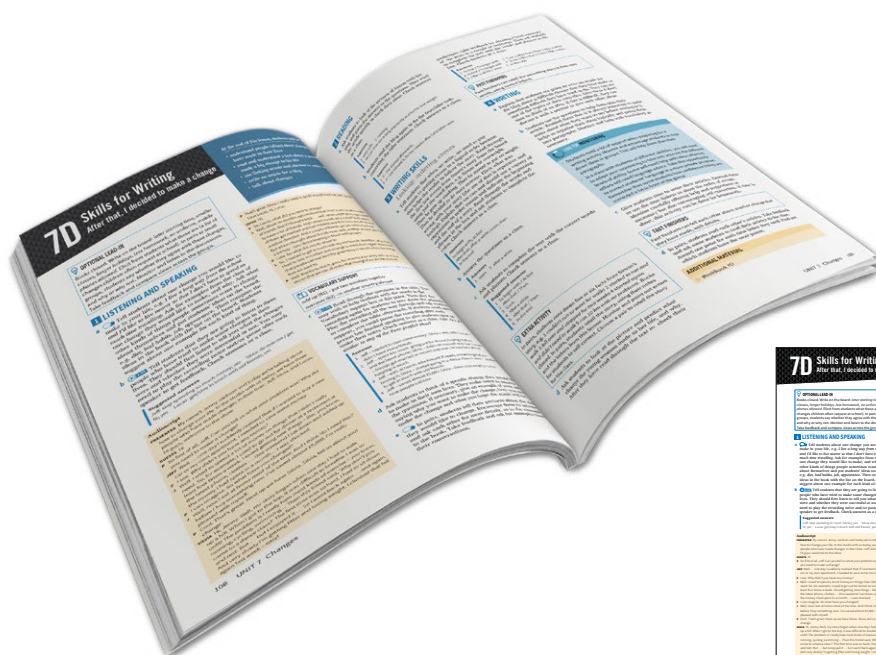
6 Bring the students back into the main classroom. Ask them to write one sentence they remember from their breakout room task in the chat box. Call on individual students to expand on their answers in the chat box and **report back** on their group's work.

Chat box

7 **Review:** you have completed the unit. Use the last review page look back over the unit. Ask students to answer the questions in the chat box or to work in groups in the breakout room. To finish ask them to complete the **Review Your Progress** grid. And make sure to ask them to prepare for **Lesson A** of the next unit!

Chat box

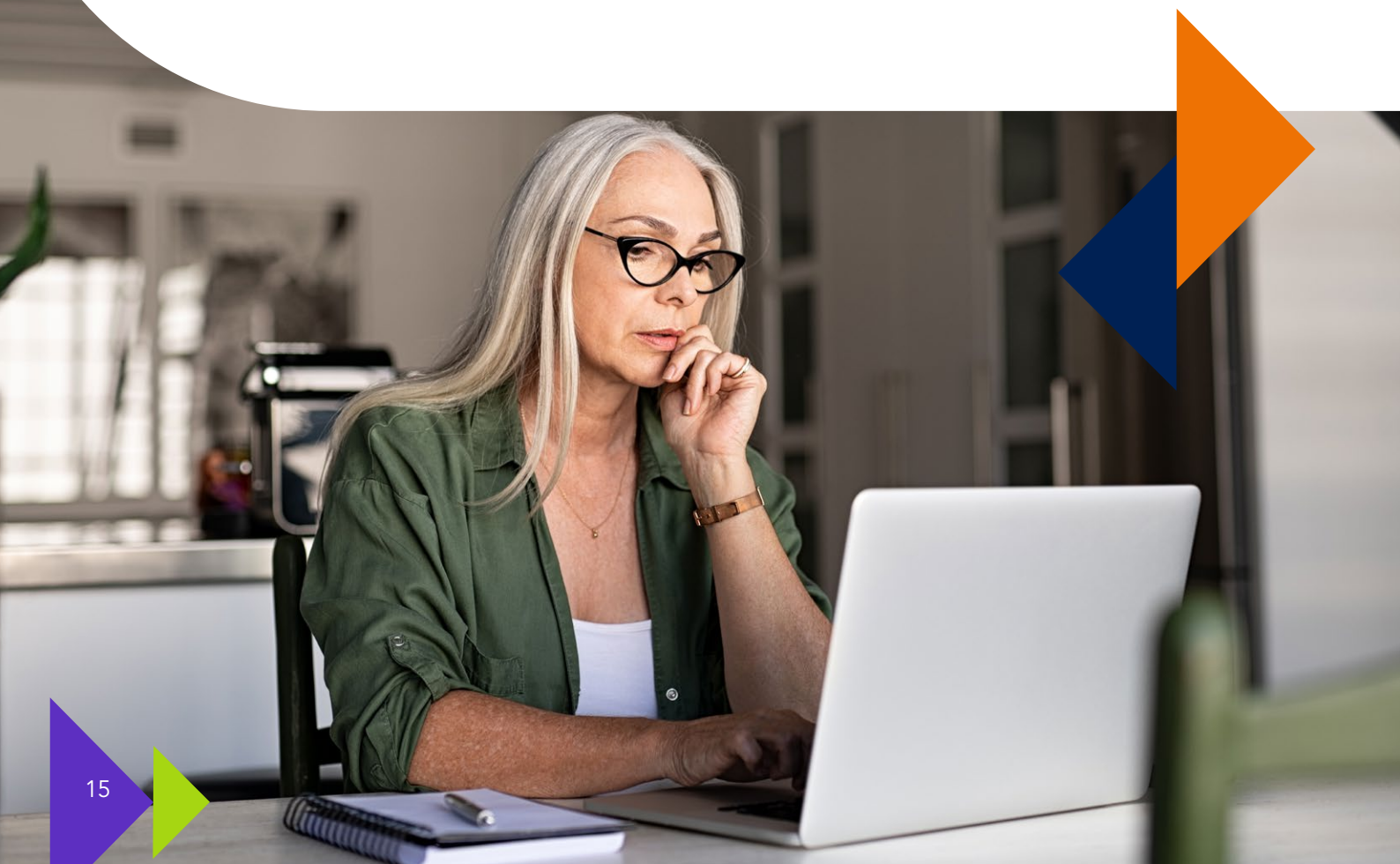
Optional: additional practice materials is available in the Workbook and on the LMS



Class 6: Lesson D:

Reading or Listening, Writing.

This lesson can be set as individual work, you may want to dedicate some time to setting it up at the end of **Classes 1 or 2**.



We hope you find these guidelines helpful.

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

Further resources

1. Some Empower Student's Books have access codes on the inside front cover for self-study material on the [Cambridge Learning Management System \(CLMS\)](#). This is only available if you have bought the Student Books with Online Assessment and Practice, and Online Workbook. If your students have this version, you could encourage them to follow the instructions in the book to register on the CLMS and make use of the self-study resources. The course audio and video are also available here under the resources tab.
2. If you use the Student Books, students can download all of the [audio](#) from the Empower web pages.
3. Empower Wordlist documents are available for free on the website for students to revise the vocabulary from Empower by level. These are available here on the [resources page](#).
4. For some quick language activities for students to do on their mobile, we have the 'Quiz your English' app. Read more on this at the bottom of [this page](#). This is available for free from the iOS App Store or Google Play store.
5. The full list of Empower downloadable resources can be on our website [here](#).

Looking for more digital, self-study resources for your students? You might also like to consider:

- > **PAID FOR RESOURCE:** Empower eBooks for iPads, Android tablets and laptops are available to purchase on the Empower website on the [Components page](#).

Further Information is provided [here](#).

- > **FREE RESOURCE:** Make your words meaningful with [Cambridge Dictionary](#). Sign up for Cambridge Dictionary Plus for free to access quizzes and to create, share and download your own word lists.