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# How to teach remotely with **Ventures**

Better  
Learning

# Ventures

**This guide provides teaching suggestions for using *Ventures* coursebooks and other supplementary materials to support your online classes. The recommendations follow the lesson outline for Levels 1 through 4 and can be easily adapted for Basic and Transitions.**

The links throughout this guide take you to the teaching resources. You can download and share these links with your students. They include access to all the audio and video files in the coursebook lessons:

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

- > live online lessons
- > collaborative group tasks without the teacher
- > individual self study

Use live lessons to give students the chance to speak and clarify and doubts. Students can then complete other tasks such as reading, listening and controlled practice exercises on their own and use the class time to check answers.



# Tools you can use in live classes:

## SCREEN-SHARING:

can be used to share Presentation Plus, images, short videos as well as playing audio.

### GREAT FOR:

- > giving instructions
- > setting up tasks
- > presenting grammar or vocabulary
- > sharing visuals
- > stimulating discussions
- > grammar presentations
- > audio.

## CHAT BOX:

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

### GREAT FOR:

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

## BREAKOUT ROOMS:

are 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
- > short discussions.
- > projects
- > speaking tasks in pairs or small groups.

Two or three short breakout room tasks each lesson help to add variety. To find out more about how to set up and manage breakout rooms and other functions in your online class, read [Using a video conference platform for 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, you may want to use a wiki or a blog or other shared online space).

## VIDEO OR AUDIO RECORDINGS:

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

## COLLABORATIVE WRITING TOOLS:

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

## QR CODES:

Students can easily access and practice audio.



# A quick overview of the coursebook unit structure.

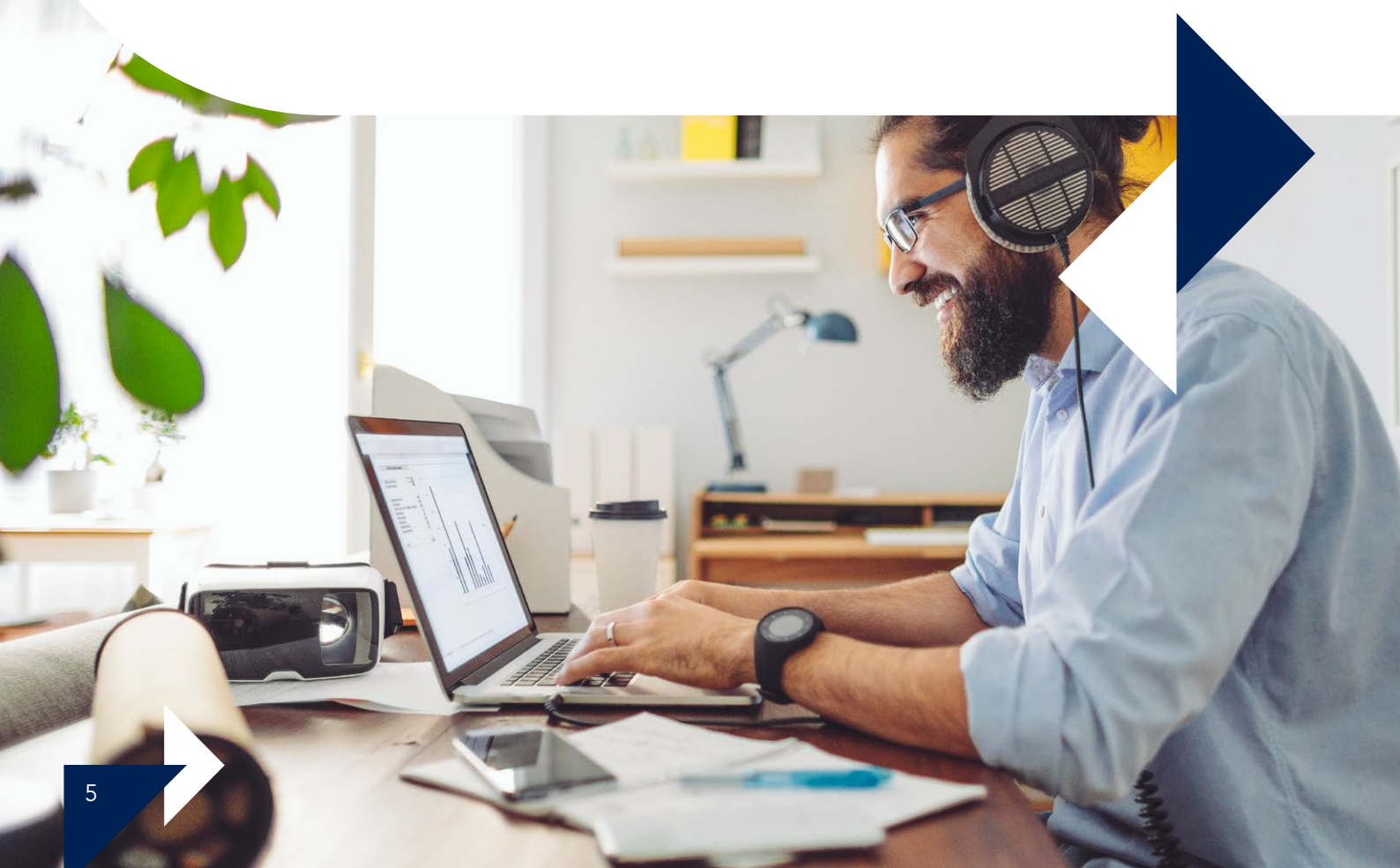
The activities you will want to prioritize for synchronous video-conferencing classes are shown in **bold**.

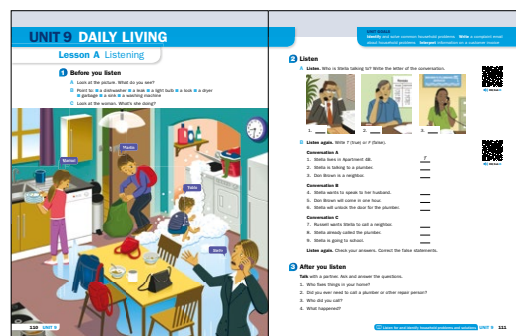
Lesson A	Listening	<b>Lesson objective, Before you listen, Listen, After you listen</b>
Lesson B and C	Grammar and Speaking	<b>Lesson objective, Grammar focus, Practice, Communicate</b>
Lesson D	Reading	<b>Lesson objective, Before you read, Read, After you read, Picture Dictionary (Levels 1 and 2) / Build your vocabulary (Levels 3 and 4)</b>
Lesson E	Writing	<b>Lesson objective, Before you write, Write, After you write</b>
Lesson F	Another View	<b>Lesson objective, Life-skills reading, Grammar connections, Wrap up (self-assessment)</b>
Review	(every 2 units)	<b>Listening, Grammar, Pronunciation</b>



# A suggested structure for an online course in adult education following a mainly synchronous approach

The following sample lesson plan takes into consideration that adult students often have limited time to complete homework assignments, and gives suggestions on how to teach synchronously. However, there are some activities like Read and Write that are better suited to be completed prior to looking at them together during the live sessions. In addition, there are suggestions for using ancillary materials, such as the Online Workbook, [Ventures Arcade](#), and worksheets downloaded from the [Online Teacher's Resource](#) that lend themselves to self-study. Students can also access audio and grammar presentation videos using QR codes to review.





## Lesson A: Listening

Review **lesson outcome** (bottom right of 2nd page of lesson) and look ahead to the tasks that you will be assigning for homework.

### 1 Before you listen

Ask students to look at the **images** on the opening page and brainstorm answers to the initial questions. Have students share their answers by calling on several individual students or by directing students to type their answers in the chat box.

Main classroom  
Screenshare  
Chat box

### 2 Listen

Share exercise 2A on your **screen**. Read the questions or have students volunteer to read them. Play the **audio**. Check comprehension by asking students to type the answers in the chat box.

Share exercise 2B on your **screen**. Read the directions. Check student understanding of the task. Play the **audio**. Have students share their answers by calling on several individual students or by directing students to type their answers in the chat box.

Main classroom  
Screenshare  
Chat box

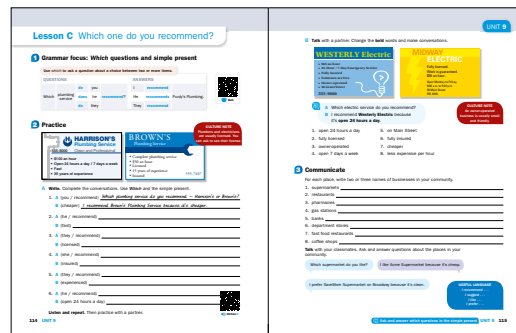
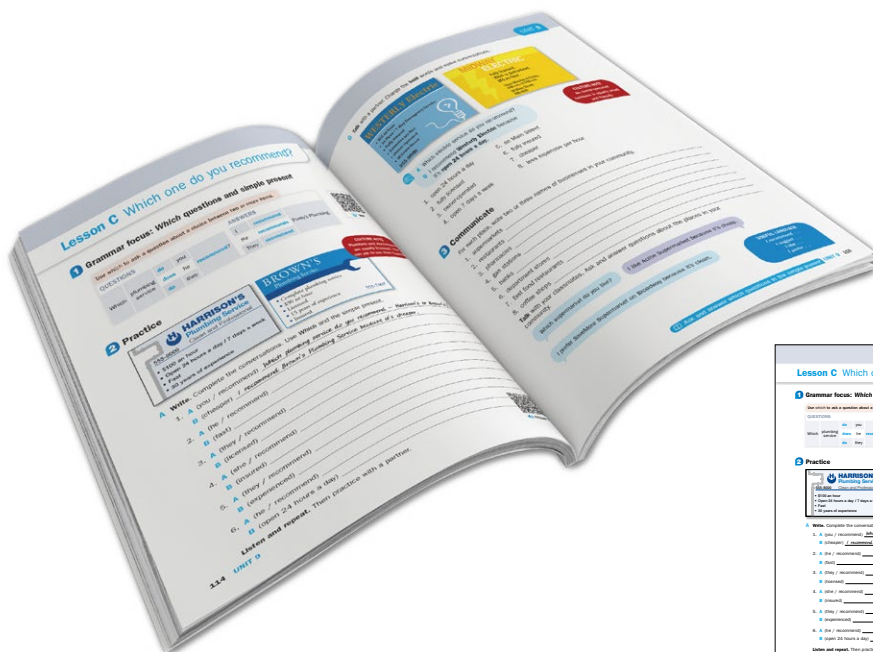
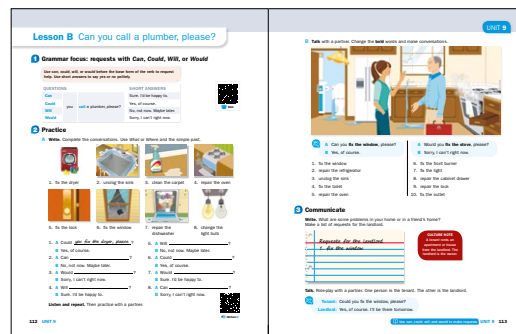
### 3 After you listen

Share exercise on your **screen**. Read the directions. Complete the exercise. Play **audio**, if provided. Have students listen again to check their answers.

If possible, divide your class into groups and ask them to complete the exercise in the breakout rooms. Allow sufficient time for students to complete the task (7-8 minutes). Visit each of the breakout rooms in turn to monitor the task and help where necessary. Bring the students back into the main classroom. Invite volunteers to read their answers.

Main classroom  
Screenshare  
Breakout rooms





## Lessons B and C: Grammar

**Intro:** Review **lesson outcome** (bottom right of 2nd page of lesson) and look ahead to the tasks that you will be assigning for homework.

### 1 Grammar focus

Share exercise 1 on your screen. Play the animated grammar presentation video. Check comprehension by asking the questions in the video. Call on several individual students or direct students to type their answers in the chat box.

Main classroom  
Screenshare  
Chat box

## 2 Practice

Share exercise 2A on your **screen**. Read the questions or have volunteers read them. Have students read and complete the exercise. **Then play the audio for students to check their answers.** Have students listen and repeat.

Share exercise 2B on your **screen**. Read the directions. Check student understanding of the task. If possible, **divide** your class into pairs and ask them to complete the **exercise** in the breakout rooms. Allow sufficient time for students to complete the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary. Bring the students back into the main classroom. Check answers.

If there is a 2C, share 2C on your screen. Read the directions and follow the same process as in previous exercises.

Main classroom  
Screenshare  
Breakout rooms

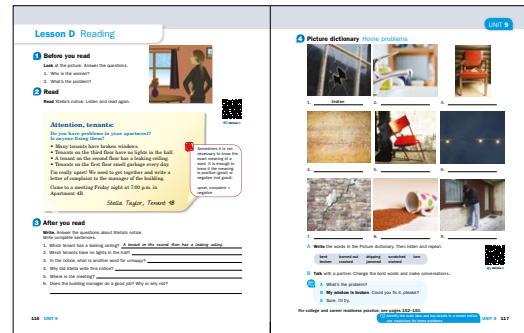
## 3 Communicate

Share exercise on your **screen**. Read the directions. Model the exercise.

If possible, divide your class into pairs or small groups and ask them to complete the **exercise** in the breakout rooms. Allow sufficient time for students to complete the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary. Bring the students back into the main classroom. Have students share their answers by calling on several individual students.

Main classroom  
Screenshare  
Breakout rooms






## Lesson D: Reading

**Intro:** Review **lesson outcome** (bottom right of 2nd page of lesson) and look ahead to the tasks that you will be assigning for homework.

- 1 **Before you read**  
Share exercise 1 on your **screen**. Read the directions. Have students share their answers by calling on several individual students or by directing students to type their answers in the chat box.
- 2 **Read**  
Share exercise 2 on your **screen**. Read the directions. Allow sufficient time for students to read silently. Students use chat box to ask questions they have about content or vocabulary. Then play the **audio**.

**Main classroom**  
 **Screenshare**  
**Chat box**

**Main classroom**  
 **Screenshare**

# 3

## After you read

Share exercise 3A on your **screen**. Read the directions.

If possible, **divide** your class into pairs or small groups and ask them to complete the **exercise** in the breakout rooms. Allow sufficient time for students to complete the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary. Bring the students back into the main classroom. Have students share their answers by calling on several individual students.

### Levels 1 and 2 - Picture Dictionary

Share exercise 4A on your **screen**. Read the directions. Have students match the correct vocabulary words with the pictures in the picture dictionary. Have students share their answers by calling on several individual students or by directing students to type their answers in the chat box. Play the **audio** to check comprehension.

Share exercise 4B on your **screen**. Read the directions. You may want to **use** breakout rooms again for this activity.

### Levels 3 and 4 - Build your vocabulary

Share exercise 3C on your **screen**. Read the directions. Have students share their answers by calling on several individual students.

Share exercise 3D on your screen. Read the directions. Divide your class into pairs or small groups and ask them to complete the exercise in the breakout rooms. Allow sufficient time for students to complete the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary. Bring the students back into the main classroom. Have students share their answers by calling on several individual students.

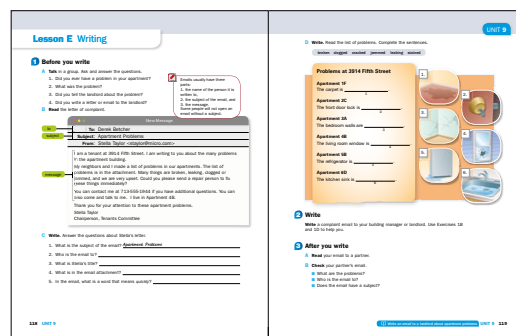
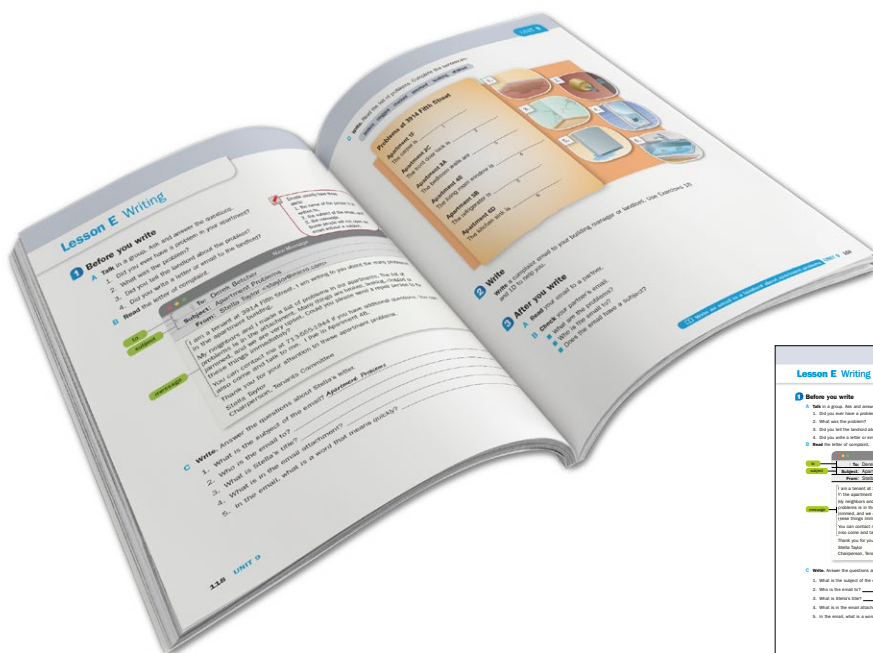
Main classroom

Screenshare

Breakout rooms

## Optional: College and Career Readiness Worksheets

Additional activities using informative texts to help students develop further reading skills, expand vocabulary, and higher-order thinking skills.



## Lesson E: Writing

**Intro:** Review **lesson outcome** (bottom right of 2nd page of lesson) and look ahead to the tasks that you will be assigning for homework.

### 1 Before you write:

Share exercise 1A on your **screen**. Read the directions. Have students **share** their answers by calling on several individual students or by directing students to type their answers in the chat box.

Share exercise 1B on your **screen**. Read the directions. Ask a volunteer to read the model provided. Have students answer the questions on their own or in a group, depending on the activity. Share answers.

Share exercise 1C on your **screen**. Read the directions. Ask questions to make sure students understand the exercise. Students complete the exercise individually and **share** their answers.

**Note:** Many **Before you write** exercises ask students to work in pairs or small groups to complete the activity. If possible, **divide** your class into pairs or small groups and ask them to complete the **exercise** in the breakout rooms. Visit each of the breakout rooms in turn to monitor the task and help where necessary. Bring the students back into the main classroom. Have students **share** their responses by calling on several individual students.

### 2 Write

**Share** exercise on your **screen**. Read the directions. Students complete the exercise individually. Remind students to refer to the model in 1B for support.

To provide additional support, **divide** your students into **small groups** in breakout rooms. Students **share** their ideas and then individually or collectively complete the exercise. Students can work together online to write and edit the document using e.g. Google Docs.

**Note:** If preferred, have students do exercise 2 Write on their own.

Main classroom  
Screenshare  
Chat box

Main classroom  
Screenshare  
Breakout rooms



# 3

## After you write

### Levels 1 and 2

Share exercises 3A and 3B on your **screen**. Read the directions. Divide students into pairs in breakout rooms. Students share their writing.

### Levels 3 and 4

Share exercises 3A on your **screen**. Read the directions. Students check their own writing.

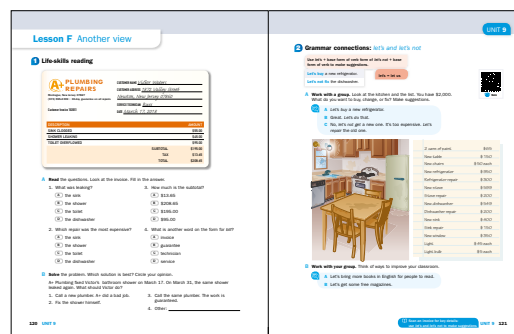
Share exercise 3B on your **screen**. Divide students into pairs in breakout rooms. Students share their writing.

Main classroom

Screenshare

Breakout rooms





## Lesson F: Another View

Review **lesson outcome** (bottom right of 2nd page of lesson) and look ahead to the tasks that you will be assigning for homework.

### 1 Life-skills reading

Share the life-skills reading on your **screen**. Orient students to the organization of the reading.

Share exercise 1A on your **screen**. Read the directions. Have students complete the exercise. Have students share their answers by calling on several individual students or by directing students to type their answers in the chat box.

Share exercise 1B on your **screen**. Read the directions for solve the problem. Divide your class into pairs or small groups and ask students to complete the exercise in the breakout rooms. Allow sufficient time for students to complete the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary. Bring the students back into the main classroom. Have students share their answers by calling on several individual students.

### 2 Grammar connections

Share exercise 2 on your screen, Play **grammar connections** presentation video. Check comprehension by asking student questions or direct students to type their answers in the chat box.

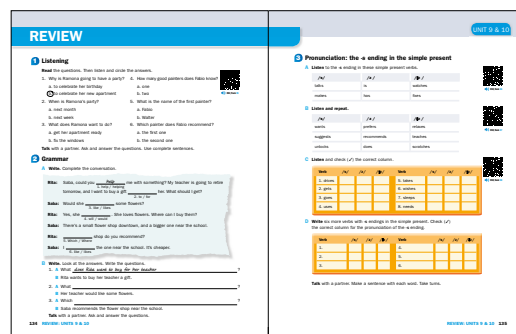
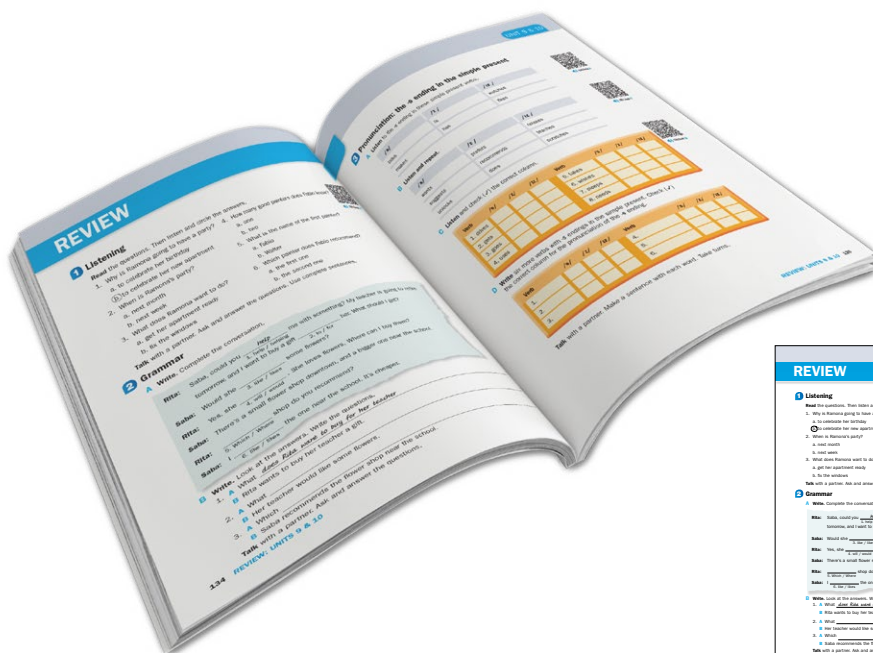
Share exercise 2A on your **screen**. Read the directions. Model the exercise. If possible, divide your class into pairs or small groups as indicated in the directions. Ask students to complete the **exercise** in the breakout rooms. Allow at least 7 to 8 minutes for the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary.

2B Bring the students back into the main classroom. Have students share their answers by calling on several individual students or by directing students to type their answers in the chat box.

Have students complete 3 Wrap up (self-assessment) on their own.

Main classroom  
Screenshare  
Chat box  
Breakout rooms

Main classroom  
Screenshare  
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Breakout rooms



## Review Lesson: One Review lesson (2 pages) every two units.

### 1 Listening

Share exercise on your screen. Read the directions. Play the audio. Then have students share their answers by calling on several individual students or by directing students to type their answers in the chat box.

Main classroom  
Screenshare  
Chat box

### 2 Grammar

Share exercise 2A on your **screen**. Read the directions. Allow sufficient time for students to complete the exercise. Have students share their answers by calling on several individual students or by directing students to type their answers in the chat box.

Share exercise 2B on your **screen**. Read the directions. Allow sufficient time for students to complete the exercise. Have students share their answers by calling on several individual students or by directing students to type their answers in the chat box.

Main classroom  
Screenshare  
Chat box

### 3 Pronunciation

Share exercise 3A on your **screen**. Read the directions. Play the audio. Students repeat.

Share exercise 3B on your **screen**. Read the directions. Play the audio. Students repeat.

Share exercises 3C and 3D on your **screen**. Read the directions. Check for comprehension of directions. Divide your class into pairs or small groups and ask students to complete the exercise 3C and 3D in the breakout rooms. Allow sufficient time for students to complete the task. Visit each of the breakout rooms in turn to monitor the task and help where necessary. Bring the students back into the main classroom. Have students share their sentences by calling on individuals or by directing students to type their answers in the chat box.

Main classroom  
Screenshare  
Breakout rooms  
Chat box



# We hope you find these guidelines helpful.

If you would like to use additional resources with your learners in the synchronous class or as homework, here are some suggestions:

- > **Online Workbook:** Self-grading practice that gives learners instant feedback. Teachers can track time-on-task and check learner progress.
- > **Ventures Arcade:** An online tool that allows extra practice for students to study independently.
- > **Kahoots:** Ready-made Kahoot quizzes based on listening and grammar from each unit to use for diagnostic assessment, practice, formative assessment and review. Host a live Kahoot quiz by sharing your screen or create a challenge your students can play on their own.
- > **Multi-level worksheets:** Three worksheets for each lesson - Below level, At level and Above level. Teachers can share the worksheets with students to complete for homework or use as small group activities in break out rooms during synchronous classes.
- > **QR codes for audio:** Students can review listening passages, practice activities, and the readings by accessing the audio using QR codes in the Student's Book.
- > **QR codes for animated grammar presentation:** Students can watch and hear grammar presentation and answer questions to check that they have understood the grammar point.
- > **Projects:** Collaborative activity for students to work together in groups over the phone, Skype, etc and submit their final project using shared document such as Google Doc or by email.
- > **Conversation Cards:** Activity that can be used in synchronous sessions. Show a question from a card using screen share and have students take turns answering the questions – like a chain drill in a face-to-face setting (A asks B. Then B asks C, etc).

Conversation Cards are available for:

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Basic	<a href="#">Lesson C</a>		<a href="#">Lesson C</a>	<a href="#">Lesson C</a>		<a href="#">Lesson C</a>	<a href="#">Lesson C</a>	<a href="#">Lesson C</a>	<a href="#">Lesson C</a>	<a href="#">Lesson C</a>
Level 1	<a href="#">Lesson C</a>	<a href="#">Lesson F</a>	<a href="#">Lesson F</a>		<a href="#">Lesson C</a>	<a href="#">Lesson B</a>	<a href="#">Lesson C</a>	<a href="#">Lesson F</a>	<a href="#">Lesson F</a>	<a href="#">Lesson B</a> <a href="#">Lesson F</a>
Level 2	<a href="#">Lesson C</a>		<a href="#">Lesson B</a>	<a href="#">Lesson F</a>	<a href="#">Lesson B</a>	<a href="#">Lesson A</a>	<a href="#">Lesson B</a>	<a href="#">Lesson C</a>	<a href="#">Lesson C</a>	<a href="#">Lesson C</a>
Level 3	<a href="#">Lesson C</a>	<a href="#">Lesson B</a>	<a href="#">Lesson C</a>	<a href="#">Lesson C</a>	<a href="#">Lesson C</a>	<a href="#">Lesson B</a>	<a href="#">Lesson B</a>	<a href="#">Lesson C</a>	<a href="#">Lesson B</a>	<a href="#">Lesson C</a>
Level 4	<a href="#">Lesson C</a>	<a href="#">Lesson C</a>	<a href="#">Lesson B</a>	<a href="#">Lesson B</a>	<a href="#">Lesson C</a>	<a href="#">Lesson B</a>	<a href="#">Lesson B</a>	<a href="#">Lesson C</a>	<a href="#">Lesson B</a>	<a href="#">Lesson B</a>

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

- > **Free resource for students and teachers:** Make your words meaningful with [Cambridge Dictionary](#). Sign up for 'Cambridge Dictionary Plus' for free to access quizzes and to create, share and download your own word lists.
- > **World of Better Learning blog for teachers:** To help support all teachers who now have to teach from home due to the Coronavirus outbreak, we have created a [series of blog posts](#) with expert advice on how to move your classes online.