STEP-BY-STEP GUIDE
LET'S TALK! **ENGLISH**
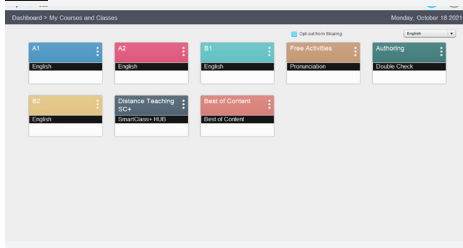
How to use the Let's Talk! English curriculum:

STEP 1	WHAT IS IT?	HOW DO YOU USE IT?

Upload the Let's Talk! English content into a *new* class.

The content is made to be uploaded as a whole course at one time into an empty class.

The content is made to be uploaded as a whole course at one time into an **empty** class.

Think:
What overarching **courses** am I teaching?

For example:
I am teaching English Level 1.

Think:
When am I teaching English Level 1 **classes**?

For example:
I have English Level 1 classes during Hour 4 and Hour 6.

Whatever you do in one class will be done in the other class(es) under the same course for you.

Therefore, if you add the content into Hour 4 of English Level 1, the content will also automatically be added into Hour 6 because they are in the same English Level 1 course in the **HUB**.

A Go into the **HUB** and create your overarching courses and the classes under those courses.

B Pick a class and upload the correct content language/level into the new, empty class*.

*If you try to upload the premade activities into a class where you already have students and/or activities, it will not work.

COURSE & CLASS CREATION

A

UPLOAD CONTENT

B

STEP 2	WHAT IS IT?	HOW DO YOU USE IT?

Learn the chapter topics.

(Introduction page XI)

This book is one language level and broken up into six themed chapters that are divided into different sections: Introduction, Comprehension, Vocabulary, Grammar, and Writing Skills. This book focuses on writing, but students work on all language skills in each chapter: reading, writing, listening, and speaking.

If you are using this as a full curriculum, follow the **Teacher Handbook** front to back.

If you are using this as a supplemental resource, use the curriculum overview to align your teaching topics. Then, go to that chapter in the **Teacher Handbook** and use the activities that fit in your curriculum.

Advanced SmartClass users can even change the instructions or add additional instructions in the instruction box.
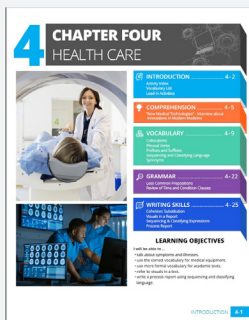
CURRICULUM OVERVIEW

STEP 3

Understand the flow of the chapter.

CHAPTER OVERVIEW

WHAT IS IT?

(First page of every chapter)

The **Vocabulary** section includes activities focusing on the overarching chapter topic.

Each **Comprehension** section begins with a reading followed by activities that focus on the chapter topic.

There are one/two **Grammar** focuses per chapter.

The **Writing Skills** section expands on your students' writing abilities.
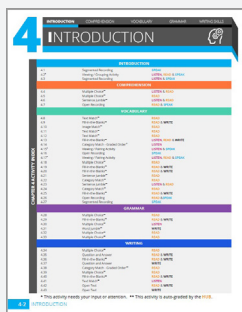
HOW DO YOU USE IT?

Familiarize yourself with the layout of the chapter. This will help you decide which chapter topics best align with what your students are learning.

Find the page numbers to help you easily navigate the chapter.

STEP 4

Familiarize yourself with the activity index.

ACTIVITY INDEX

PREVIEW IN THE **HUB**

B

WHAT IS IT?

(Second page of every chapter)

A The activity index shows:
- activity numbering
- activity types
- targeted language skills
- activities that need your input
- activities that are auto-graded

Activities that need your input or attention before assigning the activity to students are marked with an asterisk (*) *after the activity number*.

Activities that are auto-graded by our system are marked with a double asterisk (**) *after the activity type*.

There is also a full book index available as a sheet or a PDF in the **English Additional Resources** folder.
https://faq.robotel.com/knowledge/AdditionalResources

HOW DO YOU USE IT?

After referencing the index, you can preview the activities in the Let's Talk! English **Teacher Handbook** or **HUB** before assigning the activity folders.

B In the **HUB**, open the activity. This is the teacher view where you can edit the activity if you want. At the top right you will see the **Preview** button. Click on it to see what it looks like from the students' perspective.

Make sure to add or remove any activities to the folder **before** assigning it.

STEP 5	WHAT IS IT?	HOW DO YOU USE IT?

Look over the chapter vocabulary.

VOCABULARY LIST

(Third page of every chapter)

Every chapter vocabulary list is in the **Teacher Handbook** and is also a viewing activity in the **HUB** at the beginning of each chapter for the students.

There is another copy in the *****Vocabulary Resources** folder at the very bottom of the course in the **HUB**.

The vocabulary lists have been compiled into a **Student Resource** file. You can find this resource here: **Additional Resources Let's Talk! English.** https://faq.robotel.com/knowledge/AdditionalResources

Use this as the full vocabulary list if this is your full curriculum. It is broken down into Topical Vocabulary, Other Words and Phrases, and Idioms.

If this is a supplemental resource, compare the vocabulary words here with which words they already know and the ones you may need to teach your students.

Print off or provide the PDF of the **Vocabulary Translation Sheets** for your students. Students can use this resource to write down the vocabulary translations and reference example sentences. You can find this resource here: **Additional Resources Let's Talk! English.** https://faq.robotel.com/knowledge/AdditionalResources

STEP 6	WHAT IS IT?	HOW DO YOU USE IT?

Take a closer look at the introduction section.

INTRODUCTION ACTIVITIES

You'll notice the introduction activities are the same in every chapter. This gives the students the opportunity to think about and discuss what they already know about the chapter topic.

The .1 activity and the last activity in the Vocabulary Section are the same. The first activity is testing the students on their previous knowledge.

The purpose of having the students do this activity again is to see the progression and improvement of their language. There is a Speaking Rubric you can print off and use to grade their progress.

You can find the rubrics in the back of the Teacher Handbook or online: **Additional Resources Let's Talk! English.** https://faq.robotel.com/knowledge/AdditionalResources

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STEP 7

Take a closer look at the pairing/grouping activities.

PAIRING / GROUPING ACTIVITIES

4.2 - LISTEN, READ & SPEAK
Viewing / Grouping Activity (Groups of 3)

TEACHER NOTE: Look at the **Pairing/Grouping Activity** section of the **Step-By-Step Guide** in this book to help prepare for this activity.

Discuss each question as a group.

1. Do you think your country has a good healthcare system? Why or why not?
2. Do most people in your country prefer traditional medicine, modern medicine, or a combination of the two?
3. Do you have to pay for medicine in your country?
4. What are the latest advancements in medical technology (anywhere in the world)?
5. What are some pros and cons of advancements in medical technology?
6. Who do you think should fund research of new treatments and medical equipment? Should it be the government, independent corporations, or academic institutions?

WHAT IS IT?

Each chapter has pairing or grouping activities to help your students work on natural language skills while using the vocabulary from the chapter.

For some grouping activities, students may not be well versed in the topics of conversation. If you want to allow them to use other resources to prepare for the discussion the questions, assign this to them as homework the day before it is set to take place.

HOW DO YOU USE IT?

You can do these activities using the **HUB** or as a **LIVE Pairing/Grouping** activity. *Pair/group your students according to the activity directions*.

If you have the **LIVE** platform, complete the pairing/grouping options first in the **LIVE**, launch the recorder at the bottom right, enter a name for saving purposes, and hit record. If the directions tell you to switch the partners so the students can talk with another partner, you have to save the recordings, re-pair/group the students, and relaunch the recorder at the start of each new pairing.

STEP 8

Take a closer look at the comprehension section.

COMPREHENSION ACTIVITIES

A

READING TIPS

B

READING TIP - Text Types

A text is usually written to serve a particular purpose.

Here is a brief list of some common types of text:

Descriptive	tries to help you see or imagine something
Narrative	tells a story
Informative	gives you information, facts, and figures
Instructive	tells you how to do something
Persuasive	tries to encourage you to do something
Rant	complains about something or expresses a very strong opinion or emotion

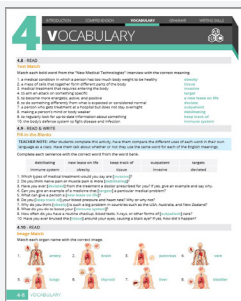## WHAT IS IT?

A In this section, there is a reading based on the chapter theme, vocabulary, and/or grammar. Students are asked to use the reading to complete follow-up activities. These readings and activities are made to further student comprehension.

HOW DO YOU USE IT?

Assign the activities for your students to practice comprehension. Most are autograded by the platform, but there are some that will need you to add a grade. Providing written or oral feedback is also an option.

B Sometimes there is a reading tip to enhance a concept in the reading. Sometimes there is a follow-up activity and other times it is simply a viewing activity. These tips are added in the **HUB** for students in the same place that you see them in your **Teacher Handbook**.

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STEP 9	WHAT IS IT?	HOW DO YOU USE IT?

Take a closer look at the vocabulary section.

A There are a wide variety of activities that get the students using the chapter vocabulary in conjunction with the theme.

The activities vary in rigor and use a wide variety of templates to keep your students engaged.

Sometimes the comprehension reading is used for vocabulary activities as well.

Assign the activities for your students to practice vocabulary. Most are autograded by the platform, but there are some that will need you to add a grade. Providing written or oral feedback is also an option.

B In each chapter there are vocabulary tips to deepen the students' understanding of the vocabulary. These tips are added in the **HUB** for students in the same place that you see them in your **Teacher Handbook**. Sometimes there is a follow-up activity and other times it is simply a viewing activity.

VOCABULARY ACTIVITIES

A

VOCABULARY TIPS

B

STEP 10	WHAT IS IT?	HOW DO YOU USE IT?

Take a closer look grammar section and charts.
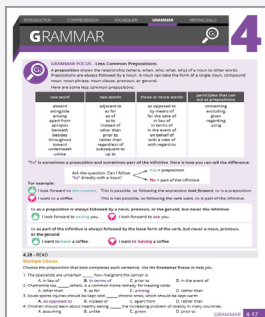
In this section, a variety of activities are created that allow the students to practice grammar concepts in conjunction with the theme.

There are one or two grammar concepts per chapter. Each grammar focus is explained in a chart and then follow-up activities are provided for practice with the focus.

The grammar charts have been compiled into a **Student Resource** file. You can find this resource here: **Additional Resources Let's Talk! English.** https://faq.robotel.com/knowledge/AdditionalResources

Assign the activities for your students to practice grammar. Most are autograded by the platform, but there are some that will need you to add a grade. Providing written or oral feedback is also an option.

The charts are added in the **HUB** for students in the same place that you see them in your **Teacher Handbook**.
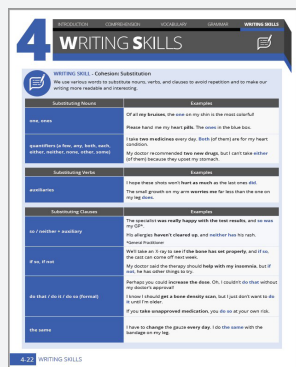
GRAMMAR FOCUS

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STEP 11	WHAT IS IT?	HOW DO YOU USE IT?

Take a closer look at the writing skills section.

WRITING SKILLS

There are multiple writing skill concepts per chapter. Each skill is explained in a chart and then students are given an activity or two in order to apply what they learned from the skill.

The writing skill charts have been compiled into a **Student Resource** file. You can find this resource here: **Additional Resources Let's Talk! English.** https://faq.robotel.com/knowledge/AdditionalResources

There are many activities in this section that need manual grading. In order to help with the amount of grading for these, you could give the students the option to peer review instead.

STEP 12	WHAT IS IT?	HOW DO YOU USE IT?

Take a closer look at the assessment.

Each chapter ends with an overarching writing assessment.

There are multiple topics for the students to choose from. Students must choose **one** of the topics and follow the specific guidelines based on what they learned in the chapter.

We recommend your students type this outside of the **HUB** in a text document of their choice. They can copy and paste their final product into the activity text field when they are ready and then submit the activity.

There are rubrics available for use. Find and print one from the back of the Teacher Handbook or online from the **Let's Talk! English Additional Resources**. https://faq.robotel.com/knowledge/AdditionalResources

STEP 13

Take a closer look at the rubrics for each chapter.

PRINTABLE RUBRICS

A

CHAPTER RUBRICS IN THE **HUB**

B
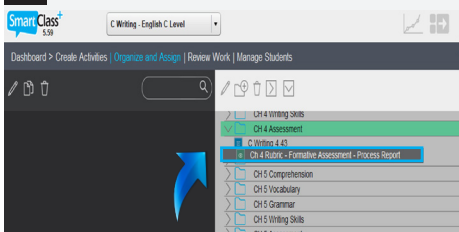
DUPLICATE RUBRICS

C
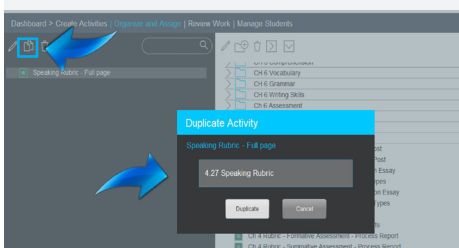
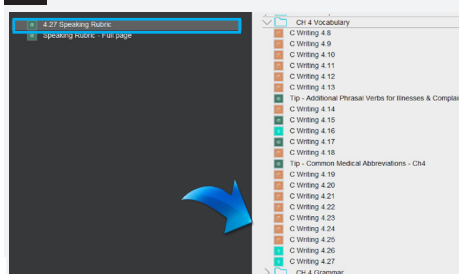### DRAG RUBRICS INTO **HUB** FOLDERS

D

WHAT IS IT?

There are chapter specific and generic rubrics provided for you as an option to use with your students.

For each chapter assessment, there are two rubrics you can choose from. One is a more thorough summative format and the other is a basic checklist format.

There are also generic rubrics for you to choose from for speaking, writing, and presentations.

You can find the rubrics in the back of the Teacher Handbook or online: **Additional Resources Let's Talk! English.** https://faq.robotel.com/knowledge/AdditionalResources

HOW DO YOU USE IT?

A In a classroom setting, print the rubric that best aligns with the activity or project that your students will be working on. Then, provide the rubric to your students so they know what they will be graded on.

B In a virtual setting (or if you prefer not to print it off), the rubrics can be found in the **HUB** folder titled **Rubrics* near the very end of the folders. Move the chapter rubric of your choice into the correct **HUB** folder **before** you assign the entire folder.

C When using a generic rubric, first drag it out of the folder and into the activities area. Click the **Duplicate** button and give the duplicated rubric a new name.

For example: The last vocabulary activity is always a repeat speaking opportunity of the .1 chapter activity. Use the **Speaking Rubric** and give the duplicate copy the name **4.27 Speaking Rubric**.

D Then, place the duplicated rubric into the correct **HUB** folder **before** you assign the entire folder. Placing it under the activity it will accompany is the recommended position. Lastly, drag the original rubric back into the **Rubrics* folder.
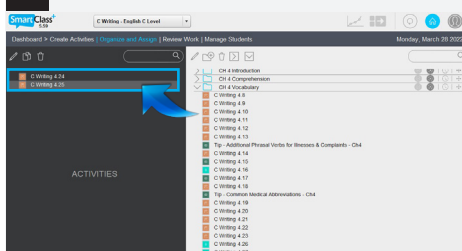
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STEP 14	WHAT IS IT?	HOW DO YOU USE IT?

Prepare the HUB activity folders.

Once you have decided which activities you want your students to complete, prepare the folders with those activities in the **HUB**.

Option 1: You can leave all of the activities in the folder and tell your students which ones they should and should not do.

A **Option 2:** Move the activities that you do not want to assign out of the folder into the column to the left.

B If you do this, we recommend keeping any activities that you may not want in the last folder in the **HUB** titled *Unused Activities*.

Should you decide that you want to use them in the future, you can drag these activities out of this folder and put them back into an *unassigned* chapter folder.

HUB FOLDER PREPARATION

HUB UNUSED ACTIVITIES

STEP 15	WHAT IS IT?	HOW DO YOU USE IT?

Assign the HUB folders to your students.
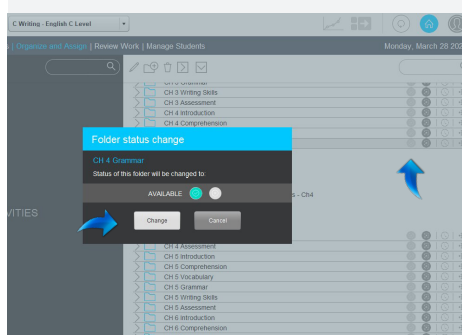
In order for the activities to be completed by the students, you need to assign the entire folder.

Should you want to add any of your own activities*, please add them to the already created content folders.

*Should you want assistance in creating your own activities, use the **Learning SmartClass** videos. https://faq.robotel. com/knowledge/learning-smartclass

*We also have trainers and pedagogical mentors ready to serve you.
Write to:* service@robotel.ca

Click on the checkmark and then the **Change** button in order to make the activities within the folder available to your students. The status of the folder is now "*assigned*" when the checkmark turns green.

To learn how to grade your students' completed activities, watch this video.

FOLDER STATUS