

## Key info

<b>Duration:</b>	60 minutes
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Expand students' vocabulary for talking about festivals</li> <li>Learn about festivals in other countries</li> <li>Describe a local festival</li> </ul>
<b>Resources:</b>	<i>Now I Know 3</i> , Unit 12 – BBC video: All Over the Place: The Nebuta Festival video
<b>Prepare</b>	<ul style="list-style-type: none"> <li><b>Pre-lesson student worksheet</b> (optional, but supports Ss with the vocabulary and ideas in the lesson)</li> <li><b>Student worksheet</b> (1 per student) - distribute before the lesson begins</li> <li><b>A Pen or a pencil</b> – make sure students have them at hand</li> </ul>
<b>Post lesson</b>	<p>Your students can continue the task and share their work on the <i>Pearson and BBC Live Classes Facebook page</i>. They can (all tasks are optional):</p> <ol style="list-style-type: none"> <li>make a short video describing a local festival including interviews, texts and pictures</li> <li>prepare a poster showing the above information</li> <li>prepare a poster and voiceover presentation</li> </ol>
<b>Big Live Lessons</b>	<i>BIG Live Lessons</i> follow the same lesson structure as <i>Live Classes</i> , however some activities have been amended to fit the lesson format. See below for more details.

## Lesson procedure

### Warm-up

Duration	Description	Class teacher's role
5 mins	T introduces herself and schools say <i>hello</i> one by one.	Encourage class to say <i>Hello from...</i> into microphone
	T checks pupils have worksheet, a pen/pencil and a partner to talk to.	Check Ss have what they need.
	T explains lesson objectives and other instructions	Clarify any misunderstandings. Allocate a S to manage microphone and keyboard if appropriate.

### Vocabulary Practice & Production

Duration	Description	Class teacher's role
35 mins	<ul style="list-style-type: none"> <li>T asks <i>Where do you think this festival is? Why?</i></li> <li>T reveals what and where the festival is.</li> <li>Ss work together to tick the vocabulary relevant to their own local festival (<b>Student worksheet - Task 1</b>).</li> </ul>	<p>Monitor and encourage guesses.</p> <p>Have a student ready to answer question into microphone.</p>

		Clarify vocabulary. Help class decide what is important for their festival.
	<ul style="list-style-type: none"> <li>Ss work together to decide which questions and answers the vocabulary goes with <b>(Student Worksheet - Task 2)</b>.</li> </ul>	Monitor and help as needed.
	<ul style="list-style-type: none"> <li>T shows photo of her local festival again and reads sentences. Ss respond - <i>True or False</i>.</li> <li>Class works together to write <i>True or False</i> sentences about their allocated festival photo <b>(Student Worksheet - Task 3B)</b>.</li> <li><b>Breakout Rooms</b> – Class representatives take turns to read out their sentences and the other class responds - <i>True or False</i>.</li> </ul>	<p>Encourage participation.</p> <p>Make note of photo allocated to class. Help Ss remember facts about the photos.</p> <p>Allocate a S to read sentences in Breakout Room and encourage others to listen and respond to the other class.</p>
	<ul style="list-style-type: none"> <li><b>(Student Worksheet - Task 4)</b> T asks where Ss think the festival is and why they think that.</li> <li><b>BBC video.</b> Ss watch the video, order the pictures and correct the sentences. They decide if they want to visit the Nebuta Festival and why.</li> <li>T checks answers from classes.</li> </ul>	<p>Watch video with Ss, monitor and help answer if they want to visit.</p> <p>Have a student ready to answer questions into microphone if needed.</p>

### Final Speaking Task and Wrap-Up

Duration	Description	Class teacher's role
20 mins	<ul style="list-style-type: none"> <li><b>(Student Worksheet - Task 5A)</b> Classes have a short time to prepare to speak to another school about their local festival, add new vocabulary etc.</li> <li><b>Breakout Rooms</b> – class is paired with another class around the world. Class representatives ask and answer questions with the other school. Other Ss make notes on answers.</li> <li>Students return to main room. They decide individually if they would like to visit the festival they have heard about and why/why not <b>(Student Worksheet - Task 5B)</b>.</li> <li>T gets feedback from different groups about festival facts they have learnt and their opinion about visiting or not.</li> </ul>	<p>Decide with your class which festival you will be talking about and together - fill in the column called "My local festival".</p> <p>Have Ss ready to ask and answer questions into microphone while speaking to the other class around the world.</p> <p>Help Ss decide if they would like to visit the festival and why/why not.</p>

	<ul style="list-style-type: none"> <li>T congratulates the Ss on achieving their objectives, introduces the follow-up activity and Facebook page and everyone says goodbye.</li> </ul>	Allocate a S to speak into the microphone for Feedback with the whole group after the activity.
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### Follow up/Homework

Duration	Description	Class teacher's role
N/A	<p>Options for follow-up task depending on ease, access to technology and time constraints.</p> <ul style="list-style-type: none"> <li>Ss use the questions and vocabulary they have seen in the lesson to make a video of an interview with friends and/or family about their local festival.</li> <li>Ss create a poster with pictures and sentences describing their local festival.</li> <li>Ss record a presentation with voiceover showing information and sentences about their festival.</li> </ul> <p>All the work can then be uploaded onto the <i>Pearson and BBC Live Classes</i> Facebook page. The page is restricted to <i>Live Classes</i> participants only (see more details below).</p>	Support students in the creation of their class video / recording and uploading the videos.

### Lesson glossary

traditional food lanterns dance (take part in) a parade take photos to take place dressing gown	sweets Spring / Summer / Autumn / Winter fireworks play music wear masks / costumes a float sculptures
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### Pearson and BBC Live Classes Facebook community

**Join *Live Classes* project group on Facebook and encourage your students to do the same.**

The *Live Classes* project does not end after the lesson, it actually begins here! **Join our closed Facebook group** to give yourself and your students a great opportunity to interact in the global community with your friends from other parts of the world. **The group is available to *Live Classes* participants only.** It is moderated by our well-experienced team to make sure it generates plenty of opportunities to use the English language outside the class, following the group rules and conditions. **To join the group, search for 'Pearson and BBC Live Classes' on Facebook.**

## General teacher guidelines

### Classroom setting

Arrange your class in such a way your students all sit in front of the screen, either together as a group or at their desks. Make sure they will be able to stand/sit down, when needed, work in pairs or come closer to the microphone.

You can also ask one of your “tech-students” to support you as there will be times when he needs to click something.

### Microphone

We want to hear what your students have to say and the other students around the world do too! Therefore, there are times in the lesson where students can share their thoughts using the microphone (laptops have one built-in, for a desktop you may need to get an external one), either as a whole class (saying hello, goodbye, shouting a one-word answer) or individually (giving a longer answer, sharing their thoughts).

**The trainer will have schools’ microphones** muted but will unmute them at different times in the lesson one at a time (see lesson plan) - please encourage your students to take part and have individual students ready to share their thoughts using the microphone.

### Monitoring understanding

The trainer will grade his language and explain instructions carefully, but he can’t monitor the understanding of all pupils - therefore, feel free to clarify / explain / use students’ L1 whenever you feel necessary.

### Breakout rooms

During the lesson you will be groups with a different group(s) to discuss the task together. Once you get to the room you need to:

- you may need to unmute the microphone (click an icon in the bottom left corner)
- support your students in discussing the task
- monitor the activity, taking turns
- clarify/repeat what the other school said if it is unclear for your students

## BIG LIVE LESSONS

*BIG Live Lessons* are based on the above lesson structure. Some activities have been amended to fit the lesson format.

### Teachers are asked to:

- share **Student worksheet** in a digital format with the students before the lesson
- attend a *BIG Live Lesson* with their students to follow up on the lesson and monitor students’ performance

### Students are asked to

- have their worksheets ready – printed out or available in a digital format
- have a piece of paper, a pen and a pencil