

Key info

Duration:	60 minutes
Objectives:	<ul style="list-style-type: none"> Look at different types of transport Learn about inventions in the past Watch a video about transport in the future Focus on the advantages and disadvantages of driverless cars
Resources:	<i>Now I Know! 5</i> – Technobabble: How transport will change in the future, with BBC video
Prepare	<ul style="list-style-type: none"> Pre-lesson student worksheet (optional, but supports Ss with the vocabulary and ideas in the lesson) Student worksheet (1 per student) - distribute before the lesson A Pen or a pencil – make sure students have them at hand
Post lesson	Your students can continue the task and share their work on the <i>Pearson and BBC Live Classes Facebook page</i> . They can (optional): A) Make a poster (optional)
Big Live Lessons	<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.	Check Ss can hear and see the screen.
	<ul style="list-style-type: none"> T checks pupils have worksheet and a pen/pencil Ss draw how they are feeling today - Student worksheet - Task 1. 	Monitor pair work.
	Each class introduce themselves to other classes and hold up their drawn faces Student worksheet - Task 1.	Encourage class to say <i>Hello</i> into microphone.
	T explains lesson objectives and other instructions.	Clarify and signpost lesson.

Presentation & Practice

Duration	Description	Class teacher's role
20 mins	Ss look at the means of transport from the pre-lesson worksheet and play the memory game. Classes will take turns to answer. Hands on heads when they know the answer.	Monitor class, have a student ready to come to microphone.
	Class survey on Student worksheet - Task 2. Classes find out from each other <i>How they go to school?</i> and feedback with 2 sentences to the T.	Have a student ready to come to microphone.

LESSON B

Teacher's notes

T presents a few illustrations and asks for what the objects have in common (they are all inventions). Raise hands when your class knows the answer. T will ask the class who are the first to put their hands up.	Monitor the activity
Pre-watching tasks. T presents a photo of a museum. Ss are asked to think what they see and how many inventions they can find there. When the class has the answer raise hands and T will follow up with question which inventions they can see.	Monitor the activity
Quiz time! Student worksheet – Task 3. Ss work together in pairs and put the items of transport in order of invention on the timeline. Once ready – groups are asked one by one to give the answer.	Monitor and have student ready to come to microphone.
BBC Video. Ss watch first part of video and feedback the make of the car.	Monitor and have student ready to come to microphone.
Student worksheet – Task 4 Ss are asked to label the parts of the car. Have them try this on their own first, then in pairs. T checks if students know the answers and supports with any new vocabulary and pronunciation.	Have students doing what they can individually. Then they check with their partner
BBC Video. T shows second part of video and Ss are asked to put the pictures in order of appearance whilst watching. Student worksheet – Task 5. Volunteers from different groups will feedback.	Monitor and support as necessary. Have student come to microphone.

Production

Duration	Description	Class teacher's role
15 mins	BBC Video. Students are divided into different groups and watch the video for the second time. Each group needs to complete their part on Student worksheet – Task 6. When ready, then first check answers in pairs and then feedback to T. Other groups can then fill in the task they didn't do.	Guide the students through the tasks doing what they can individually, then in pairs, then feedback one student to mic.
	T introduces the idea of Driverless cars. In pairs, or individually, Ss first decide themselves on the advantages and disadvantages of Driverless cars, filling in Student worksheet – Task 7. When they are ready, the task continues in the Breakout rooms , where they discuss the advantages and disadvantages of Driverless cars with another group. Classes feedback after the getting back to the main room.	Have Ss ready to come to microphone to feedback and any ideas of their own.

Wrap-up

5 mins	We will review the lesson looking at Ss have learnt, and cover: <ul style="list-style-type: none"> different types of transport about inventions in the past about transport in the future the advantages and disadvantages of driverless cars 	Ss can see what they have achieved during the lesson
	Poster challenge – T explains post-lesson task and shows demo posters	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage Ss to say goodbye

Follow up/Homework

Duration	Description	Class teacher's role
N/A	<p>Students prepare and design a poster with a mode of transport for the future.</p> <p>The poster can be uploaded to the <i>Pearson and BBC Live Classes Facebook</i> group (for more information see below) so students can see each other's ideas and comment on them</p> <p>The poster can be made individually, in groups or as a class.</p> <p>Some questions to ask in brainstorm:</p> <ul style="list-style-type: none"> Where does it travel? In the air, on the ground, over water? Who is it for? How will people benefit? Where can it be used? What does it look like? Why is it different? What problems does it solve? <p>Use the handout as a template or put the picture on and A4/A3 piece of paper</p> <p>Good luck!</p>	Support students in the creation of posters and with the uploading the posters.

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

