

LESSON C

Teacher's notes

Key info

Duration	60 mins
Objectives	<ul style="list-style-type: none"> • Learn some sport categories • Learn the names of some sports • Watch a video about a special place in England • Talk about our favourite sports • Talk about what is important to do for sports • Talk to another class about sport
Resources	<i>GoGetter 4</i> Unit 3; Sports in the Lake District 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 begins • A Pen or a pencil - make sure students have them at hand
	<p>Your students can continue the task and share their work on the <i>Pearson and BBC Live Classes Facebook</i> page. They can (all tasks are optional):</p> <ol style="list-style-type: none"> Make a short video describing a sport in their country including interviews, texts and pictures and share it on the Live Classes Facebook page; Prepare a poster showing the above information and share; Prepare a poster and voiceover presentation and share.
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 and schools say <i>hello</i> one by one.	Encourage class to say <i>hello</i> into microphone
	T checks pupils have worksheet, a pen/pencil and a partner to talk to.	Check students have what they need.
	T explains lesson objectives and other instructions	Clarify any misunderstandings

Vocabulary Practice & Production

Duration	Description	Class teacher's role
15 mins	<p>T asks students to complete Student worksheet – Task 1</p> <p>T asks classes for the answers.</p> <p>T asks students to guess a sport name and describe what type of sport it is</p>	<p>Monitor and encourage students to write.</p> <p>Make sure the whole class responds to the teacher</p> <p>Get ready one student to come to microphone to speak</p>
	T shows a picture of the Lake District and asks students to say what they can see in the picture.	Get ready one student to come to microphone to speak

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BBC Video 1

Duration	Description	Class teacher's role
10 mins	Student worksheet – Task 2. Students predict the sports they will see on the video, and then watch, check and write	Monitor, make sure students are writing.
	Student worksheet – Task 3. Students watch a segment of the video and write down the missing words. T asks a class for the answer	Monitor, make sure students are writing. Get ready one student to come to microphone to speak
	T analyses meaning and what the contractions in the sentences mean.	Make sure the whole class responds to the teacher

Pair Speaking in Class

Duration	Description	Class teacher's role
10 mins	T models a speaking dialogue about sports	Monitor
	T asks the students to talk to at least 2 people in their class. T asks a class for example speaking	Monitor, make sure students are speaking Get ready two students to come to microphone to speak

BBC Video 2

Duration	Description	Class teacher's role
10 mins	T asks the students to watch a part of the video again and answer Student worksheet – Task 4 : true or false	Monitor, make sure students are writing.
	Feedback - T asks the students to stand up if the answer is true and sit down if it is false.	Monitor, make sure students are standing up or sitting down.

Breakout room – speak to another class

Duration	Description	Class teacher's role
10 mins	T asks students to use their NOTES FROM THE PRE-CLASS TASK to talk to another class about a sport in their country.	Accept the breakout room invitation, turn on the microphone, and help students to complete the task.
	T brings all the classes back together and asks each class to teach the T what they have learnt.	Get ready one student to come to microphone to speak

Goodbye

Duration	Description	Class teacher's role
20 mins	Video challenge - Tl explains post-lesson task	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage students to say goodbye

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Follow up / Homework

Duration	Description	Class teacher's role	
N/A	<p>Students prepare a video report on sports in their country. The video can be uploaded to the Live Classes Facebook group (for more information see below) so students learn about sports in other countries.</p> <p>They should include the following information in the video:</p> <ul style="list-style-type: none">• The name of their school and class• The name of the sport• Some information about the sport<ul style="list-style-type: none">- when did it become popular?• How do you play it?• What equipment do you need?• What is important to remember when playing the sport?• Anything else they'd like to add	Support students in the creation of their class video / recording and uploading the videos.	

Lesson Glossary

Mountain biking, climbing, kayaking, sailing, night swimming, skydiving, horse riding, scuba diving, ice hockey, table tennis / ping pong

Outdoor/indoor sport, team, extreme, water and winter sports, wetsuit It's important to...

You should...

You need to be...

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

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