

Key info

Duration:	1 hour
Objectives:	<ul style="list-style-type: none"> • Watch a video about the high cost of university education in the UK • Learn new words and phrases related to education and finance • Talk to students around the world about higher education in their countries • Focus on important life skills such as learning how to budget and save money
Resources:	<i>Focus Second Edition 5</i> - 'The cost of a good education' video
Prepare	<ul style="list-style-type: none"> • Pre-lesson task (this will help students with ideas and activities in the lesson) • Student's worksheet (1 per student) - distribute before the lesson • A Pen or a pencil - make sure students have them at hand
Post lesson	Video challenge to be shared in Facebook group (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 himself and schools say <i>hello</i> one by one	Encourage class to say <i>hello</i> into microphone
	T checks Ss have worksheet and a pen or pencil	Supply any materials as needed
	T explains lesson objectives and other 'housekeeping' instructions	Clarify any misunderstandings

Presentation and Practice

Duration	Description	Class teacher's role
25 mins	T explains his experience at university and asks Ss to discuss what they would like to study (or do) when they finish school.	Monitor and help Ss with any vocabulary they might need.
	Student's worksheet - Task 1: Ss discuss university students in their country and write down ideas. T asks for volunteers to share what they wrote. T finishes with some general feedback, shares some pictures and asks Ss to stand up if they think university students in their country have a difficult life.	Monitor as necessary and then help selecting volunteers to come to the microphone (if school selected). Encourage Ss to stand up and sit down.
	Student's worksheet - Task 2: Listening for gist. T plays video for a first time and Ss answer the question. T then invites a volunteer from one school to share their answer.	Make sure audio is working and all Ss can see the video. Then support T by sending up a volunteer if school selected.
	Student's worksheet - Task 3: Vocabulary check. Ss complete activity individually and then check answers with a partner. When finished Ss should sit quietly with hands on their heads.	Monitor and help with any difficult vocabulary. Encourage Ss to put their hands on their heads quietly when finished.
	Student's worksheet - Task 4: Listening for detail. T plays video again and Ss complete the activity assigned to their school (Task 4A, 4B or 4C).	Make sure Ss know which activity they have to complete. Monitor and help as needed.

Production

Duration	Description	Class teacher's role
25 mins	Student's worksheet - Task 5: Breakout rooms. T puts Ss in a breakout room with class from another country. 2 volunteers come to the microphone and Ss ask and answer the questions in task 5 (<i>this will be easier if you have completed the pre-class task</i>). Rest of class listen carefully and make notes about what they hear. T then closes breakout rooms and asks for Ss to come and share something they learned about the other school.	Check sound and microphone is working (you may need to unmute your mic). Bring two volunteers to the front and have them take turns to answer the questions. Make sure rest of class remain quiet and listen and make notes about what the other class says. When T asks choose a different student to share something with everyone else.
	Student's worksheet - Task 6: Planning. T explains scenario and shares some useful language for making suggestions. Ss then work in pairs and decide how they will spend their monthly budget. When they have finished Ss should move on to the second part of the activity and suggest ways university students can save money. When they've finished they should put their hands on their heads.	Make sure Ss know what they have to do. Monitor and encourage them to use useful language.
	Student's worksheet - Task 6: Breakout rooms. T puts Ss back into breakout rooms. 1 pair from each school comes to the microphone and tells the other school how they decided to budget their money. They should then try and come to an agreement on how the money should be spent and share any other ideas they have for saving. Rest of class should listen and make notes.	Check microphone is unmuted. Send one pair to the front to speak to the other school (make sure you choose different students than before) and help Ss stay on task.
	Student's worksheet Task 6: Feedback. T closes breakout rooms and goes around and gets feedback from each pair of schools.	If selected send student to front to share their final budget with the group.

Wrap-up

Duration	Description	Class teacher's role
5 mins	T revisits lesson objectives and checks we achieved them.	Monitor and encourage Ss to shout out vocabulary they learned during the class.
	Video challenge – T explains post-lesson task and shows Facebook group.	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 choose one of the following video challenges and then share their video on the <i>Live Classes</i> Facebook group.</p> <p>Option 1: In small groups plan a fundraising event to help raise money for a friend who is going to university. Create a short video to promote it.</p> <p>Things to include:</p> <ul style="list-style-type: none"> • Name of the event • What will happen there (e.g. concert, bake sale etc.) • How much it will cost • Why people should come <p>Guidelines:</p> <ul style="list-style-type: none"> • Film the video on their mobile phones • Try and keep it to 1 minute max • If possible, edit the video to make it more attractive to the audience <p>Option 2: Individually prepare a 60 second application video ready to send to the university or college of their choice.</p> <p>Things to include:</p> <ul style="list-style-type: none"> • What they want to study • Where they want to study and why • Why they should accept their application <p>Guidelines:</p> <ul style="list-style-type: none"> • Film the video on their mobile phone • Try and keep it to 1 minute max. • If possible, edit the video to make it more attractive to the audience 	Support students in the creation of their class video / recording and uploading the videos.

Lesson vocabulary:

- maintenance loan
- tuition fees
- living costs
- student loan
- deprived areas
- to earn above a threshold
- vocational qualifications
- Freshers' Week

Language for making and responding to suggestions:

Making suggestions	Responding to suggestions
How/What about... (+ -ing)	Great idea!
We could... (+ inf)	Yes, ok.
Shall we... (+ inf)	I see your point but...
Let's... (+ inf)	I'm not sure about that
If I were you... (+ would + inf)	I don't think so

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