

## Key info

<b>Duration:</b>	1 hour
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Learn at least <b>10 new words</b> related to technology</li> <li>Learn about <b>technology use</b> in <b>other countries</b></li> <li><b>Answer</b> the question <b>Do smartphones make you smarter?</b></li> </ul>
<b>Resources:</b>	<i>Wider World 3</i> - 'Addicted to screens' video
<b>Prepare</b>	<ul style="list-style-type: none"> <li><b>Pre-lesson student's worksheet</b> (optional, but supports Ss with the vocabulary and ideas in the lesson)</li> <li><b>Student's worksheet</b> (1 per student) - distribute before the lesson begins</li> </ul>
<b>Post lesson</b>	Video report on the class' technology use to be shared in Facebook group
<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
<b>5 mins</b>	T introduces himself and schools say <i>hello</i> one by one	Encourage class to say <i>hello</i> into microphone
	T checks pupils have worksheet and a pen	Monitor pair work
	T explains lesson objectives and other instructions	Clarify any misunderstandings

### Practice & Production

Duration	Description	Class teacher's role
<b>35 mins</b>	T asks 'Do smartphones make you smarter' and pupils vote by standing / remaining seating	Monitor
	T gives examples of what you can do with a phone and asks for more from students	Monitor, have a student ready to answer question into microphone
	Collaboration time. T assigns each school a task (1A/1B/1C) and explains them.	Note down assigned activity, clarify any misunderstanding with activity, monitor
	Ss watch video completing the task they were assigned	Watch video with Ss, monitor

	Feedback - Ss from different schools feed back with their answers for the tasks 1A/1B/1C and Ss fill in answers to the Qs they didn't do	Monitor, have a student ready to answer question into microphone
--	--	--

## LESSON J

Teacher's notes

	Portmanteaus - T explains concept, gives examples and sets Task 2	Monitor
	Feedback - Ss from different schools feedback with their answers to Task 2	have a student ready to answer question into microphone
	Task 3 - Interview time. Ss practice asking and answering these Qs in pairs and can make notes to help them.	Monitor, help with grammar and vocabulary
	Breakout room! Each school paired with another school. Ss go up to microphone to ask and answer interview questions. Ss <u>make notes</u> on the answers they hear	have Ss ready to go to microphone to ask / answer and make sure Ss make notes on answers
	Feedback. T gets different schools to share what they learned about the other school	have Ss ready to go to microphone
	Collaboration time. T assigns each school an activity (1A/1B/1C) and explains the activity	Monitor Clarify any misunderstandings around assigned activity
	Ss watch video 2, completing the activity they were assigned	Watch video with Ss, monitor
	Feedback - Ss from different schools feedback with their answers for the tasks 4A/4B/4C and Ss fill in answers to the tasks they didn't do	Monitor, have a student ready to answer question into microphone

### Wrap Up

Duration	Description	Class teacher's role
20 mins	Debate time! Do smartphones make you smarter? T assigns FOR / AGAINST to different schools, Ss brainstorm ideas to support their position	Note down position assigned to group, support with language and ideas
	Breakout room. Schools paired with another school that has a different position. Ss debate the question, trying to respond to the points made by the other school.	Have students ready at microphone, repeat points made by Ss from other school if necessary
	Revisit lesson objectives. Have we achieved them? Vote again on Do smartphones make you smarter	Monitor
	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

**Follow up/Homework**

Duration	Description	Class teacher's role
N/A	<p>Students conduct a <b>class survey</b> and <b>prepare a video report on technology use</b> in their class. The video can be uploaded to the Live Classes Facebook group (for more information see below) so students learn about tech habits in other countries.</p> <p>They should include the following information in the video:</p> <ol style="list-style-type: none"> <li>1. The name of their school and class</li> <li>2. The percentage of the class that owns a smartphone</li> <li>3. The most popular brand of smartphone in the class</li> <li>4. If they are allowed to use phones in school and why</li> <li>5. The most popular social network in their class</li> <li>6. If they think smartphones make you smarter and why</li> <li>7. Anything else they'd like to add</li> </ol> <p>They will need to ask each other questions to obtain this information (carry out a survey). The teacher can <b>elicit</b> these or provide them. For question 4, the students will need to ask the teacher. Suggested questions:</p> <ol style="list-style-type: none"> <li>1. Do you own a smartphone?</li> <li>2. What brand of smartphone do you use?</li> <li>3. Why are we (not) allowed to use phones in school?</li> <li>4. What is your favourite social network</li> <li>5. Do you think smartphones make you smarter? Why?</li> </ol>	Support students in the creation of their class video / recording and uploading the videos.

**Lesson glossary**

the internet go/spend time online download files send/receive information be connected connection hyperlink	clip meme link screenagers screen addicts virtual world chat with friends	listen to music watch videos play games send messages share photo
Portmanteaus: email, emoticon, phablet, vlog, digimon		

## 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

