

# LESSON B

Teacher's notes



## Key info

<b>Duration:</b>	60 minutes
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Learn about the inventor of the World Wide Web</li> <li>2. Consider the advantages and disadvantages to using the internet</li> <li>3. Discuss how we use the Internet in our respective countries</li> </ol>
<b>Resources:</b>	<i>Wider World 2</i> - 'The Digital Revolution' BBC video
<b>Prepare</b>	<ul style="list-style-type: none"> <li>• <b>Pre-lesson student's worksheet</b> (optional, but it does support Ss with the vocabulary and ideas in the lesson)</li> <li>• <b>Student's worksheet</b> (1 per student) - distribute before the lesson</li> <li>• <b>A Pen or a pencil</b> – make sure students have them at hand</li> </ul>
<b>Post lesson</b>	Make a video or presentation. Choose one of the given options on the worksheet (optional)
<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</i> into microphone
	T checks pupils have worksheet and a pen	Monitor pair work
	T explains lesson objectives and other instructions	Clarify any misunderstandings

### Presentation & Practice

Duration	Description	Class teacher's role
20 mins	<b>Student's worksheet – Task 1</b> Ss look at four pictures of a famous man and they must try to guess the answers	Monitor, have a student ready to come to microphone
	T asks for answers, volunteer comes to microphone	Have a student ready to come to microphone
	<b>Student's worksheet – Task 2</b> – Students talk to the person sitting next to them in class	Monitor pairwork
	T asks for answers, volunteer comes to microphone	Have a student ready to come to microphone
	T asks students questions about the Internet and the location of Ghana. Volunteers come to the microphone.	Have a student ready to come to microphone
	<b>BBC video.</b> Students watch Part 1 and answer <b>Student's worksheet – Task 3.</b> Volunteers come to the microphone.	Monitor and support as necessary. Have student come to microphone.

# LESSON B



## Teacher's notes

### Production

Duration	Description	Class teacher's role
30 mins	<b>Breakout rooms: Student's worksheet – Task 4</b> T asks classes to work together to think of 4 ways the Internet has benefitted us, and 4 ways it has done us harm. Finally, the groups decide if the Internet is overall good for us or bad.	Have Ss ready to come to microphone to speak with other school, clarify misunderstandings.
	T asks for answers, volunteer comes to microphone and provide answers to task 4	Monitor and support as necessary. Have student come to microphone.
	<b>BBC video. Part 2. Student's worksheet – Task 5</b> Students watch the video and complete the information	Monitor and support as necessary
	<b>BBC video. Part 2. Student's worksheet – Task 6</b> Students work together in pairs to predict, how the Internet can help Cudjoe and then watch the video to check their answers.	Monitor and support as necessary.
	<b>Breakout rooms: Ss do Student's worksheet – Task 7</b> They need to ask and answer the questions.	Encourage Ss to interact with the other school.

### Wrap up

Duration	Description	Class teacher's role
5 mins	Video challenge – T explains post-lesson task and shows demo video	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage Ss to say goodbye

## Lesson glossary

**Nouns:** The Internet, Africa, Ghana, human beings, farmers, money, electronic equipment, online, a billion, outside, The World Wide Web, crops,

**Verb phrases:** to plug into, connection, to admire someone, to keep in touch with, to spy on someone, to become addicted to, to compete with someone, to earn, to feel alone

# LESSON B

Teacher's notes



## Follow up/Homework

Duration	Description	Class teacher's role
N/A	<p>Students <b>prepare a video, poster or presentation about one of the following options:</b></p> <p><b>Option 1:</b> In small groups invent your own website. <b>Option 2:</b> In small groups present about a famous person from Ghana <b>Option 3:</b> In small groups present about a person who has used technology to do good in the world</p> <p>The project can be uploaded to the Live Classes facebook group (for more information see below) so students can see each other's ideas and comment on them</p> <p><b>The video can be made individually, in groups or as a class.</b></p> <p>Useful pointers:</p> <ul style="list-style-type: none"><li>• Ss will find planning / writing a script for their video useful</li><li>• The more students in the video, the better. Let's get everyone involved! Feel free to make more than one video per class.</li><li>• Speak clearly and smile! Students are going to show their hometown to the world.</li></ul>	<p>Support students in the creation of their class project. For Big Live Lessons your students can work together to create something online together, such as a Google Doc or a Padlet.</p>

# LESSON B



## Teacher's notes

### 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

