

LESSON C



Teacher's notes

Key info

Duration:	60 minutes
Objectives:	<ol style="list-style-type: none"> 1. Find out about another school's language learning habits and explain your own 2. Learn about languages spoken by fewer people and why they are important 3. Teach some words from your own language and learn some words of another language (not English)
Resources:	<i>Wider World Second Edition, Level 4</i> - 'Keeping Languages Alive' BBC video
Prepare	<ul style="list-style-type: none"> • Pre-lesson student's worksheet (Supports students with the vocabulary and ideas in the lesson. Highly recommended to cover this worksheet) • 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 teaching students' first language (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, check students have necessary equipment and explains how we will work together one	Monitor
	Schools say hello one at a time	Encourage class to say <i>hello</i> into microphone
	T explains lesson objectives and other instructions	Clarify any misunderstandings

Presentation, Practice and Production

Duration	Description	Class teacher's role
20 mins	Teacher explains his language learning journey over the years	Students listen, T can clarify any misunderstandings
	Student's worksheet – Task 1: breakout rooms Schools paired. Ss introduce their school and ask and answer at least three of the questions in task 1. They should make notes on what they learn on worksheet	Have a student ready to come to microphone to ask and answer. Have students note down what they hear from the other school.
	Task 1 feedback. Teacher calls on different schools to share what they learned	Have a student by microphone ready to share what they learned in task 1
	Task 2: prediction. In pairs students ask each other the questions about the screenshots from the video	Monitor
	BBC video. Ss watch the video and do Student's worksheet – Task 3 – listening for detail, while watching. Then volunteers come up to the	Monitor and have student ready to come to microphone.

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microphone to answer.	
Student's worksheet – Task 4 – word search. Students find the four languages mentioned in the video and a volunteer comes to the microphone to share thjem	Monitor and have student ready to come to microphone.
Student's worksheet – Task 5 – fill in the gaps. Students read the text in task 5 and fill the spaces with the words in the box. Then we watch the second half of the video again (from 2:00) to check.	Monitor and support with the reading task.
Student's worksheet – task 6 – agree or disagree? The teacher assigns different schools a different a question from the five. Students ask and answer the questions in pairs, then share, with their class, then with the other schools.	Support with ideas and vocabulary as appropriate. Have students ready to share their thoughts on the microphone.
Task 7: you're the teachers! After 3 minutes to prepare the task, schools are paired in a breakout room with another school <i>with a different first language</i> . The task is to teach 5 words from your language. Students should model a word, have the other school repeat it and give feedback on the other school's efforts!	Decide with the students which five words to teach and have them modelling them loudly and clearly in the microphone, then have them repeating the words that are modelled to them.

LESSON X



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Wrap up

Duration	Description	Class teacher's role
5 mins	Revisit lesson objectives. Have we achieved them?	Monitor
	Video challenge – T explains post-lesson task – a video telling other students about your language and teaching words and phrases (an extension of task 7). Can be posted in the facebook group so other students can watch (and learn!).	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage Ss to say goodbye

Lesson glossary

Culture

Identity

Connected

Traditions

proud

Foreign / second / world / regional language

Follow-up task

- Record a video to tell other students about your language. Use what you did in Task 7 and build on it further.
- Talk about:**
-The history of your language, where's it's spoken, any interesting features of the language
- Teach:**
-Up to ten words and phrases of your choosing. Explain why you chose them.
- Post** your video on our 'Pearson and BBC Live Classes' Facebook group and watch the videos created by other schools. How many languages can we learn?!

LESSON X

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

