

LESSON G



Pre-lesson task, Student's worksheet

1. What can you do with a mobile phone? Individually, write down as many ideas as you can, then share with a partner, then share with the class
2. Read the article:

How do teenagers in the UK and the USA use their mobile phones?

More than ninety percent of British teenagers own a mobile phone; a minority have two or more. These *screenagers* spend more than twenty-seven hours a week online. They can now connect when and where they like with smartphones and tablets. Apparently, UK teenagers avoid using smartphones to chat with friends. Instead, they choose to watch video clips, play games, share photos and send instant messages. As for social media, teens like keeping in touch via Twitter, Snapchat or Instagram. They leave Facebook to their mums and dads!

Teenagers may be connected all the time, but there is one place where most teenagers can't use their digital devices: school! In the UK there is no law about phone use in schools, but teachers can remove devices from students if necessary. However, not all teachers agree and some even try to use smartphones in class.

A recent British report said that removing smartphones from schools will give students more time for their education. It said that smartphones are a big distraction, make students less productive and are bad for learning.

However, in the USA some people do not agree. Recently one school in New York decided to allow students to use smartphones at school. They said that smartphones can be an excellent resource for the classroom. We carry a lot of information in our pockets and this information can be really useful. In this New York school, smartphones can definitely make you smarter!

3. Give an example of a digital device in the text. What other digital devices do you know?
4. What social networks can you find in the text? Do you know any more?
5. Correct the sentences about the article
 - All UK teachers believe smartphones are bad for students.
 - A recent UK report said that using smartphones in school can be positive.
 - All schools in the USA and UK have similar ideas about smartphone use in schools.
6. What does smart mean? Do smartphones make you smarter? Brainstorm ideas as a class, try to get at least five reasons for and five against.

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Key info

Duration:	1 hour
Objectives:	<ul style="list-style-type: none"> Learn at least 10 new words related to technology Learn about technology use in other countries Answer the question Do smartphones make you smarter?
Resources:	<i>Wider World 3</i> - 'Addicted to screens' video
Prepare	<ul style="list-style-type: none"> Pre-lesson student's worksheet (optional, but supports Ss with the vocabulary and ideas in the lesson) Student's worksheet (1 per student) - distribute before the lesson begins
Post lesson	Video report on the class' technology use to be shared in Facebook group
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 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
35 mins	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

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	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	Students prepare an answer to the question 'Do smartphones make you smarter?' using what they have learned in the lesson and their own opinions. Volunteers then come to the microphone to share their thoughts.	Encourage students to write an answer backed up with reasons and examples and have a student ready to come up to the microphone.
	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

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Follow up/Homework

Duration	Description	Class teacher's role
N/A	<p>Students conduct a class survey and prepare a video report on technology use 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">1. The name of their school and class2. The percentage of the class that owns a smartphone3. The most popular brand of smartphone in the class4. If they are allowed to use phones in school and why5. The most popular social network in their class6. If they think smartphones make you smarter and why7. Anything else they'd like to add <p>They will need to ask each other questions to obtain this information (carry out a survey). The teacher can elicit these or provide them. For question 4, the students will need to ask the teacher. Suggested questions:</p> <ol style="list-style-type: none">1. Do you own a smartphone?2. What brand of smartphone do you use?3. Why are we (not) allowed to use phones in school?4. What is your favourite social network5. Do you think smartphones make you smarter? Why?	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		

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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