

# Lesson A

Teacher's notes

## Key info

<b>Duration:</b>	1 hour
<b>Objectives:</b>	<ul style="list-style-type: none"><li>• Learn some places where animals live</li><li>• Learn names of some animals</li><li>• Talk about your favourite animal</li><li>• Describe the animals</li><li>• Find out about their day</li><li>• Talk about our own day</li></ul>
<b>Resources:</b>	<b>GoGetter 1</b> – 'London Zoo' video
<b>Prepare</b>	<ul style="list-style-type: none"><li>• <b>Student's worksheet</b> (1 per student) - distribute before the lesson begins</li></ul>
<b>Post lesson</b>	Video report on your country's national animal to be shared in facebook group (optional)

## Lesson procedure

### Warm-up

Duration	Description	Class teacher's role
<b>5 mins</b>	T introduces herself and schools say <i>hello</i> one by one	Encourage class to say <i>hello</i> into microphone. When groups introduce themselves, students may take notes on their worksheets of other groups joining the lesson.
	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
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<b>45 mins</b>	T asks Students to complete Task 1 on their worksheets. The must match a habitat name to a picture.	Monitor
	T shows a picture of each habitat, and asks groups one by one to say the answer.	Monitor, make sure all class is ready to speak at the same time
	Critical thinking time: T shows a picture of an animal. Ss work together to name the animal, and match it to its correct habitat.	Clarify any misunderstanding with activity, monitor
	T asks students to watch Part 1 of London Zoo video and complete Task 2. T will repeat the video.	Watch video with Ss, monitor
	Feedback. T will ask a student from each group to come to the microphone and say the answer.	Monitor and help individual students at the microphone.
	T asks students to complete Task 3. Ss write down 'what they think' on the left, and then they watch the video one more time writing down what the video actually says on the right of the page.	Clarify any misunderstanding with activity, monitor
	T will give encourage feedback, going round classes one by one	Monitor and help individual students at the microphone.
	Task 4 - students talk to the person sitting next to them.	Monitor
	Task 5 - Students watch Video Part 2 and write down true or false for each sentence.	Watch video with Ss, monitor
	T will ask for visual feedback - students must stand up if they think it is true and sit down if they think it is false.	Clarify any misunderstanding with activity, monitor
	Task 6 - students watch a little video at the end and answer the question	Watch video with Ss, monitor

## Wrap Up

Duration	Description	Class teacher's role
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<b>15 minutes</b>	T will organise the groups into breakout rooms to interview another class. Students write down their answers.	Monitor, help students to ask questions into microphone, ensure they are writing the answers.
	When we are all together again, T will ask individual classes for feedback.	Monitor and help individual students at the microphone.
	Facebook challenge. T will set the challenge and show Students the Facebook page and example task.	Monitor
	T and all the students say goodbye to each other.	Monitor and encourage students to say goodbye

## Follow up/Homework

Duration	Description	Class teacher's role
N/A	<p>Students present a video about their country's national animal. The video can be uploaded to the Live Classes facebook group (for more information see below) so students learn about animals in other countries.</p> <p>They should include the following information in the video:</p> <ol style="list-style-type: none"> <li>1. What is it?</li> <li>2. Why is it the national animal?</li> <li>3. Where does it live?</li> <li>4. What does it eat?</li> <li>5. One interesting fact</li> <li>6. Anything else they would like to add</li> </ol>	Support students in the creation of their class video / recording and uploading the videos.

## Lesson glossary

### Animals:

Giraffes, penguins, tiger, tortoise, monkey, milipede, stick insect

### Adjectives:

Tall, funny, fast, slow, strange, long, big, interesting, green

### Daily Routine:

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Wake up, have breakfast, play, ball, toy, swimming

## Animal Habitats:

Rainforest, grasslands, mountains, arctic, desert, ocean, freshwater

## Pearson and BBC Live Classes social media 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 so your students can all sit facing the screen, either together as a group or at their desks. Make sure the arrangement of the classroom allows them to stand up/sit down, work in pairs or come closer to the microphone as instructed during the lesson.

You could ask one of your more tech-minded students to support you in operating the software and clicking on dialogue boxes as required.

### Microphone

We want to hear what your students have to say, and of course the other students participating in the lesson around the world do too! There will be times during the lesson when students can share their thoughts using the microphone (laptops have one built-in, for a desktop you may need to get an external one). At times this will involve the whole class (saying hello, goodbye, shouting a one-word answer), and at times individual students will be called upon to speak (giving a longer answer, sharing their thoughts).

**The trainer will have schools' microphones muted** but will unmute them one at a time, at different times in the lesson. - Please encourage your students to speak up and have individual students ready to share their thoughts using the microphone.

### Monitoring understanding

The trainer will grade their language and explain instructions carefully, but they can't monitor the understanding of all pupils - therefore, feel free to clarify / explain / use students' L1 whenever you feel necessary.

### Break-out rooms

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At various times during the lesson, you will be grouped with a different class(es) and put in a virtual room where students will need to complete tasks and share ideas. Once you get to the room you need to:

- unmute the microphone (click an icon in the bottom left corner)
- support your students in discussing the task
- monitor the activity, and guide turn-taking
- clarify/repeat what the other school said if it is unclear for your students