

Lesson C

Teacher worksheet

Key info

Duration:	50-60 mins
Objectives:	<ul style="list-style-type: none"> • Learn some phrases to describe where things are located. • Watch a video about an unusual natural environment. • Discuss where you go to engage with nature and how you benefit.
Resources:	<i>Focus Second Edition</i> – “A Hotel in the Clouds” video
Prepare	Student’s worksheet (1 per student) - distribute before the lesson begins

Lesson procedure

Warm-up

Duration	Description	Class teacher’s role
10 mins	Dan introduces himself and involves Ss in a simple TPR activity to warm up.	Encourage class to stand up and sit down when asked.
	Schools introduce themselves one by one.	Encourage class to say <i>hello</i> into microphone.
	Dan explains lesson objectives and other instructions.	Clarify any misunderstandings.

Practice & Production

Duration	Description	Class teacher’s role
40 mins	Dan to lead elicitation and presentation of target vocabulary.	Encourage individuals to say vocabulary items into microphone if asked.
	Pairs complete missing words in text with vocabulary from stage 1. Student’s worksheet – Exercise 1	Monitor and encourage.
	Dan chooses three schools to read out answers. Answer key on screen to end stage.	Monitor and encourage students to speak into microphone.
	Discussion 1 Pairs or small groups discuss four questions about Mashpi Lodge.	Monitor and encourage.

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	<p>Break-out rooms 1</p> <p>Classes are put into virtual rooms together to share their answers to the four discussion questions (<i>Discussion 1</i> on worksheet).</p> <p>At end of activity there will be 60 seconds for classes to finish their conversations and leave their breakout room.</p>	<p>Click to accept invitation to break out room.</p> <p>Encourage schools to share their answers with each other e.g. School 1 <i>"What did you say for question one?"</i></p> <p>School 2 <i>"We said... What did you say?"</i></p> <p>School 1 <i>"We said... What about question 2?"</i> etc.</p>
	<p>Pairs complete a numbers-based prediction task before viewing.</p> <p>Student's worksheet – Exercise 2</p>	Monitor and encourage.
	<p>Watch part 1 of video and check answers to prediction task. Answers shown on screen after video.</p>	Watch video with students.
	<p>Dan talks through comprehension questions.</p> <p>Student's worksheet – Exercise 3</p>	Clarify any misunderstandings.
	<p>Watch part 2 of video and note down answers to comprehension exercises.</p>	Watch video with students.
	<p>Dan chooses four schools to give two answers each and conducts feedback using screen and transcript extracts.</p>	Monitor and encourage students to speak into microphone.
	<p>Discussion 2</p> <p>Step 1: Pairs / groups discuss five questions about engaging with nature in their countries.</p> <p>Step 2: Break-out rooms 2</p> <p>Classes are put into virtual rooms together to share their answers to the five discussion questions (<i>Discussion 2</i> on worksheet).</p> <p>Feedback on one or two questions with everyone together again.</p>	<p>Monitor and encourage.</p> <p>Click to accept invitation to break out room.</p> <p>Encourage schools to share their answers with each other</p>

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Wrap Up

Duration	Description	Class teacher's role
5 mins	Dan provides details of video challenge:	Check student understanding, provide further instructions
	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	Make a video in which you describe the nature you encounter every day and how it makes you feel. You can show us, or just describe it. You can use a mobile phone. You can do it on your own, or in groups – whatever your teacher says. Upload it to our Facebook page when you've finished! Watch videos uploaded by other schools and comment on them.	Support students in the creation of their scripts, and the recording and uploading of their videos.

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

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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

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