

Lesson D

Teacher's notes

Key info

Duration:	1 hour
Objectives:	<ul style="list-style-type: none">• Learn at least 10 new words and expressions related to cities and places to visit.• Learn about things to see and do in New York City• Share information about things to see and do in the students' own cities or countries.
Resources:	<ul style="list-style-type: none">• <i>New York City</i> video
Prepare	<ul style="list-style-type: none">• Student's worksheet (1 per student) - distribute before the lesson begins
Post lesson	<ul style="list-style-type: none">• Video report on a place to visit in the students' city or country to be shared in Facebook group (optional)

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	Picture reveal – T reveals picture of New York one part at a time. Students raise hands when they recognise the city in the picture.	Monitor. Have a student ready to name the city into the microphone.
	T shows a map of the USA with options A, B, C, D and E for the location of New York City. Students stand up when they hear the teacher say what they think is the correct location letter.	Monitor
	Worksheet task 1. T explains that we are going to watch a video about New York City featuring the places in the pictures. Students work in pairs to identify the landmarks in the pictures.	Clarify any misunderstanding with activity, monitor
	Ss watch video and check.	Watch video with Ss, monitor

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Duration	Description	Class teacher's role
	Feedback - Ss from different schools feed back with their answers for task 1. Students write correct answers to the task as necessary.	Monitor, have a student ready to answer question into microphone
	Worksheet Task 2. Students match words with definitions. NB there is one definition that is not needed.	Monitor
	Feedback - Ss from different schools feed back with their answers to Task 2	have a student ready to answer question into microphone
	Video viewing task 2: Have you visited New York? Would you like to visit New York (again)? Why / Why not?	Watch video with Ss, monitor
	Pairwork – students share their opinions on viewing task questions.	Monitor
	Feedback. T gets different schools to share their opinions on the viewing task questions.	Have Ss ready to go to microphone
	T explains that soon we are going to talk about places to visit in the students' own cities / countries, but first we are going to hear about Wroclaw, the city where the teacher lives. Listening task: does Wroclaw look interesting to you?	Listen with the students and monitor.
	Feedback – 'Thumbs up' for interesting; 'thumbs down' for boring...	Monitor.
	Worksheet task 3: Students work in pairs and fill in the gaps in the expressions using the words in the box at the bottom. All the sentences are taken from the teacher's description of Wroclaw.	Clarify any misunderstandings, monitor, help as necessary.
	Feedback - Ss from different schools feed back with their answers to Task 3	Have Ss ready to go to microphone

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Personalisation and sharing

Duration	Description	Class teacher's role
20 mins	Worksheet Task 4A. Students work in pairs or threes and prepare a short 30 second talk about a place they think is worth visiting in their city or country. They should note down their ideas and can use the skeleton sentences on the worksheet if they wish. I will assign a maximum of 5 minutes for this task.	Clarify any misunderstandings, monitor, assist with ideas and language as necessary.
	Breakout room. Schools paired with another school to share their talks as prepared above. Students should listen carefully to the other schools' ideas in preparation to share what they heard with the whole group in the next activity. Maximum time c.5-8 minutes.	Monitor, assist with ideas and language as necessary.
	Worksheet task 4B - Whole group. Individual schools will be invited to share what they heard from other schools in the previous activity. Teacher highlights useful expressions on the worksheet.	Have Ss ready to go to microphone
	Video challenge - T explains post-lesson task	Monitor, clarify any misunderstandings
	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	<p>Our wonderful countries – Class Report</p> <p>Students prepare a video report on a place to visit in their city or country and upload it to the Live Classes Facebook group. They then watch videos uploaded by other schools and comment on what they think to their ideas for places to visit?</p> <p>Students should remember to include:</p> <ol style="list-style-type: none"> 1. The name of their school and class; 2. The name of the place to visit; 3. What you can see and do there; 4. Why it is a good place to visit; 5. Any other important or interesting information about the place that you can think of. <p><u>Guidelines:</u></p> <ul style="list-style-type: none"> • If you want, you can find out about the place on the internet • The more students in the video, the better. Let's get everyone involved! 	Support students in the creation of their class video / recording and uploading the videos.

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	<ul style="list-style-type: none">• Speak clearly and smile! You are going to teach students from all over the world about your city or country.• Have fun!	
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Lesson glossary

The New York Subway

The Statue of Liberty

The Empire State Building

Central Park

the population

crowded

busy

a landmark

a view

to climb

famous for something

to be worth seeing

beautiful

historic

impressive

They told us about...

We liked their idea of visiting...

It sounded interesting / fun because...

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.**

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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

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