

Lesson E

Teacher's notes

Key info

Duration:	1 hour
Objectives:	<ul style="list-style-type: none">Learn at least 8 new words/phrases related to food and marketsLearn about local cuisine and open-air markets in other countries
Resources:	<i>BBC Authentic Video – The World's Busiest Cities: Mexico City</i>
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">Students create a video of themselves making / describing a local dish, shared on the Live Classes Facebook group

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

Personalization

Duration	Description	Class teacher's role
10 mins	Ss take a Street Food Quiz in pairs – Student's worksheet Task 1	Monitor
	T checks answers with different groups	Have a student ready to answer question into microphone
	Ss discuss 3 questions about street food and their preferences.	Monitor
	In pairs or groups of three, Ss list the things you can buy at an open-air market. They will have one minute and should write as many things as possible. Student's worksheet Task 2	Monitor and make sure everyone has a partner. Groups of 3 are ok, too.
	T checks answers with different groups	Have a student ready to answer question into microphone

Lesson E

Teacher's notes

Receptive Skills and Vocabulary

Duration	Description	Class teacher's role
15 mins	T elicits the location of the video using photos	Have a student ready to answer question into microphone
	Ss watch the video and complete Student's worksheet Task 3 – What is the significance of these numbers from the video? Ss complete some short notes using the numbers provided.	Monitor
	T checks answers with different groups	Have a student ready to answer question into microphone
	Comprehension Questions – Ss try to answer the questions in pairs, based on what they can remember from the video. Student's worksheet Task 4	Monitor
	Watch the video again to check the answers for Student's worksheet Task 4	Monitor
	T checks answers with different classes	Have a student ready to go to microphone
	Vocabulary Matching – in pairs, Ss complete Task 5 on the Student's worksheet	Monitor and help with vocabulary
	T checks answers and clarifies meaning and pronunciation of vocabulary. T will ask entire groups to repeat some of the vocabulary.	Monitor

Productive Task

Duration	Description	Class teacher's role
20 mins	<u>Interviews:</u> Step One – As a whole group, Ss write 5 questions to ask another school about food and markets in their country. Student's worksheet Task 6	Assist the class in writing the 5 questions. The whole class can have the same 5 questions. Check for accuracy in the questions and encourage Ss to use the vocabulary from the video.

Lesson E

Teacher's notes

	<u>Interviews:</u> Step 2 – T puts classes into Breakout Rooms where they will conduct the interviews.	Monitor and facilitate the Ss asking their questions to the other group. Make sure they write down the other group's answers.
	In pairs, Ss discuss similarities and differences between food and markets in their country and the country of the group they have just interviewed.	Monitor
	T asks the groups to share the answers to their interview questions	Have a student ready to go to the microphone

Follow up/Homework

Duration	Description	Class teacher's role
N/A	Make a Video: Using their phones, students should make a video where they: <ol style="list-style-type: none"> 1. Cook their favorite local dish, OR 2. Describe and show their favorite local dish, OR 3. Give a short tour of a local, open-air market in their city <ul style="list-style-type: none"> • The videos can be short: 2-3 minutes • Ss can upload their videos to the Live Classes Facebook page, and watch and comment on other students' videos from schools all over the world 	Encourage Ss to make the video and upload it to the Live Classes Facebook page.

Lesson glossary

1. Open-air market
2. Food stall
3. Street food
4. A place's beating heart
5. A locals' market
6. Something dates back to
7. Little craving
8. Something is almost a religion
9. It's a killer
10. Brilliantly vibrant
11. Distinct

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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 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.

Break-out 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 student