

Key info

Duration:	60 mins
Objectives:	<ul style="list-style-type: none"> Learn at least 10 new words related to travel and adventure activities Learn about adventure activities in other countries Answer the question which adventure holiday would you like to go on?
Resources:	<i>Wider World 3 - 'Adventures of a Lifetime'</i> BBC video
Prepare	<ul style="list-style-type: none"> Pre-lesson student worksheet (optional, but supports Ss with the vocabulary and ideas in the lesson) Student worksheet (1 per student) - distribute before the lesson A Pen or a pencil - make sure students have them at hand
Post lesson	Your students can continue the task and share their work on the <i>Pearson and BBC Live Classes Facebook page</i> . They can (all tasks are optional): <ol style="list-style-type: none"> Prepare a video advert on an adventure holiday in your hometown/country Prepare and record an interview with an "extreme sports person" 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 questions about relaxing and adventure holidays - <i>Would you like to go on an adventure holiday?</i> Pupils vote by standing / remaining seating	Monitor
	T gives examples of extreme activities on holidays and asks for more from students.	Monitor, have a student ready to answer question into microphone
	Collaboration time. T assigns each school a different task on a Student worksheet - Task 1A/1B/1C and explains them.	Note down assigned activity, clarify any misunderstanding with activity, monitor
	BBC video. Ss watch video completing the task they were assigned	Watch video with Ss, monitor
	Feedback time. Ss from different schools feedback 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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	Student worksheet - Task 3. Interview time. Ss practice asking and answering Qs in pairs and make notes of their friend's answers.	Monitor, help with grammar and vocabulary
	Breakout room Each school is paired with another school. Ss go up to microphone to ask and answer interview questions. Ss make notes on the answers they hear.	Have Ss ready to go to microphone to ask / answer and make sure Ss make notes on answers
	Feedback time. 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 - Student worksheet - Task 3A/3B/3C and explains the activity	Monitor Clarify any misunderstandings around assigned activity
	BBC video. Ss watch another video, completing the activity they were assigned	Watch video with Ss, monitor
	Feedback time. Ss from different school's feedback with their answers for the tasks 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	Time to talk! Which adventure holiday would you prefer to go on? T provides sample questions students prepare some answers.	Note down position assigned to group, support with language and ideas
	Breakout room. Schools paired with another school. Ss go up to the microphone and ask and answer questions. Making notes of the responses	Have students ready at microphone, repeat points made by Ss from other school if necessary
	Feedback time. T gets different schools to share what they learned about the other school.	Have Ss ready to go to microphone
	Revisit lesson objectives. Have we achieved them?	Monitor
	Video challenge - T explains post-lesson task and shows demo video	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage students to say goodbye

Lesson glossary

luxury/budget holiday	Tourist	SCUBA Diving
sightseeing	hosts	get the idea
jet ski	snorkeling	protective clothing
Snowmobile Guide	advice	landscape(s)
unique	a rough ride	take it easy

Follow up/Homework

Class teacher's role

Support students in the creation of their class video / recording and uploading the videos

Description

Students prepare a video advertising an adventure holiday in your hometown in their class. The video can be uploaded to the Live Classes Facebook group (for more information see below) so students learn about each other's hometown.

An alternative option could be to do an interview with some "famous" sports stars. These could be done separately or included in the class video.

Some things you could include:

- A quick description of your hometown.
- Where your hometown is and how to get there.
- An "extreme activity" with a brief description. How much it costs, where you can do it etc.
- The most popular tourist attraction in/near your hometown
- Popular food in your hometown

When you're making the video don't forget to write a script and most importantly use your imagination and be creative.

Guidelines:

- You can either invent a new extreme sport or research an existing sport online.
- Include one interview in your video.
- The more students in the video, the better. Let's get everyone involved! Feel free to make more than one video per class.
- Speak clearly and smile! You are going to teach students from all over the world about your hometown

Suggested questions for the interview:

1. How did you find out about ACTIVITY NAME?
2. Is it expensive?
3. What are the rules?
4. What's the best thing about it?
5. What kind of people play it.
6. How can you make ACTIVITY NAME more popular?
7. What makes YOUR HOMETOWN such a good place to do ACTIVITY NAME?

Post-Class Activity Script and Glossary

Script

Sitting on a hill just a **stone's throw** from the world-famous city of Sevilla is a new **hotbed** for adventure holidays.

Welcome to Valencina. Home of Extreme Petanque.

Everyday **busloads** of tourists **flock to** the town to get some action.

Extreme Petanque can be played anywhere, in the street, in an olive grove at sunset. You can even play in a kid's play area. And the best thing about it, it's free and anyone can play.

When you're tired of tossing your balls around why not visit our town centre where you can take in our biggest tourist attractions, the church and the town hall. Or why not just take a bike ride through the **cobbled streets** and take in the village life. If you're feeling sporty you could visit our sports centre and take a dip in the pool or play a few sets of

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tennis.

When it's time to **recharge your batteries** before the next game there's a great selection of bars and cafés where you can sit and watch the world go by.

Still in doubt about where to take you next adventure holiday? I didn't think so. We'll see you here in Valencina de la Concepción: Home of Extreme Petanque.

Glossary

A stone's throw from: very close to

Hotbed: an environment promoting the growth of something

Busloads: Lots of people

Flock to: To visit or come to someone or something in large numbers.

Cobbled Streets:

Recharge your batteries: regain one's strength and energy by resting for a time.



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.

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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

