

## English is GREAT

**Important – please read:** This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

### Topic

Languages and specifically endangered languages

### Aims

- To give a short presentation about how the student uses the English language
- To be more aware of endangered languages and the impact of losing them
- To use idioms containing the word 'time' – the most frequently used noun in English
- To write a narrative about what students do in their 'spare time'

### Age group

Secondary and adult

### Level

CEFR B1+

### Time

One hour

### Materials

1. The teacher will need the accompanying PowerPoint and worksheet PDF format to send to learners for homework.
2. The learners will need pens or pencils and paper or a notebook.

### Introduction

This lesson is about the English language and other languages (including endangered languages) that the students may know. It develops speaking skills and the use of idiomatic language and uses the students' own experiences and opinions as the basis of all discussions and written work.

**Procedure**

<b>Before the lesson</b>	<p><b>CHECKLIST</b></p> <ul style="list-style-type: none"> <li>• Always make sure you are familiar with the online platform you are using.             <ul style="list-style-type: none"> <li>- Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems.</li> <li>- Do the students need a URL to join the online classroom? Do they all have this?</li> <li>- Do you know how to 'mute' the students' microphones if you need to?</li> <li>- Do you know how to share what is on your computer screen so that the students can see it?</li> <li>- Do you know how to use 'breakout rooms' if you have this facility? Is this enabled?</li> </ul> </li> <li>• Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson.</li> <li>• Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.</li> <li>• Most online platforms have support videos or tutorials available online. Do you know where to access these?</li> <li>• Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.</li> </ul>
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<b>Before the lesson</b>	<p>Prior to the lesson, send the link to endangered languages to your students and ask them to find out whether their own home language(s) or any other language(s) spoken near them is endangered. The link is:  <a href="http://www.unesco.org/languages-atlas/en/atlasmap.html">http://www.unesco.org/languages-atlas/en/atlasmap.html</a></p> <p>Before you start the lesson:</p> <p>Test your microphone and camera to make sure they work.</p> <p>Make sure that you have the accompanying PowerPoint open and shared.</p>
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<p><b>At the start of the lesson</b></p>	<ul style="list-style-type: none"> <li>• Welcome the learners as they arrive</li> <li>• Check that you can all hear and see each other.</li> <li>• Check that they can see the first slide.</li> <li>• If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.</li> </ul> <p>Tips:</p> <ul style="list-style-type: none"> <li>• Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week.</li> <li>• Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.</li> </ul>
<p><b>1. Warmer (3–5 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Show students <a href="#">slide 2</a></li> <li>• Ask the learners to make guesses about the common link between the words in the word cloud.</li> </ul> <p><b>Answer:</b> They are amongst the 25 most frequently used nouns in English. 'Time', 'person' and 'year' are the top three respectively.</p> <ul style="list-style-type: none"> <li>• Depending on the class-size, you could either ask them to take turns speaking or share their ideas in chat box.</li> <li>• If there's time, ask them to further guess what the top three nouns are (see answer above). If not, just display on the slide.</li> <li>• Ask them to guess the topic of the lesson.</li> <li>• Tell them the topic is English and other languages, and idioms using 'time'.</li> </ul>
<p><b>2. English is GREAT (12-15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Show students <a href="#">slide 3</a></li> <li>• Ask students to read the poster carefully Ask them why it says 'home to the language of business and technology'</li> <li>• Elicit and explain that English is a global language and is used to communicate much of the world's business and technology.</li> <li>• Encourage discussion before moving to the next slide (<a href="#">slide 4</a>).</li> <li>• Ask learners to take two minutes to prepare a brief answer to share their use of English. Prompt them to use the cues given on the slide. While they talk, make notes of their overall strengths and any common errors.</li> <li>• Provide feedback on their strengths and correct relevant common errors.</li> </ul>

<b>3. Focus on endangered languages (12-15 minutes)</b>	<ul style="list-style-type: none"> <li>• Show students <a href="#">slide 5</a></li> <li>• Ask students whether they agree or disagree with the statement. Ask them to either type in the chat box, or write 'agree' or 'disagree' on a piece of paper and hold it up to their camera. Ask individual students to justify their answer.</li> <li>• Either elicit from students or explain to them the meaning of 'endangered' (something which might soon become extinct)</li> <li>• Show students <a href="#">slide 6</a>  If you're using a platform that allows smaller 'break-out' rooms, put learners in smaller groups and ask them to discuss the four questions on the slide.</li> <li>• Ask them to also share anything they read about endangered languages from the pre-lesson reading task.</li> <li>• Ask them to make notes as they discuss. After their initial discussion, bring students back into the main room to share their ideas with the whole group.</li> </ul>
<b>4. Idioms using 'time' (5 minutes)</b>	<ul style="list-style-type: none"> <li>• Show students <a href="#">slide 7</a></li> <li>• Ask students if they remember the three most commonly-used nouns in English (Time, person, year)</li> <li>• Ask students if they know any idioms that contain 'time'. Allow them to share 2-3 if they are willing to volunteer.</li> <li>• If you're using a platform that allows smaller 'break-out' rooms, put learners in smaller groups and ask them to match the idiom to the meaning.</li> <li>• If you don't have the use of breakout rooms, ask them to match the idiom to the meaning by writing their answers on a piece of paper, or do the activity as a whole class, eliciting the answers from students by asking them to raise their hands.</li> <li>• If you are using the breakout rooms, bring students back in to the main room and ask groups for their answers.</li> <li>• Show students slide 8, which shows the correct answers.  <b>Answers</b> (1-H, 2-A, 3-J, 4- F, 5-I, 6-G, 7-C, 8-D, 9-E, 10-B).</li> </ul>
<b>5. Remembering the idioms</b>	<ul style="list-style-type: none"> <li>• Show students <a href="#">slide 9</a></li> <li>• Explain to students that they are going to see ten sentences. Each sentence has a gap which should be filled with one of the time idioms from the previous activity.  If necessary, show students slide 7 again so they can see the correct</li> </ul>

answers again. If they have mobile phones with a camera, they can take a photo of the slide with the correct answers

- Ask students to look at the sentence on slide 9 and to write down on a piece of paper which idiom they think should fill the gap.

To make it more of a game, tell them you will award points for correct answers and give them a time-limit to write their answers (20-30 seconds should be enough time).

- After the time limit, ask them to hold up their piece of paper with their answer to the camera. If they don't have cameras enabled, they can write their answer in the chat.
- Give them the correct answer, award points and repeat the activity with slides 10-18. At the end of the activity, announce which student has the most points.

### Answers

- A. The police arrived **in the nick of time** and caught the thief trying to escape through the window.
- B. **Time flies when you are having fun!** I couldn't believe Jane and I had been talking for 3 hours!
- C. I'm **killing time** by having a coffee as I wait to catch my train home.
- D. I didn't finish the exam as I ran **out of time**.
- E. **Only time will tell** if my broken arm heals well. I have to wait at least six weeks before I will know.
- F. I've been studying so hard this week. I need a bit of **time off**.
- G. I always have **a whale of a time** when I meet up with my friends. They make me laugh so much.
- H. I've told you **time and time again** to tidy your bedroom! I am not going to do it for you!' said Mum to George.
- I. I've been doing the same job for twenty years. I'm so bored with it now that I've decided it's **time for a change**.
- J. In her **spare time**, Catherine likes to go to the cinema with her friends.

### 6. Homework

- Show students slide 19
- Elicit what learners are doing during their spare time to generate a few ideas.

- Shift their attention to the next steps, where they can find most commonly used nouns, verbs and adjectives.
- Encourage them to use as many of them as they can.
- After writing, ask them to record themselves reading their piece of writing using Vocaroo at <http://vocaroo.com/>
- Elicit how it will help them and reinforce the idea to self-correct.
- Encourage them to send their recording to you for feedback.

**Online lesson developed by:**

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