Out of time (lower level) online lesson

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

Tourism, famous places, contrasts, photos.

Aims

- To listen for gist
- To listen for specific information
- To write complete sentences based on a recording
- To plan to speak about a photograph, writing sentences
- To speak about a photograph

Age group

14+

Level

A2 – B1

Time

60 minutes

Materials

- Audio file from this lesson plan – open on your computer
- PowerPoint presentation for students to follow the lesson

Introduction

This activity is designed to encourage students to develop their higher-level critical-thinking skills to speak about images. The activity is part of a package of materials, which includes audio to help

students develop their listening skills. The focus in this lesson is on listening and speaking skills, and on sentence completion to reinforce language work.

Procedure

Before the lesson	**CHECKLIST**
	
	• Always make sure you are familiar with the online platform you are using.
	
	    - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems.
	
	    - Do the students need a URL to join the online classroom? Do they all have this?
	
	    - Do you know how to 'mute' the students' microphones if you need to?
	
	    - Do you know how to share what is on your computer screen so that the students can see it?
	
	    - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled?
	
	• Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson.
	
	• 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.
	
	• Most online platforms have support videos or tutorials available online. Do you know where to access these?
	
	• 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.

At the start of the lesson	• Questions for the teacher before beginning the lesson • Are all of your students in the online classroom? If not, consider a short, warm-up activity until they have all arrived. Don't wait too long though! • Have you checked that all of your students can see and hear you? How do you know? Ask them to type in the chat box, or raise their hand or say "yes" if they can hear you and see you. If they can't hear you, ask them to check their audio and

	video settings.
	• Can all the students speak if they need to? Have you muted all their microphones? It is a good idea at the start of the lesson to mute student microphones to avoid unnecessary noise.
	• Do the students have their webcams switched on, if they have them?
2. Lead-in	• Share your screen with the students and choose an interesting image online to show the students. Be careful to use a copyright-free image. Here is a suggestion, which is on the Powerpoint, but feel free to choose your own image that you think will be suitable for your learners. https://pixabay.com/photos/pug-dog-pet-animal-puppy-cute-801826/
	• As a brief warmer, give students some time to write a caption for the picture in the class chat. They could either give the photo a title, write a caption from the photographer's point of view, or (in this case) from the puppy's point of view. You could start by writing your own in the chat.
	• Once you have some suggestions, you can comment on some of them and correct any errors in grammar or vocabulary etc.
	• Explain that in this lesson students will learn how to speak about photos.
3. Task 1: Speaking	• Prepare to divide students into breakout rooms. Most online platforms allow you to this manually, so you can group the students you want to be together, or have a random function. Put them in groups of 2, 3 or 4 depending on your class size. Tell students you are going to give them some questions to discuss in the breakout room.
	• Display the questions (from slide 3) and read through them with students checking understanding. Then divide the students into the breakout rooms, and set a time limit (around 5 minutes) for students to discuss the questions. Remind students they will be sharing their ideas after this time. Check how to share documents in breakout rooms on the platform you are using. For some, you may need to upload the slide to the breakout room before the class and for others, you can just share your screen.
	• Remember you can 'drop in' to the breakout rooms, check that students are on task, help with vocabulary, and make notes of any good language / errors at this stage.
	• After the time is up, move students back into the main room. Ask one person from each group to answer one of the questions. It's a good idea to nominate here to make sure that all students get speaking practice.
4. Task 2: Listening 1	• Tell students they are going to listen to someone describing a photo. They should listen and try to imagine what the image looks like.
	• Make sure you are sharing your audio as well as your screen so that the students can hear the audio well.
	• Optional: As students listen, they could draw what they think the photo looks like and then hold it up to the camera at the end of the listening OR ask students to write

down FIVE things that they hear mentioned during the listening and write them in the chat afterwards.

- Get feedback on students' ideas

5. Task 3: Listening 2	- Now show the students the image (slide 5) and they can check their ideas from Task 2. Give feedback on who drew a similar picture, or who successfully named items that were mentioned in the chat. - Keep showing slide 5 and ask students to answer the questions on the slide. You could nominate students, or just ask all students to write their answers in the chat. *Answers: 1. Refer to students answers from previous task, 2. Rome, 3. He is a legionnaire, or Roman soldier dressed up for tourists.* - Now listen again and ask students to write down FIVE more things that are mentioned and then write them in the chat. - After, check the pronunciation of the items in the chat box. You could also prompt students by using your mouse to point to an item in the image and ask "*What's this*?" or "*How do we say this in English*?"

6. Task 4: feedback and gapfill	- Ask students to raise their hands (most platforms have a *raise hand* function for participants) if they like the photo – nominate a student and ask them why they like it.
	
	- Now show students slide 6. Play the recording one more time and ask students to make a note of the missing words. Make sure that the students can see the sentences as they listen. They just need to write the missing words. You can pause the recording if necessary. If students find this difficult, play the audio again, and then you can split them into breakout rooms to check their answers in pairs.
	
	- You can either ask students to write their answers on paper, use a collaborative document in the breakout rooms, or write answers directly into the chat. Once you have checked answers, show slide 7.
	
	- Ask students to identify:
	
	   An example of the passive. (it was taken)
	   An example of the past simple (I took it, I decided)
	   An example of the past continuous (When he wasn't looking, he was having a break, he was buying an ice-cream)
	
	- If you want, you can show the students the tapescript (slides 8 and 9). There are some useful phrases highlighted on the slides, like "*It makes me think about".* You could point students to these and explain what they mean – this will be useful for the next stage. You could ask student to read the tapescript and make a note of any language that is new, or that they like.

7. Task 5: Collaborative writing	- Dictate the following sentence heads to students. They can either write them in their notebooks, or open a document on their computer. Nominate different students to read back the sentences. This photo was taken… I took it….ago, at…

I decided to take it because….
He / she / it was…
There are / there is…
When I take photographs I…
It makes me think about…..

- Check the answers on slide 10, and remind students that the sentences they use will change depend on the image they are describing. Go over "top left- hand corner" etc. so that students know how to describe different parts of the picture.

- Put this URL into the chat and ask students to open the website:https://www.flickr.com/photos/eltpics/sets/72157626816628127

- Tell students that they will work in pairs in the breakout rooms. They should choose an image from the page, imagine that they are the photographer, and write a short presentation describing the picture, using the sentence heads to help them. Encourage them to add as much information as possible.

- Send the students to the breakout rooms. Monitor the rooms, and encourage the students to write you a message in the chat if they need any help.

- After 10 minutes bring the students back into the main room. Each group should "present" their photo. You can either a) ask the other students to listen and then check the page to guess which photo is being described (you can share your screen and show the photo that the other students are guessing) or b) hand over screen sharing to each group (if you have that option) so that they can show the picture they are describing as they present.

8. Task 6 (optional)	• If the platform you are using has a poll function, after the presentations you could create a quick poll to see which photo the students like the best.
9. Homework (optional)	• If you wanted to set homework, you could ask students to write a short description of one of their own photos, using the language from today's class. They should send you the photo before the next class (if that is possible), or be prepared to show the photo on camera in the next class. Other students can ask them questions.
10. Wrap up	• Ask students to write any new words they have learnt in the chat box. Check that all students understand these new words and know how to pronounce them. • You can use these for a quick revision activity in the next class (one idea: you can read out definitions for these words and students write them in the chat, or you could do a gap fill and students work together to complete the sentences with the words)

Contributed by

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