



Academy Stars, Level 5, Unit 3: Adventure time

Lesson 7: Speaking, p. 42

This lesson plan, based on p. 72 of the Teacher's Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video-conferencing tool like Skype or Zoom.

Length: 45–60 minutes

Learning objectives:

- Conduct an interview
- Listen and show interest

Vocabulary:

- act, coach, first aid

Materials:

- Presentation Kit: Unit 3, Lesson 7
- Relaxing instrumental music
- Pupil's Books
- Activity Books
- Some materials are available **here**

Materials for pupils:

- Pupil's Book
- Activity Book
- Pens/pencils
- Notebook

Parents:

You might want parents to assist with the lesson. Parents will need to make sure any materials required are available. You should include this information in the lesson invitation, but you can remind them at the start of the lesson. You can do this in the local language, or alternatively you can prepare a slide with pictures of what's needed (scissors, glue, crayons, etc.).



Procedure:



Stage 1	
Warm-up: Do you like...?	<p>Start the lesson with some simple warm-up questions about pupils' likes.</p> <p>Welcome the children who are joining you live and select a part of your typical everyday routine to do, for example mention the date, ask children to look out the window at home and notice the weather, go over your online class rules or promises, etc. Children can respond by writing in the chat box or orally using their microphones.</p> <p>(Webcams on.) Ask the children the following questions: 'Do you like chocolates/vegetables/ watching TV/playing with friends/texting?' Ask the children to indicate their answer through a gesture, for example the children stand up or give a big smile if their answer is 'Yes, I do' and stay sitting or make a sad face if their answer is 'No, I don't'.</p>
Stage 2	
Starting the lesson: Set learning objectives	<p>Say 'Today we're going to learn how to conduct an interview and show interest. You will need your Pupil's Book and Activity Book. Have you got them ready?' Wait for all pupils to answer 'yes' in the chat box.</p>
Stage 3	
Vocabulary	<p>(Books open. Microphones on.) Refer the children to the vocabulary panel at the top of p. 42 of the Pupil's Book: act, coach, first aid. Read out an example sentence for each word (see Pupil's Book, p. 136).</p> <p>Elicit a definition for the words. Unmute children's microphones as they volunteer by raising their hands to speak.</p> <p>Ask children to check the definitions in the dictionary on p. 136.</p>
Stage 4	
Pupil's Book Activity 1: Look at the photo of the job interview. What questions do you think he is asking?	<p>(Books open. Microphones on, or typing in the chat box.) Refer the children to the photo on p. 42.</p> <p>Ask if they remember who the girl is (the adventure camp helper from Lesson 4). Ask 'Where are they?' (in an office/at Treetops Adventure Camp) 'What do you think they are doing?' (talking, asking and answering questions). Children respond in the chat box or unmute their microphones.</p> <p>Ask 'What questions do you think he is asking?' Elicit answers (for example 'What sports do you like? Have you ever been kayaking?').</p>



Stage 5	
Pupil's Book Activity 2: Look at the form. Add one more question to sections 1 and 2.	<p>(Books open. Microphones on.) Ask 'Have you ever been to an adventure camp?' Ask the children who raise their hands what activities they did there.</p> <p>Read out the first part of the form (Likes and dislikes) and help the children notice that all the activities end in <i>-ing</i>.</p> <p>Read out the second part of the form (Experience) and have the children notice that the questions are in the present perfect with 'ever'.</p> <p>Ask children to add one more question to each section. For example, 1: camping/singing/ telling stories, 2: climbed a mountain/swum with dolphins.</p> <p>Give them a time limit. Have children share their questions in the chat box or unmute their microphones.</p>
Stage 6	
Pupil's Book Activity 3: Act out an interview with a partner. Be a star!	<p>First, explain that children will now practise acting out an interview with a partner. Next, practise the intonation of questions. Read out the questions in Activity 2 and have the children repeat after you. Children might prefer to be muted to be able to practise alone so you will have to trust that they are doing it. If they are confident enough, they might feel comfortable if you unmute their microphones individually to be able to hear them.</p> <p>Read out the expressions in the box and tell children that we use these phrases to show that we are interested in what someone is saying.</p> <p>Read out the example question and answer in the speech bubbles.</p> <p>Role-play the interview with a confident child for the class to see how it works. Ask 'Have you ever been kayaking?' ('yes') 'Really? Can you tell me more about it?' ('It was amazing. It was the best experience I've ever had.')</p> <p>Ask for a volunteer to be the interviewer (A) and for another volunteer to be the interviewee (B). The interviewer (A) will ask the questions in Activity 2 and complete the form. The interviewee (B) is at a job interview at an adventure camp and will answer the questions, giving as much information as possible.</p> <p>The children act out their interviews, unmuting two children at a time. If you have a large class, set a time limit and have them carry out the interview with a family member. Play some music for fast finishers to come back to. Some systems may have breakout rooms that you could use to get students working in small groups.</p>
Stage 7	
Pupil's Book Activity 4: Tell the class about your partner.	<p>Ask children to look at their completed forms in Activity 2. Have them think about whether their partner will get the job in the adventure camp. (For example, 'He will get the job because he likes doing sport and cooking. He's also coached tennis and learnt first aid.' 'She won't get the job because she doesn't like doing sport and she's never acted in a play or slept in a tent.')</p> <p>Have volunteers tell the class about their partner.</p>
Stage 8	
Cooler: Come to my adventure camp!	<p>(Webcams on.) Call out some activities (for example, go fishing, swim in the river, play video games, light a fire, swim with dolphins, go shopping, do homework, etc.). The children raise their hands if they can do the activity in an adventure camp and cross their arms if they can't.</p>

Stage 9	
Activity Book: Activity 1 - Complete the dialogue with the correct phrases, a–f.	<p>(Books open, microphones on.) Ask children to take their Activity Books out and open them at p. 36. Set a time limit for the activity while you play some relaxing instrumental music. Then, elicit answers, either in the chat box, by holding their work up to their cameras or by unmuting two students' microphones to perform the dialogue.</p> <p>Answers: 1b 2c 3f 4a 5e 6d</p>
Extra activity	
	<p>a) Say 'I have never...' and perform an action for pupils to guess orally or using the chat box (for example, an action that represents 'acted in a play'). Turn webcams on and have volunteers mime an action for their classmates.</p> <p>b) Show a photograph of yourself carrying out an activity that you like doing, for example a photo of yourself cooking, and say 'I like (cooking)'. Have children either mime what they like doing, draw a picture of themselves or show a photograph that they have at hand (for example, a photograph hanging on the living room wall) and present these to the other pupils.</p>

For asynchronous lessons with self-study tasks set by the teacher:

If you do not have access to a live lesson platform, here are a few tips for managing the lesson asynchronously:

- If you can, upload your introduction to the topic as a video. This will promote greater levels of engagement at the beginning of the lesson. If you are able to upload a video, you should also add instructions for all stages of the lesson. You can also record yourself demonstrating vocabulary, showing flashcards, etc.
- You can give pupils activities to do while they listen to your recording even if you can't see them. For example, for stage 9, ask children to listen to your voice message or video and react by raising their hands if they can do the activity in an adventure camp or crossing their arms if they can't. Trust them to do this at home even if you can't see them!
- Students can take photos of work completed and email them to you, for example in stage 9 of the lesson.
- With parental permission, you can ask pupils to record themselves speaking or singing.
- Some ideas for speaking activities:
 - Pupils listen to a voice recording of one side of the dialogue with pauses for them to complete the conversation. (For example, teacher records the questions and pupils answer in the spaces left; or teacher records the answers to scripted questions such as 'What's your favourite...?' for pupils to ask; or, for stage 6, teacher makes an audio or video recording in which he/she reads out the interview questions in Activity 2, pauses and indicates that children should repeat.)
 - Pupils carry out the activity with a family member.
 - Pupils call or video-call a friend (with parental permission).