

Second Edition
Skillful

Teach
FROM HOME

Skillful 2nd edition Listening & Speaking, Level 2, Unit 1: Society

Lesson: Video: A Royal Visit

This lesson plan, based on p. 10 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

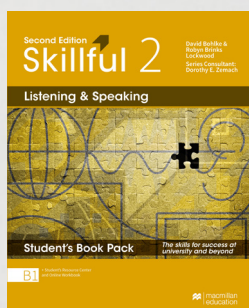
Learning outcomes:

- Students practice talking about charities and charitable work done by some members of the British Royal Family.
- Students practice talking about charitable causes in their local community and what they do.
- Students watch a news broadcast about society.

Materials:

- Skillful 2nd edition Level 2 Listening and Speaking Premium Student's Pack, Unit 1, pp. 8–9
- Skillful 2nd edition Level 2 Listening and Speaking Premium Teacher's Pack, Unit 1, p. 10
- Skillful 2nd edition Level 2 Listening and Speaking Unit 1 video

All resources above can be downloaded **here**



For further preparation, you could watch these teacher development webinars from the Macmillan "Teach from Home" webinar series
<https://www.macmillanenglish.com/us/training-events/webinar-archive>.



Procedure:

Before the lesson:

If this is a first class with a new group, prepare some introductory facts about yourself.

Open the online lesson room or software a few minutes early to make sure your camera and microphone are working correctly, and have the materials open in other windows (for screen sharing) during your lesson.

Follow the teacher's notes on p. 10 in the Teacher's Pack. In addition, see the notes below for how to adapt your lesson for online teaching.

Stage 1	
Lesson warm-up and topic introduction 10 minutes	<p>Get to know the class by writing some facts about yourself on the virtual whiteboard in your classroom software, such as your name, nationality, number of years teaching, favorite food, etc. If you don't have a virtual whiteboard, you could write them in the chat box, for example in Skype, Zoom, or similar.</p> <p>Ask students to guess the questions which the facts answer by writing their ideas into the chat box of your classroom software. For example, if you have written "pizza," students might type, "What's your favorite food?"</p> <p>Tell your students that in this lesson they will be reading, listening, and speaking about the work that charities do and ways of supporting charitable causes.</p>
Stage 2	
Discussion point 10 minutes	<p>Share the unit opener infographic on your screen or ask the students to turn to p. 8 in their course books.</p> <p>Elicit some different ways that people give money. Ask your students to tell you verbally (if they have microphones on and there aren't too many for this to be disruptive). Otherwise, ask them to write their ideas in the chat box.</p> <p>Give your students time to read the unit opener infographic. You might need to either pre-teach or explain some words like <i>charitable</i>, <i>donating</i>, <i>illnesses</i>.</p> <p>Elicit some different ways that people support charitable causes.</p> <p>Ask the students if they find the statistics at the bottom of the infographic surprising. Ask them which one of the four causes they care most about and why. This level of thinking will ensure they engage with the information and not merely read it.</p>
Stage 3	
Before you watch 5 minutes	<p>Tell your students they're going to watch a video about two members of the British royal family, the Duke and Duchess of Cambridge (William and Kate), and some of the charitable work they do. Elicit any information students may already know about these people.</p> <p>(Some online classroom software, like Adobe Connect, has "hands up" functions, so students can raise their hands and you can nominate who should answer. Alternatively, if they all have their cameras on, you could ask them really to raise their hands if they'd like to answer and you can then nominate who should speak. This will help avoid multiple students trying to answer at the same time. They could also use the chat box to type their responses – though this way they don't get active speaking practice!)</p> <p>Ask students to read the <i>Before you watch</i> questions at the bottom of p. 8 and think about whether the statements are true or false.</p>



Stage 4	
While you watch 10 minutes	<p>Give the students time to read through the questions before showing them the video.</p> <p>(Depending on the software you're using, you might be able to upload the video file into the software and play it from there. Alternatively, you could screen share the video when you play it, though the audio might not come through. It's best to test this in advance. You could also make sure all students have the file in advance, for example by asking them to download it.)</p> <p>Watch the video a second time if your students need it. Check your students' answers to these questions and to the <i>Before you watch</i> questions.</p>
Stage 5	
After you watch 10 minutes	<p>If your classroom software allows breakout groups, then put your students in pairs to discuss the <i>After you watch</i> questions before bringing them back to your main online classroom to discuss as a whole class.</p> <p>If you need to keep them all together in the same online classroom, then lead this section as a whole group discussion. Nominate specific students to answer, trying to include those that have so far been quiet in the lesson.</p>
Extra activity or homework	
15 minutes	<p>Ask students to find a website of a local charity. They have five minutes to find some key facts about the charity. Their task then is to explain to the other students in the class what this charity does. This can be done in breakout rooms or as the whole class depending on numbers. This may involve practicing their mediation skills as they may be reading the website in their L1 and explaining it in L2.</p> <p>If set as homework, they could email this to you as a writing task and then explain to a partner at the start of the next class.</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.
 - For this lesson, you could send your students some information about yourself as an introduction. You could consider doing this as a YouTube or Facebook video (with restricted access to your students only if you prefer).
- If possible, use a separate comment/discussion thread for each of the lesson sub-stages.
- Students can post answers to questions in online discussions.
- If students are able to post their homework ideas to an online chat with the Learning Management System, ask each student to comment on a least two other contributions.

